



## Study about Quality of Education and Factors affecting Quality Education in Indian Context

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**Introduction :** The precise meaning of education quality and the path to improvement of quality are often left unexplained. Examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks), processes (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rates), and outcomes (performance in subsequent employment). Additionally, quality education may imply simply the attaining of specified targets and objectives.

More comprehensive views are also found, and interpretation of quality may be based on an institution's or program's reputation, the extent to which schooling has influenced change in student knowledge, attitudes, values, and behavior, or a complete theory or ideology of acquisition and application of learning .

**Key Words :** Quality Education, Factors affecting Quality Education

The aims of education reflect the current needs and aspirations of a society as well as its lasting values, and the immediate concerns of a community as well as broad human ideals. Locating the term quality in educational discourse is now a universal concern today. "Quality is somewhat problematic: like beauty, it lies in the eyes – or rather the mind of the beholder" (Cliff. et al. (1987). Quality has been extensively defined by Dewney et al. (1994) as, "meeting, exceeding and delighting customer's needs and expectations with the recognition that these needs and desires will change over time."

The belief that quality goes with privilege is clearly irreconcilable with vision of participatory democracy that India upholds and practises in the political sphere. Its practice in the sphere of education demands that the education available to all children in different regions and sections of society has a comparable quality. J.P. Naik describes equality, quality and quantity as the elusive triangle' of Indian education. Dealing with this metaphorical triangle requires are deeper theoretical understanding of quality in education than has been what available in schools today.

United Nations educational, Scientific and Cultural Organization's (UNESCO) recently published global monitoring report which discusses systematic standards as the appropriate

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context of the quality debate (see Global Monitoring Report 2006 – Literacy for Life, UNESCO, 2006). From this point of view, the child’s performance needs to be treated as an indicator of systematic quality. The quality dimension also needs to be examined from the point of view of the experiences designed for the child in terms of knowledge and skills. Assumption about the nature of knowledge and the child’s own nature shapes the school ethos and the approaches used by those who prepare the syllabi and textbooks and by teachers as well. The representation of knowledge in text books and other materials need to be viewed from the larger perspective of the challenges facing humanity and the nation today. No subject in the school curriculum can stay aloof from these larger concerns, and therefore the selection of knowledge proposed to be included in each subject area requires careful examination in terms of socio-economic and cultural conditions and goals. Quality in education includes a concern for quality of life in all its dimensions.

For the parents and students, quality education means, “improving the quality of education invariably means raising the levels of academic performance usually measured in the test scores in the various subjects which form part of school curriculum. With reference to education quality is a relative term and hard to define and even more difficult to measure

### **Factors affecting Quality Education**

Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education’s challenges. New research — ranging from multinational research to action research at the classroom level — contributes to this redefinition.

Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students (Glasser, 1990). Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes.

#### ***Good health and nutrition.***

Physically and psychosocially healthy children learn well. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience (McCain & Mustard, 1999).

#### ***Regular attendance for learning.***

When they reach school age, research demonstrates that to achieve academically, children must attend school consistently. A child’s exposure to curriculum — his or her ‘opportunity to learn’ — significantly influences achievement, and exposure to curriculum comes from being in school.

#### ***Family support for learning.***



Parents may not always have the tools and background to support their children’s cognitive and psychosocial development throughout their school years. Parents’ level of education, for example, has a multifaceted impact on children’s ability to learn in school. In one study, children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling

***Quality of school facilities.***

Physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure.

***Interaction between school infrastructure and other quality dimensions.***

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task.

***Class size.***

Many countries significantly expanded access to primary education during the 1990s, but the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students.

***Peaceful, safe environments, especially for girls.***

Within schools and classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. In many countries, attitudes discouraging girls’ participation in education have been significant barriers to providing quality education to all students.

***Effective school discipline policies.***

Well-managed schools and classrooms contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behaviour communicate a seriousness of purpose to students

***Inclusive environments.***



Reducing other forms of discrimination is also critical to quality improvement in learning environments. Most countries, in all parts of the world, struggle with effective inclusion of students with special needs and disabilities.

***Student-centred, non-discriminatory, standards-based curriculum structures.***

Research on educational practices and projections about future needs in society contribute to current understanding of the structure of school curriculum. In general, curriculum should emphasize deep rather than broad coverage of important areas of knowledge, authentic and contextualized problems of study, and problem-solving that stresses skills development as well as knowledge acquisition. Curriculum should also provide for individual differences, closely coordinate and selectively integrate subject matter, and focus on results or standards and targets for student learning

***Professional learning for teachers.***

The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy (Darling-Hammond, 1997). The preparation that teachers receive before beginning their work in the classroom, however, varies significantly around the world and even within the least developed countries.

***Teacher competence and school efficiency.***

Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over.

***Teachers' working conditions.***

Teachers' working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers' perceptions of their employment. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator.

***Administrative support and leadership.***

The quality of administrative support and leadership is another critical element in school processes, both for students and for teachers. At a more macro level, ensuring financial resources for education, especially for recurrent budgets is a necessity. Teachers need governments who are supportive of education systems. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes.



## Conclusion

Most of the steps needed to transform the quality of education in India do not require policy change or a new educational policy. Yet, these steps are not getting taken because there is no visible crisis pushing us to act. Only a few points in my list below – like the creation of a cadre of Indian education civil services, replacing the policy of schools within a kilometre of every habitation with a free transport to the nearest school policy – are policy-level issues.

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