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A Quality Education in perspective with special reference to Rural & Urban of Ludhiana District of Punjab State

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Abstract

Quality is at the soul of Education and the heart of the Learners. Education is the most powerful weapon which you can use to change the society that's why its quality plays most important role to build the National structure.

Quality in Education means bringing efficiency, effectiveness, equity, quality and usefulness in teaching learning process. The progress and prosperity of any nation depends upon the preparation of quality human resources.

Dr. Radhakrishnan observed, "The teacher's place in society is of vital importance. He acts as the pivot of the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual but also show to say, the destiny of the nation." Teachers are therefore the custodians of the children's present and future. The schools are that place where children get formal education.

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction.

School systems work with the children who come into them. The quality of children's lives before beginning formal education greatly influences the kind of learners they can be many elements go into making a quality learner, including health and Human development. The present study has been conducted on high school students of ludhiana district of punjab with the idea that there is significant relation and significant difference between mathematical ability and study habits of Rural & Urban student's Education of high school.

Keywords: efficiency, effectiveness, equity and quality

Introduction

Meaning of Quality

The term 'quality' generally refers to high degree of goodness, worth or excellence in an object. As such, quality is an attribute of any object, which is relative in nature and cannot be measured in isolation. Quality is understood differently by different people in varying contexts. Quality is also talked about in relation to the passage of time which implies that comparisons are made between objects. Quality, when talked about as a product, is interpreted as value for inputs in terms of time, money and energy etc.

Meaning of Education

Gandhiji - "By education I mean an all round drawing out of the best in child and man body, spirit and mind.

Quality Education

Quality education is closely interlinked to instructional effectiveness, which depends upon.

- * Aptitude : If the student love a subject they learn in better.
- * Opportunity to learn: depends upon the availability of time for learning.
- * Perseverance: willingness to learn.
- * Quality of instruction: sub-standard teaching demands more time to learn.
- * Relevance: It is congruence between teaching learning and evaluation.
- * Time utilization: in major curricular areas.
- * Structured teaching.

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* Task-oriented classroom climate.

* Thorough content knowledge of the teachers.

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The terms efficiency, effectiveness, equity and quality have often been used synonymously.

Principles and Practices

The quality education in a modern age is experiencing transition from service sector to industry. Similarly, education is making shift from individual to group education, mass education, global education, networked education and distributed education. The adoption of industrial approach in education thus has central concern to make education user friendly, cost effective, employment oriented, adopting pragmatic approach inculcating primary, secondary and specialized skills among the learners to boost productivity and quality. The process of quality development in education works on the principles namely, values addition, through instructions, guidance and making a student socially useful for the society. The application of the principles of quality in education facilitates as institution to produce a student an efficient self-reliant, productive human resource. The principle of quality in education therefore, guides the institution for quality in the following dimensions.

Quality Education Includes

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities.
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition and peace.
- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes. These will be discussed as below:



I) Quality Learners

School systems work with the children who come into them. The quality of children's lives before beginning formal education greatly influences the kind of learners they can be many elements go into making a quality learner, including health and Human development.

a) Good health and nutrition.

Physically and psychosocially healthy children learn well. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience. Adequate nutrition is critical for normal brain development in the early years, and early detection and intervention for disabilities can give children the best chances for healthy development. Prevention of infection, disease and injury prior to school enrolment are also essential to the early development of a quality learner.

b) Early childhood psychosocial development experiences.

Positive early experiences and interactions are also play a vital role to preparing a quality learner. A large study found that attendance at day care coupled with higher levels of parental involvement that includes parents reading to young children is associated with higher test scores and lower rates of grade repetition in primary school. Effective and appropriate stimulation in a child's early years influences the brain development necessary for emotional regulation, arousal, and behavioural management

c) Regular attendance for learning.

When they reach school age, research demonstrates that to achieve academically, children must attend school consistently. A child's exposure to curriculum his or her 'opportunity to learn' significantly influences achievement, and exposure to curriculum comes from being in school.

d) Family support for learning.

Parents may not always have the tools and background to support their children's cognitive and psychosocial development throughout their school years. Parents' level of education, for example, has a multifaceted impact on children's ability to learn in Parents' level of education, for example, has a multifaceted impact on children's ability to learn in school. Parental education not only influences parent-child interactions related to learning, but also affects parents' income and need for help in the home.

II) Quality Learning Environments

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements.

a) Quality of school facilities.

Physical learning environments in which formal learning occurs, range from relatively modern and well-equipped buildings to open air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Some authors argue that extant empirical evidence is inconclusive as to whether the condition of school buildings is related to higher student achievement after taking into account student's background.

b) Interaction between school infrastructure

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on site availability of laboratories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. In general, parents often consider the location and condition of learning environments when assessing school quality, and this can influence school participation.

c) Class skills

Schools have often had to expand class sizes, as well as the ratio of students to teachers to accommodate large numbers of new students. The class sizes ranged from fewer than 30 students. Quantitative relationships between class sizes and academic achievement rarely take other key quality factors into account, such as teachers' perceptions of working conditions and their sense of efficiency.

d) Peaceful and safe environment

Within schools and classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. In many countries, attitudes discouraging girls participation in education have been significant barriers to providing quality education to all students. The journey to school may be unsafe, since many girls experience harassment and physical attacks either on public transportation in cities or remote paths in rural areas. At school, teachers often require girls to do maintenance work while boys study or play.

e) Discipline

Well-managed schools and classrooms contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behaviour communicate a seriousness of purpose to students

III) Quality Content

a) Student centered curriculum

Curriculum should emphasize deep rather than broad coverage of important areas of knowledge, authentic and problems of study, and problem-solving that stresses skills development as well as knowledge acquisition. Curriculum should also cater needs for individual differences. Curriculum structure should be inclusive of children with diverse abilities and backgrounds, and responsive to emerging issues and conflict resolution. Curriculum should be based on clearly defined learning outcomes.

b) Literacy

Literacy or the ability to read and write, is often considered one of the primary goals of formal education. Policies and practices in education for literacy vary significantly among countries. Literacy skills may be developed through subjects such as social studies or science. There is a greater focus on language as a tool for social development; situations from daily life are incorporated into activities. The learning context and agendas people have for learning to read and write have an important impact on the development of literacy skills.

c) Life skills.

The term 'life skills' can be broadly interpreted, and is often assumed to include such topics as health, and vocational skills. Life skills are defined as "psycho-social and interpersonal skills used in every day interaction not specific to getting a job or earning an income". Life skills curriculum focuses on development of attitudes, values and behavioral change, rather than seeking to provide young people with a body of knowledge about a set of topics. As with literacy, age-appropriate life skills can be incorporated into other areas of study.

d) Peace education

Peace education seeks to help students gain the ability to prevent conflict, and to resolve conflict peacefully when it does arise, whether on the intrapersonal, interpersonal, intergroup, national or international level. Peace education addresses cognitive, affective and behavioural learning and can occur both within schools, through curriculum development and teacher education.

IV) Quality Processes

a) Qualified Teachers

The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy. The preparation that teachers receive before beginning their work in the classroom Student achievement depends largely on teachers' command of subject matter and their ability to use that knowledge to help students learn. Teacher has to use traditional or more current methods of instruction. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers must hold second jobs, which may detract from the time and energy they expend in the classroom.

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b) Feedback

Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to encourage individual student learning and adapt activities according to student needs. This process should include both performance assessment and assessment of factual knowledge. Many teachers and educational systems continue to rely almost exclusively on traditional paper-and-pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills.

c) Teachers' working conditions

Teachers' working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers' perceptions of their employment. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator. Teachers' remuneration also matters. Effective teachers are highly committed and care about their students, they need supportive working conditions to maintain these positive attitudes.

d) Leadership

The quality of administrative support and leadership is another critical element in school processes, both for students and for teachers. At a more macro level, ensuring financial resources for education, especially for recurrent budgets is a necessity. Teachers need governments who are supportive of education systems.

V) Quality Outcomes

a) Achievement in literacy

Academic achievement in general and achievement in literacy in particular represent key educational outcomes. Teaching students to read, write and calculate is often considered the primary purpose of formal education, but students' regular attendance and attention in school does not guarantee this outcome.

b) Outcomes sought by parents.

Parents tend to see academic achievement as closely related to the opportunity for social promotion and employment. These anticipated outcomes tend to be highly valued by families. Parents seek favorable outcomes, such as academic achievement. Parents who view education unfavorably cite the following potential outcomes: children do not respect their parents, school leavers become delinquents, school girls do not master the required domestic duties.

c) Health outcomes

Quality education also implies positive outcomes for participants' health. Students should receive services to improve their health, such as treatment for illness, improve nutrition, as well as increases their knowledge and affects their behaviour related to health.

d) Lifeskills outcomes.

Psychosocial and interpersonal skills can be applied to many contexts, drug abuse prevention, nutrition and hygiene behaviour and many non-health

contexts as well. It is more useful and easy to interpret evaluation about the specific contexts where decision-making skills. It is important to evaluate the life skills that are the focus of the programmes.

Quality in Elementary Education

Quality Education has been differently viewed by different philosophers and educationists. Indian philosophers and great thinkers have always regarded quality education as that which helps children to become conscious and productive citizens capable of facing future challenges in life.

Dr. Radhakrishna "Quality is that which gives children a purpose in life and as such education should aim at perfection among individuals."

The commission referred to four pillars of learning which could lead to quality education. These are

1. Learning to know
2. Learning to do
3. Learning to live together
4. Learning to be

As such the quality of education should represent a sum of experience gained through life for the benefit of both individuals and the society.

The only work assigned to human being, because all other works will be done by computers. Such a condition may make human beings useless. A state where human beings have no physical tasks to perform may turn harmful to the brain and body since these organs are genetically designed for physical work and thinking. If these natural functions are lost, they may get dehumanized. Lack of physical work, lack of opportunity to communicate with emotion through common language, a condition of information over load, all can lead man to such a condition.

Statement of the problem

Quality Education perspective with Special reference to Rural and Urban Education

Objectives of the study

1. To study the intelligence level of high school students on the basis of rural and urban perspective.
2. To study the study habits of high school students on the basis of rural and urban perspective.
3. To study the relationship between mathematical ability and study habits of high school students.
4. To study the difference between mathematical ability and study habits of high school students.

Hypotheses

1. There is a relationship between mathematical ability and study habits of high school students.
2. There is a difference between mathematical ability and study habits of high school students.

Limitations of study

1. The study was delimited to only 200 students of high schools of Ludhiana district.
2. It was delimited to only Ludhiana district.

Sample of the study

In the present study investigator selected 200 students of 8th class belonging to recognized schools of district Ludhiana, Punjab state. The schools were randomly selected. The initial sample comprised of 200 students from eight schools.

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School wise distribution of the data
Research Design of the study

The present study is descriptive survey which was conducted on high school students of Ludhiana district of Punjab. The investigator classified the sample randomly selecting students of Ludhiana district of Punjab. These students are further divided into rural and urban categories.

Name of School	No. of students
Shri Mahavir Jain High School, Raikot. (Rural)	25
S.G.G. Sen. Sec. school, Raikot.(Rural)	25
S.D. High School, Raikot.(Rural)	25
Guru Gobind Sen. Sec. School, Kamalpura.(Rural)	25
Krishna Model High School, Ludhiana. (Urban)	25
Guru Nanak Sen. Sec. School, Ludhiana.(Urban)	25
Rachis Model School, Ludhiana.(Urban)	25
Dashmesh Public Sen. Sec. School, Ludhiana.(Urban)	25

Research Design of the study

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Tools Used

- ✓ MAT scale by L.N.Dubey.
- ✓ Study Habits tool by Prof. M. Mukhopadhyaya and Prof. D.N. Sansanwal

Statistical Techniques

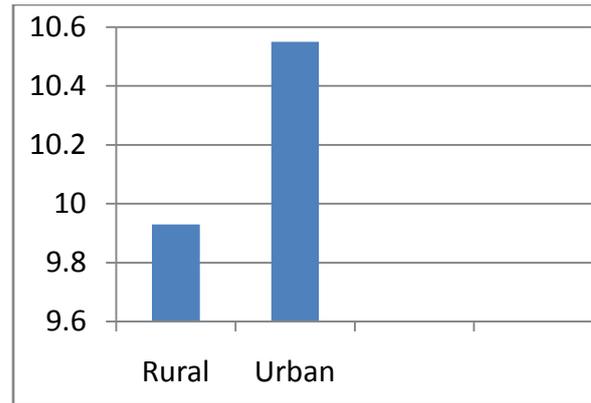
1. Descriptive statistics namely mean, standard deviation and t-ratio is calculated.
2. Pearson's co-efficient of co-relation is used.

Dependent Variable	Residenti al Areas	N	Mea n	S.D	t- test
Mathematic al ability	Rural	100	9.93	3.73	.15*
	Urban	100	10.55		

**Significant at both Levels

The mean score of the mathematical ability of 100 rural and 100 urban students are 9.93 and 10.55, S.D is 3.73 and the t-ratio is .15 and it is found significant at both levels.

The bar graph showing the significant difference of mathematical ability of rural and urban students of high schools.



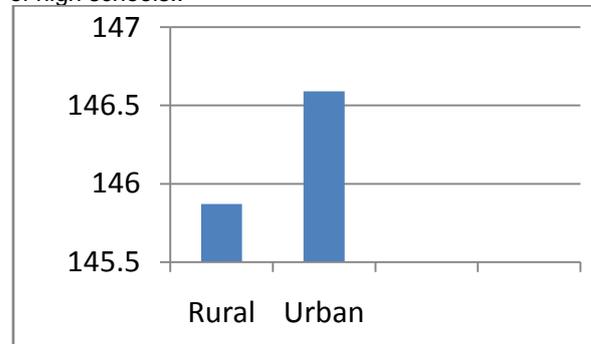
Value of mean, S.D and t-ratio to locate differences in the mathematical ability test of high school students due to their study habits.

Independe nt Variable	Residenti al Areas	N	Mean	S.D	t- test
Study Habits	Rural	100	145.87	20.96	.40*
	Urban	100	146.59		

**Significant at both Levels

The mean score of the study habits of 100 rural and urban students are 145.87 and 146.59, S.D is 20.96 and the t-ratio is .40 and it is found significant at both levels.

The bar graph showing the significant difference of Study habits of rural and urban students of high schools..



Values of coefficient of correlation between independent and dependent variable of high school students.

Independent variable	Dependent variable	value of 'r' between independent and dependent variable
Study Habits	MAT	0.063

From above findings it is found that there is significant correlation between study habits and mathematical ability of high school students as value of 'r' is significant.

From above findings, it is found that there is a significant difference between mathematical ability and study habits of high school students as value of 't-test' is significant at both levels of significance.

Conclusions

1. There is significant relation between mathematical ability and study habits of high school students due to significant 'r' value.
2. There is a significant difference between mathematical ability and study habits of high school students.

Educational Implications

1. Result of the present study may be discussed in seminars and workshops etc.
2. The parents and teachers must identify and nurture intelligence of students in proper way.
3. Open discussion with parents on new ideas for improving and evolving the environment.
4. The parents and teachers must inculcate the good study habits among students in proper way.

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