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Quality Education

A B S T R A C T

The concept of quality education is relative because of the relationship between quality and aims of education. The function of education is not merely to supply some amount of knowledge to the student; but to develop in him desirable habits, interests, attitudes and skills which help him to lead a worthwhile life. Stating that quality of life is the out come of quality education, the author says that existing education should be improved according to the needs of the time if it is to fulfill the demands of one's country.

Concept of Quality Education

Quality is regarded as a prime requisite to develop human skill in the knowledge era. Quality is any of the features that make something what it is. It is a basic nature or character. The term also means the degree of excellence, which thing possesses. Quality life is the outcome of quality education. The quality of life has to be measured in terms of health, nutrition, security, income, the leisure one is spending, the values the individuals holds, social interaction and the conviviality. The quality of life reflects in the individuals thought and action in every sphere - home, society interaction and in job too. The meaning of quality becomes nebulous when we consider the quality of education. There is no universal accepted view of what is excellence in education, and there is no agreement on the degree of excellence either. Like the concept of good life, the concept of quality of education is relative. This is because of the relationship between quality and aims of education. In our country, the goals of education are derived from the constitution, but these goals have been translated into educational aims and objectives considering the country's needs as visualized by the "Education Commission (1964-66)" the quality of education must be measured by the extent to which it reflects the aims & objectives. Education is a key factor for social change and transformation education is also the key to enhance competitiveness in global economy.

Quality education is the concern of the civil society particularly, in the context of sustained growth and paramount shift in higher education systems across the globe. The society is greatly apprehensive about the quality of higher education. Efforts are made on the part of the government but the desired results are yet to be achieved. Teachers play a pivotal role in nurturing quality in higher education. The key to improving quality and indeed the entire edifice of our education system is to bring the focus back to teachers. it is a matter of

concern that our society and polity today does not accord that primacy and reverence to teachers. The need of the hour is to painstakingly rebuild the professional identity of our teachers, nurture their skills and professional competence through continuing education. It must be ensured that their work reflects our constitutional values. The society on its part needs to recognize their work and reward them appropriately. And the performance on their part can only be ensured when the feel satisfied, motivated and committed. The committed faculty member develop a great sense of belongingness and long to continue with the institution. The employers have to strive to provide the teachers with an encouraging work culture. Quality of higher education and economic development are interwoven in nature. This puts greater onus on the shoulders of the higher educational institutions.

Quality Education Saying

"A good educational system may be the flower of economic development, it is also the seed"

(Jerome B. Wiesner)

"Education is the key that unlock the door to modernization" (Frederick Harbison El Charles A. Myers).

"Education must encompass both the tested wisdom of mankind and training for life in a particular community and culture" (Lucian W. Pye) In quality assurance the teacher is the pivot. In any educational system for quality assurance the teacher at all levels must be effective in dealing with all three identified area.

Performance Areas

Performance in the classroom, school level performance, performance in out of school activities, performance in relation to parental contact and cooperation, performance related to community contact and cooperation.

Competency Areas :- Contextual competencies, transactional competencies, competencies in other educational activities, competencies in relation to teaching learning material, evaluation competencies, manage-

ment competencies related to parental contact and cooperation, competencies related to community contact and cooperation.

Commitment Areas

Commitment to society commitment to achieve excellence, commitment to basic human values. Pre service and in service training to teachers in the above three identified areas to cater to the needs and expectations of society should be organized. In this emerging scenario of knowledge based society of 21st higher education becomes a crucial issue in creating skilled and knowledgeable human resources to meet the forthcoming challenges of the changing world. Higher education imparts in depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life. It is considered to be the major area in promoting and accelerating the process of national development. A nation cannot move without its skilled and competent quality of the citizens. Amartya Sen and Jean Derze (1995) argued higher education as one of the most important inputs that influence the all round development of any nation especially in the field of economic, Physical, social, cultural, ethnical and spiritual.

Education enables people to build up their capabilities, thereby broadening their entitlements and facilitating expansion of freedom which in turn is the primary and principal means of development. Now globalization and economic liberalization have brought radical changes in our approach to higher education and its related issues i.e. employment, management, finance etc. That is why the higher educational system has started to produce students as marketable products instead of creating ethical, informed and enlightened citizens. The economic principle of demand and supply works in the higher education system also. In this context the role of higher education becomes very crucial.

How To Develop Quality Education?

The six dimensions are:-

1. Promotion and improvement of basic education
2. Reorientation programmes at all level to address sustainable development
3. Developing public awareness and understanding for sustainability
4. Providing training
5. Involving Higher Education
6. Management

India has the distinction of being the second largest education system in the world next to China. The phenomenal growth in the number of educational

institutions as well as students, which occurred during the last three decades, resulted in deterioration of quality of education in general higher education in particular. The contributing factors for this situation are many. Some of the measures which would contribute to enhancement of quality include;

1. Recruitment of quality faculty and administrative leaders;
2. Quality infrastructure facilities;
3. Ensuring professional ethics and good role models by teachers and administration
4. Sensitizing and inculcating human values, rights and duties, etc. among the students and other constituents of educational campuses.

The fulfill the every growing demons, we have to adopt suitable educational reforms with renewed budgetary trust. The neglect of education sector can be gauged from the budgetary allocated in India which is lowest in South Asia. The University Grants Commission undertook many steps and introduced many programmes for building a system of accountability and assurance of quality in higher education. For example, UG introduced :

1. Faculty Improvement Programme (FIP)
2. University Leadership Programme (ULP)
3. National Eligibility Test (NET)
4. Academic Staff Colleges (ASC's)

Autonomous colleges etc, UG also formed an Autonomous Body namely National Assessment and Accreditation Council (NAAC) to rank the Quality Education imparted by the institutions on easily identifiable scales. These ratings untimely will help India singing the "Washington Accord" to obtain recognition to the programmes at international level. During the 12 years of existence of NAAC, 122 Universities and 2558 Colleges have been accredited. But the accredited colleges account for a little over 14% of the total colleges in the country as a whole.

Conclusion

Education should consists of both quality and values for the overall development of the student and for the benefit of the nation and society. While quality caters for head and hands, values cater to heart. "Quality has become a dynamic concept that has to constantly adapt to a world undergoing profound social and economical transformation. Quality Education, should equip people, children, women and men to be fully participating members of their own communities and also citizen of the world (Ministerial Roundtable on Quality Education UNESCO 2003 P.I).

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