

QUALITY INTERVENTIONS IN HR PRACTICES: A CASE OF HIGHER EDUCATION

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Abstract Higher Education Institutions leverage knowledge to spur innovation, improve customer service and help in achieving excellence. Regarding this essential and strategic role of quality in Higher Education Institutions, HR interventions in academic institution's service quality becomes important. The administrative executives and managers, along with the faculty of the higher education institutes should pay attention in developing their educational institutes in the light of various dimensions of students' quality perception. They should comply with all the necessities, standards and requirements of quality education needed by students. Accreditation process and the law is not a solution for the problem instead the involvement of the stakeholders in every step is essential. This paper broadly focuses on the efforts and strategies of Higher Educational Institutions for transforming them into progressive educational institutions of higher learning driven by innovative HR strategies and standards of quality and excellence as seen by the students. Analysis of the collected data has been done by using perceptual mapping for the responses and applying Chi-square test to determine the dependence of attributes. This study outlines administrative solutions to the problems and analyzes the dynamics of change by proposing a strategic HR intervention for achieving quality standards in Higher Educational Institutions.

Keywords: HR Intervention, Higher Education, Perceptual Mapping, Quality Management System, Academic Excellence.

1. INTRODUCTION

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest system of its kind in the world. However, the system has many HR issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century.

Higher Education Institutions leverage knowledge to spur innovation, improve customer service and help in achieving excellence. Regarding this essential and strategic role of quality in Higher Education Institutions, the interventions in academic institutions service quality becomes important. In today's knowledge based economy, Higher Education Institutions are the centres for Human Resource Development and play an essential role in economic growth

and development of the countries (Kriemadis, A., 1997). This requires strategic planning in such institutions for enhancing the quality of service delivery. Research shows that a quality oriented approach in Higher Educational Institutions can leverage the standards of Higher Education in any nation (Hammond, K., Harmon, H., Webster, R., Rayburn, M., 2004, Owalia, M. S., Aspinwall, E. M., 1997, Umashankar, V., Dutta, K., 2007, Kettunen, J., 2006).

Many studies have been conducted about applying Quality Initiatives in the area of higher education. A number of them (Dealtry, R., 2000, Ryan, L., Morriss, R., 2005) investigate the strategic directions in corporate universities. These studies suggest quality initiatives for Higher Education effectiveness. Feigenbaum (1994) believes that the quality of education is the key factor in invisible competition between countries (Feigenbaum, A.V., 1994). All over the world, Universities are facing the challenge of being centres of excellence for teaching as well as research. On one hand universities are increasingly being required to teach even increasing number of students in increasing number of specialization and disciplines, and on the other hand, they are being asked to pay more attention to quality of teaching (Umashankar, V., Dutta, K., 2007). Kettunen, J. (2006)

assumes that quality and productivity enhancement are the most efficient strategies in higher education and King, R. (1995), believes that quality is the biggest challenge of 21st century Higher Education Institutions.

In the present global environment, characterized by rapid change, intense information flows and increasing competition, emergence of higher education institutions hold an important place. In today's knowledge based economy, higher education institutions are playing as centers for human resource development and aid in the development of the human resources (King, R., 1995). Universities are currently face immeasurable complexities and turbulence in their external environments and their internal set ups are consequently under the pressure to adapt in an effective way. (Brock, D. M., 1997). On the one hand, universities are increasingly being required to teach ever increasing number of students in increasing numbers of specializations and disciplines and on the other they are being asked to pay more attention to quality of teaching and educational programs. (Uma Shanker, Dutta, 2007).

All over the world, universities are facing the challenge of being the centers of excellence for teaching as well as research. The university administrations today are clearly interested in any activities that could significantly impact the performance levels of the Universities, as are the other stakeholders (Hammond et al, 2004).

Mashhadi, (2008) states that balanced score card can be used as an instrument to help Higher Educational Institutions in developing a comprehensive view towards organization's strategic position in the present global environment. Research in the Higher education sector shows that "Quality" has become the buzzword on the academic campuses today. It is irrefutable that the pace of growth in the Higher Education sector in India is inimitable in terms of the number of universities, colleges, students, teachers, courses, aspirations of the stakeholders and the sheer volume of the unreached in terms of higher education. Further, it is unassailable that mere improvement in the numbers does not ensure the creation of the necessary "resource pool" that is expected of the higher education system in India. In an era of globalization, it is a welcome feature that the higher education system is evolving, expanding and fine tuning to match the expectations of the stakeholders. In Indian conditions, where the landscape of higher education is extremely mosaic, where at one end it is trying to evolve, on the other, it projects high international standards, the system to evaluate quality should be dynamic, relevant and customized. With unexpected changes taking place in the higher education sector, it is imminent that highly dynamic systems have to be evolved for measuring quality. Quality Assurance and sustenance activities need constant monitoring and motivation for the furtherance of the operations. As there are indicators that academics is

prone to inertia and indifference can creep into the system (Harway and Williams, 2010). It is therefore necessary that the processes are repeated and in-house mechanisms are devised to keep the system updated in terms of quality. The architecture of higher education for attaining excellence needs to be open and transparent. Accreditation is the most important element in achieving level of excellence which provides a benchmark for judging the quality.

2. LITERATURE REVIEW

2.1. Student Satisfaction

Satisfaction is defined as the desirous outcome of a task or job that pleases one's esteem Kotler and Clarke (1987). Satisfaction plays a major role in the determining the originality and accuracy of a system especially the educational system as higher the level of satisfaction the higher will be the level of students' grooming their skill development, course knowledge and mentality. According to Zeithaml (1988) satisfaction is the resultant outcome of an institution's administrative as well as educational system's coherent performance. Because the students will be more satisfied and motivated for completing their studies if the institution provides an environment which facilitates learning i.e. the institution contains proper infrastructure for educational utility accumulated with essential parameters of professional and academic development. It is well researched fact that the students will be more motivated, loyal and good performers if their institution holds essential educational facilities with affective staff of teaching and training. The teachers' performance in the class and outside the class is a significant feature of enhancing students' impartiality, motivation and satisfaction. According to Wachtel, (1998) the students' rate their course instructors' performance and his methodology of teaching as the prime indicators in their educational development and successful completion of their studies because higher the intellectual ability of the instructor the better will be the students' evaluation (Edstrom, 2008) and consequently more will be the reliability on the teaching staff (Hasan et. al. 2009), (Sproule, 2000). Teachers' ability, excellence, coordination and reasonability greatly influence students' class performance. The students are greatly influenced by the educational activities their teacher or instructor coordinates for them. Shevlin, Banyard, Davies and Griffith (2000) stated that the teachers who teach with punctuality, accuracy, reasonability and logical approach in a student friendly manner are more popular. (Elliot and Shin 2002). Because students level of satisfaction increases by working with those course instructors and lecturers who properly handle the assignments, projects, exams and facilitate students' logical reasoning and aptitude development (Dalton& Denson 2009).

2.2. Perceived Service Quality

The perceived quality is defined as the ones' justification about the excellence of a product or service (Zammuto et al. 1996). According to Dyson et al., 1996 the service quality is so called the better and standardized output delivered by a service. The service quality in the educational sector particularly in the higher educational institutions is the fundamental aspect of educational excellence. According to Alridge and Rowley, 2001, when students perceive the institution's quality and standardized learning environment facilitated with intellectual faculty, appropriate facilities of learning and infrastructure, their interest in their organization will explicitly be retained. The students are motivated from the academic as well as the administrative efficiency of their institution. Organizational harmony, teachers' intellectual ability, professional development, transparency in students' evaluation, feedback and training are the important features that mentally develop the students (Spooreen, et. al, 2007). Dick and Basu 1994 posited a view that the maintenance of other essentials of quality service in education i.e. well managed and updated libraries, security systems, medical facilities, class decoration and facilitation with multimedia and sitting arrangements along with administrative staff's cooperation play a vital role in educational support and development. According to Soutar and McNeil (1996) both academic and administrative issues of an institution are extremely important in determining the performance of students, development of organizational image and quality assurance. Elliot and Shin (2002) found knowledgeable faculty, excellence of instruction, able to get desired classes, tuition fee paid, safe and secure campus, adequate computer labs, fair and unbiased faculty and access to information as the highly significant variables in the model that appear to directly impact on overall customer satisfaction with university performance. Also, research shows that where the students also get motivated from the reliability of the facilities they are provided with, as higher the quality they perceive the higher will be their attraction and affiliation (Keller, 1993).

The availability of other academic facilities like intellectual faculty, advisors, career counseling department are the features that an institution needs for its students' better performance and satisfaction (Bolton and Drew 1991). The services quality is mostly recognized by the cooperation of the administrative staff well as the faculty staff with the students. Majority of the students get de-motivated if they found that the staff is not compassionate and kind. According to Hasan et. al (2008) for quality assurance an institution must train its staff members in a way that it may create a sense of facilitation by means of coordination, cooperation, compassion and empathy (Jacob and Chestnut 1978).

2.3. Service Quality Delivering

A leading study conducted by Kundu and Vora, (2004), reveals that service quality has become essential for the survival of service organizations in the emerging world without borders. Employees are the key to deliver excellent quality services and suggest ways to create a talented and motivated workforce. HR strategies like attracting the right people, developing people, providing relevant support systems and retaining the best people becomes an important means of creating a talented workforce.

In the last two decades, turbulent changes have occurred in the business environment, with quality consistently considered one of management's most competitive priorities and a prerequisite for sustenance and growth (Suresh chandar, et al., 2002). Quality is a competitive opportunity, not just a problem to be solved. Therefore, managers need to stop thinking about quality merely in relation to production process control and start thinking about it rigorously in relation to consumers' needs and preferences (Garvin, 1987). Wright and Snell (2002) found that customer-focused organizational culture, with aligned HR strategies and practices, is the key to successful strategy implementation. But firms face numerous workforce challenges in delivering services to their customers' satisfaction.

2.4. Challenges of Delivering Quality Service

The quality improvement movement that swept the manufacturing sector worldwide in the last few years is beginning to take shape in the service sector (Bitner, et al., 1994). The origin and development of the philosophies about quality and continuous improvement techniques were strongly directed at manufacturing companies (Henkel, et al., 1997); however, the model of traditional mass-production manufacturing is not suitable for the service sector.

The inseparability of production and consumption stems from the concurrent creation and consumption that delineate the majority of services (Zeithaml, et al., 1985). Ineffective attention to the characteristics of services can degrade the quality of services an organization provides, which in turn negatively affects customer satisfaction, employee turnover, sales, and productivity (Schlesinger & Heskett, 1991).

India has always been quality conscious in education. From olden times, Nalanda Vishwavidyalaya till date, Indian peers have laid great emphasis on quality. In recent times, several national level efforts are made to ensure quality, like the National Education Policy of 1968, Accreditation Law, 2010. In order to evaluate performance of an institution and bring about a measure of accountability a mechanism of accreditation has been developed by UGC in India.

This is an autonomous council under UGC called National Accreditation and Assessment Council (NAAC) with a purpose to carry out periodic assessment of universities and colleges. NAAC has evolved a methodology of assessment which involves self-appraisal by each university/college and an assessment of the performance by an expert committee. Similarly, for technical education AICTE has established its own accreditation mechanism for its institutions through the National Board of Accreditation (NBA).

3. A CASE OF UNIVERSITY OF JAMMU

The present study aims to determine the academic and institutional service quality, as a result of effective HR practices, amongst students. The research has been conducted by randomly selecting 200 students from various departments of the University of Jammu. This study focuses on University of Jammu which is one of the most opted Universities by the students in Jammu and Kashmir State. The research study has been conducted by interviewing 200 students from various Departments representing the University of Jammu for soliciting their perceptions regarding academic and institutional service quality at the University of Jammu.

Thus this paper broadly focuses on the efforts and strategies of Higher Educational Institutions for transforming them into progressive educational institutions of higher learning driven by innovative strategies and standards of quality and excellence as seen by the students. Specifically, it looks into the blueprint of transformation of the University through Quality Management System. This study also outlines administrative solutions to the problems and analyzes the dynamics of change by proposing a strategic intervention for achieving quality standards in Higher Educational Institutions.

The University of Jammu is accredited as 'A' Grade University by National Assessment & Accreditation Council of India and is India's first ISO 9001: 2000 University. It came into existence in 1969 vide Jammu and Kashmir Universities Act, 1969 following bifurcation of the erstwhile University of Jammu and Kashmir. The University provides instructions in such branches of learning as it deems fit and makes provision for research and the advancement and dissemination of knowledge. The University stands for spiritual and material elements in life thirst for knowledge and virtue under the backdrop of holy peaks of Trikuta Hills. University of Jammu holds examinations, grants degrees, generates knowledge and confers diverse academic distinctions on persons who pursue approved courses of study in the University or in constituent colleges/institutions approved for the purpose also for those who appear as external/private candidates. It also confers honorary degrees or other distinctions on the persons of exceptional caliber. The University also admits, maintains, recognizes, and

affiliates colleges and other institutions. The University has its out reach campuses at Bhadarwah, Kishtwar, Kathua, Reasi, Udampur and Ramnagar. It is primarily a research, teaching, affiliating, and examining body involved in promotion of arts, science and other branches of learning. The University is open to all classes and creeds with the sole objective to carry people from darkness to light.

One of the emerging challenges faced by any higher educational institution is the development, application and maintenance of quality benchmarks in all its key performance areas. To institutionalize the process of quality sustenance and enhancement, the Directorate of Internal Quality Assurance (DIQA) has been established in the University. Directorate of Internal Quality Assurance is a nodal agency for ushering in the era of total quality management by working out intervention strategies to enhance the quality in the institution in totality. The Directorate works for assuring all the stakeholders naming students, parents, teachers, staff, funding agencies and society in general-of the accountability of institutions for their own quality and probity (DIQA Report, 2010).

4. RESEARCH METHODOLOGY AND DATA ANALYSIS

The present study is empirical in nature. The scope of the study extends to the higher education sector where a case of University of Jammu has been undertaken. The study tends to find out the student's perception about quality of education as a result of effective HR practices. Various HRD programmes in the Select institution has been taken into consideration. Both primary as well as secondary data has been used for the study. The primary data has been collected from the four main Faculties i.e. Faculty of Sciences, Faculty of Social Sciences, Faculty of Management & Commerce and Faculty of Languages. The secondary data has been collected from various sources viz. books, journals, magazines, internet etc. A total of 50 respondents who are the students of the respective departments, have been selected from each faculty thus making a total sample size of 200 respondents. Further, the respondents have been selected randomly from each department under the identified faculties. To analyze the data used for the study, SPSS 17 version was used. The primary data collected for the study was tabulated and entered sequentially into SPSS and necessary tests were applied to the data.

5. HYPOTHESES

1. Effective HR practices in academics contribute in improving the quality of education.
2. There is significant relationship between various facilities provided by the University to the students

and perception of the students regarding delivery of quality in services.

3. There is significant relationship between infrastructure available for students and teachers for delivery of education and quality of education.

6. OBJECTIVES

1. To study the students' perception about quality of education as a result of effective HR practices in Higher Educational context.
2. To assess the various facilities provided to the students by University of Jammu.
3. To enquire the level of infrastructure created for the students in University of Jammu.
4. To study various HRD programmes implemented by the University of Jammu for the development of the faculties.
5. To suggest an integrated model for improving the quality of services in Higher Educational Institutions.

To achieve the above mentioned objectives, the factors affecting students' perceptions of academic and institutional service quality and the factors of effective HR interventions have been taken into consideration. The factors are: the academic skills of staff, social and physical facilities of the faculty, the physical facilities of the department, students advisory service, course content and teaching technique, supplementary features of the courses and its effects on success, the caring attitude of academic staff, a sense of belongingness to the Department, course content in exams, timeliness and accuracy of examination (Hasan et. al, 2010).

The data has been collected by administering the self-designed questionnaire using five-point Likert scale, based on the identified factors on the selected sample. Analysis of the collected data is done by using perceptual mapping for the responses and applying Chi-square test to determine the dependence of attributes.

In this study, the determining factors are studied in detail to investigate the perception of quality amongst the students of University of Jammu. Questions were asked on quality service perception of the students in the University of Jammu viz. curricular aspects, teaching-learning process, evaluation process, research & consultancy, extension activities, infrastructure, learning resources, student support and progression, governance & leadership and innovative practices. The mean values of these factors are given below:

Further, questions were asked on physical facilities available in the University of Jammu viz. class room facilities, ambience, computer and internet, library, laboratory facilities, auditorium, visual aids, urinals and latrine facilities, canteen facility and CCTVs. The mean values of these factors are given below:

Further, to test the dependence of attributes, chi square test is applied between the service quality perception and the physical infrastructure of the University of Jammu.

The results show that the p-value of .001 is less than the commonly accepted levels of 0.05. The null hypothesis is rejected. In other words, there is significant relation between the quality service perception and physical facilities available in the University of Jammu.

Table 1: Perception of Service Quality

Factors	Faculty			
	Science (Mean)	Social Science (Mean)	Management & Commerce (Mean)	Languages (Mean)
Curricular Aspects	4.2	3.8	4	3.5
Teaching-Learning process	3.5	3	4.5	2
Evaluation Process	3.8	2.8	4	2
Research & Consultancy	4	2.5	3.8	2
Extension Activities	4	3	3.5	2
Infrastructure	3.2	3	3.8	2.1
Learning Resources	4	3.5	3.8	3
Student Support and Progression	4.5	3.2	4.5	2.5
Governance & Leadership	4.2	4	4.8	2.3
Innovative Practices	3.1	3	4.8	2.5

The table 1 shows the mean values of perception of service quality among different faculties viz. Science, Social Science, Management & Commerce and Languages. The source of the table is SPSS 17 software used for the study.

Table 2: Perception of Physical Facilities

Factors	Faculty			
	Science (Mean)	Social Science (Mean)	Management & Commerce (Mean)	Languages (Mean)
Class Room Facilities	3	2.8	4.8	2.5
Ambience	3	2.5	4.5	2.3
Computer & Internet	4.5	3.2	4.5	2
Auditorium	4.5	4.5	4.5	4.5
Library Facilities	4.5	3.2	4.8	2.8
Laboratory Facilities	4.5	3	4.5	2.3
Visual Aids	2	2.8	4.5	2
Urinals & Latrines Facility	4.2	4.2	2.8	3.8
Canteen facility	4.2	4.5	2.3	3.5
CCTVs	1	1	1	1

The table II shows the mean values of selected variables in different faculties' viz. Science, Social Science, Management & Commerce and Languages. The table has been generated by using SPSS 17 software.

Table 3: Chi Square Test

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.677 ^a	6	.001
Likelihood Ratio	24.422	6	.000
Linear-by-Linear Association	2.099	1	.147
N of Valid Cases	200		

The table under Fig. No.1 represents Chi Square test used to determine the dependence of attributes. The table has been generated by using SPSS 17 software.

Social Science research technique in which consumer's views about a product are traced or plotted (mapped) on a chart. Respondents are asked questions about their experience with the product in terms of its performance, packaging, price, size, etc. These qualitative answers are transferred to a chart (called a perceptual map) using a suitable scale (such as the Likert scale), and the results are employed in improving the product or in developing a new one. (<http://www.businessdictionary.com/definition/perceptual-mapping>). In the present research perceptual mapping has been done upon the perceptions of the respondents regarding service quality variables and variables of physical facilities available in the University of Jammu with the help of Importance Performance Analysis. Importance Performance Analysis is a tool to develop firm's management strategies (Martilla and James, 1977).

Results of perceptual mapping as can be seen from the Figure 2, shows that three faculties fall in the quadrant I i.e. "Keep Up the Good Work" which represents that these faculties are "high in importance and high in performance".

Only one faculty falls in the quadrant II i.e. "Concentrate Here" which represents that combination of the factors understudy are "high in importance and low in performance. None of the faculties fall in the quadrant no. "Low Priority" i.e. quadrant III and "Possible Overkill" i.e. IV. It means that none of the students from the faculties understudy are not satisfied with the performances. The three faculties of the quadrant I "Keep Up the Good Work" have respective means on the physical Infrastructure availability and service quality parameters at a higher level, first being the Faculty of Commerce and Management, second being the faculty of Sciences and then the faculty of social sciences (4.5, 4), (3.3, 4) and (2.8, 3). The Faculty of Languages lies in the quadrant II which is specified as "Concentrate Here" with the mean scores at a lower value for the Infrastructure and the service quality perception (2, 3.1). There is need to invest in training and development (T&D) of the faculty and upgrade the physical Infrastructure for the service quality factors falling in the quadrant II.

Figure 1: Perceptual Mapping

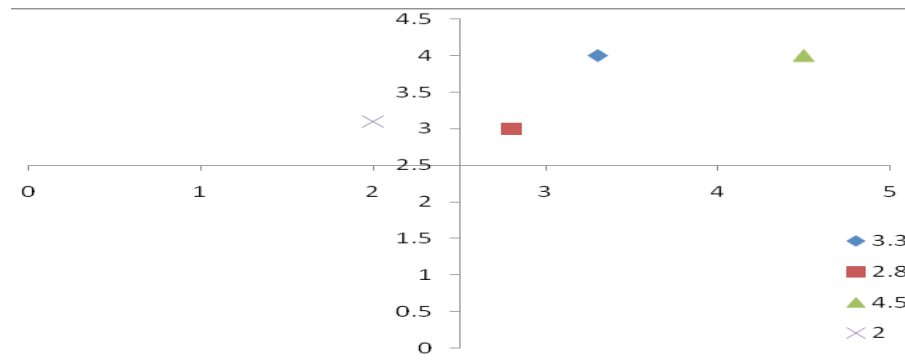


Figure No. I. The figure represents perceptual mapping of different attributes taken for the study.

7. DISCUSSION, SUGGESTIONS AND CONCLUSION

Higher education is an instrument of transformation and this transformation cannot come about without high quality of the system and what the system offers. Quality, in Higher Education Institution, is best defined as fitness for purpose in combination with exceptional high standards, perfection and consistency, value for money, and transformation capabilities. Quality assurance must cover areas such as curriculum design, content and delivery organization; teaching, learning and assessment as can be seen from the case of University of Jammu.

The real wealth of the nation is acquisition of intangible assets and these are the assets of mindset, creativity and innovation. These assets are the real assets of the nation. India is destined to be a leader in education to the rest of the world. This can happen only when a methodology and a system of quality measurement and up gradation is evolved. This process should bear global quality certification standards. To accomplish the huge task of accreditation, NAAC will have to share responsibility with other agencies. Coverage of all institutions can be brought only through a planned and decentralized approach. Implementation of the new accreditation law in India is a uphill task and requires support from all stakeholders. Accreditation status should without question give rise to healthy competition among Higher Education Institutions and the innovations that these institutions make should become a part of the national treasure and the evaluation mechanism should focus on the abilities of an institution to demonstrate leadership in any self defined area. The Higher Education Institutions should strive to attain a benchmark, which should guide other Higher Education Institutions to get the benefits of the practices and processes already experimented upon.

The results show that students feel that the University does provide higher academic inputs and also the physical

infrastructure in some of the departments. Other Departments on the contrary, like those from the Faculty of Languages face problems of the basic facilities. The academic input is also not up to the mark in most of the departments. The students from these faculties find that the University lacks in the basic physical infrastructure required for the overall development of the students. When asked about the behavior of the teachers and their relationships with the students, the perception of the students is quite satisfactory. The students feel that the teachers have requisite subject knowledge and also help them in solving their various problems when they are approached.

The results show that the students think that the education programs implemented at their department do not improve their critical thinking skills and further do not help them to prepare them for work life. The professional departments do provide the industry academic interface as perceived by the students but the rest of the departments lack this interface. The students feel that this type of interface is a must in the present scenario. They also think that the faculty does not have facilities such as updated library, canteen food service and social facilities. What our education system needs today is not romanticized presentations or never ending committees; but some concrete actions coupled with sincere efforts to improve the quality of the civilization. Informal Group learning can fill the void for delays in the revision of curriculum by studying the contemporary subjects. Teams can be delegated the task of presenting subjects for the whole class, thus equipping for the industry. More participation with the industry is requisite by providing services of the students in relevant and learning projects and exposure to events and extra curricular activities to develop an individual as a whole. The students are supposed to be the most important stakeholders of Higher Education systems. The interest and participation of students at all levels in both internal quality assurance and external quality assurance have to pay a central role. As experts put it, higher education is the first and foremost about the enhancement and empowerment of

students as participants in a process of learning. Even more than that, higher education is about participation in a process of learning for transformation.

Even as the central role of the student in the Higher Education System is agreed in principle by the policy makers and decision makers, a few improvements are suggested in the Quality Management System as follows:

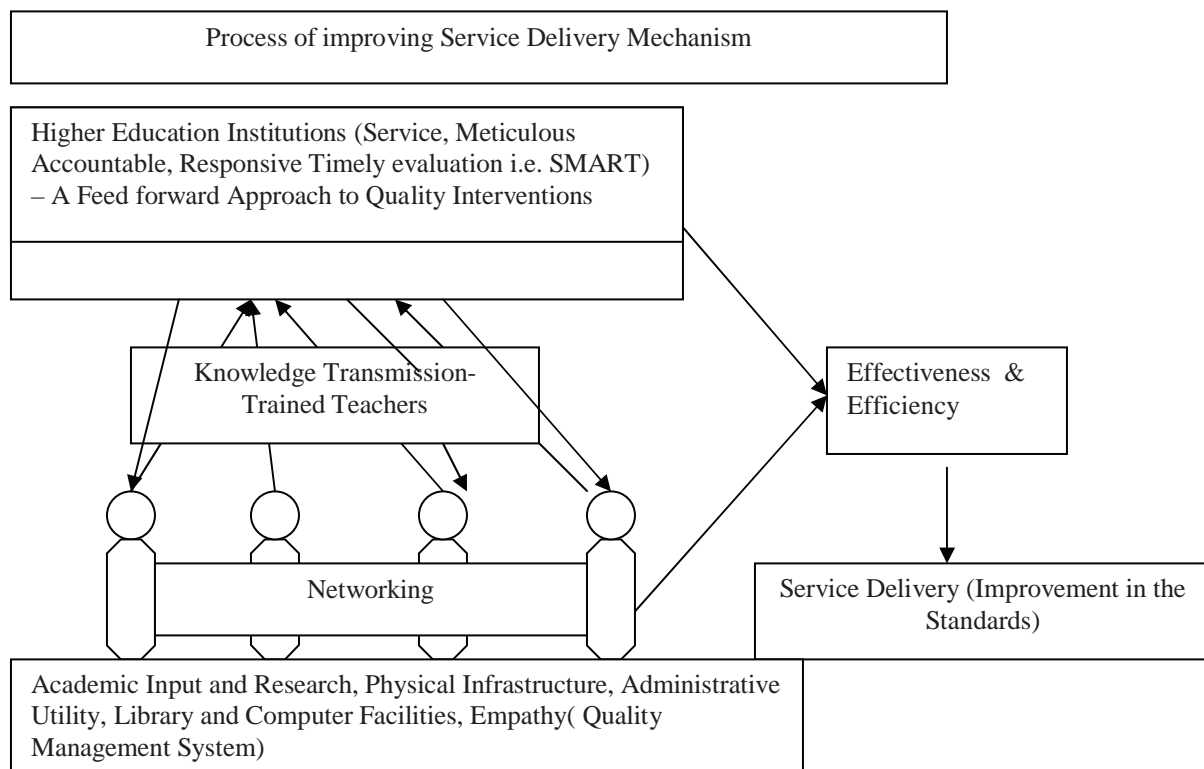
- Internal Evaluation System to make Examinations an Integral Part of Teaching-Learning Process.
- On-Line Examinations for Internal Evaluations.
- Electronic Distribution of Examination Papers (EDEP).
- Instant Examination.
- Time-Scheduled Student Friendly Transparent Examination Process.
- Coding and Packing of Answer scripts at Two Different Levels.
- Tatkal System.
- Comprehensive Internal Evaluation System.
- Transparency in the Evaluation process.
- Question Paper related Grievance Redressal Mechanism.

- Immediate Supplementary Examination after Publication of Results.
- Comprehensive Testing System.

The analysis of data shows that DIQA, University of Jammu has contributed for the quality up gradation as is seen from the perception of the students. A few suggestions for the DIQA to upgrade its Quality Management System are as follows:

- Planning of IQAC through democratic methods.
- Business Motivation Training and Research Centre
- Organizational Arrangements in Internal Quality Assurance Cell
- Newsletter of IQAC: Quality Initiatives and Endeavors
- ICT as Teaching-Learning ideas of Faculty.
- IQAC – Tapping Innovative ideas of Faculty
- Student Orientation Activities
- Computer Training Programme for Non-teaching Staff
- Enhancement of Placement
- Students Participation in Decision Making
- Feedback Power: A system of Multi-cornered Feedback

Figure 2: Suggested Model for improving Quality Standards in Higher Education Institutions through innovative HR practices.



The essence of students' satisfaction lies in the quality of teaching and learning environment of institution as students demand the well qualified, learned and experienced faculty for their academic and professional development. The students want to be taught by those teachers whose knowledge, expertise, liberality and reasonability up to the mark. The teaching methodologies and understanding with course and tasks with a friendly attitude of teaching are the key factors affecting the academic environment of an institution. The tangible facilities like class setup, digital labs and libraries, quality and reliability of the infrastructure and other assured facilities do contribute in creating the image of excellence. The integrated model for improving the quality standards in higher education institutes can be thus suggested as:

Community involvement in the realm of higher education institutions is not new. Guided by mutual benefit, there always existed some form of exchange of knowledge, resources and services between the Higher Education Institutions and the proximate communities. However, institutionalized practice if such exchange, termed 'community engagement', has been gaining in the significance in the Indian situation only recently, though, in the form of service-learning, it has for long been a formal characteristic of college life in some countries like US and the UK.

8. RESEARCH IMPLICATIONS

The administrative executives and managers, along with the faculty of the higher education institutes should pay attention in developing their educational institutes in the light of various dimensions of students' quality perception. They should comply with all the necessities, standards and requirements of quality education needed by their students. Especially the facilities being offered and most importantly the curricular and evaluation process of the teaching staff is a significant factor in quality perception. The service delivery of the teachers i.e. their communication with students and their actions should be apt as per the international standards. Accreditation process and the law is not a solution for the problem instead the involvement of the stakeholders in every step is essential. Further the infrastructure is also a very important preference of students of an institute.

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