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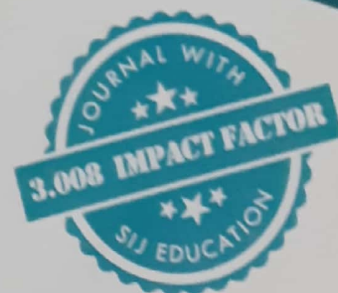
# Shanlax International Journal of Education

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TWO DAY NATIONAL CONFERENCE ON

## QUALITY EDUCATION FOR ALL - A SEARCH FOR IDENTITY

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*Organized by*

**THIAGARAJAR COLLEGE OF PRECEPTORS**

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**Teppakulam, Madurai - 625 009**

## CRITERIA FOR QUALITY EDUCATION

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Quality education is not an easy concept to qualify. At a time when we are discussing a quality education for all our learners it is important to take time to understand this concept. According to the Education For All: Global Monitoring Report 2005 - The Quality Imperative (EFA: GMR), two principles characterise most attempts to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education systems. The second emphasises education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development."

The GMR emphasises six policy issues which directly impact on teaching and learning:

1. Relevant aims. Policy dialogue must arrive at a relevant balanced set of aims describing what learners should learn and why; the development of cognitive, creative and social skills and values; respect for human rights, the environment, peace and tolerance and cultural diversity. These put citizenship, democracy and human rights at the fore.
2. Subject balance - how subjects are defined, how many are taught and the time allocated to each.
3. Good use of time. Positive correlations are noted between instruction time and student achievement at both primary and secondary levels. Between 850 and 1,000 effective hours (not necessarily official hours) of schooling per year is broadly agreed as a benchmark.<sup>1</sup>
4. Pedagogic approaches for better learning. Child-centred active pedagogy, cooperative learning and the development of critical thinking and problem-solving skills need to be present.
5. Language policy. Language of instruction is a policy choice affecting curriculum, content and pedagogy. A balance needs to be struck between enabling people to use local languages in learning and ensuring that they have access to global languages.
6. Learning from assessment. Regular, reliable, timely assessment is a key to improving learning achievement. The goals are to give learners feedback and improve learning and teaching practices. Formative assessment is needed as a complement to formal examinations.

Quality learning is not only essential for meeting people's basic needs, but is also fundamental in fostering the conditions for global peace and sustainable development. All