

Quality Management in Education



INTRODUCTION

Educational institutions and their managements in the new millennium face a dramatic state of uncertainty. There is a great deal of pressure on every school to achieve a range of performance expectations in a climate of student performance and financial accountability. How the management of the schools performs the role of an agent of change may well determine the success and future of schools. The direction for change must guide schools to be more productive, effective, efficient, and much more than anything else, more human.

RICE-MMS:

RICE-MMS is an exemplary school in Krishnagiri District, Tamilnadu, using a utility management approach that produces results of greater equity and higher student performance. Faced with many challenges, our school applies the philosophy, tools, and methods of quality management as a means to raise student achievement through system alignment and improvement of instructional processes. We have successfully transformed our approach to student learning, redirecting our goals and processes to assure the success of every single student according to her/his learning ability. In validation of the success of our new methodology, our students achieved several awards both in academic and non academic areas since the inception of the school.

I am proud to say that we, in RICE MMS, are on our march for bringing about effective change within ourselves in our systems and processes in all these lines. Our process includes continuous review, evaluation and research in bringing change in all efforts to promote quality both in teaching and learning.

In the year 2000, we started the school. We got our school affiliated with the CBSE in the year 2003. Our goal is to become one of the many role models in the country for performance excellence and in the application of quality management principles.

From the inception, we have shown tremendous improvement in the area of student achievement. Our experience and the lessons learned and our strategies planned can be applied towards increasing equity and raising performance and overall quality of education in the future.

Quality Management in Education:

Building excellence and equity in student performance in education focuses on varied issues mirroring problems of learners, teachers and our in-house teacher-trainers.

There is a wide spread public opinion that the schools in India have to improve its performance standard in terms of quality learning and teaching. This view is endorsed by both the central and state governments. Despite the best efforts of educational specialists and money being dedicated to reform our educational system, quality has not been systemically attained. This is partly because the problems of education, though identified at the top level, the solutions aiming at the school and the class room level is yet to be objectively looked at.

We can list four major weak areas in which most schools need attention:

1. An inadequate emphasis on academic subjects in terms of acquiring competencies;
2. A lack of standards;
3. Poor teaching-learning process; and
4. An absence of leadership.

It is important that excellence and equity in the school education be emphasised, so that all students would receive the same high-quality education. The prevailing current opinion is that reform requires fundamental and comprehensive change. The schools suffer from uncertain goals and indeterminate technology, a difficult environment for identifying appropriate innovations. Piecemeal attempts at reform cannot do much but perpetuate the status because they tend to be overwhelmed by existing institutional structures and attitudes. Schools that learn and improve are those that approach change from a systems perspective. The more systemic the change, the more the school embodies change in behaviours, culture, and structure, and the more lasting the change will be. "A system is a network of interdependent components that work together to try to accomplish the aim of the system." Thus, to bring about effective change in schools, their components and inter-dependencies must be understood and managed as a system directed at a well-articulated aim.

We are a learning school! We continue to learn from our learners. We believe learning through learners can be one of the many ways to build excellence. Year after year, we set for ourselves standards and work towards the target. Both management and the staff share the common belief in this process, and research is being carried out this year in the learning and teaching process to define our end product more clearly with indicators.