Study about Quality of Education and Factors affecting Quality Education in Indian Context

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Introduction : The precise meaning of education quality and the path to improvement of quality are often left unexplained. Examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks), processes (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rates), and outcomes (performance in subsequent employment). Additionally, quality education may imply simply the attaining of specified targets and objectives.

More comprehensive views are also found, and interpretation of quality may be based on an institution's or program's reputation, the extent to which schooling has influenced change in student knowledge, attitudes, values, and behavior, or a complete theory or ideology of acquisition and application of learning .

Key Words : Quality Education, Factors affecting Quality Education

The aims of education reflect the current needs and aspirations of a society as well as its lasting values, and the immediate concerns of a community as well as broad human ideals. Locating the term quality in educational discourse is now a universal concern today. "Quality is somewhat problematic: like beauty, it lies in the eyes – or rather the mind of the beholder" (Cliff. et al. (1987). Quality has been extensively defined by Dewney et al. (1994) as, "meeting, exceeding and delighting customer's needs and expectations with the recognition that these needs and desires will change over time."

The belief that quality goes with privilege is clearly irreconcilable with vision of participatory democracy that India upholds and practises in the political sphere. Its practice in the sphere of education demands that the education available to all children in different regions and sections of society has a comparable quality. J.P. Naik describes equality, quality and quantity as the elusive triangle' of Indian education. Dealing with this metaphorical triangle requires are deeper theoretical understanding of quality in education than has been what available in schools today.

United Nations educational, Scientific and Cultural Organization's (UNESCO) recently published global monitoring report which discusses systematic standards as the appropriate