Recent Challenges and Research on Quality Education in India

1. DR. Shweta singh
2. Aarti

1. Department of Education, 2. M.Ed. 2024-26, Institute of Teacher Education Kadrabad, Modinagar, (U.P.) India

Abstract: An effort has been made through this seminar paper to have an idea of the challenges that are being faced in modern times while providing quality education and the current research that is going on this topic. The paper gives an overview of the quality education as UNICEF's sustainable development goal number four. It tries to answer some specific questions as to why quality education. How to ensure quality education? What are the challenges of implementing quality education? How proper assessment, monitoring, governance, and accountability can help to develop quality education? Can spirituality and morality be of any help in this field? Or the modern technologies like ICT and Artificial Intelligence can assist in this regard? What is the situation of quality education in India? In the end, there will be an attempt to have some suggestions regarding the proper implementation of quality education.

Key words: Quality Education, Challenges, Solutions, Research, Indian Perspective, development goal.

Introduction- Quality is an abstract word which comes from the Latin word qualities (value, characteristic, feature, property, ability). It is relative in nature as its meaning, scale and measurement vary according to the place, people and time. Education is also a vast word emancipating numerous dimensions of life in this world. Hence when quality education is referred to it has a wide range of aspects and facets while being relative in nature. It is relative in the sense that by a good quality what is meant in India may be of a very good or high quality in the African countries and likely what is good for the civilized world may not be good for the native tribes of the Andaman. Now the question is who will decide this scale and measurement what is good quality education and what is bad quality education. Can there be a general rule for the whole world to determine the quality of education. Though it seems tough in the common perspective but UNESCO can be of a great help in this regard. Present paper is an attempt to have an overall view of these challenges of the quality education and the researches going on in this regard.

Why need of quality education- According to the EFA Global monitoring report 2005 it is said that the achievement of universal participation in education will be fundamentally dependent upon the quality of education available. People will lose interest in education if the quality of education is not improved. An example of this phenomenon can be seen in the schools of the rural India where the number of dropouts is increasing in spite of the all-out effort of the Indian Government to provide all the physical infrastructure for the educational institutions. It is just because of the lack of the quality education in those rural schools. So, for the retention of the children in the education system is a vital and crucial point of consideration for quality education. If it is answered what will happen if quality education is not provided then it will be clear why the quality education is a necessity now. In India there is not a single university in the top hundred list of 'Times Higher Education World Reputation Rankings'. It is almost same for the other south Asian or African countries. Present society is a market driven society where quality is the key factor to survive in the 'market'. Education quality isa dynamic, multi-dimensional concept that refers not only to the educational model and outcome, but also to the institutional mission and goals, as well as to the specific standards of the system or subsystem. It is closely related to the human preference of good quality products rather than substandard products. Though education cannot be compared to a product, but it is a commodity now a days. Therefore, its quality must have to be ensured.In case of India, the concept of quality cannot be seen in terms of antonyms- 'equity' versus 'quality'. Rather we have to see it in terms of 'equity plus quality'. H. A. Ranganath (2011, p. 3), the former Director of the National Assessment and Accreditation Council (NAAC), suggests that 'widening access to higher education does not imply producing less qualified students', but it implies 'reaching out increasingly to broad range of learners with different motivations and interests. It is primarily due to rapid expansion and heterogeneous nature of the higher education that we find the 'need for dependable assurance' gaining momentum. It has made it imperative to enforce quality on a massive scale to improve the credibility, marketing, legitimacy and acceptability of the Indian HEIs nationally and internationally. That is why assessment and accreditation by external bodies has acquired a new meaning. Though the actions of such external bodies are guided by the national policies and international benchmarks, many developments, such as steep rise or decline in the number of students, changes in funding policies, and

Corresponding Author / Joint Authors   **ASVP PIF-9.805 /ASVS Reg. No. AZM 561/2013-14**

involvement of for-profit private and foreign institutions, can also affect the quality assurance activities in many ways (Harvey, 2006).

Shallenges on implementing quality education-

Proper assessment for quality education: The first and foremost challenge to provide quality education is to properly assess the present quality of the education to find out the dimensions where there is a need of improvement and which sector needs to be emphasized. Once the assessment is done then a plan can be implemented for providing quality education. Therefore, the assessment is the primary challenge that needs to be addressed and for that we need proper and scientific inspection and monitoring system.

Proper Inspection, monitoring and overall governance for quality education: One of the major issues is the lack of proper governance in the overall education sector. Itis one of the crucial challenges for providing quality education in current scenario. Today's world is a materialistic world. Everyone just thinks about his or her personal gains. There are very few people who think about the society or the world. It is one of the consequences of the modern education system which only forces people into rat races. There is no peace and harmony of life in this process. So, the only way out is the time-tested spirituality, morality and ethics which will ensure quality education and in return quality education will also ensure peace of mind without involving in the rat race of this competitive world. In early India there was the system of Guru Shishya Parampara. There was no quality issue then as all the teachers were quality teachers and what they taught were quality education. Also, the students had the choices of selecting their own teachers according to their needs and wishes

Conclusion- Under the New Education Policy of 2020, we find a clear direction on quality. It lays emphasis on 'separation of functions' while 'eliminating conflict of interests. It is suggested that a single regulatory body would help in providing the basic requirements, such as financial probity, adherence to due procedures, empowering the HEIs to take their own decisions and ensure expected outcomes, and so on. It also emphasises on accreditation by independent boards with high sense of integrity. It aims at curbing 'commercialisation of higher education' on the one hand and improving quality on the other. There is no scope for for-profit HEIs under this policy as yet. All surpluses are required to be reinvested into the educational institutions only, though it acknowledges the need for collaborations with foreign universities in national interest. The concept of quality should be seen as ever evolving. It is a holistic concept that can never be achieved fully. Assessment and accreditation should be seen as 'means' to quality concerns and not an 'end', Assessment can be useful only if it is acceptable to the institutions concerned, not otherwise, Quality assessment depends to a large extent on the judgement of peer group rather than quantitative indicators

REFERENCE

1. Degryse, C. (2017). Shaping the world of work in the digital economy. ETUI Foresight Brief 01(January).
2. Dew, J. (2009). Quality issues in higher education. Journal for Quality and Participation,32(1), 4–9.
3. Elshennawy, A. (2004). Quality in the new age and the body of knowledge for quality engineers. Total Quality Management & Business Excellence, 15(5), 603–614.
4. Gupta, A. (2000). Preface Beyond privatization: A global perspective. Macmillan.
5. Gupta, A. (2006). Affirmative action in higher education in India and the US: A study in contrast. CSHE Research and Occasional Paper Series, 10.06.
6. Gupta, A. (2008). Education in the 21st century: Looking beyond university. Shipra Publications

*****