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## Quality parameters of school education and higher education

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### Abstract

Quality Education starts with a focus on an adequate number of schools, colleges and trained teachers; It moves beyond to consider what goes on inside and outside the school and colleges. It encompasses education for human security, for community development and for national progress. Quality parameters to make all school and higher education require: Reducing Class size, particularly for younger students, Taking steps to ensure there's a high quality teacher in every class room, having high expectations for all students.

In high performing educational institutions, all stake holders including teachers, education support professional, administrators, parents and community representatives demonstrate shared understanding and commitment to high level outcomes for all students. The intellectual goals are clear and specific; they help to establish high expectations for all students and guide all actions that support high levels of student learning. The collective commitment to the achievement of the goals also means they assume responsibility for the success of all the students, not just the students they teach.

Quality parameters is a broader concept and it is not limited to any specific area, it is very difficult to adopt all the available instruments, to quote few quality parameters include commitment, instruction, resources to support teaching and learning etc.

**Keywords:** Quality parameter, school education, higher education

### Introduction

Quality Education is defined by five key dimensions, i.e., what learners bring environments, content, processes and outcomes. This definition of Quality Education starts with a focus on an adequate number of schools, colleges and trained teachers; It moves beyond to consider what goes on inside and outside the school and colleges. It encompasses education for human security, for community development and for national progress. It is an enormous challenge. It is also an immense opportunity. The learning environment is a critical dimension of educational quality. A Quality learning environment gives students, time to think and space to create. The classrooms are safe, peaceful and orderly places where all students can spend the maximum amount of time on learning. Quality Parameters content includes relevant curriculum and learning materials developed in the context of national goal for education. Quality Education is supported by well trained teachers who continuously engage in professional learning and development; well-managed; child-friendly and gender-fair classrooms; skills-based; child-centre Quality parameters of school education and higher education participatory methods; skilful assessments to facilitate learning and appropriate technologies.

### Quality parameters to make all school and higher education require:

1. Reducing Class size, particularly for younger students
2. Taking steps to ensure there's a high quality teacher in every class room
3. Having high expectations for all students.

Efforts at improving quality must involve teachers in the process, must be adequately funded, and must use proven reform methods- methods that are research based and field tested.

**Shared understanding and commitment to high goals:** In high performing educational institutions, all stake holders including teachers, education support professional,

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administrators, parents and community representatives demonstrate shared understanding and commitment to high level outcomes for all students. The intellectual goals are clear and specific; they help to establish high expectations for all students and guide all actions that support high levels of student learning. The collective commitment to the achievement of the goals also means they assume responsibility for the success of all the students, not just the students they teach.

**Parameters 1:** Shared goals for achievable education outcomes are clear and explicit

**Parameters 2:** Teachers, administrators, and other educational employees take responsibility for the achievement of challenging standards for all students.

**Parameters 3:** Curriculum is student-Centred

**Parameters 4:** School and colleges operates under the assumption that all students can learn.

**Parameters 5:** School and colleges should monitor progress toward achievement of goals.

### **Continuous assessment for teaching and learning**

Assessment is part of student learning. Teachers have always made judgements about the progress of their students as part of their regular work. The problem arises, however, when single assessment measures are used inappropriately for making high stakes, summative decisions, rather than using the information as an integral part of the teaching and learning process. In high performing educational institutions, student assessment and evaluation of academic programs are carried out by the staff routinely using multiple measures and on a continuing basis through a plan, Do study, Act (PDSA) cycle for the purpose of gathering detailed feedback and adjusting and refining teaching and learning practices.

### **Personal and professional learning**

There is an evolving consensus among educators, parents, researchers and the public that high quality professional development for all school and college professional is essential to help all students achieve to high academic standards. There is no consensus, however, as to what is meant by high quality professional development.

1. It rooted in the context of the quality improvement efforts and the everyday practices of teachers and education support professional;
2. It focused on the expansion and elaboration of the teachers professional knowledge base including content knowledge related to standards and assessment, pedagogical knowledge and process knowledge in the areas of decision making and problem solving.
3. It planned, created, delivered and evaluated through a collaborative process among the teachers
4. It provided in traditional and non-traditional modes including mentoring opportunities, co-teaching and discussion groups.
5. Professional development has a direct, positive effort on teaching
6. Classroom observations and constructive feedback from teachers are included in the parameters.
7. Teachers will develop strong knowledge of their subject matter areas.
8. Staff development is consistent, comprehensive, and related to practices in the schools and colleges.

9. Teachers have regularly scheduled time to learn from one another
10. School and college administrators and staff work together to provide relevant professional development experiences.

### **Resources to support teaching and learning**

For Effective teaching and learning, teachers and education support professional need an adequate supply of appropriate resources. In high performing schools and colleges, the concept of resources is defined broadly to include:

1. Physical resources such as space requirements, textbook and other curricular materials and computer hardware and software.
2. A Safe learning environment, free from crime, violence or bullying
3. Health, social and psychological services including recreational opportunities.

### **Curriculum and instruction**

It are the core processes that affect teaching and student learning. The teachers should come together to discussed, challenge and ultimately make critical decisions about: What is taught, to whom, how students are grouped for instruction, how time and content are allocated, how teachers and education support professional work with each other and relate to students, and how students learning will be assessed.

### **Conclusion**

The Quality Parameters in School and Higher Education requires commitment of professional educators towards inculcation of Parameters that support and withstand the quality indicators among the institution, students academic performance is depend on the involvement of teachers towards classroom teaching – learning process. Quality parameters is a broader concept and it is not limited to any specific area, it is very difficult to adopt all the available instruments , to quote few quality parameters include commitment, instruction, resources to support teaching and learning etc.

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