ASPECTS OF QUALITY EDUCATION: A NEW APPROACH TO LEARNING

Dr. Priyanka Singh
Associate professor
K. P. Training College
(Constituent College of University of Allahabad, Prayagraj) U.P.

Abstract

Teachers play the key role in ensuring that students get the requisite lessons to keep their minds hungry for knowledge. Research shows that it depends on the teacher whether or not the student will take interest in the class. It depends quietly on the way of teaching and quality too. India has the potential to harness the full potential of this demographic segment if children are taught to face the real world with confidence. With the adoption of the Sustainable Development Goal 2030, the focus has shifted to 'Quality with Fairness' up to the level of secondary education.

As is evident, India has done well in ensuring fairness and accessibility in schooling. However the level of knowledge in an average student is a matter of concern. According to a recent National Achievement Survey (NAS) report of Class V students, the percentage of students who could correctly answer more than half of the questions related to reading comprehension was only 36% and in this regard Mathematics and Environmental Studies The figures are 37% and 46% respectively.

Both the central and state governments are formulating new comprehensive approaches and strategies to improve the quality of education in schools. Talking about some specific areas, work has to be done on issues related to teachers, procedures to be adopted in the classroom, assessment and assessment of knowledge among students, school infrastructure, school effectiveness and social participation. Enhancing teaching standards is a difficulty. This can be avoided if educators are given the right training and support, including access to cutting-edge instructional resources. Use of digital course materials and smart classrooms is recommended; even teachers find them to be intriguing. This study mainly focused on aspects of quality education: a new approach to learning.

Keywords: Global economy, Education, Environment, Population, Sustainable Development.

Introduction

Where children are the center of schooling, a teacher plays the most important role in ensuring the learning of children. With the launch of Sarva Shiksha Abhiyan, 19.48 lakh posts of teachers have been created in elementary classes, due to the appointment of teachers for these posts, the student-teacher ratio has improved from 42:1 to 24:1. However, there are still schools in which there is only one teacher or their number is insufficient. For this, the state governments need to plan for equitable distribution of teachers and an annual program should be kept for the appointment of skilled teachers in place of retiring teachers. Kellaghan, T., & Greaney, V. (2001).

At present 85% of the regular teachers in government schools are professionally qualified. All teachers in 20 states and union territories have the requisite qualifications. The government is taking all steps to ensure that all teachers of the remaining 16 states/UTs are fully skilled for the next 2-3 years. According to the results of a study conducted by the ministry in the year 2013, the average attendance of teachers was around 83%. It needs to be increased to 100%. Luthra, M., & Mahajan, S. (2013).

In both Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan schemes, programs for need based professional development of teachers are being run. Online programs are also planned to complement these efforts. There is a need that the school system should bring talented youth in the field of teaching, the National Council of Teacher Education has started four year integrated BA-BEd and BSc-BEd programs and through the best school system, those who are sincerely interested in nation building. These programs need to be publicized to attract attention. Jain, C., & Prasad, N. (2018).

Initiatives to Reform Quality Education in India

Developing children's understanding of knowledge, classroom management, effective student-teacher communication, and quality of instruction; these procedures are of paramount importance from the point of view of structured teaching and learning emphasis activities. Outcomes of the learning process in the context of ICT-enabled teaching and learning need to clearly focus on the possible learning outcomes for each class and each subject so that it is easily understood by

teachers, school heads and it can be widely publicized among the parents and the community. Sahni, U. (2015).

The need for a strong foundation for Padhe Bharat Badhe Bharat, launched by the government in the year 2014, has been recognized with a format emphasizing the importance of study for reading with comprehension. In order to make the study of mathematics, science and technology interesting and popular, the government launched the Rashtriya Avishkar Abhiyan in 2015. Through this initiative schools have opportunities to gain mentorship experience from institutions like IITs and NITs. The recently launched Atal Abhinav Abhiyan and Atal Tinkering Lab will encourage activities like critical analysis, creativity and problem solving among the students. Panda, P. (2016).

All government secondary schools in the country are being equipped with ICTs so that they can take advantage of ICT in teaching children and also improve information technology literacy in them. The National Repository of Open Educational Resources (NROER) and the recently launched e-Pathshala are bringing together all digital and digitally enabled resources at all levels of school education and teacher education. Bhattacharjee, J. (2015).

Evaluation and Assessment in Classroom

One of the primary roles of a teacher is to assess a student's learning progress. Regular and continuous evaluation of students in the classroom means giving feedback to the children and parents, feedback to the teacher and working out solutions to solve the study problems among the children. In a classroom with an educational environment based on a learning evaluation mechanism, it can be ensured that both the teacher and the student are focused on learning.

What we have to evaluate can be improved. There is also a need to know how the system is performing in terms of how the students are progressing in their studies as well as the performance of the system in terms of achieving the overall goal of education, along with an assessment based classroom comprehensive achievement survey. The government has initiated a process under which children will be assessed every year through the National Achievement Survey. This would include government schools, government aided schools and private schools. Sheikh, Y. A. (2017). The primary purpose of this survey is to provide an opportunity to the schools to understand the

performance of the students vis--vis the prescribed study goals. Based on the results, schools will prepare a school level plan to improve the level of learning. Such a survey will create a positive environment towards improving learning outcomes. Feedback from teachers and students will be received quickly so that they can take timely action to address learning gaps, understand the performance of students within a time frame, and provide an opportunity to course makers, head training institutions, educational administrators, and more about the status of the educational system provide systematic feedback. It is necessary to improve the quality of education. Reetu, C., Renu, G., & Adarsh, S. (2017).

School Effectiveness

Empowerment of the school leader is vital for the effective performance of schools. The Government of India has advised the State Governments to take steps to create a separate cadre for Principals. This arrangement can be done in a targeted manner with the capacity building of a full time Principal. The National Center for School Leadership on NUEPA has prepared a training package for training the leaders of future schools, which is currently being implemented across the country. There are also plans to set up leadership academies in the states so that the needs of their states can be met. Roy, A., & Mukherjee, K. (2017).

There is a need for continuous evaluation of schools in various dimensions so that the need for improvement can be incorporated. Initiatives like Gunotsav in Gujarat, Pratibha Parv in Madhya Pradesh, Sambalan in Rajasthan and Samiksha in Odisha are good examples. A comprehensive school assessment model named Shala Siddi has been prepared at the national level by NUEPA and launched in November 2016. It is a component of self-assessment and third party evaluation. Self-assessment will be used by schools to implement and formulate their improvement plans.

Steps are being taken to generate Aadhaar data in front of students and teachers. This will monitor the movement of children from one class to the next and thus enable the system to identify dropouts and ensure that all eligible children receive mid-day meals, text books and scholarships. Along with receiving, the student and teacher attendance will also be monitored. Jindal, A., & Chahal, B. P. S. (2018).

Maintained School Infrastructure

It is not sufficient to have a good school structure with roomy classrooms; it must be maintained so that kids find it to be an enticing atmosphere where they look forward to visiting each day in order to learn. Significant progress has been made under the provision of school infrastructure through various interventions under Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan. Since the inception of SSA, school buildings for 2.23 lakh primary and about 4 upper primary schools have been prepared. States, Union Territories, Central Public Sector Units and private institutions have expressed positive response to the Prime Minister's call for a separate functional toilet for girl students and boys in each school. Under the Swachh Vidyalaya initiative, 4.17 lakh toilets have been constructed. Steps are also being taken to ensure that the toilets are kept clean, functional and well maintained. Tyagi, K. (2017).

Today, we do not see schools as mere buildings and classrooms, a school has basic teaching conditions as well as electricity, functional laboratories and learning spaces, science laboratories, computer laboratories, toilets and cooking facilities for the mid-day meal. Must have LPG connection also. All the States and UTs have been advised to ensure provision of electricity in all secondary schools in the current year while remaining schools may be covered within a short period. Kaur, G., & Thakur, P. (2018).

Quality of Teaching and Teachers

Teachers play a crucial role in ensuring that students receive the necessary instruction to keep their minds engaged in the pursuit of knowledge. It is possible to link a student's preferences for attending classes or interests in a certain subject to their teacher and the effectiveness of his or her instruction. To ensure that instructors are proud of their work, the challenge of enhancing teaching quality must be taken on. To do this, teachers must be trained, and they must be provided with modern teaching aids, tools, and techniques including smart classrooms and digital course content. Additionally, by encouraging more people to pursue teaching as a profession, this will help to address the problem of open seats. Dutta, S. (2017).

Communication, listening, teamwork, adaptability, empathy, and patience are just a few of the traits of a good teacher. A lifetime passion of learning, a value placed on learning with application

to real-world situations, and an engaging classroom presence are other traits of excellent teaching. Good instructors are the single most important element that influences student progress in the classroom, surpassing the importance of facilities, school resources, and even school leadership, according to research from the Economic Policy Institute.

The most interesting teachers are frequently those that connect their pupils' lessons to real-world situations. However, it's crucial for teachers to apply their own learning as well. Making sure that education students receive ample classroom experience early on in their degree programmes is one of the best ways to prepare them to teach effectively.

Extra-curricular activities in Classroom

Any organised social, artistic, or athletic activities for children and teenagers that take place outside of school, typically before or after school or over the summer, are referred to as extracurricular activities. A school, community, or religious institution may provide extracurricular activities. Examples include clubs, school newspapers, music groups, student governments, debate teams, theatre, volunteering programmes, sports, and youth organisations; some programmes also include academic components. Kremer, M., Brannen, C., & Glennerster, R. (2013).

Extra-curricular activities are also a key component in sustaining a youngster's interest at school. Schools should have the necessary athletic fields and locations for cultural events, which together help students develop their personalities and life skills. Most children participate in one or more extracurricular activities between school and free time. Sports, the arts, special-interest clubs, and technology are just a few of the extracurricular activities that kids and teenagers can pursue through these classes, sports teams, and other initiatives. They provide a wealth of other academic, social, and physical advantages as well as helping to strengthen a teen's college application.

Students who are involved in their communities and make contributions are highly valued by colleges. Furthermore, they adore seeing students pursuing their interests and abilities. There is a good possibility that a student who is actively interested in extracurriculars, the community, and other activities in high school will continue doing so in college. Universities like to be known as centres of activity, altruism, and culture, and it is mostly the students who contribute to this reputation. Rastogi, M., Rangnekar, S., & Rastogi, R. (2018).

Empowerment of Secondary Education

Secondary education (9th and 10th) is of great importance from the point of view of education, because it prepares students for higher education and to work in the world. In view of the liberalization and globalization in the Indian economy, rapid changes in science and technology, and the need to improve the standard of living and reduce poverty, it is imperative that students who complete schooling exceed the eight years of elementary education have a high level of knowledge and skills, because the average income of a person with a certificate of completion of secondary education is higher than a person who has studied only up to class VIII. That is why it is important to provide good and affordable education, which is accessible to all children in the age group of 14 to 18 years. Rustagi, P., Dutta, S., & Tayal, D. (2018).

Vocationalization of Secondary Education: For this, the Centrally Sponsored Scheme of Commercialization of Secondary Education provides for various educational opportunities, so as to increase the employability of the people and to bridge the gap between the demand and supply of skilled manpower can be reduced. This scheme provides an option for those pursuing higher education. This scheme was implemented in 1988, in which improvements were made in 2011. The objective of the revised scheme was to increase the recognition of vocational education in the country, to align with industry in planning and implementation, to address the problem of inadequate courses and shortage of trained teachers of vocational education.

Conclusion

Decentralization of decision making and accountability is the key to success in a vast and diverse country. In the matter of school education, communities play an important role in school management through school management committees. So far these committees have been included in the provisions of activities like construction of school buildings. Going forward, school committees will need to be strengthened so that they can exercise control over the accountability of the school for children's education. Parents and SMC members will need to be mindful of class-wise learning goals. Efforts such as SMC meetings, social audits or Gram Sabha meetings on school education will also need to be added to the student's learning and evaluation. Efforts have been made to formulate classroom-wise learning goals in an easy to understand language to ensure

that parents and community members can step forward and control the school's accountability for their children's learning It is going to be going and it is also planned to display its wide publicity along with schools.

There are many factors affecting the quality of education. All the education related studies and surveys in the country indicate that the level of education as well as the students are below expectations. For this the teachers are directly blamed and blinded by the fact that the infrastructure of schools/colleges and the system of training of teachers are very weak. There are more than one lakh schools in the country where there is only one teacher. Even after 72 years of independence, if this is the condition and direction of education in the country, then it will be necessary to take active cooperation of everyone in the positive campaign to improve the quality of school education. This campaign will require the efforts of the government, civil society organizations, experts, parents, community members and children. This is the time when a Team India should be formed on this issue of improving the quality of school education.

Apart from this, there is a need to improve teaching methods, methods of training and testing to improve school education. Presently the methods of teaching are decided at the state level, in which classroom teaching skills are either denied or assumed to be situational.

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