
CRITERIA FOR QUALITY EDUCATION

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Quality education is not an easy concept to qualify. At a time when we are discussing a quality education for all our learners it is important to take time to understand this concept. According to the Education For All: Global Monitoring Report 2005 - The Quality Imperative (EFA: GMR), two principles characterise most attempts to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education systems. The second emphasises education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development."

The GMR emphasises six policy issues which directly impact on teaching and learning:

1. Relevant aims. Policy dialogue must arrive at a relevant balanced set of aims describing what learners should learn and why; the development of cognitive, creative and social skills and values; respect for human rights, the environment, peace and tolerance and cultural diversity. These put citizenship, democracy and human rights at the fore.
2. Subject balance - how subjects are defined, how many are taught and the time allocated to each.
3. Good use of time. Positive correlations are noted between instruction time and student achievement at both primary and secondary levels. Between 850 and 1,000 effective hours (not necessarily official hours) of schooling per year is broadly agreed as a benchmark.¹
4. Pedagogic approaches for better learning. Child-centred active pedagogy, cooperative learning and the development of critical thinking and problem-solving skills need to be present.
5. Language policy. Language of instruction is a policy choice affecting curriculum, content and pedagogy. A balance needs to be struck between enabling people to use local languages in learning and ensuring that they have access to global languages.
6. Learning from assessment. Regular, reliable, timely assessment is a key to improving learning achievement. The goals are to give learners feedback and improve learning and teaching practices. Formative assessment is needed as a complement to formal examinations.

Quality learning is not only essential for meeting people's basic needs, but is also fundamental in fostering the conditions for global peace and sustainable development. All

young people need to learn in active, collaborative and self-directed ways in order to flourish and contribute to their communities. Along with the basics, they need to acquire attitudes, values and skills as well as information. Their teachers, peers, communities, curriculum and learning resources must help prepare them to recognize and respect human rights globally and to value global well-being, as well as equip them with the relevant skills and competencies for 21st century employment opportunities.

To achieve this, it is not enough to measure what learners learn: it is essential to target the classroom experiences that fundamentally shape student learning, and emphasize the range of skills required for lifelong well-being and societal cohesion.

Education is the backbone of our nation. It is an instrument to national human resource development. Listed among the fastest growing economies in the world, India stands way behind in the line, when it comes to education. Low quality education is crippling India's growth to cope with the demands of the 21st century economy.

Education is the process in which knowledge, skills and set of values are passed or imparted from a person to another. In the formal setting wherein learning is done in schools, the success of educators in imparting knowledge and skills depends on the quality of education they are providing to their students.

A **quality circle** or **quality control circle** is a group of workers who do the same or similar work, who meet regularly to identify, analyze and solve work-related problems. Normally small in size, the group is usually led by a supervisor or manager and presents its solutions to management; where possible, workers implement the solutions themselves in order to improve the performance of the organization and motivate employees. Quality circles were at their most popular during the 1980s, but continue to exist in the form of Kaizen groups and similar worker participation schemes.

Typical topics for the attention of quality circles are improving occupational safety and health, improving product design, and improvement in the workplace and manufacturing processes. The term *quality circles* was most accessibly defined by Professor Kaoru Ishikawa in his 1988 handbook, "What is Total Quality Control? The Japanese Way" and circulated throughout Japanese industry by the Japanese Union of Scientists and Engineers in 1960. The first company in Japan to introduce Quality Circles was the Nippon Wireless and Telegraph Company in 1962. By the end of that year there were 36 companies registered by 1978 the movement had grown to an estimated 1 million Circles involving some 10 million Japanese workers.

Why Quality Education is Important?

- Have a higher knowledge
- Helps you to success in the future
- Economic growth of the nation

- An economically self-sufficient society is the stepping stone to combined productivity that leads to a economic growth of the nation on a whole.
- Keeping up with evolutions
- All in one way or the other made to simplify your life

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