
Indicators of Quality Education in School Education System

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ABSTRACT:

The present paper attempts to specify the key indicators which play influential role in-order-to transact quality education in school education system; the paper also identifies the key barriers of quality education. The paper proposes how quality education can be achieved in school education system for the better optimization of quality education in school education sector.

KEY WORDS: *quality, education, optimization, barriers.*

INTRODUCTION:

The terms quality education implies the production of education which it implies that the student not only shows better performance is Cognitive domain, Affective domain and Psychomotor domain, beside the outcome of the result of the student will indicate that the student has secured very much high achievement in both scholastic and non-scholastic domains of education.

INDICATORS OF QUALITY EDUCATION IN SCHOOL EDUCATION SYSTEM:

There are many indicate of quality education and among them some prominent are as follows:

- 1. Qualified trained teacher:* The teaches not only be acquired of sound knowledge in their respective field of subject, but also they have to be totally competent; that means they must have to undergo teacher training courses B.Ed, M.Ed etc. as through teacher-training courses, their competency would be increased.
- 2. Physical infrastructure:* NPE - 1986 introduced on 'Operation Blackboard' which indicates that there should be well furnished two class rooms along with at least two teachers to run a school.
- 3. Physical space:* It denotes that the school complex must have the sufficient supply of light and air. The school organization must be in proper shape and if possible to maintain 'L' or 'U' shape system. Teacher's room, class room, laboratory room, library etc, should be in decent order. There should be the adequate position of using educational technology in the class room. Benches must not be fixed so that, group works, pair work etc, can be done at the time of teaching, learning procedure.
- 4. Proper teaching methodology:* It denotes that teaching methods, techniques must be suitable according to the I.Q. level of the student and inner approach from the corner of the teacher to use individual method and technique for other benefit of the students as every individual student differs from each other.

5. *Enrich and flexible curriculum*: Curriculum must not be rigid one, rather it should be flexible enough, in curriculum there must be instructional of those theoretical aspects and co-curriculum aspects. Curriculum must be changed in accordance with the need of the society and of the students; curriculum should be framed in such a way that transmission of culture and heritage can be easily proceed to the future society.

6. *Parents teacher meeting*: Basically it is told that the teachers are the second parents of the student. So there must be a union between the parents and the teachers as the students spend most of the time in schools. Many problems are not be known by their parents or the teachers, vice-versa, only their union can provide take necessary steps of remedial measure regarding the children to sustain and uplift quality.

7. *Finance*: Finance plays a pivotal role for the up-liftment of quality and also to sustaining without finance; material and human aspects of the school organization can't smoothly run through. So, whether to recruit good teacher by providing good salary or to purchase materials for the betterment of the school requires a provision of collecting finance from both public and private sectors.

8. *Work culture*: In any educational organization there must be the excellent atmosphere of work culture. It must be free from any political or religious dogmas. There must be democratic principle of working area there must not be the autocratic dictatorship so that every higher and subordinate staff get the equal chance of sharing and expiring their own thoughts and views and let feel the school or the educational organization belongs to them.

9. *Frequent teacher student interaction*: Teachers and students are considered most vital sectors of education. Previously, the notion was there that learning solely depends upon the teachers only as the students were regarded only as suckers of knowledge as per as "Gold-suck Theory" or "Pipe-line theory." Thus, the teachers were active and learners were passive; there were activities allowed from the learners, thus learning of knowledge was mainly teacher-centric. Thus, introduction of Psychology in education, especially is quality education drastically has changed the concept of learning. Thus, learning has become learner-centric where maximum participation is required from the part of the learners, thus learning becomes joyful and comprehensive.

10. *Continuous comprehensive evaluation (C.C.E)*: Evaluation generally is conducted as per as monthly, half-yearly and annual basis. But as evaluation is itself on qualitative process to evaluation of the student can be done as continuous comprehensive way. Thus, the order to achieve desired objectives in the stipulated academic session, so, by following C.B.S.E maximum number of educational organization are following continuous comprehensive evaluation in order to achieve quality in education.

11. *Proper teacher-student ratio*: According to N.C.E.R.T and N.C.T.E. there should be a proper teacher-student ratio in the class. That means a class must not be over crowded by students nor there will be less number of teachers in respect to total student strength of the school.

12. *Supervision and inspection*: These both the aspects are the prerequisite for sustaining and up-liftment of quality irrespective of every educational organization. These are two planned and sequential system for the up-liftment of quality and without these two aspects rectification of various faults connected with the educational organization is hardly possible.

13. Group dynamics: In 1945 Kurt Lewin invented this concept and this is applied to the classroom situation. It is regarded that if there is no group dynamics in the classroom so there remain no interaction among the students. Thus, learning can never be spontaneous; rather it becomes dull and monotonous. So, until and unless the teacher himself / herself is not aware about the concept of group dynamics quality education can hardly be achieved.

14. Updated pedagogy: Pedagogy must be chosen according to the situation of the school or on the demographic variables. Pedagogy must be according to the psychological basis of education and thus, it must not be rigid. Hence, the pedagogy which were used 10 years back are now not used for the same content and for the same class.

BARRIERS OF QUALITY EDUCATION IN SCHOOL EDUCATION SYSTEM:

There are some barriers of quality education that are found in school education system and among them none prominent are as follows:

(1) Lack of quality and trained teachers: The teachers not only be acquired of sound knowledge in their respective field but also they must have to undergo teacher training courses, B.Ed, M.Ed etc. Lack of much trained teachers is one of the major barriers in quality education.

(2) Improper physical infrastructure: NPE-1986 introduced an 'operation Blackboard which indicates that there should be well furnished two classrooms in every school to attain quality in education. As the physical infrastructure of a school organization is not up to the mark we school cannot run smoothly with the latest advancement of technology.

(3) Lack of proper physical space: A proper physical space of a school means school complex must have sufficient supply of lies and air, the shape of school organization should be 'L' or 'U' shape system. Teachers' room, classroom, literacy, laboratory etc should be in decent order; there should be adequate position of using educational technology. Benches must not be fixed so that group works, pair work etc. can be done. Lack of such proper physical states in most of the schools became a barrier in quality education.

(4) Selection of improper teaching methodology: If the selection of teaching methodology is improper that means not according to the I.Q. level of the student and does not maintain the individual difference will become a barrier in quality education. As all students in the classroom are not same, every individual differs from each other.

(5) Rigid curriculum: Curriculum must not be rigid one. If not, it will become a barrier in quality education. Curriculum should be flexible enough and be changed according to be real of students as well as society. A good curriculum should contain co-curriculum activities.

(6) Irregular parent-teacher meeting: The system of parent-teacher meeting is absent in many schools, which is very necessary to uplift and sustain students' performance. As students spend not of time in school, many problems are not be awarded off by their parents, So, only be union between the parents and the teachers can provide scope to take remedial measures.

(7) Lack of adequate finance: Finance is me major barrier in quality education, Finance plays a major role is in up-liftment and sustain quality. Without adequate faineance, a school organization cannot run smoothly.

(8) *Lack of democratic work culture:* Absence of democratic principles in work area of a school organization acts as a barrier in quality education. This may be due to any political or religious factors or something else.

(9) *Lack of frequent teacher-student interaction:* Teachers and students are considered as the most vital factors of education. But if there two sectors are not free to interact with each other, not mean if the teaching is teacher-centric instead of learner-centric if acts as a barrier in quality education.

(10) *Non-implementation of continuous comprehensive evaluation (C.C.E.):* Evaluation is generally conducted is monthly half-yearly and annual basis. But as evaluation itself is a quantitative process it can be done as continuous comprehensive way. But this process is not implemented everywhere which acts as a barrier.

(11) *Improper teacher-student ratio:* Improper teacher-student ratio means a classroom either over crowded by students or very less number of teachers in respect to students; it hampers the proper teaching learning process within the classroom.

(12) *Lack of routine supervision and inspection:* There two are planned and sequential system for up-liftment of quality, as these two systems are mostly absent in many educational organizations the rectification of various faults does not occur.

(13) *Lacking the knowledge of group dynamics:* Without knowing group dynamics in the classroom, teaching does not fruitful enough. Students will feel boring because in none cases teacher himself/herself is not much aware about the concept of group dynamics.

(14) *Non-updated pedagogy:* Use of non-updated pedagogy irrespective of methods, situation, psychology of students' acts as a barrier in order to achieve quality education as the pedagogy used 10 years back cannot be used now for the same concept and same class.

(15) *Not to take class according to the lesson plan:* As all teachers do not follow lesson plans properly during taking classes. As teaching is a planed activity it must requires lesson plan and without lesion plan, teaching becomes haphazard and un-scientific.

(16) *Improper selection of teaching aids:* Which type of teaching aid is to be used is totally depend upon the lesson on topic to be thought. For example use of models or diagrams in chart is essential for teaching science topics. So, improper selection of teaching acids can also act as a barrier in quality education.

CONCLUSION:

There are prominent challenges before quality education in school education system to achieve quality education remaining always a challenge as the concept of quality is a relevant term which is evaluated through the contemporary parameters across the world. So, to achieve and sustain quality do not secure that quality is a fixed concept rather it is a continuous process; hence all related to school education system should jointly work in-order-to maintain quality in school education system in a holistic sense.

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