

Quality Mantra

A NEWSLETTER OF INTERNATIONAL CERTIFICATION SERVICES

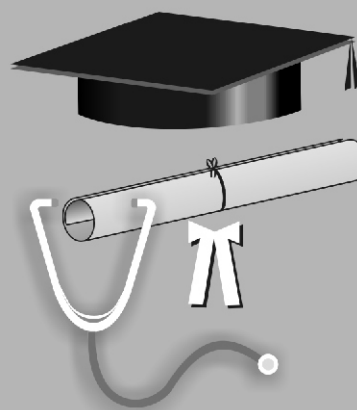
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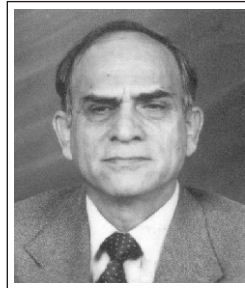
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Education Quality Special



Editorial



Need of the day

India is one of the fast growing economy in the world in the global competitive village. A very vital question keeps on propping in the mind of everybody whether our education is the perfect model to meet the every growing need of the country keeping in view the technological advancement, development, change of socio- economic and management system. Are our education system and model cater to the above need? Is our education has a holistic approach? Why education system and quality differs very much in rural and urban area? Why a student educated in the rural area does not provide the same opportunity that urban students get? Why supply of right educated personnel are short? Why student and brain drain from India to overseas countries? Lord Machaulay said in the ninth century that We must at present do our best to form a class who may be interpreters between us and the millions when we govern, a class of persons in Indian in blood and colour, but English in taste in openions, morals and in intellectual. Indian education system is the oldest in the world and has been undergoing transformation. Education industry has loosing its control due to incoming of many foreign universities education programme in India. Public and Government has to look into this very important and vital issue to enable us to set our sail in right direction. This will not only ensure the quality of our education but also provide the industry and nation with right and adequate qualified manpower

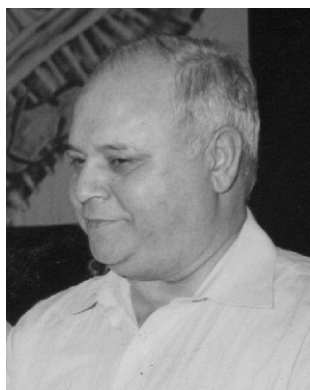
We need to adopt modern management system, education system & technology suitable for various kind of industry by using certification of **ISO 9001: 2000, ISO 14001: 2004, OHSAS 18001 and TQM and other National and International accreditation system to ensure continual improvement and Excellence in Quality.**

ICS contribution to the society has been through publication of Management books, training programme for personnel and of ISO 9001 in accredited Certification Programme. We have successfully completed certification of nearly 250 Educational Institution in India.

Sundar Kataria



Feature



Dr. K. B. Kushal

Director DIEMR, Panvel

INTEGRATED QUALITY MANAGEMENT SYSTEM THE NEED OF THE HOUR

The DAV School, Panvel was adopted by ICS thanks to the enterprising spirit and futuristic thinking of Dr.Kushal, for establishing an integrated quality management system encompassing quality management, environment management, occupational health and safety management and social accountability. We are pleased to inform that in a short span of three years, the school was able to adopt the integrated quality approach, getting certified to all three standards. The school has moved beyond the requirements of ISO, adopted the Malcolm-Baldrige model of excellence and also won the IMC-RBNQA award for quality in the year 2005-06.

Dr.Kushal, in association with ICS, is now in the process of adopting the same approach in all schools of western region.

Some of the unique elements of integrated quality at DAVPS, Panvel are:

A transparent system of financial dealings- all fees and money receipts are acknowledged. No capitation fee is charged. No demands for additional funds made on any pretext whatsoever.

·Dress: Despite there being no restriction on clothing and attire, the staff, teachers display complete Indian-ness and modesty in the clothes they wear. The dress patterns of teachers & students indicate a strong inclination towards the Indian tradition of modesty. Flamboyance is not seen in the campus.

·Respect and tolerance for all religions, castes and creeds: The school is an equal opportunity employer, equal-opportunity service provider. There is no preference for a particular religion or Region given either in employment or in enrolment. There is no discrimination on account of these factors.

- Treating all visitors with dignity
- Induction training of security & frontline staff to ensure that the self-respect of all visitors is maintained
- Comfortable waiting areas for visitors
- Ensuring convenience & comfort during routine activities like admission, fees payment, book collection, parent-teacher meetings
- The freedom to access Director or Principal
- Open-door policy of communication enabling anybody to get in touch with senior management
- Polite & courteous responses during telephonic conversations
- No hire & fire policy, absence of aggression on part of higher management- sensitive handling of human resource matters
- Putting the safety, security and comfort of students above everything else- adequate disaster management plans prepared, fire and electrical audits regularly done, hygiene and cleanliness in canteen strictly controlled by lady teachers. Despite financial limitations the school has deployed its own buses to enhance control over the activity which, when entrusted to contractors, was risky. The quality of the building and facilities has been validated during last year's cloudburst which flooded all neighboring schools upto a height of 4-6 feet. This school was not affected and teams of teachers were able to send children back home safely.
- Complaints, suggestion & feedback not scoffed at but treated as learning opportunities
- Adherence to basic human values like compassion, care and protection of fellow citizens- the school has a full time nurse, tie-up with nearby hospital and bears all expenses till the sick or wounded student is handed over to the parents.
- A caring attitude for the environment- the green belt in the school and its ISO-14001 certification is evidence of it.
- High standards of cleanliness and hygiene- the school's building and infra-structure are very well maintained.
- An environment of growth, development & continuous learning-teachers are exposed to a series of training and development activity round the year. Training plans are well established and documented.
- Treating the guest as God in line with the saying Atithi devo bhava- by now all teachers and staff have internalized this element of the school's culture.
- Societal sensitivity and concern: The school has tied up with TASH foundation for providing community services to the under-privileged and down-trodden in nearby areas.
- The strong leaning towards ancient Indian values, beliefs and heritage is evident through the school's rites and rituals.
- In order to acculturate a new recruit to the school's culture, she is mentored by an existing teacher for one year. The culture is thereby transmitted to the new entrant.

INTEGRATING ENVIRONMENTAL STUDIES WITH ISO-14001 CERTIFICATION

The values of environmental protection, preservation and enhancement are propagated through the curriculum, as well as through actually creating clean and green surroundings.

In October 2004 the school was certified for compliance with the international environment certification- ISO-14001. Just about everyone agrees on the need to 'do something' to control the negative impacts of man's activities on the environment. Practical tools for achieving this, and for improving environmental performance, are provided by International Standards like the **ISO 14001** environmental management system standard that is implemented in 118 countries. The programme will eventually demonstrate even to young children that the small, practical steps they take can have incremental, positive results. The school signals and demonstrates its commitment to the protection, preservation and enhancement of environment through the following initiatives: An environmental policy supported by top management Identification of environmental aspects and significant impacts Identification of legal and other requirements Environmental goals, objectives, & targets that support the policy An environmental management program Definition of roles, responsibilities, and authorities Training and awareness procedures Process for communication of the EMS to all interested parties Document and operational control procedures Procedures for emergency response Procedures for monitoring and measuring operations that can have a significant impact on the environment Procedures to correct nonconformance Record management procedures A program for auditing and corrective action Procedures for management review

DAV SCHOOL, NEW PANVEL WINS INDIA'S MOST PRESTIGIOUS QUALITY AWARD- IMC-RBNQ AWARD FOR QUALITY AND EXCELLENCE

In a daring move, DAV School, New Panvel took the decision to prepare & offer itself for the nation's supreme award for quality- the IMC (Indian Merchant's Chamber) instituted Ramakrishna Bajaj National Quality Award (RBNQA). Preparations began way back in June 2005. A steering committee comprising of teachers and staff members drawn from different sections of the school was constituted. The committee was required to first understand in totality the intricate, and somewhat deceptive criterion of the award before it could commence drafting the compliance manual, gather evidence and generate the mandatory documentation. Numerous training sessions were held regularly. Experts in fields like strategic planning, SWOT analysis, Process Management were invited to share their knowledge on these subjects with the Committee.

The following are the criteria on which the school was to be assessed:

Leadership (100 points)
Societal Responsibilities (30 points)
Customer Focus (100 points)
Customer Relationship Management (40 points)
Customer Satisfaction Determination (20 points)
Strategic Planning (80 points)
Strategy Deployment (40 points)
Information and Analysis (80 points)

Competitive Comparisons and Benchmarking (25 points)
Analysis and Uses of Data (30 points)
Human Resource Focus (100 points)
High Performance Work Systems (30 points)
Employee Education, Training and Development (35 points)
Employee Well-Being (10 points)
Process Management -
Management of Service Processes (60 points)
Management of Support Processes (40 points)
Management of Supplier Performance (40 points)
Business Results (400 points)
Customer Satisfaction Results (80 points)
Employee Satisfaction Results (80 points)
Community Satisfaction Results (40 points)
Financial Measures of the Institution's Success (100 points)

The Assessment Committee of IMC, led by the Director of Quality Cell, Dr. Geeta Bharadwaj, conducted a comprehensive audit of the school's compliance with these requirements on 13.12.05.. In the opening meeting, the committee informed the steering committee that scoring would depend upon the following factors of excellence:

A sound, systematic approach, fully responsive to all the requirements of the criterion
A very strong, fact-based improvement process; strong refinement and integration backed by excellent analysis of performance data

Deployment of the above approach without any significant weaknesses or gaps in any areas or work units

Whether current performance of the school is excellent in most areas of importance to the school's key business requirements

Are there excellent improvement trends and/ or sustained excellent performance levels in most areas

Whether strong evidence exists of leadership and dominance

The audit was a pleasant learning experience for the school as the audit team minutely scrutinized all processes of the school ranging from admission and induction training to safety and risk mitigation. The school was able to offer evidence of compliance with all the criterion, thanks to a series of brain-storming sessions initiated by Regional Directorate (Mah & Guj) during the preparatory stage. The ISO-9001 and ISO-14001 certification of the school proved a boon since six-monthly surveillance audits for both these accreditations have led to a culture of continuous learning, continuous improvement, social accountability and process based management. With a large number of teachers and staff exposed to a series of high level training programmes on quality, it was not difficult for the school to face the stringent audit conducted by the experienced, but demanding auditors of IMC.

The 70-page manual prepared and submitted by the school in Sep.05 was highly appreciated by the auditors for its content, quality and presentation. In addition to meeting the mandatory requirement of the award, the manual will serve as an indispensable induction training document for teachers and administrators of the school. The IMC Committee mandated to choose the winners was headed by the legendary Dr. Kurien of Operation White Flood (Amul Co-operative) fame. During the process of preparing for the award, the school has acquired some very rare competencies, insights and wisdom that would have eluded it had it not decided to compete for it.

A few examples of how the preparatory process strengthened quality initiatives in the school are:

SWOT analysis has provided a basis for strategic planning. Strategic Planning at the school has been documented for the next two years. Resource mobilization and commitment will now be more focused in areas where the school wishes to build on its existing strengths and mitigate weak areas.

Clear-cut agenda for 6-monthly management review meetings evolved, what will be monitored, measured and analyzed is clearly stated in advance.

Decision to include DAV ethos and philosophy in induction training of new entrants taken by Regional Director. Existing teachers and staff not formally exposed to DAV ethos too will be given this training in a structured manner.

The statistical data compiled and documented in graphical form has given the management a clearer picture of where the school is headed. An honest self-appraisal is now available for all areas like financial performance, academic performance, performance in extra-curricular activities.

The concept of knowledge management was better understood while reflecting on the questions posed in the criterion. The school has adopted a new approach to knowledge management and this too will fall under the category of measurables.

Attention was drawn to monitoring the effectiveness of training hitherto provided as well as that proposed to be provided. Training that did not seem to add value has been removed from the plans.

The school now has a well defined mission, vision, purpose, policy and objectives progression towards which will be an item of management review.

The school acquired clarity of main and support processes. While the core processes will be the focus areas for continuous improvement, support processes will be taken up for improvement in a phased manner. This will enable better and efficient time management.

Health, safety, security and risk mitigation initiatives came under sharp focus. Health checks of staff will be conducted in planned manner.

Complaint management system was improved upon to include the closure status of all complaints and suggestions in management review. Documentation pertaining to customer satisfaction was strengthened.

With an integrated system of quality, environment, occupational health & safety involving regular third-party and internal audits in place, with a strong and committed leadership at the regional & national level, and with a very clear agenda for the immediate & distant future, DAV School, New Panvel is fortified adequately to face the coming times with greater poise, confidence and a demonstrable pro-active approach. Rather than cribbing about the turbulence institutions are likely to face, New Panvel school has, by dint of sheer grit, determination and perseverance, equipped its garrison with all the ammunition required to face the mightiest road-block that may come its way.

On January 15, 2006, close on the heels of the auspicious Lohri and makar sankranti festivals, the school was informed by IMC that it had actually won the Ramakrishna Bajaj National Quality Award. This was a befitting culmination of all efforts put in by the Regional Directorate, Principal and staff of the school in the direction of continual improvement and quality enhancement.

Diary Notes

From	To	Place	Training course	Contact details
20/11/06	24/11/06	Pune	Lead Auditor Course (5 days) QMS	Mr. Ashok Ohol 020 - 25455206 / 25424204 / 9373770108 ics_pune@vsnl.net ics_pune@icsasian.com
13/12/06	14/12/06	Pune	IQA Training course (2 days) EMS	
29/11/06	30/11/06	Pune	IQA Training course (2 days) QMS	
15/10/06	19/10/06	Dubai	Lead Auditor Course (5 days) QMS	Mr. R. Ganeshan 00968925520994 ics_dubai@icsasian.com
15/10/06	19/10/06	Musquat	Lead Auditor Course (5 days) QMS	

Feature

Application of Dr. Deming's 14 Points for Education Management



Prof. Dr. Sanjay B. Chordiya

Founder President & Chairman Suryadatta Education Foundation

Over the years, Dr. Deming has developed 14 points that describe what is necessary for a business to survive and be competitive today. At first encounter, their meaning may not be clear. But they are the very heart of Dr. Deming's philosophy. They contain the essence of all his teachings. UNDERSTANDING THE 14 POINTS CAN SHAPE A NEW ATTITUDE TOWARDS WORK AND THE WORK ENVIRONMENT THAT WILL FOSTER CONTINUOUS IMPROVEMENT.

Deming's 14 points are illustrated hereunder with its transformation through possible application for Management Institutes..

1. Create constancy of purpose towards improvement, of product and service, with the aim to become competitive -to stay in business, and to provide jobs. The pass out students from educational institutions are tomorrow's managers. If Management Institutes starts working with a constant purpose of creating / offering best of their product to the corporate, their product will always be a benefit for the corporate. Sustained quality output over a long period of time will ensure that the management institutions establish their reputation over a period of years.

2. Adopt the new philosophy of win-win. We are in a new economic age. We can no longer live with commonly accepted levels of delays, mistakes, defective materials and defective workmanship. Change is the only permanent word in today's corporate world. Hence unless and until management institutes adopt new techniques in imparting education their products will not be able to survive. Every student must get the best possible industry exposure through organized industrial tours, seminars and workshops, case based learning, views sharing by experts working actually in the corporate etc.. Such concentrated efforts will ensure win-win situation for institutes, corporate and as well for students.

3. Cease dependence on mass inspection. Require instead, statistical evidence that Quality is built in to eliminate need for inspection on a mass basis..Like wise in manufacturing concerns, in management institutions admission function can perform the task of Quality Assurance. At the very initial stage of admitting the student in the institute, if certain standards are set & followed in the correct spirit the quality of incoming students can be improved. And the function of Quality Assurance / inspection after the production stage can be eliminated.

4. End the practice of awarding business on the basis of price tag alone. Instead, Depend on meaningful measures of Quality along with price. Adoption of new techniques, application of new methodologies of imparting education and importantly making this as a routine will always lead towards Quality education and quality output of the institute. Offering the best suitable students for corporate, will benefit the institute in long run for building a brand image in corporate.

5. Improve constantly and forever the system of production & service. It is (management's job to work continually on) the system. Systematic Implementation of new (techniques in education will definitely improve the whole process of admitting students to offering the final product to corporate. Management Institutes can adopt for ISO 9001..2000 OMS Certification for the same. :

6. Institute a vigorous program of education and retraining. There is a saying that education knows no age, community, status of an individual etc.. It can be obtained at any level. According to this saying, Programs can be arranged even for teachers / faculties functioning in management institutes to update themselves for new coming topics, emerging technologies etc..

7. Adopt and Institute leadership. The responsibility of supervision must be Changed from sheer numbers to Quality. Improvement of Quality will Automatically improve productivity. Leader is a dynamic individual who drives the mission. A leader of management institutes essentially has to be an individual with a sustained vision and a focused purpose of imparting education. The leader of management institute has to support the entire mission with adequate infrastructure, a strong intellectual back up, a large collection of library books etc

8. Drive out fear so that everyone may work effectively for the company. Any organization can get success only when the vision of all the individuals and that of the organization matches. To do so or achieve so a leader has to play an important role. In management institutes a leader or academicians can do this job better and make the faculties & other employees working without any fear:

9. Break down barriers between departments. People in research, design, sales and Production must work as a team to foresee problems of production that may be countered with various

material and specifications. Team building is a skill, which a leader of any organization must possess. In today's modern world people have very well understood and accepted the concept of Process Approach. In Education segment also it applies in true sense. Every activity is a process. Every process is a series of stages. Any stage has a customer; the next stage. Continual improvement of methods and procedures, aimed at better satisfaction of ultimate customer i. e. students, parents and the society for any educational institute. A leader must understand the benefits of cooperation, and the losses from competition, between people and groups from an appreciation of the system.

10. Eliminate numerical goals, posters & slogans for the workforce that asks for new levels of productivity without providing new methods.. *True change requires deep management commitment, not superficial slogans. Slogans never help employees to do a good job.*

11. Eliminate work standards that prescribes numerical quotas.. A quota is a fortress against improvement of Quality & productivity. Quotas take accountability of numbers and is not acceptable in terms of Quality. In management educational institutes the responsibility of faculties must be changed from number of lectures to Quality of lecture that they have delivered.

12. Remove barriers that stand between the hourly worker & his right to pride of I workmanship. . People are independent from other resources like man, machine, method, material. Professional-people take pride & responsibility for their own work. Such belief must have stronger acceptability in management institutes as the faculties from such institutes help to develop effective managers for corporate.

13. Encourage educational & self-improvement for everyone.. There is no substitute for knowledge. Even Teachers can be trained to improve through education for ultimate improvement of students.

14. Create a structure in top management that will push every day on the above thirteen points. Management must discuss and agree on the meaning and direction of the other 13 points. Quality is determined by the top management.- it can not be delegated. W. Edwards Deming, Ph.D pursued and promoted the use of sound management practices and the use of statistics for seven decades. His speeches, writing, videotapes and impact of individuals who studies with him will continue to have a profound influence on how leaders throughout the world organize and lead their organizations. These principles evolved, from that work, and were refined over the years.

Guest Of The Month



EMPHASIZE COMPETENCY BUILDING

Girdhar Gyani, Secretary-General,
Quality Council of India

(Courtesy : Journal of Education, DIEMR.
-Re-published for the
Readers of Quality Mantra.)

In this exclusive interview given to Journal of Education, Girdhar Gyani, the man responsible for creating and monitoring quality orientation in the country, explains the nodal agency's plans for building quality into educational processes.

Q 1 : Is there a complete clarity on our current National Education Policy ? What exactly is our policy in the globalized scenarios & how relevant is it to India's emergence as a superpower in line with VISION 2020?

Ans : I really did not have a detailed look at our national policy on education. I know that the resolution on the national policy on education in 1968, laid emphasis on quality improvement, expansion of educational facilities and the need to focus on education of girls. Directive principle contained in Article 45 of constitution provides for free & compulsory education for all children until the age of fourteen years. These are key element in our education policy. Further, education being in the concurrent list of the constitution, the state Governments play a very major role in the implementation of policy, more so in the primary & secondary education sectors.

The present education policy as it is, lays good groundwork for VISION 2020. However in making India a superpower by 2020, there is need for greater realignment of policy with the VISION 2020 document.

Q 2 : What are your significant observations on the international scenario of quality in education? Where does India stand vis-à-vis quality of education?

Ans : Education in general and quality education in particular have to be seen in the overall context of country's development. With more than one million educational institutions and an enrolment of about 200 million students, it is difficult & impractical to benchmark with international quality of education. Literacy is the only parameter on which data is available & clearly India has long way to go.

Q 3 : Do the quality facilitation bodies like QCI use the quality policy as the take-off point for building & enhancing quality in educational initiatives?

Ans : Quality Council of India as you know is basically an accreditation council for conformity assessment bodies (CABs). These include CABs for Quality Management, Environment Management, Inspection and Product Certification etc. Accreditation for Food safety & Health sector are under launch. One of the board (NRBPT) of QCI specially looks at accreditation / registration of training courses in these areas.

National Board for Quality Promotion (NBQP) looks at specific issues pertaining to promotion of Quality in the national perspective. Based on the recommendation by VISION committee set up by QCI, Education has been selected as one of the thrust area for Quality promotion. A sub-committee on this has recently been constituted under the Chairmanship of Dr. Prem Vrat, Director, IIT Roorkee. Prof. K B Kushal, Director IEMR is one of the member.

Q 4 : What is the scope of the committee's involvement & how will the committee co-ordinate the efforts of educationists all over the country towards a common objective?

Ans : Briefly the objectives for the for the sub-committee are;

- ❖ Promotion of Quality as a subject in the curriculum of Engineering & Management
- ❖ Awareness of Environment, Quality, Occupational health & safety in educational institutes.
- ❖ Development of syllabus / material for quality education in school
- ❖ Development of syllabus of quality management subject in engineering & management institute
- ❖ Development of Training material for quality management subjects of faculty
- ❖ Accreditation of Training Courses on Quality, Environment & Safety
- ❖ Development of operational criteria for HRD Ministry for Environmental, Occupational, Health & Safety Requirement of Primary level Institutions

Q - 5 : Which specific areas of education are being taken up for strengthening quality? What is the priority order for other areas?

Ans : QCI as accreditation council has natural strength in the management of industrial sector. The sub-committee will as such like to come out with the benchmarks on quality in professional institutions in the areas of management and engineering. QCI however is conscious that it is the education at primary level, where quality can reap reach dividends. Sub-committee will work on this in time to come.

Q - 6 : What changes are being contemplated in the conceptualization & delivery of education in the context of globalization?

Ans : World over, emphasis is on developing competency, which is total sum of education, training & personal attributes. Integrated approach on competency is the important ingredient towards HR index and for that matter even GDP growth. Education in time to come has to be seen in the context of overall competencies required by different economy segments. Many industries world over look at the competency rather than educational credential in their recruitment procedures. Likewise delivering of education is undergoing continuous change. With advent of IT & satellite communication, delivery of education is fast becoming user friendly with far greater reach.

Q7: How are educationists & other stake holders responding to QCI's initiatives towards quality enhancement of educational services?

Ans : It is little too early to assess the response of QCI initiatives towards quality improvement in education sector. Some of the earlier effort in promotion of ISO 9000 standard by the QCI were welcome by educational institutions. The sector specific guidelines for adopting ISO 9000 series of standards in the education sector has been success story. Many educational institutions have made good use of these guidelines in bringing dynamic culture focusing on all round development of the student. It is heartening to see teachers at primary level institutions speaking & working on formal quality terminology. Once these practices are institutionalized, quality in education will make visible & sustainable impact.

Q 8 : As the CEO of India's most credible quality whistle-blowing agency, what steps do you propose to take to realize the President's VISION 2020 for the country ?

Ans : I look at QCI efforts in quality promotion at par with what a squirrel contributed in building SETU as described in epic Ramayana. What is however important that we have determination and passion to build quality in the national perspective, what we call **Mission India : Quality India**.

QCI will work on minimum framework to be part of national primary education policy by incorporating age-old components i.e. curriculum development, physical development, social development and spiritual development. We at QCI believe that age group of 1-7 & 7-14 are vital in the development of IQ & hence focus on quality has to be maximum at this level of education.

Environment is another area, which comes next in that order of priority. We propose to simultaneously work in promoting environment concerns both among the educational institutions as well as among the industries. In one of my conversation with students, it was amazing to learn as most of students rated water management (conservation/harvesting) to be national priority No. 1

Vocational education is important component for success of VISION 2020. QCI will like to work on quality benchmarks to be incorporated in this segment.

Lastly we will continue to work on building quality & competitiveness in the industrial sector with emphasis on small sector, which has so much potential for GDP growth & employment generation.

Feature

SYSTEMS AND PROCESS APPROACH IN EDUCATION MANAGEMENT:

THE APPROACH FOLLOWED AT DAV, WESTERN REGION

By Dr.K.B.Kushal & Prof.S.Sharma

What differentiates an ordinary institution from an excellent one? Not the glowing interiors and lobbies. Not even the inviting exteriors and landscapes. As with human beings, it is the inner personality the attitudes and belief systems that over-ride cosmetic interventions. The DAV institutions of western region have adopted the international models of quality like Malcolm-Baldrige, ISO-9001:2000. All these models converge on one aspect- the process and systems approach. In this paper, the authors share their insights of the systems approach with readers of QM. This paper is an excellent guide to all auditors of quality systems who should have a deep understanding of this approach for conducting effective and value-added audits in institutions. This is also a must-read for all those involved in the business of education. (Editor)

Ancient India had some of the best processes and systems of education. We had an excellent philosophy and purpose of education in ancient India, which we seem to have forgotten over centuries of domination by the Muslims and the British. India was the only country where knowledge was systematized and where provision was made for its imparting at the highest level in remote times. Whatever the discipline of learning, whether it was chemistry, medicine, surgery, the art of painting or sculpture, or dramatics or principles of literary criticism or mechanics or even dancing, everything was reduced to a systematic whole for passing it on to the future generations in a brief and yet detailed manner. University education on almost modern lines existed in India as early as 800 B.C. or even earlier. The ideal of education has been very grand, noble and high in ancient India. Its aim, according to Herbert Spencer is the 'training for completeness of life' & the molding of character of men and women for the battle of life. The aim of education was at the manifestation of the divinity in men, it touches the highest point of knowledge. In order to attain the goal the whole educational method is based on plain living and high thinking pursued through eternity.

SYSTEMIC THINKING REQUIRED

20th century SYSTEM OUTCOMES

Learning is about ... Separate parts Disconnected Events & facts Objective observer Impersonal **21st century DESIRED OUTCOMES**

Learning is about ... Wholeness Interconnectedness Stories Participation Personal

Engages... Physical / Mental IQ Rational / Logical **Engages ...** Physical / Mental / Emotional / Spiritual IQ / EQ / SQ Whole brain Mythic, romantic, philosophic, ironic

Outcomes ... Knowledge Skills Answers Qualification Worker **Outcomes ...** Growth Transformation Questions, creativity, insight Inner and outer journey Human Being

Do existing systems offer an education excellence that will facilitate a student's transfer between international or national systems.

Do they offer a curriculum which will give the opportunity to gain internationally recognized qualifications.

Do they provide students with knowledge and attitudes which prepare them for continuing growth, further education & participation in the affairs for life to the maximum of each student's individual capacity.

Do they enable students to acquire skills, knowledge and understanding through an activity and inquiry based learning programme To respect individual and cultural differences & ensure a concern for fellow human beings.

Do they assist each student to acquire the greatest possible understanding of his or her self and an appreciation of his or her as an individual and as a member of society.

Do they encourage creativity and provide enrichment opportunities in addition to the development of basic skills.

Do they provide opportunities for students to develop a high regard for health physical development and fitness and the understanding that physical fitness leads to a healthier and more productive life.

Do they encourage community involvement on the part of the students & the active participation of their parents in the life of the school.

Do they inculcate a sense of enjoyment in the search for mutual understanding & respect while striving to achieve personal & shared goals.

UNDERSTANDING SYSTEMS APPROACH

Despite the frequent use of the term *educational system*, the meaning often is unclear. Systems in nature are composed of subsystems, & are themselves subsystems of some larger system. The educational system may be viewed as a similar hierarchy. A view of a system requires understanding the whole in terms of interacting component subsystems, boundaries, inputs and outputs, feedback, and relationships. In the education system, the institution is the central institution for public education. The institution includes many components that interact, for example, teaching, administration, & finance. The institution is a component subsystem of a local body, which is a subsystem of a state educational system. States are part of a national education system. Institutions are also components of a local community that can include colleges and universities, nature centers, parks and museums, businesses, laboratories, community organizations, and various media. The primary function of the education system is to supply society with literate citizens. Information and resources (typically financial) energize the system. The nature of the information, the magnitude of resources, and the paths along which they flow are directed by policies that are contained in instruments such as legislation, judicial rulings, and budgets. Coordination of action among the systems can serve as a powerful force for change. But if actions are at cross purposes, their effects can be negated & create waste and conflict. Day-to-day activities of classrooms are influenced directly & indirectly

by many organizations which are themselves systems. Government agencies, national organizations and societies, & private sector special-interest groups at the local, regional, state, and national levels are three among many. Each organization has an executive officer and governing body that ultimately are responsible for the organization's activities and influence on education.

SYSTEM IS DYNAMIC

It is very rare, among modern societies, that the cause of the students and the cause of the educators are in harmony. It is by definition, what is necessary for a sustainable society and structure. It is this harmony that must guide any attempts to change in educational processes and systems..

No matter how we look at the world, we can't say that the tools that were in our best interest will be the same for our children! EDUCATION MUST BE DYNAMIC! This is to say that education is not a product but a process. Education must be a living organism, which can adapt and modify as needed.

Once we recognize that the educational process is always going to be subjective we must move our attention to the processes and systems of education rather than the specifics. It's the agenda that will determine the future for our children, not the class content, educational method or techniques.

The process outputs should be to instill in the students the ideas that they will need in order to provide for the continuation of humanity. It will be up to our children to 'save' the planet, and the skills that are needed for this are very different from those needed to succeed in the modern world. If we instill a sense of community, responsibility, & individual worth to the community, instead of competitiveness and achievement, we will be giving our children the chance to build a better life. If we stay with the same model we will be guaranteeing humanity's collapse.

The "basics," however, are not bodies of knowledge: they are skills, and the cultivating of a skill takes lifelong practice and repetition. All genuine education starts with the passive knowledge of elementary reading and writing and then tries to transform this passivity into an activity, reading with discrimination and writing with articulateness. Without this background of practice and repetition, one may be able to read and write and still be functionally illiterate. It is, admittedly, discouraging for a student to find that he has reached university and is still totally unable to say what he thinks. It is even more discouraging to realize that the real trouble is that he cannot think, thinking being a by-product of the skill developed in the practice of language.

We must get away from the shortsighted utilitarian view that sees the primary goal of education as the production of workers for the economy.

PROCESS APPROACH

In the vision of education portrayed by the *Processes*, effective teachers create an environment in which they & students work together as active learners. While students are engaged in learning about the natural world and the principles needed to understand it, teachers are working with their colleagues to

expand their knowledge about teaching. To teach a subject through the process approach, teachers must have theoretical & practical knowledge and abilities about the subject, learning, & teaching. The effective processes of teaching need to be grounded in five assumptions.

- The vision of education requires changes throughout the entire system.
- What students learn is greatly influenced by how they are taught.
- The actions of teachers are deeply influenced by their perceptions of the subject as an enterprise & as a subject to be taught & learned.
- Student understanding is actively constructed through individual and social processes.
- Actions of teachers are deeply influenced by their understanding of and relationships with students.

The educational system must act to sustain effective teaching. The routines, rewards, structures, & expectations of the system must endorse the objectives and output of the processes. Teachers must work within a framework that encourages their efforts. The changes required in the educational system to support quality teaching are major ones. Each component of the system will change at a different pace, and most changes will be incremental. Nonetheless, changes in teaching processes must begin before all of the systemic problems are solved.

Teaching Processes

The teaching processes describe what teachers at all grade levels should know & be able to do. They are divided into six areas:

- The planning of inquiry based processes
- The processes used to guide & facilitate students' learning
- The assessment processes
- Processes for development of learning environment
- Planning & development of curriculum & teaching-learning programmes

Effective teaching is at the heart of education. Good teachers create environments in which they & their students work together as active learners. They have continually expanding theoretical and practical knowledge about the subject, learning & teaching. They use assessments of students and of their own teaching to plan and conduct their teaching. They build strong, sustained relationships with students that are grounded in their knowledge of students' similarities and differences. And they are active as members of learning communities.

In-service development processes

The professional development processes present a vision for the development of professional knowledge & skill among teachers. They focus on four areas:

- The learning of the subject through inquiry
- The integration of subject knowledge with knowledge about learning, pedagogy and students
- The development of the understanding and ability for lifelong learning

Beginning with preservice experiences and continuing as an integral part of teachers' professional practice, teachers need to be given opportunities to work with master educators and reflect on teaching practice. They need to learn how students with diverse interests, abilities, and experiences make sense of subject ideas and what a teacher does to support and guide all students. They study and engage in research on teaching and learning, regularly sharing with colleagues what they have learned. They become students of the discipline of teaching. Prospective and practicing teachers need opportunities to become both sources of their own growth and supporters of the growth of others. They should be provided with opportunities to develop theoretical and practical understanding and ability, not just technical proficiencies. Professional development activities need to be clearly and appropriately connected to teachers' work in the context of the institution. In this way, teachers gain the knowledge, understanding, & ability to implement the *processes*.

THE ASSESSMENT PROCESS

Classroom assessments can take many forms. Teachers observe & listen to students as they work individually & in groups. They interview students and require formal performance tasks, investigative reports, written reports, pictorial work, models, inventions, and other creative expressions of understanding. They examine portfolios of student work, as well as more traditional paper-and-pencil tests. Each mode of assessment serves particular purposes and particular students. Each has particular strengths and weaknesses and is used to gather different kinds of information about student understanding and ability. The teacher chooses the form of the assessment in relationship to the particular learning goals of the class and the experiences of the students.

ANALYSIS OF ASSESSMENT PROCESS

Analysis of student assessment data provides teachers with knowledge to meet the needs of each student. It gives them indicators of each student's current understanding, the nature of each student's thinking, and the origin of what each knows. This knowledge leads to decisions about individual teacher-student interactions, to modifications of learning activities to meet diverse student needs and learning approaches, & to the design of learning activities that build from student experience, culture, and prior understanding.

MONITORING, MEASURING AND DATA UTILIZATION PROCESS

In the process approach, teachers approach their teaching in a spirit of inquiry--assessing, reflecting on, and learning from their own practice. They seek to understand which plans, decisions, & actions are effective in helping students & which are not. They ask and answer such questions as: "Why is this content important for this group of students at this stage of their development? Why did I select these particular learning activities? Did I choose good examples? How do the activities tie in with student needs & interests? How do they build on what students already know? Do they evoke the level of reasoning that I wanted? What evidence of effect on students do I expect?" As teachers engage in study and research about their teaching, they gather data from classroom and external assessments of

student achievement, from peer observations and supervisory evaluations, & from self-questioning. They use self-reflection & discussion with peers to understand more fully what is happening in the classroom & to explore strategies for improvement. To engage in reflection on teaching, teachers must have a structure that guides and encourages it--a structure that provides opportunities to have formal & informal dialogues about student learning & their teaching practices in forums with peers and others; opportunities to read and discuss the research literature about subject content and pedagogy with other education professionals; opportunities to design and revise learning experiences that will help students to attain the desired learning; opportunities to practice, observe, critique, and analyze effective teaching models and the challenges of implementing exemplary strategies; and opportunities to build the skills of self-reflection as an ongoing process throughout each teacher's professional life.

OUTCOMES OF THE SCHOOL PROCESSES: (THE PLANNED RESULTS)

What should a student who successfully completes the course or program know and be able to do? How will the course or program build on the student's prior knowledge and capability? How will it contribute to the student's future employment opportunities, capacity to make social contributions, and quality of life? We list below some of the tangible outcomes desirable in today's context:

1. EFFECTIVE COMMUNICATION

Students need to demonstrate effective communication: by their ability to conceive ideas about a topic, synthesize and arrange them logically, and express them clearly in both oral and written standard English. by oral and written competence in presenting opinions persuasively, in adapting communication to specific purposes and audiences, & in understanding opposing points of view. by their basic competency in at least one foreign language.

2. EFFECTIVE ANALYSIS OF INFORMATION

Students need to demonstrate effective analysis of information: by their ability to recognize inconsistency in logic, to separate fact from opinion, to know the difference among theory, fact, and proof, and to organize, interpret, and communicate the results obtained by observation and experimentation. by their ability to identify & comprehend main & subordinate ideas in written works and to summarize the ideas in their own words; to draw conclusions from information found in a variety of written, numerical, and visual forms of data for the purposes of analysis, synthesis, & evaluation; & to read critically, seeing relationships among language, form, & content in expository and imaginative writing. by their ability to locate & integrate research materials & credit sources appropriately and responsibly with full attention to the standards of academic honesty and to use computers for basic information processing.

3. PROBLEM-SOLVING ABILITY

Students need to demonstrate problem-solving ability by identifying & formulating problems & proposing & evaluating ways of solving them, including application of the scientific method and the principles of mathematics to real world situations and to problems in other disciplines.

4. INFORMED DECISION MAKING

Students need to demonstrate intelligent decision-making by making informed decisions & recognizing the ethical dimensions of their decisions.

5. AESTHETIC APPRECIATION

Students need to demonstrate aesthetic appreciation by their ability to address activity in the fine, literary, and performing arts as media for human expression.

6. RESPONSIBLE CITIZENSHIP

Students need to demonstrate responsible citizenship through active participation as a citizen, including: understanding and assuming, opportunities & responsibilities associated with being citizens of the world community. recognizing ethical issues implicit in their personal behavior & in the operation of political, social, and economic institutions. examining their assumptions about themselves, about others as individuals, and about their society as a whole.

7. FAMILIARITY WITH MAJOR ISSUES

Students need to demonstrate familiarity with and some understanding of such major issues facing all societies as: the growing global economic interdependence of world regions. ecological & environmental issues & alternatives. health issues (including those pertaining to human sexuality). the impact of emerging technologies.

8. BASIC AREAS OF KNOWLEDGE

Students need to demonstrate basic knowledge in several cognitive areas: major developments in the history of the country (India) and of world civilization, both Eastern and non-Eastern. major economic, social, and political institutions of India & the world. representative literary and artistic achievements within their historical contexts. at least one area of science (biology, chemistry, geology, or physics). psychological, social, and cultural factors that affect individual and collective behavior. the physical diversity of the earth & the spatial relationships of people with their environment.

9. TOLERANCE AND UNDERSTANDING

Students need to demonstrate tolerance and understanding through their comprehension of, and appreciation for, diversity in human behavior, points of view, and values.

10. WORTHY USE OF LEISURE

by valuing participation in fine & performing arts activities. by giving evidence of an increased curiosity for exploring new areas of knowledge.

by valuing physical activity and its contribution to a healthy lifestyle.

The conception and execution of education that survived so long after the industrial revolution and did contribute in great measure to the rise of the industrial economy, is not going to help us any more in the knowledge economy. And this is a strong reason for institutions to adapt the concepts of effectiveness or else education will not be serving the needs of the new economy. There could be widespread chaos resulting from education and economy going in different directions.

Effective institutions are concerned with the growth of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials. They actively engages students in the teaching/learning process and encourages personal & collective responsibility.

High standards for personal, moral, & spiritual development, all need to be part of the single task of growth toward maturity. An overall attitude and outlook that values establishing & pursuing high standards should prevail throughout the Institution. Effective institutions work with a strong focus on delivering the planned outcomes. It may be noted that the outcomes of education today need to be remarkably different from the outcomes of the industrial economy. The objective of education today is to create healthy, whole, curious persons who can learn whatever they need to know in any new context. By introducing students to a holistic view of the planet, life on Earth, and the emerging world community, quality institutions enable students to perceive and understand the various contexts, which shape and give meaning to life. Till so far, most institutions focused on literacy, academic scores and Board results. Authentic education was seldom the focal point of their activities. The DAV western region has adopted the systems and process approach in its education management strategies. The heightened public perception, the esteem in which the schools are held today by the stake-holders, the burgeoning enrolments, the Board results, the participation in extra-curricular events at state and national level, the continuous professional development of teachers and media reports are ample testimony that the approach has been effective.

Customer's Platform



Presentation of ISO 9001:2000 certification being awarded to Mr Shashi Bhargava (Managing Director), Johns Electric Co. Pvt. Ltd. By Mr. Bhusan Manghani



ISO certificate presentation to Northern Railway Bridge Workshop, by ICS Ludhiana



presentation ceremony of IMS Certificate to Wagon Care Centre, Tuglakabad. Mr. Tata Udayakiran presenting the Certificate to Mr. V.N. Mathur (General Manager, Northern Railways)



Unnikrishnan.S.N
GM ICS Technologies.

Idle education leads to Success in an individuals both personal & professional life. Education prompts individuals to share ones experiences to others needed to develop the future society. Knowledge & Power is the output of education. This makes good business sense, when practiced & applied at relevant business functions, levels & processes. Leading towards meeting policies & ones goals set. With increasing competition & use of ever-dynamic technology, the society is becoming more Knowledge driven; those with adequate & appropriate knowledge are the pillars of the society. Personnel & business excellence are outputs of knowledge, acquired thru trainings, hands on experience of the respective business one is & skills sharpened time to time. Principles are also output of effective education from ones childhood to becoming an adult. Helps you to discover what you need to be and do to reach your own personal excellence in levels of performance; how you as well as every other person possess the potential to achieve & improve the quality of life, value based education of the best thinking on personal, family & professional development in ones life & around him. This insightful & inspiring input of education will help you prepare for success, suggests ways to recover from set backs & achieve balanced success & ongoing growth towards continual professional excellence. Education bridges vision & action, gains access to leadership tools to leverage your time & talent, activate your faith & make your vision a reality. A leader shall possess qualities such as A decision maker, A change maker, & above all a value adder. In pursuit of excellence we have the goal to be the best, but do we approach everything step by step using short-term goals. When we meet one goal, do we set another reasonable goals? Each success leads to the next one. Each time we have to visualize where one wants to be & what kind of person & professional one want to become. Knowledge shall not permit on to thing of failures in life, think positive & find fuel in failure. As most of the times failures gets you closer to where you wanted to be. The greatest inventions in the world had hundreds of failures before answers were found. Education & knowledge power helps you to lead by example, never try to motivate by talking because actions mean more than words. A leader has to earn that title, that you are the best, better or different leader. We have to gain the respect of those around you by your actions, approach consistency. Today the only challenge in ones life is to be different & not to be only the best or better in personal & professional life.



COLLEGE OF ENGINEERING ROORKEE (COER)

College of Engineering Roorkee (COER) is located at Roorkee. The town of Roorkee located on the national highway (NH-58) about 180 km north of Delhi, the capital of India is known as the Gateway to the Himalayan Ranges. The COER campus situated on NH-58, just 7 km from Roorkee offers an enchanting site with 75 acres of lush green pollution free atmosphere. Affiliated to UP Technical University, Uttaranchal Technical University and recognized by All India Council of Technical Education (AICTE), the campus provides an enchanting on the busy highway that catches the eye of every passerby.

COER crossed a watershed milestone in the very journey to attain the destination of committed an devoted administration to impart quality education by procuring very esteemed certification of ISO:9001-2001.

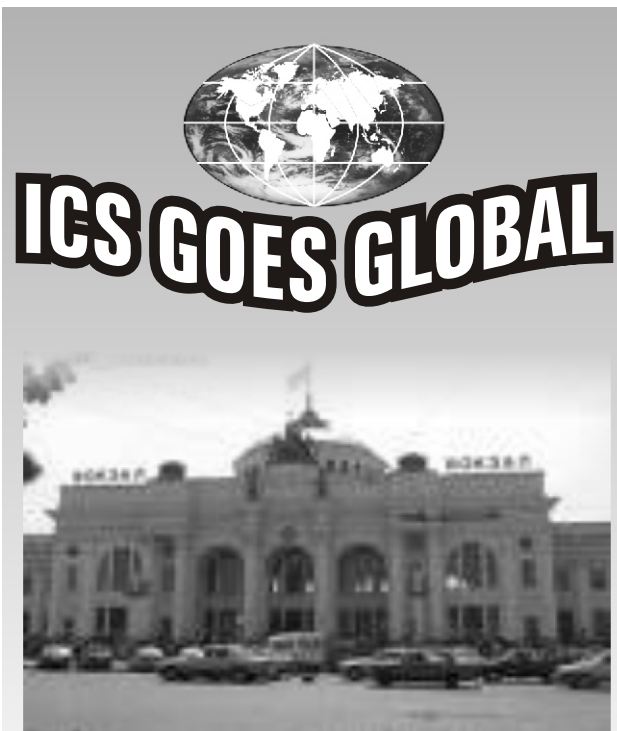
As per the Quality Policy and the Quality Objectives COER is committed to :-

Quality Policy

- Quality education along with allround development in a congenial atmosphere tapping all possible resources & through tailor made systems.
- Turning out competent graduates and postgraduates to cater current job requirements at national and international level.
- Continual upgradation of facilities & human resources with a commitment to strive for continual improvement for the benefit of the students, faculty and staff.
- Continuous review & upgradation of existing systems leading to further improvement in the quality of students, faculty & staff.

Quality Objectives

- At least one student from each discipline should appear in the merit list of the university.
- 100% result in all subjects.
- At least 30% placement in each discipline in every academic year.
- Minimum 66% marks to be secured by every student.
- Publication of minimum 5 research papers in every academic year.
- Minimum 12 industrial visits in every academic year.



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Feature



**COLONEL'S ACADEMY, MHOW
STUDENTS AND PRINCIPAL WITH HONORABLE
PRESIDENT OF INDIA, DR. ABDUL KALAM AZAD**

COLONEL'S ACADEMY, MHOW
**CBSE No: 1030139 SENIOR SECONDARY SCHOOL ISO 9001
2000 CERTIFIED**

Colonel's Academy, Mhow decided to get an ISO certification done to find out the effectiveness of the procedures, which we have put into place. Having made up our mind to get the entire School ISO certified (academic & administrative) in early 2005, we went about analyzing and scrutinizing each area of our operations. Right from admissions to a student leaving the School. What we discovered even before starting out for the ISO certification is that so much could be improved.

The ISO certification process made us improve our processes significantly. Responsibilities became more defined and accountability ensured that everyone contributes to the growing process. Before the ISO certification, we had a system of making SOPs for most works/processes that had to be done. We realized during the implementation of ISO policies that even though we had the systems, many times they were not implemented properly or updated correctly due to lack of regulatory procedures.

An example of this was the requirement, which CBSE requires from all Schools that is the collection & verification of the caste of the student. We had procedures in place, which required the person collecting the admission form to request for and attach the verification form of the same along with the form. However due to many reasons, many times parents were unable to submit the certificate on time and admission was given on the assurance that it will be given later. This lack of certificate then went hidden till the child reached IXth Class and had to fill the form for board exam. It was then seen that the person responsible for admissions was then pressurizing the students to get the certificate with the risk of causing delay. Implementing

ISO saw a periodic verification of all the admission forms after six months to ensure that all documents were updated well in time. This is but a small example of how ISO certification can help a School to streamline its procedure.

Even in the academic areas, we have been able to increase accountability and create a system where the teachers are more responsible & student progress is tracked on an ongoing basis. This ensures that due attention is given to improving a student's performance much before the end of the year.

Getting our School ISO certified has assisted in our long-term goal of spreading the branches of Colonel's Academy beyond the boundaries of Mhow. ISO certification has allowed that even if the head of the institution is not present, the procedures in place will continue to ensure that the School will run smoothly. Today as we stand on a threshold of creating branch(s) of our School, we have the assurance that our systems can be easily replicated and implemented at any place.

Learn with Fun



*ISO 9001-2000 CLAUSE NO. 6.2.1 Personnel
Performing Work Affecting Product Quality Shall
Be Competent On The Basis Of Appropriate
Education, Training, Skills And Experience*

Station's Highlights

■ ICS Pune :

has certified following prestigious clients for ISO 9001:2000

- V. T. Palressha & Co. Pvt. Ltd.
- Spillban Conveyor Equipments Pvt Ltd
- Discover Tooling And Precision Work
- Ex-servicemen Multiple Services And Consultants
- G.t. Pest Control Co.
- Khamkar Constructions Pvt. Ltd.
- Prithvi Builder
- Welworth Developers
- Premier Packaging Industries

■ ICS Jaipur :

has certified following prestigious client for ISO 9001:2000, ISO 18001 & ISO 14001

- Airport Authority of India, Jaipur.

Internal Quality Auditor Training Programs were conducted on 23/24th and 25/26th June.

■ ICS Delhi :

has certified following prestigious clients for ISO 9001:2000

- Spectro Analytical Labs Pvt. Ltd., New Delhi
- Signal Maintenance Practices, Ghaziabad, North. Rly.
- Bharat Insecticides Ltd., Kathua,
- B. R. Agrotech Ltd., Kathua,

■ ICS Belgaum :

has certified following prestigious clients for ISO 9001:2000

- ONGC IPSHEM Goa
- OM SOFTWARES Belgaum
- HPCL DEPOT. - Gulbarga
- HPCL DEPOT. - Calicut
- SAI ALLIED INDUSTRIES Belgaum
- BALAJI INDUSTRIES Belgaum



Auditors Meet at Indore



Auditors Meet at Bangalore

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