

Research Article

Implementation Strategies in Relation with Quality Management System in School Education

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A B S T R A C T

This theoretical article emphasises on the characterisation of quality management systems in secondary education in India.

It was observed based on the operant findings in relation with quality management system; Quality management system relates maximum quality performance in order to accomplish high level parent community satisfaction in the field of education. To implement quality performance in education one should execute additional work to develop conceptual, contextual, behavioural competences in day to day lives of educational institution. A quality management system specially deals with some disciplines of group learning, critical thinking, and conceptual mapping which is considered as very essential part for improving the quality in education.

Purpose: The purpose of the study is to help the stakeholders of the region in implementing the Quality Management aspects in secondary education.

Keywords: Quality Management Systems, Six Sigma Roadmaps, Creative Tension, Systems Thinking, Shared Vision, Mental Modelling, Material Potential and Immaterial Potential, QMS Infrastructure

Introduction

The term quality in this context refers to proper functioning of an educational organisation. Nature of quality referred as some component that can be in progressive. One can feel that overall quality originated from people's quality; therefore it is very important to discuss utilisation of human resources, in terms of their knowledge, skill.

Quality management System in education emphasises on bringing quality in school programs which includes scholastic, Co-scholastic areas of learning and their implications. We

know that present day educational system was designed and shaped in 20th century. Now a days, in the system of education, the quality referred as progressive improvisation in learning credentials for the rapid development of school education to fulfil academic standards of students according to their cognitive perception is recommended.

Quality of education is the skill of building the abilities of assimilating the knowledge in the area of educational needs and the implementation of this knowledge to creating mechanisms allowing fulfilling expectations of educational services. One should distinguish pupils, students, teachers

and employers among the people who are interested in the quality of education. The quality education becomes the critical factor in educational organisations. At present the completely different approach to the quality of the institutional management is observed. So, the proper quality management systems need to be incorporated in the larger interest of educational organisation.

Quality Management System

It was observed that we have three perspectives for quality management system like philosophical, pedagogical, and per formative implications. The main dimensions of this are mainly quality, management and system, but each component of which acts overreaching question about its purpose in quality management system infrastructure. Further each component has own significance, it can be questioned as follows;

- What is the institution's conception of quality and approach of doing quality?
- Whether the institution's consequences plan on quality integrated and aligned with the vision of Quality?
- How do the institution's strategy, ethics, culture, structure, rewards, and behaviour of manages of organisations etc, support its own model of quality?

But, a quality management system is very useful ability to serve as a streamline framework of systematically integrating, aligning and focussing institutional and establishment processes.

A Quality management system is considered as a streamlined frame work for systematisation of integrating, aligning and focussing institutional and learning processes. The focussing of instructional process in regular classroom transaction should help the institution in fulfil its objectives and infrastructure of goals consistently and effectively with efficiency. We know that effectiveness and efficiency of process ensure maximisation of pupil and parent satisfaction. Such a scope of quality management system has intriguing implication the structure of organisation, its culture, knowledge management system and customs. It has further implications on the technological co-efficiency of the organisation at all level of the process deployed across the institution.

Quality at the School

Quality in the school is nothing but the development of skill of building competences of assimilating the knowledge in the area of educational needs and implementation of this knowledge in educational services.

Now a day's quality of education become the critical factor for many educational organisations. It was observed that many factors may be considered as deciders of quality of the school. They may be;

- Degree of qualification secured by the teachers, it fulfils the growing requirements of surroundings and helps in the students' development. Even though it is a very subjective character, but people in the surrounding consider this as the main factor of cognitive development of their wards.
- Quality in teaching and quality of results, here two such groups of components teaching and evaluation will influence on each value. The first component decides what the main recipient of the teaching services receives, the second one-how the given service offered.
- Planning and execution, this is a phase of planning and preparation of its potential. It includes, service's realisation, leading the achievement of the agreement with plan and requirements and the results of working, leads to the student's satisfaction.

The Process of Implementation of the Quality Management System

ISO - International Organisation for Standardisation decides 9000 standards to decides quality management system, This organisation clearly states planning, systematic potential, organisation structure, competency division and responsibility, procedures, process and utilisation of resources, makes the chance on the growth of workers motivation to better work and leads lowering the costs. Proper documentation and systematised monitoring and supervision is necessary.

The Components and determinants of school's quality

- The Quality of the Material Potential

The technical aspects of this includes, Qualitative and quantitative infrastructure and its surroundings, Conditions sanitary, recreation ,class room structure (organisation), accessibility of class rooms, Modernity of Audio - visual equipments (digital class rooms), level of computerisation, topicality and the accessibility of library and laboratory resources, cafeteria, recreational activities and sport facilities (education cum sport- edu- sport activities)

Whereas, functional aspects relates to cleanliness, hygiene, aesthetics, modernity and care of realisation.

- The quality of Immaterial Potential

The technical aspects of immaterial potential includes, enriched staff members of organisation, level and kind of education, Work practice of the staff, Rewards and distinction, publications, etc

But functional aspects of the same may includes communicativeness, Leadership skills, professionalism, Reliability and credibility, physical appearance, flexibility, objectiveness in decision making, usage of proper tunes of language, etc.

- The Quality of Process

The technical aspects of the quality of realised process includes, Preparation of programme work, Annual calendar, Pedagogy based lesson planning, Kinds of motivational tools, kinds of reference materials, Assessment rules of the students and teachers, kinds of quality meetings with potential employers, co-operation with peer groups and colleagues.

Whereas the functional quality regarding quality process considered, this includes, Skill of delivering content in class room, Attainability of teaching, sense of duty consciousness, Personnel commitment, Empathy, Objectiveness or Justice, cope up with difficult situations.

- The Quality of Result

The technical aspects of quality of results includes, Strength of the students in numbers, Institution opted for further studies (like pre university, graduation), achieved prizes, certificates, distinctions, taking part in different competitions, involving projects, achievement in sports, complaints from parents, positive and negative opinions, Inquiries related to admissions, Inquiry about results, etc.

The functional quality regarding quality of results contain, good opinion about the school, students level of satisfaction, outgoing students loyalty (the recommendation of the school to the others), in the same way parents loyalty, affectionate relation with students and parents, retired employers of the institution, etc.

The stages of quality management system:

- Taking decision about the implementation of the system by the Managing committee or Governing Council.
- Establishing quality Representative at the school. (appointment of Dean, Director, Administrative officer - Non academic)
- Establishment of working teams - sub groups, subject wise clubs,
- Periodic Orientation to teachers and parents
- Organisation of content enrich programmes for teachers
- Organisation of Content strengthening programmes for students, like reinforcement teaching, remedial teaching, project involvement,
- Defining the process realised at school level; this process can be divided into

General process - Is in relation with management it includes settlement of aims and objectives of teaching and learning, searching of resources, continues improvement, documentation of process, and administration.

Basic process - This includes recruitment of faculty of the school, gathering the students, designing and planning of educational objectives, working out the programmes of studies (the plan of studies to carry out the subjects),

library management, ICT management, supervising the documents, orientation and training programmes, activity in science circle and sports circle. Attending seminars, capacity building workshops, and job practices.

- Working out of the documents; this consists of obligation to fulfilling the parents and students requirements for continues improvement of the system management. This consists of Instructions, and other documents like drafts, forms, records etc)

Conclusion

The care about the quality or education by the school is one of the basic process, which creates the present motivation to educational services. The quality of education becomes the basis to working out and implementing the strategy of the development of educational units.

When we concern about designing and implementing the quality management system at school education level we should consider long-term process which should be realised in systematic stages, at the significant and sustained support from the side of the Educational department and school management. After implementing this elements should be permanently improved.

The school and education department which implemented the quality management system according certain standards or norms from the department stay in eyes of their beneficiaries as credible, reliable, and well organised. This raising of the prestige and assumption of better position in the grading of school results directly from the advantages, which the implementation of quality management system brings;

- The assuring the system management for the resources and knowledge,
- Starting the constant process of improving the school and Organisation.
- Guaranteeing the efficient flow of information about each task of realisation.
- Improving of functioning of the school and school management ,
- Effective in solving problems,
- Change of pedagogy to the quality of education,
- Increasing the productivity and effectiveness of the school in terms of student strength, infrastructure and additional courses,
- The growth of responsibility, motivation and commitment of the workers.

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