



Quality Education Cycle: A study of Indicators/Dimensions, Enriching Education System in India

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Abstract:

Present study focuses on the various dimensions contributing to quality education (primary and higher education) in India. Researcher studies various dimensions of quality education system. The report also focuses on initiatives taken by Government of India to raise the quality education.

Researcher offers an insight and advice on the ways to enhance the quality education system in India.

Keywords: *Holistic Quality Education System, Primary and secondary Intervention of Quality Education system, Job satisfaction of faculty members, staff and students.*

I.0 Introduction:

Human civilization is old as its origin but it is incomplete without education. Education and civilization two are the important factors responsible for the growth of any Nation and both are interdependent to each other.

Now a days Education plays a basic role in Human life without which human can survive only and cant think for his growth. It became a physiological need of Human beings which directly impact on the growth of Nation.

Mother is known as the first teacher of a child from which child gets educated. As he grows up, and his interaction takes place with environment, two source of Education has a great role in making personality of a Human being which is Primary Education and Higher Education.

If primary Education prepares the base of a child then Higher Education offers and sharpens the knowledge, skills and qualities of Human being to make him perfect for the society and environment.

This paper focuses on various dimensions (interventions) of Quality Education System. For this researcher focuses on primary and secondary interventions of Quality Education System who are responsible for the Quality Education which directly affects the growth of students, Institutions and Nation as well.

I.I Quality in education

There is no single definition for quality in Education and there is no universal consensus on what is the appropriate strategy to assure and manage quality in higher education (Becket, 2006 as cited in Brucaj, 2014) Quality can be defined in terms of excellence, perfection, value for money, fitness to purpose. (Harvey, 2005 as cited in Brucaj, 2014). Quality in education is a multi-dimensional concept with different components (Sallis, 2002).

The Oxford Advanced Learner's Dictionary, (2010), defines education the act or process of imparting or acquiring particular knowledge or skills, as for a profession and quality as referring to character with respect to fineness, or grade of excellence. The combination of these words however may mean different things depending on the perception of the one person to another. Also The Oxford Advanced Learner's Dictionary, (2010), defines quality education as equipping learners with skill and knowledge that would help develop psychologically and benefit them in future, being able to employ the skills they learnt in the days to day lives to sustain themselves even after graduation.

I.II Scope of the study

Present study focuses on the analysis and evaluation of quality education provided in Primary and Higher Education. Quality Education Contributes a lot for the development of any Nation because Education is only the source, acts as weapon for the students in sharpening the knowledge, skills and qualities of students. So there is a wide scope of this research to understand the various dimension of quality education.

II.0 Literature review

Various researcher has studied the different dimensions of quality education. Here is the brief information of dimensions proposed by them in their research which are as follows.

S.No.	Author	Dimensions
1.	Gronroos (1988)	<ul style="list-style-type: none"> • Professionalism and skill • Attitudes and behaviour • Access and flexibility • Reliability and trustworthiness • Recovery • Reputation and credibility
2.	Gronroos (1990)	<ul style="list-style-type: none"> • Technical Quality • Functional Quality • Corporate Image
3.	Lehtinen and Lehtinen (1991)	<ul style="list-style-type: none"> • Physical Quality • Interactive Quality • Corporate Quality
4.	Parasuraman et. al. 1991 Service Quality Model (SERVQUAL)	<ul style="list-style-type: none"> • Reliability • Responsiveness • Competence • Access • Courtesy
		<ul style="list-style-type: none"> • Communication • Credibility • Security • Understanding the customer • Tangibles

5.	Parasuraman and Berry, 1991; Zeithaml et al, 1990 Service Quality Model (SERVQUAL)	<ul style="list-style-type: none"> • Tangibles • Reliability • Responsiveness • Assurance • Empathy
6.	Cronin and Taylor, 1992 Performance Only; Service Quality Performance Model (SERVPERF)	<ul style="list-style-type: none"> • Tangibles • Reliability • Responsiveness • Assurance • Empathy
7.	R. K. Teas, 1993; Normed Quality Model (NQ)	<ul style="list-style-type: none"> • Revised Expectation and Performance of PZB SERVQUAL model
8.	Carney (1994)	<ul style="list-style-type: none"> • Student Qualification (Academic) • Student Qualities (Personal) • Faculty-Student Interaction • Quality Instruction (Faculty) • Variety of Courses • Academic Reputation • Class Size • Career Preparation • Athletic Programs • Student Activities (Social Life) • Community Service • Facilities and Equipment • Location • Physical Appearance (Campus) • On Campus Residence • Friendly and Caring Atmosphere • Religious Atmosphere • Safe Campus • Cost/Financial Aid
9.	Owlia and Aspinwall (1996)	<ul style="list-style-type: none"> • Tangibles: Sufficient equipment/facilities, modern equipment/facilities, ease of access, visually appealing environment, support services (accommodation, sports) • Competence: Sufficient (academic) staff, theoretical knowledge, qualifications; practical knowledge, up to date, teaching expertise, communication. • Attitude: Understanding student's need, willingness to help, availability for guidance and advisory, giving personal attention, emotion, courtesy. • Content: Relevance of curriculum to the future jobs of students, effectiveness, containing primary knowledge skills, completeness, use of computer, communication skills and team working, flexibility of knowledge, being cross-disciplinary • Delivery: Effective presentation, sequencing, timeliness, consistency, fairness of examinations; feedback from students, encouraging students

<ul style="list-style-type: none"> • Reliability: Trustworthiness, giving valid award, keeping promises, match to the goals, handling complaints and solving problems. 		
10.	Ho and Wearn, 1996, Higher education TQM model of excellence; (HETQMEX)	<ul style="list-style-type: none"> • Leadership • Commitment • Total customer satisfaction • Total involvement • Training education • Ownership of problem • Reward and recognition • Error prevention and • Teamwork
11.	Athiyaman (1997)	<ul style="list-style-type: none"> • Teaching Students Well • Availability of Staff for Student Consultation • Library Services • Computing Facilities • Recreational Facilities • Class Size • Level and Difficulty of Subject Content • Student Workload
12.	Lee et al (2000)	<ul style="list-style-type: none"> • Overall impression of the university/institute • Overall impression of the education quality
13.	Hadikoemoro (2002)	<ul style="list-style-type: none"> • Academic Services • Readiness and Attentiveness • Fair and Impartial • Tangible • General Attitudes
14.	Sangeeta et al. (2004)	<ul style="list-style-type: none"> • Competence: Appropriate physical facilities/infrastructure, faculty's expertise, faculty's teaching ability and skills, sufficient faculty/support staff • Attitude: Effective problem solving, orientation towards achievement, healthy competitive and collegial environment • Content: Learn to apply, clarity of course objectives, relevance of curriculum to future needs, flexibility of knowledge being cross disciplinary • Delivery: Ease of contract/access to teachers and administrative staff, effective classroom management, adequate and appropriate classroom • Reliability: Clearly specified values and aims, consistency of practice, clearly specified policies/guidelines, fairly and firmly-enforced rules and regulations, adherence to course objectives.
15.	Brooks (2005)	<ul style="list-style-type: none"> • Reputation, • Faculty Research Productivity • Student Educational Experiences and Outcomes • Program Characteristics: Counts of degree issued, financial support, fellowship grant support, teaching assistantship • Program Effectiveness: Timeline of their programme, proportion of students, completing their intended degree

programme,		
<ul style="list-style-type: none"> • Student Satisfaction: Classroom, co-curricular activities, interaction with faculty and peers, instructions, campus life and • Student Outcome: Assessment of learning and career outcomes of educational programs 		
16.	Firdaus Abdullah (2006); Higher education performance model; (HEdPERF)	<ul style="list-style-type: none"> • Academic aspect • Non academic aspect • Reputation • Access • Programme issue • Understanding
17.	Voon (2006); Service driven market orientation model; (SERVMO)	<ul style="list-style-type: none"> • Customer Orientation • Competitor Orientation • Inter-Functional Orientation • Performance Orientation • Employee Orientation • Long term Orientation
18.	Landrum et. al. (2008); Service quality and information system success model (SERVCESS)	<ul style="list-style-type: none"> • Service Quality • Information Quality • System Quality • Users Involvement
19.	Sangeeta Sahney (2010) Application of QFD on SERVQUAL	<ul style="list-style-type: none"> • Customer focus/need based • Channels of communication • Instructional competence • Specific policies and procedures • Evaluation and control system • Curriculum design • Effective leadership • Periodic review • Resource allocation (as in contingencies) • Operational planning

III. INITIATIVES OF GOVERNMENT OF INDIA, MINISTRY OF HRD TOWARDS HIGHER EDUCATION IN INDIA.

As per the press Information Bureau of Government of India, Ministry of HRD, various reforms has been done to improve quality and access to education. Various reforms such as

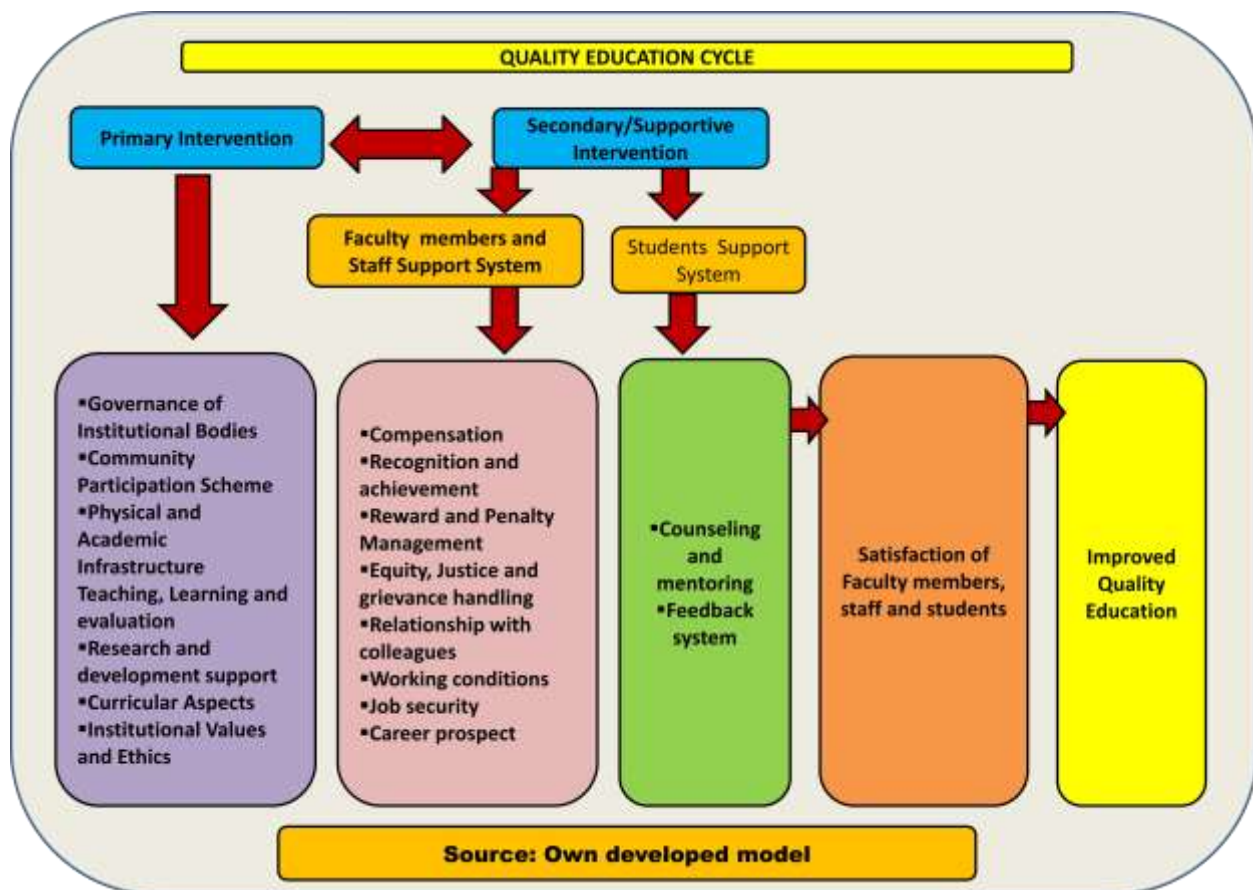
SWAYAM MOOCs portal ((Study Webs of Active learning for Young Aspiring Minds) is an indigenous MOOCs portal that provides high quality education - anyone, anytime, anywhere at no cost- has been made operational. The portal has courses by the best teachers in the country and offers video lectures, e-reading material, discussion forum and assessment system - resulting in award of credits to the successful learners. The initiative of **National Digital Library (NDL)** is a virtual repository of learning resources with a single window search facility. It has already brought together 15 million digital books and journals and 31 lakh learners are using this facility. It supports all academic levels including researchers and life-long learners, all disciplines, all popular form of access devices and differently abled learners. **Unnat Bharat Abhiyan (UBA)** is a new initiative to make use the knowledge base in the higher educational institutions for plugging technology gaps in the rural areas. In this year, 750 institutions are being selected on challenge mode. **Pandit**

Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) scheme has been launched in Dec, 2014, to address the issues of supply of qualified teachers, attracting talent into teaching profession, raising the quality teaching in schools and colleges. **Global Initiative of Academic Networks (GIAN)** is an initiative launched on 30th November 2015 to garner best international knowledge and experience into the country's higher education so as to enable Indian students & faculty to interact with best academic and industry experts from across the world. GIAN courses are short duration courses and as on date, 1075 courses have been conducted, in which more than 40,000 students gained enriched academic inputs and knowledge. These courses are also video recorded for subsequent use and some are also telecast live, depending upon the available infrastructure. Government has embarked on building 20 Institutions of higher learning - 10 public and 10 private institutions as "**Institutions of Eminence**" (IoE), so that they are related among the global best institutions. These institutions to be declared in April, 2018, will have complete academic and administrative freedom and the public institutions will be given 1000 crore fund in next 3 years. **IMPRINT India** is an effort to direct research in the premier institutions into areas of social relevance. 10 such domains have been identified which could substantially impact the living standards of the rural areas. More than 2600 research proposals have been submitted by scientists in these areas. The **Uchhtar Avishkar Yojana (UAY)** has been launched to promote industry specific need-based research so as to keep up the competitiveness of Indian industry in the global market. It is proposed to invest Rs. 250 crores every year on identified projects. The Industry is expected to contribute 25 % of the project cost. **Prime Minister Research Fellows (PMRF)** scheme is launched to support 1000 bright undergraduate students every year, for direct admission in the research programmes in the reputed institutions like IISc, IITs. The fellowship carries a lot of social recognition and it ranges from Rs 70,000 to 80,000 per month for 5 year period. **Smart India Hackathon** initiative is to promote innovation in the students by encouraging out of the box solutions for common problems faced by the society at large. In the first edition held in 2017, more than 40,000 students have participated to solve more than 600 problems. In 2018, the scope has been expanded to Hardware area also.

National Institutional Ranking Framework (NIRF) is the biggest ranking exercise launched in 2015, in which more than 3,500 institutions participated. The first edition of India Rankings 2016 were released in April, 2016. The India Rankings 2018, the 3rd edition, will be released on 3rd April, 2018. The India Rankings is one of the biggest efforts for bringing in accountability and transparency in the higher educational institutions. The ranks are released in the various categories of institutions namely Universities, Engineering, Management, Pharmacy etc. **Higher Education Financing Agency (HEFA)** has been approved by the Cabinet for creation of a fund with government equity of Rs. 1000 crores, to give a big push for building up robust higher educational institutions. The HEFA would finance the academic and research infrastructure projects through a 10 year loan. It is expected to spend Rs. 1,00,000 crore in next 5 years, for creation of high quality infrastructure in premier education institutions. **Rashtriya Uchchatar Siksha Abhiyan (RUSA)** scheme has been given extension by Cabinet recently to provide more assistance for infrastructure to Universities and Colleges, creation of Model Degree colleges, Cluster universities, Upgradation of autonomous colleges and Vocationalisation of higher education. Under the **Technical Education Quality Improvement Programme Phase III (TEQUIP-III)** focus has been given to the backward States in central tribal belt and north-eastern region. Under this Rs. 2,600 Cr would be spent for improving the quality of teaching and research in the engineering institutions. With a view to promoting autonomy for the premier institutions, the IIM Act has declared them as Institutes of National Importance and gave complete autonomy for deciding their administrative and academic matters, without any Govt interference.

In accordance with the policy that education should be accessible for everyone, the National Scholarship Portal has been started. Apart from this, the Vidyalaxmi portal provides one-window clearance for the Education Loans with Interest Subvention.

II.II Research Model:



III.0 Research Methodology

Researcher studied various journal, text book, magazines, thesis, institutional web sites and newspapers to identify various dimensions of Quality Education. On the basis of secondary data researcher suggested some dimensions of quality education system.

IV.0 Interpretation

IV.I Dimensions of Quality Education System:

Research focuses on primary intervention of Quality Education System which is as follows.

1-Primary intervention of Quality Education System-Plays a very important role in quality education system. Primary intervention consist of the following.

A- Governance of Institutional Bodies- Government and Institutional bodies should regularly monitor and observe the quality parameters of institutions and university for excellence in education. Government should focus and introduce innovative teaching pedagogies and curriculum for the betterment of quality education and enriching education system.

A good governance consist of the following.

- i. Vision of Institution and Leadership
- ii. Strategic Development Approach
- iii. Faculty Development Programme and strategies
- iv. Financial Management System

v. Internal Quality Assurance System (IQAS)

B- Community Participation Scheme- Government should introduce innovative and feasible community scheme for the betterment of education and must be observed the strength of outcome. Various scheme of government such as Sarv shiksha abhiyan, beti pathao beti bacho etc should be promoted.

C- Physical and Academic Infrastructure - Government and Institution bodies must emphasis on physical and academic infrastructural development and pay their attention for the infrastructural augmentation development which consist of physical and academic facilities for the students, faculty staff members.

Physical and Academic Infrastructure consist of the following.

- i. Physical Facilities
- ii. Academic Facilities
- iii. IT Infrastructure
- iv. Maintenance of Infrastructure

D- Teaching, Learning and evaluation- Institutions and Universities must adopt those techniques which contribute in enhancing and enriching learning skills of students. Institutions and Universities must focus on various interactive approaches viz. group discussion, debate, seminar, conference, symposium, internship, project, research, presentation, Industrial visit, interviews and counseling programmes. Faculty Development programmes, management development programmes should also be entertained for enriching faculty members in Institutions and Universities.

Teaching, Learning and Evaluation consist of the following.

- i. Student Enrolment and Profile
- ii. Student Diversity management
- iii. Teaching Pedagogies
- iv. Teacher eligibility and profile
- v. Evaluation Methods
- vi. Performance and Learning of students
- vii. Satisfaction Survey of students

E-Research and development support- Institutions and Universities focus on research and development aspect. Faculty members must be encouraged to take part in research programme and research project which can be useful for the them and society as well.

Research and development aspect consist of the following.

- i. Promotion of Research and Facilities
- ii. Resource Mobilization for Research
- iii. Research Publications and Awards
- iv. Consultancy
- v. Extension Activities
- vi. Collaboration

F-Curricular Aspects- Government and Institutional bodies should enrich the curriculum which should meet the standards of global requirements. It should be combination of theoretical and practical aspect of learning. It is major and basic part of quality education cycle which contributes a lot in enriching students and quality education. It consists of the following.

- i. Design and Development of Curriculum
- ii. Planning and Implementation of Curriculum
- iii. Curriculum Enrichment

G-Institutional Values and Ethics- As a part of society, Institutions and Universities must educate values and ethics to the students for the development of society and students. They must be understand about their social responsibilities for development of society. Every institution has a mandate to be responsive to at least a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics, but the way it addresses these and evolves practices will always be unique. Most of the institutions and universities encounter various pressures and situations while doing this. Some meaningful practices pertinent to such situations are evolved within the institution and these help smooth functioning and also lead to enhanced impact. Institutions and Universities should promote gender equity programmes, environment friendly programmes, waste and e-waste management programmes. Institutions and Universities should take care of differently abled

2-Secondary or supportive intervention are as follows:

A-Faculty and staff member support system

- I.Compensation-** Compensation for the faculty and staff members should be fair and on time.
- II.Recognition and achievement-**Employee should be recognize and invited for planning and decision making in various activities concerning to them.
- III.Reward and Penalty Management-**Good work should be rewarded and recognized. It contributes to the best of employees in future.
- IV.Equity, Justice and grievance handling-**There should be equal treatment among employee. They should not be discriminated. Proper grievance procedure should be adopted to resolve the grievance of employee.
- V.Relationship with colleagues-**Sound relationship always contributes in growth of any organization/institute. So there should be healthy and sound relationship exist between/among employee.
- VI.Working conditions-**It contributes in efforts of employee. Working timing, rest and place of work should be flexible. It should be pay attention regularly by management so that employee could contribute best of them.
- VII.Job security-**No employee should be removed in short span of time. It leads to lack of quality workers sometimes. Employee should be given proper time for their justification about their performance.
- VIII.Career prospect-** Employee should be regularly informed and trained about their career prospect. What can be better for them and students in career terms, they should be trained for this.

B-Student support system- efforts of an institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place. Students benefited through scholarships, freeships and other means should be identified by HEIs.

- I.Counseling and mentoring-** There should be existence of counseling and mentoring system in Universities and Institutions. Administration should focus on and develop mentor mentee and counselor counselee system in which student should be invited to share and transfer their grievance and problem with authorities.
- II.Feedback system-** This is last but not the least, students should be invited to share their feedback with management periodically. It helps in developing and maintaining trust and recognition among them.

3- Job satisfaction of faculty members, staff and students- The ultimate objective of any Institute should be on satisfaction of faculty members, staff and students because it directly impact on growth of institutions, students and as well as on Nation also.

V.0 Conclusion-

It is gratifying to note that the Ministry of HRD of the Government of India has embarked upon an ambitious project of renovating and overhauling the present education system to promote excellence in higher education with a view to sustaining the growing economy of the country. Education system can be succeed All the stakeholders of education system viz. government, educationalist, faculty and staff members, students etc. work hand-in-hand with utmost cooperation by treating education as the national issue. Moreover, the onus of successful implementation of educational reforms lies with well-equipped, motivated and dedicated teachers. The qualities of such teachers can thrive in a conducive and encouraging academic environment, which has to be created by universities and colleges with the active financial and non financial support. For the proper implementation of any educational policy the teachers should have central place and it must be a sine qua non for the success of educational reforms.

So beside Government's efforts, Educationalists also should take care of smooth execution and implementation of Government initiatives. Government should be highly pay attention, observation and monitor, educationalist's efforts periodically. Last but not the least all the stakeholders viz. Faculty and staff members, students etc of education system must be entertained regularly to promote excellence in higher education.

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