



THE FACTORS OF QUALITY OF EDUCATION IN INDIA

Mamta

M.A Geography, Maharani Kishori College, M. D. University, Rohtak, Haryana

Cite This Article: Mamta, "The Factors of Quality of Education in India", International Journal of Multidisciplinary Research and Modern Education, Volume 5, Issue 2, Page Number 51-54, 2019.

Copy Right: © IJMRME, 2019 (All Rights Reserved). This is an Open Access Article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium provided the original work is properly cited.

Abstract:

The terms "quality" and "education" are frequently and carelessly employed in daily conversation, particularly among executives and businesspeople. In many parts of the world, one of the most talked-about topics these days is quality education. Bhutanese people have recently discussed this subject in public settings like restaurants and get-togethers as well as on social media platforms like Facebook and Twitter. It was even discussed in 2006 at the National Assembly's legislative body, the highest government house. Because of this, the people of Bhutan have begun to doubt the abilities of teachers, which has damaged trust in the educational system and the broad plans and policies that have been put in place recently with the assistance of academics from the esteemed Universities of Canada, America, and Australia, particularly in the 1990s.

Introduction:

All leaders pledge to give the people access to high-quality education. Numerous such pledges have come and gone without having a discernible effect on the standard of education that the general public receives. There is documentation indicating that numerous leaders, institutions, organisations, and individuals have committed significant financial resources in different ways to guarantee the attainment of the goal of delivering high-quality education. Most of the time, nothing changes, if anything gets worse. The key question in this situation is whether or not these institutions, leaders, or bodies are aware of what makes for high-quality education. Do these leaders, organizations, or bodies know what makes for high-quality education? is the key question that needs to be asked in this situation. This is due to the possibility that a woman who is ignorant of the components that make soup delicious could get a sizable inheritance, but her husband could be inclined to fire her due to the unappealing taste of the soup she made. Thus, it is essential to define the two crucial terms, "quality" and "education."

According to the Oxford Advanced Learner's Dictionary (2010), quality is the measure of an object's goodness or badness in relation to other objects of a like kind. Each and every commodity such as high-quality vehicles, clothing, shoes, etc.-uses quality. When a woman in the market selling bananas notices a prospective buyer approaching her shed, she won't hesitate to utilize "quality" to entice him to come closer and buy her fruit. She will so advise you to "buy high-quality banana." This implies that any commodity can have two quality levels: high and low. We have both high-quality and low-quality schooling.

Education is sensitive to time, place, and circumstances because it is ever-changing and constantly adapting to new demands. Education can be broadly understood as an activity that occurs in a society, and its goals and methods depend on the nature of the society in which it operates.

Features of Quality Education:

In order to assert that he is providing high-quality education to the general public, an educator must guarantee the following:

- Students who are in good health, are fed and ready to engage in the learning process, and who have the support of their families and communities.
- Conditions that are safe, secure, nurturing, and gender-sensitive; Enough resources and amenities;
- Content that is represented in pertinent curriculum and materials for the acquisition of life skills, particularly in the areas of literacy, numeracy, and life skills. Knowledge in areas such as gender, health, nutrition, HIV/AIDS prevention, and peace.
- Methods by which qualified educators employ adept assessment techniques and child-centred teaching strategies in well-run classrooms and schools to promote learning and lessen inequities.
- Results that are related to national objectives for education and constructive social involvement and that comprise knowledge, skills, and attitudes.

Quality Learners:

It's a widely held belief that superior students equal superior instruction. The type of learners that children become is significantly influenced by the quality of their lives before they ever begin formal education. What makes a quality learner? These consist of household support, early childhood experiences, and health. For instance, youngsters with good physical and mental health pick things up quickly. McCain & Mustard (1999) assert that a child's early development-particularly in the first three years of life-plays a critical role in laying the groundwork for a healthy life and a positive formal education experience. They argued that proper nutrition is

essential for early brain development and that early disability identification and treatment can provide kids with the best chance of healthy development. Preventing illness, damage, and infection before starting school is crucial to a high-quality learner's early development. Their early life experiences also play a significant role in developing them into excellent learners. Research in numerous nations (including Latin America, India, the Philippines, Turkey, etc.) have demonstrated that kids who take part in formal early childhood programmes perform better in elementary school than kids who do not. Early-life stimulation that is both appropriate and effective affects the development of the brain, which is essential for controlling emotions, arousal, and behaviour. In later life, a child who experiences prolonged stress or lacks good stimulation throughout their preschool years may struggle with their psychological development. Mustard, McLain (1999).

Learning support from the family or at home contributes to the development of excellent students. One cannot overstate the importance of parents in improving their children's education. Nonetheless, it has been observed that a lot of parents can lack the resources and experience necessary to assist their kids' cognitive and emotional growth in the classroom. One of the major factors influencing children's ability to study in school has been identified as the educational attainment of their parents.

Quality of Environment:

The conditions must be right for learning in order for any meaningful learning to take place. The learning environment is made up of three main components. They are the elements of service delivery, the psychosocial component, and the physical aspect.

Physical Elements:

In this case, we consider things like the availability of a sufficient library, space and furniture in the classroom, clean water and electrical supplies, modern, well-equipped buildings, and a plethora of other things. Fuller (1999) asserts that there appears to be a difficult-to-measure indirect relationship between learning and the condition of school infrastructure. Class size is one more physical factor to think about. Up to 300 pupils might be found in a single class at several schools. While Williams (2000) discovered a correlation, there hasn't been a constant association between class size and students' academic performance.

Note: There is an intense and never-ending discussion about this finding.

Psychosocial Element:

This relates to creating a friendly and inclusive environment. It is concerned with creating situations that are tranquil and secure, particularly for girls. For instance, the Republic of Guinea established a well-known "Equality Committee," conducted studies to better understand the needs and characteristics of diverse communities, changed laws pertaining to school-age mothers' pregnancies, constructed latrines for girls in schools, etc. Sutton (1999), who welcomed this improvement, noted that more work needed to be done to enhance the learning environment for girls. He suggested that much more work needs to be done. Most of the time, the actions of teachers create a dangerous learning atmosphere. For instance, sexual harassment of students, a lack of discipline, and instructor brutality (punishment). True education cannot occur in a dangerous setting.

Non-Violence:

It is evident that interpersonal and group conflicts, such as war, have an adverse effect on children's mental well-being and academic performance. The recent kidnapping of the Chibok girls in Borno State serves as an excellent illustration in this case. Even after being released, they will require extensive therapy before they can return to school and lead healthy psychological lives.

Service Delivery:

The provision of health care comes to mind while discussing service delivery. The provision of health services improves learning by lowering student absence and inattention in the classroom. Evidence from Mexico, India, and China, as reported by Carron & Chau (1996), indicates that child illness is the main reason behind child absenteeism. It has been demonstrated that excellent physical, psychological, and service environments in schools significantly influence student learning.

Quality Content:

Here, the intended and taught curriculum of schools is mentioned. Curriculum creation and implementation should begin with national education goals and outcome statements that convert those goals into quantifiable targets, according to UNICEF (2000). One of the most important things that a good curriculum should emphasize is trying to tackle societal problems. The curriculum ought to prioritize the following crucial subjects:

- Standard-based, non-discriminatory, and student-centered.
- Both local and national material ought to be distinct.
- Since reading and writing proficiency is frequently cited as one of the main objectives of formal education, it ought to place a strong emphasis on it.
- Life skills should also be emphasised in the text. Vocational skills and cleanliness are two examples of such life skills. Curriculum for life skills focuses on themes such as values, attitudes, and changing behaviour rather than trying to teach students specific subjects.

- Peace education ought to be emphasised in the content as well. The goal of peace education is to give students the skills necessary to avoid conflict and, in the event that one does arise, to settle it amicably on an intrapersonal, interpersonal, intergroup, national, or international level. For instance, if peace education had been religiously and seriously emphasised in Nigeria, it might have had a significant impact on the country's current insecurity issue.

Quality Processes:

The method used to convey knowledge is crucial in any learning activity. High concern for quality produces high-quality results. Chijioke (2014). Any investor in the education sector is extremely concerned about the actual calibre of teachers. To help students learn and have a thorough understanding of both their subject matter and pedagogy, teachers should engage in professional learning (Darling - Hammond, 1979). The latter claims that between 35 and 50 percent of students are taught by untrained teachers in Togo, Uganda, and Cape Verde.

This has an impact on the quality of education because student progress, particularly in areas beyond fundamental abilities, is mostly determined by the subject matter expertise of the instructor (Mullans, Murnace, and Willett, 1996).

Teachers can effectively expand their knowledge by observation, discussion, and reflection with peers and supervisors, as well as journaling (UNICEF, 2000). The performance of teachers can be enhanced by interactive video technology, in-service training, and external workshop training.

Quality of Curriculum:

Good teachers are just as vital as a good curriculum. According to Parkay, F., Standford, B.H., & Gougeon (1996), "a curriculum or any educational program's objective is to attain varied goals that may have been established "within a framework of theory and research, past and present professional practice, and the changing demands of society." Without a strong curriculum, learning might not occur for students. In essence, the kind of curriculum that is used in the educational system has a significant influence on the calibre of knowledge that pupils acquire. The components of a curriculum must be inclusive of the learners' learning styles and allow educators and students to explore and develop the variety of natural potential that each student possesses. In addition to being inclusive and gender sensitive, the curriculum should be outcomes-oriented (Glatthorn & Jailall, 2000). Every curriculum should be learner-centered, standardised, and devoid of discrimination, especially when it comes to cultural diversity, different intelligences, innate abilities, and students' personal stake in their own education.

According to UNICEF (2000), "National goals for education should serve as the foundation for the development and implementation of curriculum, along with outcome statements that translate those goals into measurable objectives." Reliable and contextualised research that give students access to the three learning domains-cognitive, emotional, and psycho-social-must be incorporated into curricula. UNICEF (2003) persuasively argues that deeper learning domains should be prioritised during curriculum design, as opposed to merely providing a wide overview of certain topics. These domains of learning are thought to be inherent characteristics. For instance, a doctor who lacks a solid understanding of morals and attitudes has a higher chance of failing in life. The curriculum is expected to be value based education containing literacy, numeracy and life skills putting more emphasis on child-centered method of teaching (UNICEF, 2000).

Raising the bar for academic curricula gives teachers the chance to better reflect the interests and abilities of their pupils, which increases the likelihood that their futures will be secure as opposed to having a depersonalised curriculum. The nation's educational objectives of creating future citizens who are highly qualified, talented, and motivated can be met with the aid of a strong curriculum.

Quality Resources:

Achieving quality learning is greatly impacted by having classrooms that are furnished and engaging as well as having sufficient teaching-learning resources. To create a good teaching-learning process, curriculum, and qualified teachers are probably going to be crucial, in addition to the school's infrastructure. Although Fuller (1999) makes a strong case for the idea that "empirical evidence is inconclusive as to whether the condition of school buildings is related to higher student achievement after taking into account student's background," Carron & Chau (1996) conducted a study in India on 59 schools, of which only 49 had buildings, 25 had one lavatory, 20 had electricity, 10 had one library room and 4 had one television set. The study found that there was a strong correlation between sufficient resources in school with students' learning scores in Mathematics and Hindi (Carron & Chau, 1996).

The numerous ways that technology is used in education attest to the development of a student-centered learning environment. Examples of interactive and time-saving educational technologies that can improve the quality of educational processes include online learning, video and teleconferencing, and televised educational talks. According to Droste (2000), internet technology can also be employed in place of other approaches. This is a novel idea that many schools in underdeveloped nations should investigate. "The Internet and education are the two fundamental equalizers in life," said the president of Cisco Systems. E-learning breaks

down barriers related to time and location, enabling people, businesses, and nations to access learning opportunities anytime, anywhere (Chambers, 2000).

Quality Parents:

The role that parents play in their children's education is extremely important in the modern society. Children with educated parents perform reasonably well in all school-related extracurricular and extracurricular activities. Put another way, children who grow up in supportive homes are more likely to succeed academically (Marzano, 2003). Furthermore, according to Barnard (2004), Henderson (1988), Shumox & Lomax (2001), and others, a parent's involvement in their child's everyday learning activities has a significant impact on the academic success of the student.

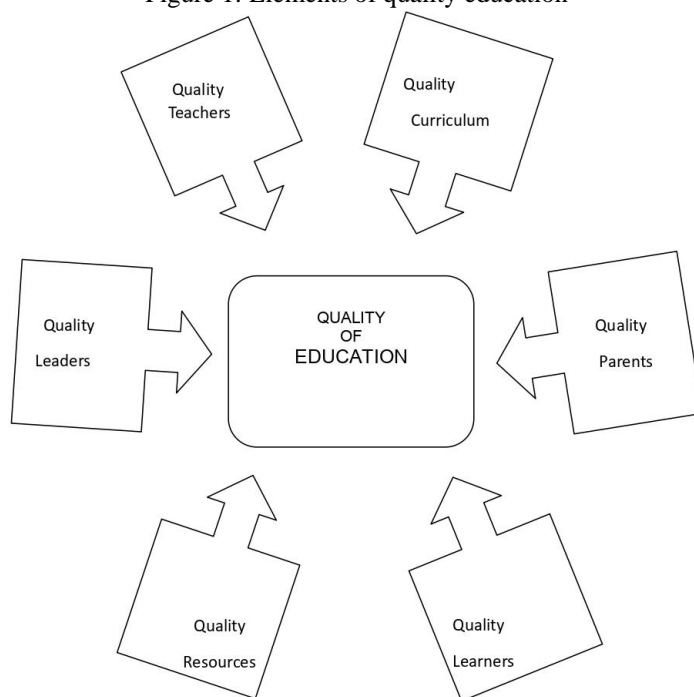
According to Krashan's (2005) research, students who have parents who are interested in their education, time management, caring, and supportive of their education perform better on standardized examinations than students whose parents are not. It's interesting to note that some parents even participate in school activities to support their kids' growth and to set an example for others. Therefore, parental support is desperately but passionately needed for the children's growth and the school's success.

Conclusion:

The key factors influencing the nation's educational quality are the components of successful learning, which include excellent curricula, effective leaders, qualified and diligent instructors, motivated students, understanding parents, and an abundance of resources. The kids of today hold the key to the nation's future. Learners' rights have been implicitly interpreted to include access to high-quality education. Everyone must pay attention to, comprehend, consider, and come to a collective decision regarding the topic, "What will be the fate of the country if there are high numbers of unproductive youth in the country?"

The figure is a summary of some core elements which are necessary for the development of quality education in a school system.

Figure 1: Elements of quality education



References:

1. Cain, M., and Mustard, J.F (1999). Reversing the real brain drain: Early Years Study. Toronto, Canada; Publications Ontario.
2. Carron, G. and Chau, T.N (1996). The quality of primary schools in different development contexts. Paris: UNESCO
3. UNICEF (2000). Curriculum report card. Working Paper Series, Education Section, Programme Division. New York, NY: Author.
4. Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. Children and youth services review, 26, 39- 62.
5. Henderson, A. T. (1988). Good news: An ecologically balanced approach to academic improvement. Educational Horizons, 66(2), 60-67.
6. Krashen, S. (2005). The hard work hypothesis: Is doing your homework enough to overcome the effects of poverty? Multicultural Education, 12(4), 16-19.