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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/15371
DOI URL: <http://dx.doi.org/10.21474/IJAR01/15371>



RESEARCH ARTICLE

QUALITY FRAMEWORKS WORLD OVER AND ISSUES FOR INDIA

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Manuscript Info

Manuscript History

Received: 10 July 2022

Final Accepted: 14 August 2022

Published: September 2022

Key words: -

Quality Framework, Standards,
Productivity, Areas of Quality
Frameworks

Abstract

Delivering Quality Education is the fundamental duty of teaching fraternity. Quality assessment is the key to ensuring progress in educational systems that are composed of components like Teachers, Students, Curriculum, Transactional processes, assessments This paper examines the various Quality frameworks for these components of Education existing the world over and compares them with those existing in India. This is a descriptive study done with the objective of studying the various quality frameworks in place in different countries motivating the educationists and thinkers in India to develop even more fortified Quality Frameworks extensively and intensively for the areas not yet addressed such as Content development standards, Teacher Induction Standards, Teacher Professional Standards, Continuous Teacher Development Standards etc.

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Introduction:-

Education is the defining indicator of the progress of any country. Therefore, providing quality education translates as quality assurance to the country. Hence, teaching profession must observe rigorous discipline and embody strict quality standards to ensure that the children get Quality Education. UNESCO (2009) has defined education as a set of processes and results that are characterized qualitatively. UNICEF has defined five dimensions of the quality of educational services: “students, environment, content, processes and outcomes” (UNICEF, 2000). These dimensions should encourage innovation and diversity (UNESCO, 2009). UNESCO (2005) defined a “framework for understanding, monitoring and improving the quality in education”. This framework comprises five components: learners characteristics, inputs (including human, financial, material, and informational resources), teaching and learning process, outputs, context. Byrne et al. (2013) have shown that quality assurance is built around of notions as accountability and continuous improvement of quality. A survey of the school and higher education systems in the developed nations like USA, UK, and rest of the Europe, Australia, New Zealand shows that there are crystal clear standards for teaching various subjects, and teacher conduct (both general and activity wise). In India, since in the first 50 years after freedom we were struggling with the process of setting up and stabilizing the education system to involve the last man standing, this area got overlooked, must be admitted in all candors.

Education and Quality

Now we shall see what experts and researchers have to say about this. “Quality is everyone’s responsibility” says W. Edwards Deming. Grisay and Mahlck (1991) show that the quality of educational services has a three-dimensional approach, including inputs (financial, human, and material resources), processes (information resources) and outputs (the results of educational services). The United Nations’ fourth Sustainable Development Goal is centered on Quality Education. The UN expands on this goal, noting that it is to “ensure inclusive and equitable quality

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education and promote lifelong learning opportunities for all.” Quality Education in its most basic functions serves to remove poverty by instilling required competencies. If education is deficient, malnourished then the country suffers. Hence Quality must be an indispensable aspect of education. There comes in the need of Quality Frameworks.

Meaning of Quality Framework

UNICEF defines five dimensions of the quality of educational services: “students, environment, content, processes and outcomes” (UNICEF, 2000). These dimensions should encourage innovation and diversity (UNESCO, 2009). UNESCO (2005) defined a “framework for understanding, monitoring and improving the quality in education”. This framework comprises five components: learners characteristics, inputs (including human, financial, material, and informational resources), teaching and learning process, outputs, context. Broadly it is defined as a work in progress that assesses educational success in terms of continuous quality improvement. 2. A conceptual framework for structuring quality processes by embedding principles of good practice in quality management systems (references given)

Importance of QF

In the process of education, both objectives and outcomes hold a critical place. They need be negotiated to ensure the incumbent gets quality education to assist in his holistic development both-individual, social, community level. But without proper quality controls we would be causing irreparable damage to the generations in our care there would be no discussion, therefore no planning, no determination and thus no amendments in the outcomes in their absence. It would be a wastage of resources of time, money, efforts, and generations would go down the drain as useless, non-productive, handicapped and proving counterproductive to both themselves and to the nation.

Areas of Quality Frameworks in Education: an illustrative list.

More may be added.

For Quality of Educational Systems and Quality of Educational Institutions
1. For the learners: in schools
2. For the learners at colleges (academic and professional programs)
3. For the schoolteachers
4. For the teacher educators: in terms of teaching standards
5. For designing and implementing curriculum
6. For designing and implementing assessment procedures.
7. For guidance and counselling processes.
8. For policy makers
9. For content providers and content developers and content standards
10. For registering Grievances and complaints
11. For Waivers, for conducting research
12. For individual school subjects—science, languages, and mathematics
13. Financial allocations, apportionments, and education funding
14. For Inducting beginning teachers
15. For Educational Leadership

Components of Quality Framework

Summed up together on a physical level they are the enabling inputs, the processes, the context (the learning environment) leading to fortified outcomes and outputs. On a psychological level they further include use of hindsight, foresight, and insight. On a temporal level it involves thinking for the present times and preparation for the future.



Examples: Country-wise various levels of application of Quality frameworks in Education

Country	Quality Frameworks in Education	Areas/level of education
USA	Alberta 1. TQS: Alberta Education Teaching Quality Standards: A Self Reflection tool that helps develop professional growth goals	Teaching Level
	Virginia 1. VDOE: Board of Education Standards of Quality	School Level
	California 1. CSTP: California standards for teaching profession 2. CTP: The Continuum of teaching practice: it is a tool for self-reflection, goal setting, and inquiry into practice. used to promote professional growth within an environment of collegial support. 3. Content standards: Content standards were designed to encourage the highest achievement of every student 4. TI (For teacher Induction in California): 2 yrs. credentialing program to support novice teachers	School Level Teachers Program standards Content standards For beginning teachers
	5. (STEM): Science and Technology Education	*All
Australia	1. (APST) The Australian Professional Teaching Standards for Teachers: they are a Seven Standards public statement that describes the professional knowledge, professional practice and professional engagement describing what teachers should know and be able to do.	Teachers
	2. (QTF) The Elements Manual for Elements of Learning and Achievement	School Level for teachers
	3. (IEUA)The Independent Education Union of Australia’s Quality Teaching Frameworks	Teaching
	4. (QSFLT) The University of Wollongong, Australia’s Quality and Standards Frameworks for Learning and Teaching	Teaching and learning both
Thailand	1. (EQF) Education Quality Framework in Thailand and Myanmar (2017)	As Above
Africa & S. Africa	1. (ATQF) African Teacher Qualification Framework	Teaching
	2. (QAF) Quality Assurance Framework for Higher Education in South Africa (2021).	Teaching and Learning
UK	1. (TEF)Teaching Excellence Framework, UK (Arating exercise to achieve gold, silver, bronze, or provisional rating and focuses on the improvement of undergraduate Education	Teaching
	2. (QC): UK Quality Codes for higher education. it is a definitive reference point for all UK higher Education Providers	HE Providers

Philippines	1. PPST: Philippines Professional Standards for Teachers	Tr. Quality&Tr. Dev.
	2. FPSTE: Framework for Philippine Science Teacher Education	Teachers of Science
	3. FPMTE: Framework for Philippine Math's Teacher Education	Teachers of Math's
India	1. NABET-QCI: that focuses on the improvement of teaching practices and conducts Accreditation process	School Teachers
	2. NCERT: that focuses on Training, Publications, development of school material, development of syllabi.	School Teachers
	3. NCTE: lays down conditions for teacher recruitment and	Tr. Educators
	4. NCFs: Curricular Frameworks that determine the curriculum framework for school education over the country	All
	5. NCFTE: Lays down Vision mission Objectives and Curricular Framework for Teacher Education.	Tr. Educators
	6. NEPs: lay down the educational restructure for the entire educational system-Pre-Primary to Higher Education.	Policy
	7. UGC: The ultimate autonomous Statutory body that controls the recruitment conditions, disburses grants, and controls the functions of all Universities.	All Universities
	8. NITTRs for Engineering Education-conduct STPs, LTPs, Conferences, QIPs, Consultancy work etc.	Technical Teachers
	9. NSQF:a competency framework it integrates vocational education and training, general education, technical education	Tech. & Voc. Trs.
	10. NAAC: Accredits the Universities and colleges	Pan India

*Includes curriculum developers, content providers, teachers, students, parents, school leaders, policymakers

Issues before India

Following remain the issues before India when one casts a glance at the diverse mechanisms in place in different countries globally towards the development of every single component and every single aspect and every single activity, howsoever short, small, or insignificant. The examples given above clearly demonstrate the quanta of intellectual work that has gone into the growth and development of the components listed in point 5 Areas of Quality Frameworks in Education. And resulted in exhaustive documentation. India lacks common guidelines --

1. the kind of a common permanent documented framework that ought to guide the initiation, the induction, certification based on competencies for recruitment of teachers, administrators, and other human resource for all levels of education.
2. the philosophy /document guiding the Passing out of school students based on learning outcomes to ensure employability at critical dropout points and for the regular ones too.
3. the above also for the newly passed out-teacher educators, engineers, doctors, technicians, and another workforce.
4. a common both nationwide and statewide standards of teaching.
5. a common document on the philosophy for the connected and progressive development of curricula of higher education and university education.
6. the philosophy and intensive documentation for multiple progression pathways for continuous professional development and skill building of schoolteachers, technical teachers, university teachers
7. a common document on the philosophy for content writers, content developers, assessment systems,

Not that we have not been trying to reform the shortcomings but what India has is the national level bodies (autonomous statutory) that are more administrative and controlling in terms of expansion, accreditation, funding, recruitment and professional development along certain conditions, also their focus is more on extension services, publications, conferences, seminars and workshops that are the primary mode of CPD (continuous professional development), Curricular Frameworks since 2005, that bring about changes periodically in the

structure/ system but not Quality frameworks to govern the quality of every single component, aspect, area, activity, task, resource management, outcomes and ultimately employability.

End note:

It is high time the Ministry of Education, Government of India starts thinking in this direction and initiates development of Quality Frameworks extensively if quality in the education system need be assured to the stakeholders and maintain trust of other countries in the potency of the education here.

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