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A STUDY OF MICROSCOPIC OBSERVATIONS IN QUALITY
EDUCATION NEED, ITS THEORETICAL FRAMEWORK
AND EXCELLENCE



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ABSTRACT:

As the world economy is undergoing the transition the significance of the developing nations is raising as the major growth drivers. Education is one such key issue being faced by all the emerging countries including India. The Indian government is making considerable budgetary allocations for education expenditure; the quality of education still remains one of the major concerns. Hence ensuring asses to quality education in particular for the poor rural population is central to the economic development of India.

KEY WORDS: Higher education, quality indicators, NAAC, teaching methods

INTRODUCTION:
Objectives of the Study-

- To Study condition of Higher education in India.
- To find out Quality indicators for Equity and Excellence
- To suggest recommen- dations in Higher education.

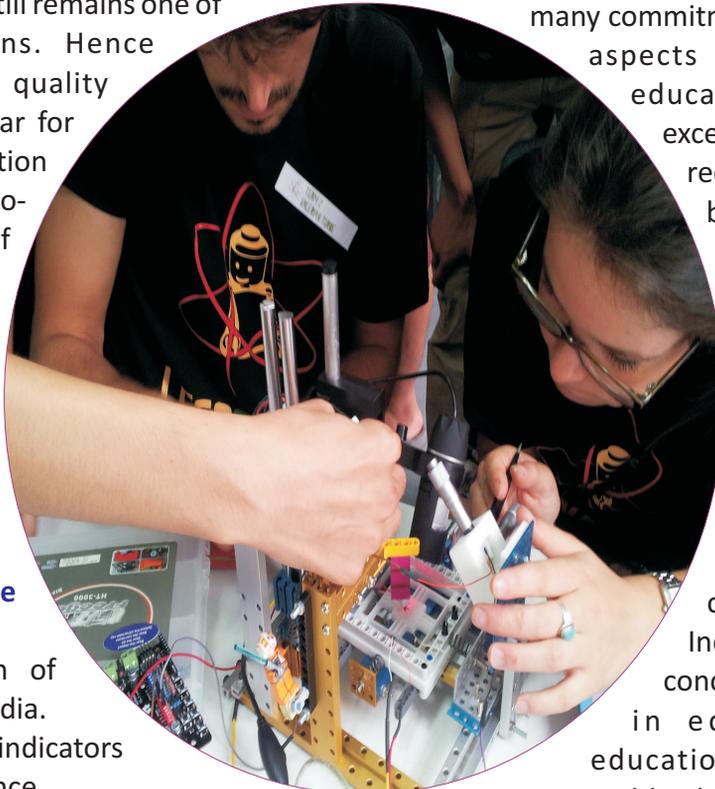
“A quality education has the power to transform



R. M. Shaikh

societies in single generation, provide children with the protection they need from the hazards of poverty, Labour exploitation and disease, and given them the knowledge, skills, confidence to reach their fool potation.” – by Audrey Hepburn.

The Dakar framework affirms that quality is at the heart of the education and it commits nation to providing primary education of good quality. It includes many commitments to improving all aspects of the quality of education and ensuring excellence of all so that recognized and miserable learning outcomes are achieved by all, especially in literacy numeric and essential life skills. India needs multidimensional and broad based quality education to maintain its leadership in 21st century therefore India should extend the concern over the quality in education as the education in India is not competitive in terms of the quality and quantity with other countries. India needs to emp- hasize on quality education and issues such as 1) Low Employa- bility 2) Low



Regulatory Framework in Higher education and 3) Quality and Quantity of Human Resource in Educational Sector. The National Assessment and Accreditation Council (NAAC) has accredited 148 out of 416 Universities and 3934 out of 20677 colleges by March 2009, hence the quality status formally known for these institutions only. India is a poor in terms of overall quality education to compare other developing nations. Russia has emerged as the frontrunner as the quality of education parameter to compare seven largest emerging economies of the world, India has been lagging far behind in the race as it ranks at sixth place. Brazil secured at third place as the quality of education remains stable across all levels of education.

Quality indicators for Equity and Excellence

Quality indicators

Related to institution Quality indicators

Related to Mechanism Quality indicators

Related to Outcome Systematic Quality indicators

- 1) Availability of research guides, Funds, Library resources.
- 2) Opportunity for sharing advanced knowledge.
- 3) To organize seminars and conferences for knowledge dissemination
- 1) An Identity of Monitoring progress.
- 2) Scope, functions and power of authorities
- 3) Distribution of Finance.
- 4) Reporting and presenting as per API norms
- 1) Citation analysis
- 2) Excellence ranking in sports and all compilations
- 3) Quality yield intellectual property rights.
- 4) Utility for teaching methods
- 1) Make the process of availing funds known to researchers
- 2) Information bulletin on thrust to be published
- 3) Consortium of research where national and international researchers are available.

In touch with the above mentioned information that issues are not only with the skills of the teachers but their attitude and honesty towards teaching profession. Policy dialogue must be arrived at a relevant balanced set of aims describing what learners should learn and why. The development of cognitive, a creative and social skill invariably includes but it is concerned for values and respect of human rights, the environment, peace and tolerance. Research shows consistent positive correlations between instruction time and students achievements. Indeed many countries have reduced it. Juran (1989) identified three steps such as structural annual improvement plans, Training for the whole organization, Quality directed leadership. He emphasized that the poor quality is the result of failure of the management. As such quality assurance becomes a continuous activity in educational institutions. Hence, accreditation is as monitoring of external quality is found in all types of higher education system, though quality assurance is not one time activity only for accreditation purpose. The NAAC has devised the system of submission of self study report (SSR) as a part of assessment and accreditation of various colleges and universities. It emphasizes that the SSR should be critical and reflective.

As mentioned earlier, the quality of higher education is based on four foundations – i) Relevance, ii) Accountability, iii) Efficiency of the system and iv) Equity. There are three basic aspects of

Accountability- Administrative, Financial and Academic accountability. This may be divided into two categories micro and macro level. Academic accountability indicates the satisfactory performance in teaching, training, development and reasonable norms of working days, punctuality in attending the duties of administration, management, research and related functions. The efficiency of the system depends on how far the system meets the objectives of the system. In order to achieve the goals of education, educational effectiveness must be a major objective. An effective teacher needs to be a lifelong learner and needs to strengthen his knowledge voluntarily. The institution should be supplied with various journals and better library facilities which will extremely energize the teacher's proficiency and competency. In addition to that examination reforms like semester system, credit system are to be exercise to streamline them in a proper manner. Comprehensive evaluation is to be encouraged to standardizing assessment procedure to strengthen the evaluation system. Financial accountability is more important which I mean that the fund is to be used for enhancement of the laboratories and library facilities. Accessibility, Accountability and Affability are the major requirement while the notion of quality was not fully developed it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society.

It is true that the main objective of imparting quality education is to produce quality man power that will be able to tackle the quality crisis in the educational sector. Attitude and approach of college authorities lack of uniformity or impartial implementation of govt. policies, political turmoil and disparity unbalanced patronage and others offer stand as a part of obstacles in quality development process. We must respond positively to above mentioned expression/ situation, otherwise we will be thrown out of the educational system.

Let us hope that the creative recommendations will be achieved its Theoretical framework and excellence to uplift our nation.

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