

## QUALITY EDUCATION IN INDIA

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### Abstract:

Quality is not related to cost, and adjectives or descriptors such as "high" and "poor" are not applicable. Consciousness and having different meanings, among many of them some of them are as per the Random House dictionary, is 1) awareness of one's own thoughts feelings, and surroundings, 2) the full activity and engagement of the senses, and 3) the thoughts and feelings of individuals and groups. From reviewing the literature, one can find that there are four elements that contribute to developing awareness, finding alignment, and focusing attention. These are Action, Reflection, Interaction, and Education. In this regard the present study is to place a lion note on role of Teachers and Parents in providing Quality Education in India.

**Key Words:** India Quality Education

### Introduction:

A personal path for developing quality consciousness might include asking yourself the following questions: What do YOU need to expand your awareness? To enhance your mood and affect so that you're aware of the vast landscape of innovative potentials available to you? What do YOU need to align yourself with your organization? What do YOU need to be able to focus your attention on the most productive thing you can do at any given moment – resulting in effortless action, optimal flow and productivity, and positive affect that will cycle back to expanding your awareness even more? We have already seen improvements yes, some is actually measurable, some perceived in quality and get feedback that they see changes BUT all I believe the few of us in our department are doing is getting out to all areas of the educational system and raising awareness (consciousness?)! It may very well be that when we focus in any direction, individually or collectively, we manifest opportunities that are created because of our focus, and when we prepare ourselves to receive those opportunities, we have the ability to achieve transformational success.

### OBJECTIVES OF THE STUDY

- 1) To know about the challenges of quality education in India
- 2) To introduce measures for quality education
- 3) To know the role of Teacher, Parents and Society for providing quality education in India

## METHODOLOGY

Secondary data and research material used for the present study from various Journals, Magazines, Books and different News papers such as Prajavane, Kannada Prabha, Deccan Herald etc. Related to the topic the research work already done by different peoples are also referred for detailed analysis of Quality Education System in India its Challenges and Measures.

## REVIEW OF LITERATURE

- 1) Goutam Kumar Kundu's article in ICTACT JOURNAL ON MANGAGEMENT STUDIES , MAY 2016, VOLUME 02 ISSUE 02- The author provides a framework for viewing educational quality characteristics from different perspectives.
- 2) Sangeeta Sahney, Devinder Kumar Banwet and Sabita Karunes, "An Integrated Framework of Indices for Quality Management in Education: a Faculty Perspective", The TQM Journal, Vol.20 No.5,

## IMPORTANCE OF QUALITY EDUCATION

- 1) To Enhance self Confidence among the students
- 2) To promote Empowerment strength among the Students
- 3) To provide healthy and gender equality conscious among the students
- 4) It helps to student to prepare themselves for competitive society
- 5) To contribute for progressive and healthy society which is urgent need of Global Economy?

## CHALLENGES FOR QUALITY EDUCATION IN INDIA

Inequities occur as when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in educational performance, results, and outcomes. For example, certain students or groups of students may attend school, graduate, or enrolment in postsecondary education at lower rates, or they may perform comparatively poorly on their carrier due to a wide variety of factors, including inherent biases or flaws in test designs.

The following are a few representative ways in which inequity may enter in to public education:

- **Societal inequity:** Minority students may be disadvantaged by preexisting bias and prejudice in our society, with both conscious and unconscious discrimination surfacing in public schools in ways that adversely affect learning acquisition, academic achievement, educational aspirations, and post-graduation opportunities While not always the case, inequity in education is most commonly associated with groups that have suffered from discrimination related to their race, ethnicity, nationality, language, religion, class, gender, sexual orientation, or disabilities.
- **Socioeconomic inequity:** Evidence suggests that students from lower-income households, on average, performs weakly academically in relation to their wealthier peers, and they also tend to have lower educational aspirations and enroll in college at lower rates. In addition, schools in poorer communities, such as those in rural or

disadvantaged urban areas, may have comparatively fewer resources and less funding, which can lead to fewer teachers and educational opportunities—from specialized courses and computers to [co-curricular activities](#) and sports teams—as well as outdated or dilapidated school facilities.

- **Cultural inequity:** Students from diverse cultural backgrounds may be disadvantaged in a variety of ways when pursuing their education. For example, recently arrived immigrant and refugee students and their families may have difficulties navigating the public-education system or making educational choices that are in their best interests. In addition, these students may struggle in school because they are unfamiliar with the present circumstances. Customs, social expectations, and cultural references. For a related discussion, see [multicultural education](#).
- **Familial inequity:** Students may be disadvantaged in their education due to their personal and familial circumstances. For example, some students may live in dysfunctional or abusive households, or they may receive comparatively little educational support or encouragement from their parents (even when the parents want their children to succeed in school). In addition, evidence suggests that students whose parents have not earned a high school or college degree may, on average, underperform academically in relation to their peers, and they may also enrolment in and complete postsecondary programs at lower rates. Familial inequities may also intersect with cultural and socioeconomic inequities. For example, poor parents may not be able to invest in supplemental educational resources and learning opportunities—from summer programs to test-preparation services—or they may not be able pay the same amount of attention to their children’s education as more affluent parents—perhaps because they have multiple jobs, for example.
- **Staffing inequity:** Wealthier schools located in more desirable communities may be able to hire more teachers and staff, while also providing better compensation that attracts more experienced and skilled teachers. Students attending these schools will likely receive a better-quality education, on average, while students who attend schools in less-desirable communities, with fewer or less-skilled teachers, will likely be at an educational disadvantage. Staffing situations in schools may also be inequitable in a wide variety of ways. In addition to potential inequities in employment—e.g., minorities being discriminated against during the hiring process, female educators not being promoted to administrative positions at the same rates as their male colleagues—students may be disadvantaged by a lack of diversity among teaching staff.
- **Instructional inequity:** Students may be enrolled in courses taught by less-skilled teachers, who may teach in a comparatively uninteresting or ineffective manner or in courses in which significantly less content is taught. Students may also be subject to conscious or unconscious favouritism, bias, or prejudice by some teachers, or the way in which instruction is delivered may not work as well for some students as it does for others. For related a discussion, see [personalized learning](#).
- **Linguistic inequity:** Non-English-speaking students, or students who are not yet proficient in English, may be disadvantaged in English-only classrooms or when taking tests and assessments presented in English. In addition, these students may also be disadvantaged if they are enrolled in separate academic programs, held to lower academic expectations, or receive lower-quality instruction as a result of their language abilities. For a related discussion, see [dual-language education](#).

## MEASURES

Generally speaking, reforms focused on improving educational equity seek to identify disparities in educational performance or results, and then introduce modifications intended to address or compensate for those inequities—e.g., by increasing funding levels, redesigning school programs, teaching students in different ways, or providing comparatively more educational services and [academic support](#) to students with greater needs. One of the fundamental theories motivating equity-driven educational reforms is that people and groups who suffer from discrimination, prejudice, or unfair treatment may develop emotional responses and behaviours that can perpetuate the consequences of discrimination even when discrimination is not clearly or actively present. In this way, some of the disadvantages stemming from unfair treatment and prejudice may be difficult to discern—a situation that, in education, requires proactive strategies with broad application in schools, rather than reactive strategies that address inequities on a case-by-case basis. For this and other reasons, “equity pedagogy”—i.e., consciously teaching with equity as a primary goal—is sometimes called “teaching for social justice,” since the object of the equity-based strategies both begins with and extends beyond the specific students in a specific class.

## ROLE OF TEACHERS, PARENTS AND SOCIETY

In this regard the Teacher, Parents and the society as a whole can do their best to reduce the inequalities through good moral education without any extra expenses. The most important remedial measure for the building of moral character as I think and persist is making the students to perform YOGA AND MADITATION regularly both in Educational Institutions and also in their respective Households under the guidance of Teachers and Parents. It is not only for good health but also it is supportive to build positive character among the students. And making a compulsion to do in all the schools colleges etc. In this matter the media must play very important role for making awareness about meditation, yoga etc instead of showing bad things such as showing the women as explosives, drinking advertisement, etc. Now a day the parents do not have much time to spend more time with their children’s due to work pressure, residing outside for job purposes, at the same time we are lagging behind to have joint family systems, which is the base root of our culture.

## CONCLUSION

In conclusion I may say that in Indian Context all the reforms which were above mentioned are I think we have forgotten in the era of British Education system because we the people are once upon called as a “Vishwa Guru”. I can only say that if not for the permanent system at least for a temporary period we can make effort in this above mentioned arrangement then depending upon the results we can do concrete work in this regard.

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