

# Service Quality in Institutions of Higher Learning: A Study of Vindhya Group of Institutions, Satna.

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**Abstract**— 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. Organizations are becoming increasingly aware of the importance of quality in maintaining competitive advantage. Quality management became a buzzword for organizations during the last decade, and whole issue of quality has received a massive attention in organizations and academic circles. In educational organizations Quality has also become the defining element. Idea of “quality of education” is relatively young and it replaced the concept of “effectiveness of education” which was used until now.

The strategic success of a service organization depends on the ability of service providers to enhance their images by consistently meeting or exceeding customers’ service expectation. These components must be measured regularly to response to the changes of the environments where the expectation of the stakeholder is becoming higher. The outcomes of the measurement are very useful for the faculty administrators as well as the academic staffs to provide plans and solutions for the continuous improvement so that the service and the program offered by the faculty are significant to the students. It is vital to consistently measure the performance of service quality from student perspective because they were directly involved in the education process. They can be seen and act as a consumer or customer and also as a product of the education institution. Students’ views on all aspects of their higher education experiences are essential to monitor the quality of education. This paper is an attempt to highlights the service quality in institutions of higher learning with special reference to Vindhya Group of Institutions, Satna.

**Index Terms**—Service Quality, SERVAQUAL Model.

## I. INTRODUCTION

We study the service quality in Institutions of Higher learning. Here Service Quality it is combination of two words, Service & Quality. The term quality focuses on standard or specification that a service generating organization promises.

In general quality is one, which satisfies customer needs and continuously keeps on performing its functions as desired

by customers as per specified standards. Here we see the definition of quality and services separately.

Service quality is a concept that has aroused considerable interest and debate in the research literature because of the difficulties in both defining it and measuring it with no overall consensus emerging on either (Wisniewski, 2001). There are a number of different "definitions" as to what is meant by service quality. One that is commonly used defines service quality as the extent to which a service meets customers’ needs or expectations. Quality is the customer’s perception of a delivered service. By service-quality management, we refer to the monitoring and maintenance of end-to-end services for specific customers or classes of customers. Service quality in higher education means that the difference between what a student’s expects to receive and students’ perceptions of actual delivery which shows that students’ perceived service quality is an antecedent to student satisfaction.

## SERVAQUAL Model

A quality service organization, attempt to determine the requirements of its customers and translate these requirements into product and delivery process specifications to meet the customer’s satisfaction (Ghobadian,1993). Based on this importance, *Parasuraman et al.* (1985,1988) initiated a model in measuring quality of services as a basis for an adapted model for higher education. According to the model that proposed by Parasuraman *et al.*, a 22 item scale has been developed for conceptualizing service quality and seeks to estimate customers’ pre-consumption expectations of service as well as post-consumption perceptions of actual service 12 receive (Pearson, 1997 ; O’Neill *et al.*, 2001). The scale measures five dimensions, which includes *reliability, responsiveness, assurance, empathy and tangibles*.

The SERVQUAL instrument has been the predominant method used to measure consumers’ perceptions of service quality. It has five generic dimensions or factors and are stated as follows:

**Tangibles** – The appearance of the physical facilities and materials related to the service.

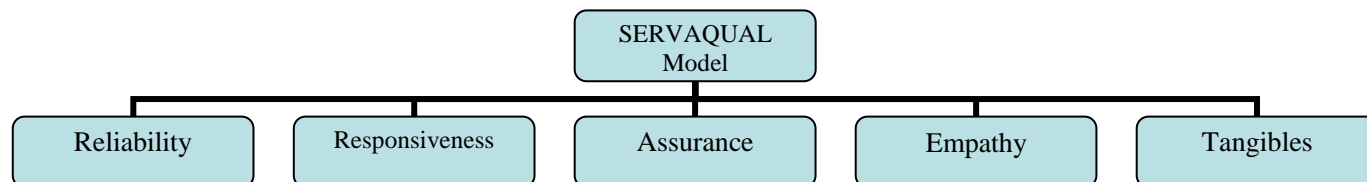
**Reliability** – The ability to perform the service accurately and dependably.

**Responsiveness** – The willingness to help customers and provide prompt service.

**Assurance** – The competence of the system and its security, credibility and courtesy.

**Empathy** – The ease of access, approachability and effort taken to understand customers’ Requirements.

passed through the statistical process and analyzed by someone else. While collecting the secondary data researcher has to look into various sources from where researcher can obtain them just like the sources are reliable, suitable and it is adequate or not. This type of data may either be published or unpublished data. Here the researcher has used secondary data which is available from the Institute. This data is prepared by the Institute for various committees, from the academic record of the institute and annual reports of the Institute. Some part has been collected through frequent discussions with faculty members. This collected data of the institute is analyzed. The findings have been found on same analysis.



## II. OBJECTIVES OF THE STUDY

1. To examine the quality of service provided in higher education.
2. To analyze the relationship between student satisfaction and service quality.
3. To identify the gaps in service quality and give necessary suggestions.

## III. RESEARCH METHODOLOGY

### Data Collection

The task of data collection is important part of project work while deciding about the method of data collection to be used for the study the researcher should keep in mind two types of data primary data and secondary data.

### Primary Data

Primary data are those which are collected a fresh and for the first time, and thus happen to be original in character. There are several methods for collecting the primary data important ones are: i) Observation method ii) Interview Method, iii) Questionnaire Method iv) Through schedules etc. Since quite often questionnaire is considered as the heart of a survey operation and this method of data collection is quite popular so herewith researcher uses the questionnaire method for collection of primary data.

Here researcher collected primary data through structured questionnaire; this is administered among the UG and PG students to take opinion about service quality in the Institute from students point of view. The parameters mentioned in the questionnaire are according to SERVQUAL Model of service quality. The SERVQUAL Model focus on Reliability, Responsiveness, Assurance, Empathy & Tangible. For this study suitable parameters of SERVQUAL Model are selected.

### Secondary Data

The secondary data are those which have already been collected by someone else and which have already been

### Sample Size

This refers to the number of items to be selected from the universe. The data is collected from students. Random sampling method is used to select the sample. The total sample size used for the research work is 80 students. Researcher has selected 40 students from the UG course and 40 students from the PG course.

### Brief Profile of Respondents.

In this research respondents are the students of the Institute admitted for the different courses. Since Institute run undergraduate as well as post graduate courses. In this research respondents are naturally divided in two group undergraduate and post graduate. Respondents include girls and boys students. Age group of the respondents is between 18 to 25. It was observed that 80% students belong to local area and coming from nearby places of Satna. Rest all students belong to out of Madhya Pradesh state like Bihar, Uttar Pradesh, Delhi and Maharashtra.

## IV. OVERVIEW OF THE ORGANIZATION

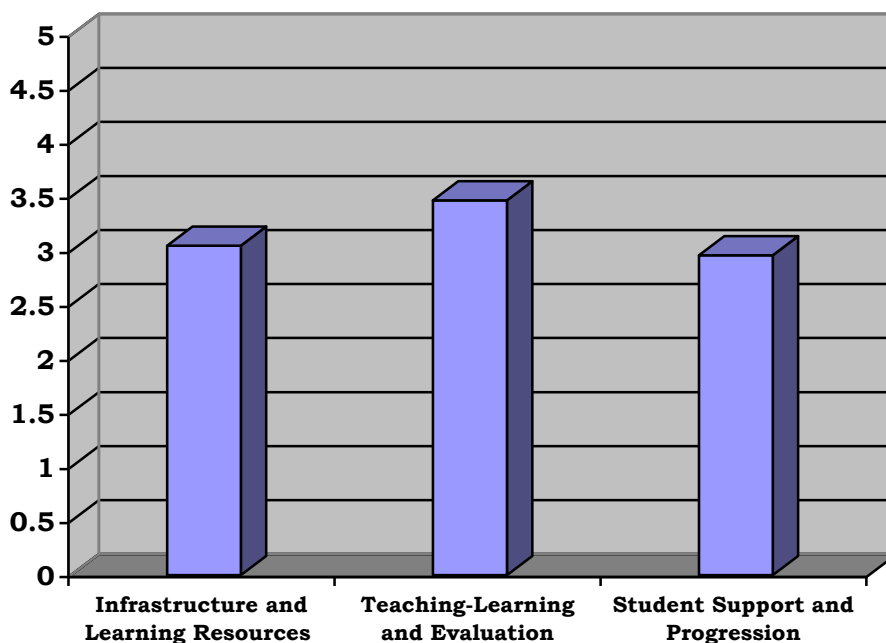
Vindhya group of institutions is a chain of management and engineering colleges that is providing degrees in management and engineering streams across three states. Vindhya group of institutions is providing a very good quality education for engineering and management students for development of competencies, skills & making very good career in their life. Vindhya Group of institutions is entering into its 13<sup>th</sup> glorious year with very good reputation for its quality education in the field of management & engineering courses. Various UG and PG level courses are running under this group i.e. UG – BE (CS, EC, EE, IT, ME, CE), BCA, BBA & B.Com. PG – MBA, MCA & M.Tech. The head office and First college of Vindhya Group has established in 2002 in the name and style of Vindhya Institute of Technology & Science, Satna.

## V. DATA ANALYSIS &amp; INTERPRETATION

**Table No 1**  
**Opinion of Post Graduate Students**

Sr. No.	Particulars	0	1	2	3	4	5	Mean Value	% value
<b>Infrastructure and Learning Resources</b>									
1.	Seating arrangement in the Institute.	1	4	3	9	14	9	3.45	57.5
2.	Visually appealing physical facilities.	1	3	8	11	10	7	3.18	52.92
3.	Seating arrangement of front office.	3	6	1	5	12	13	3.4	56.67
4.	Front office is well equipped with technical instruments like computers, zerox machine, scanner, telephone, intercom and required office stationary.	5	3	4	7	7	14	3.25	54.16
5.	The Library has adequate number of textbooks, reference books journals, Periodicals (National-International)	2	2	5	11	10	10	3.38	56.25
6.	Quality of facilities like internet, study room, extra computer and practical hours.	4	7	5	11	12	1	2.58	42.92
7.	Provision of facilities like common room, separate rest rooms for boys & Girls students.	8	3	7	10	8	4	2.55	42.50
8.	Access of the on-line and Internet services in the library to the students.	4	3	8	8	11	6	2.92	48.75
9.	Common facilities available with the institution (for e.g. staff room, day care center, common room for students, rest rooms, health center, vehicle parking, guest house, canteen, telephone, internet cafe, transport, drinking water etc.)	4	6	6	9	12	3	2.7	45.00
<b>Average Mean Value of Infrastructure and Learning Resource</b>								<b>3.05</b>	
<b>Teaching-Learning and Evaluation</b>									
10.	Appearance of the staff.	2	0	5	10	12	11	3.58	59.58
11.	Preference given to the lectures by the teachers.	3	0	7	11	9	10	3.32	55.12
12.	Internal assessments and attendance kept by teachers.	0	2	6	4	17	13	4.22	70.42
13.	Teacher's willingness to help students.	3	0	6	5	11	15	3.65	60.83
14.	Understanding of teachers regarding specific expectations of students while teaching.	3	1	5	14	11	6	3.12	52.92
15.	Interest of the staff in solving student's problem.	2	2	4	8	15	9	3.48	57.92
16.	Non teaching staff provides services as promise.	0	1	1	21	52	35	3.12	52.80
17.	Do you feel that teaching staff have adequate knowledge of their subject which satisfies your need.	1	2	6	10	13	8	3.4	56.66
18.	The existing course syllabi are set to meet the new emerging trends in the market.	2	1	5	10	16	6	3.38	56.25
<b>Average Mean Value Teaching-Learning and Evaluation</b>								<b>3.47</b>	
<b>Student Support and Progression</b>									
19.	Provision for Indoor and Outdoor games and necessary sports material available in the Institute.	6	7	1	7	5	3	2.17	36.25
20.	Institution participation in intra-and inter-institutional sports competition	3	5	5	8	10	7	2.85	47.50
21.	Institution participation in intra-and inter -institutional and University level cultural activities	2	3	7	10	7	11	3.25	54.16
22.	Performance of the students in cultural activities and sports organized by University.	2	5	5	12	7	9	3.1	51.66
23.	Placement and counseling services for the student.	5	7	5	12	7	4	2.52	42.08

24.	Institutes encouragement to students to publish materials like catalogues, wall magazines, college magazine, and other material	6	5	6	7	7	14	3.4	56.66
25.	Value-added programme are introduced by institution. (Just like other language teaching, yoga, meditation, blood donation camp, NSS camus, programme for community services. )	3	5	4	7	7	14	3.3	55
26.	Participation of the institution to encourage and develop entrepreneurial skills among the students (activities like giving exposure about Entrepreneurship, arranging guest lectures on Entrepreneurship, organizing 'Entrepreneur Meet	1	5	7	12	7	8	3.08	51.25
27.	Participation of students in the other activities organized by the Institute.	5	4	3	10	12	6	2.95	49.16
<b>Average Mean Value of Student Support and Progression</b>								<b>2.96</b>	



Above graph shows that up to 60% of PG students are satisfied with the current Service Quality provided by the Institute. Herewith we observe that the factor Infrastructure and Learning Resources acquires 3.05 mean value that means above 60% is given by the students to this factor but the graph also shows that the factor student support and

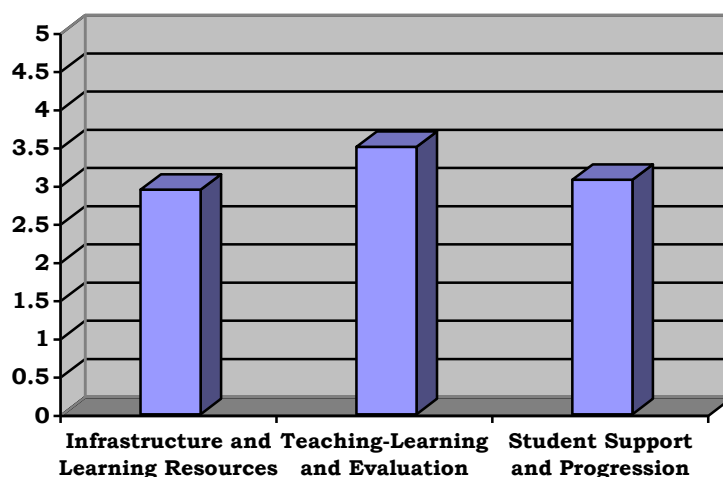
progression need to be somewhat improvement since it acquires lowest mean value as compared to two other factors i.e. 2.96.

In case of above table here we consider first point that is infrastructure and learning resources

**Table No 2**  
**Opinion of Under Graduate Students**

Sr. No.	Particulars	0	1	2	3	4	5	Mean	% value
<b><i>Infrastructure and Learning Resources</i></b>									
1.	Seating arrangement in the Institute.	0	2	7	15	10	6	3.28	54.83
2.	Visually appealing physical facilities.	3	3	9	9	10	6	3.2	53.33
3.	Seating arrangement of front office.	3	7	7	5	13	5	2.8	46.67
4.	Front office is well equipped with technical instruments like computers, zerox machine, scanner, telephone, intercom and required office stationary.	7	2	5	11	13	2	2.68	44.58
5.	The Library has adequate number of textbooks, reference books journals, Periodicals (National-International)	2	0	2	9	13	14	3.8	63.75
6.	Quality of facilities like internet, study room, extra computer and practical hours.	1	3	6	5	11	9	2.97	49.58
7.	Provision of facilities like common room, separate rest rooms for boys & Girls students.	6	5	9	9	3	8	2.55	42.50
8.	Access of the on-line and Internet services in the library to the students.	5	5	5	9	9	7	2.82	47.08
9.	Common facilities available with the institution (for e.g. staff room, day care center, common room for students, rest rooms, health center, vehicle parking, guest house, canteen, telephone, internet cafe, transport, drinking water etc.)	5	11	6	7	4	7	2.38	39.58
<b><i>Average Mean Value of Infrastructure and Learning Resource</i></b>								<b>2.94</b>	
<b><i>Teaching-Learning and Evaluation</i></b>									
10.	Appearance of the staff.	0	3	1	12	19	5	3.6	60
11.	Preference given to the lectures by the teachers.	0	0	2	12	21	5	3.72	62.08
12.	Internal assessments and attendance kept by teachers.	0	1	1	4	17	17	4.17	69.58
13.	Teacher's willingness to help students.	0	2	4	7	15	12	3.17	62.91
14.	Understanding of teachers regarding specific expectations of students while teaching.	0	1	8	15	11	5	3.28	54.58
15.	Interest of the staff in solving student's problem.	2	4	5	7	13	9	3.3	55
16.	Non teaching staff provides services as promise.	2	1	7	7	9	14	3.55	59.16
17.	Do you feel that teaching staff have adequate knowledge of their subject which satisfies your need.	0	2	6	11	16	5	3.4	56.66
18.	The existing course syllabi are set to meet the new emerging trends in the market.	0	4	1	13	15	7	3.5	58.33
<b><i>Average Mean Value Teaching-Learning and Evaluation</i></b>								<b>3.5</b>	
<b><i>Student Support and Progression</i></b>									
19.	Provision for Indoor and Outdoor games and necessary sports material available in the Institute.	3	9	10	7	10	1	2.38	39.58
20.	Institution participation in intra-and inter – institutional sports competition	0	1	12	12	7	8	3.22	53.75
21.	Institution participation in intra-and inter – institutional and University level cultural activities	0	0	12	10	12	6	3.3	55

22.	Performance of the students in cultural activities and sports organized by University.	0	0	7	10	8	15	3.78	62.92
23.	Placement and counseling services for the student.	6	5	5	10	10	4	2.6	43.75
24.	Institutes encouragement to students to publish materials like catalogues, wall magazines, college magazine, and other material	3	5	4	17	7	4	2.8	46.67
25.	Value-added programme are introduced by institution. (Just like other language teaching, yoga, meditation, blood donation camp, NSS camps, programme for community services. )	1	5	9	9	7	9	3.07	51.25
26.	Participation of the institution to encourage and develop entrepreneurial skills among the students (activities like giving exposure about Entrepreneurship, arranging guest lectures on Entrepreneurship, organizing 'Entrepreneur Meet	0	1	5	16	13	4	3.28	54.28
27.	Participation of students in the other activities organized by the Institute.	3	0	5	15	12	5	3.2	53.33
28.	<b>Average Mean Value of Student Support and Progression</b>							<b>3.07</b>	



- a).Infrastructure and Learning Resources
- b) Teaching -Learning and Evaluation
- c) Student support and Progression

**Infrastructure and Learning Resources:**

This point focuses on the Infrastructural and Learning Resources provided by the institute. Infrastructure and Learning resources are concrete base for any educational Institute which is visually appealing.

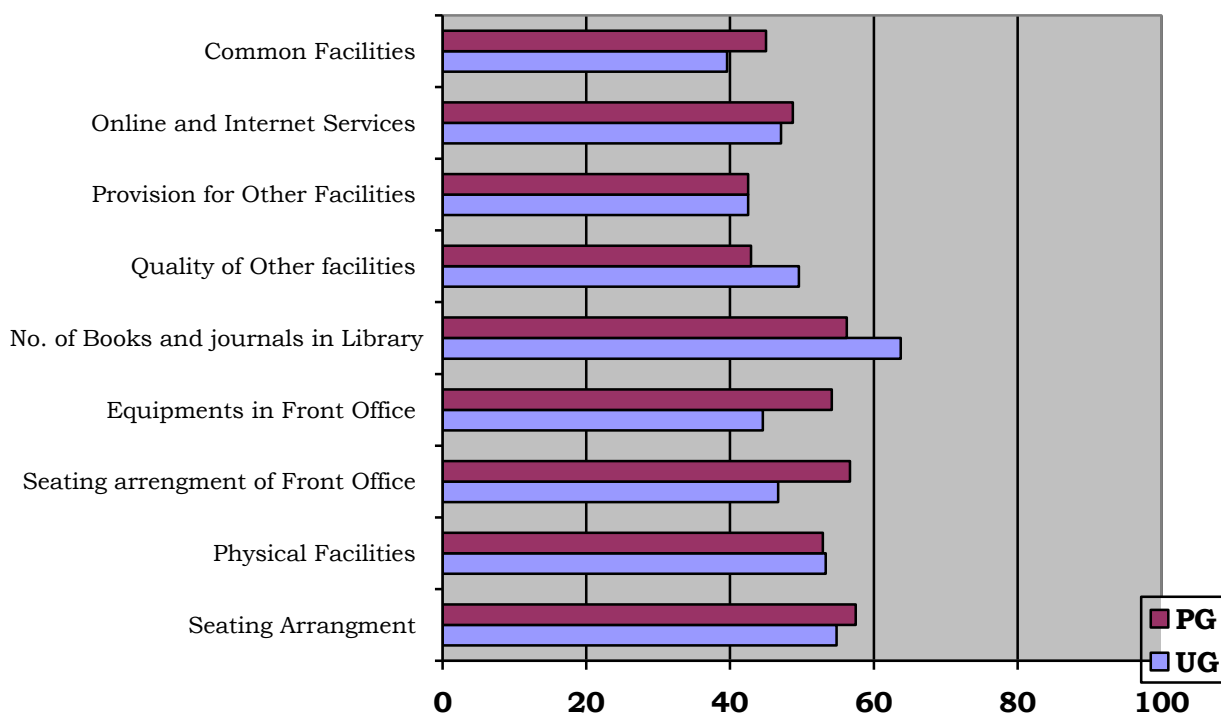
From above graph we can identify that more than 55% of UG students are satisfied with the Service Quality provided by the Institute. Since good teaching is base of every educational institution and students gives more than 70% ranking to the factor student support and progression. They give ranking 55% to 65% to the other two factors which need to be improved by the Institute.

Primarily the researcher had selected three factors which focus on comparison between UG and PG students through percentile values are as below-

**Table No. 3**  
**Comparison of opinion about Infrastructure and Learning Resources**

Sr. No	Particulars	% Value for UG Students	% Value for PG Students
1.	Seating arrangement in the Institute.	54.83	57.5
2.	Visually appealing physical facilities.	53.33	52.92
3.	Seating arrangement of front office.	46.67	56.67
4.	Front office is well equipped with technical instruments like computers, zerox machine, scanner, telephone, intercom and required office stationary.	44.58	54.16
5.	The Library has adequate number of textbooks, reference books journals, Periodicals (National- International)	63.75	56.25
6.	Quality of facilities like internet, study room, extra computer and practical hours.	49.58	42.92
7.	Provision of facilities like common room, separate rest rooms for boys & Girls students.	42.50	42.50
8.	Access of the on-line and Internet services in the library to the students.	47.08	48.75
9.	Common facilities available with the institution (for e.g. staff room, day care center, common room for students, rest rooms, health center, vehicle parking, guest house, canteen, telephone, internet cafe, transport, drinking water etc.)	39.58	45.00

**Chart Showing comparison of opinion about Infrastructure and Learning Resources between UG & PG Students**



Above table shows that above 50% students are satisfied with the current seating arrangement but they are not satisfied with the other facilities like common room, rest rooms, Internet facility etc.

- 54.83% UG & 57.2% students of PG are happy with the current seating arrangement but they give low ranking i.e. 53.33% UG & 52.92% PG for the visually appealing physical facilities like common room, rest rooms, Internet facility etc.

- In case of seating arrangement and instrumental equipments in the front office PG students give more ranking as compared to UG students. UG students gives 46.67% for seating and 44.58% for the instrumental equipments while 56.67% given for Seating arrangement of front office and 54.16% ranking given to the instrumental equipments by the PG students.
- We can see from the table that 63.75 % of UG students are satisfied with the library facility but the percentage of satisfaction of PG students is less as compared to the UG students i.e. of about 56.25%.
- For the point 6 to 9 both the UG & PG students gives lower ranking. In case of the facilities like common room, rest room for boys and girls their opinion is exactly same i.e. 42.50% and for internet and online services their opinion is approximately same i.e. 47.08% for UG and 48.75 % for PG.
- In general we can see that the PG students gives higher ranking and most of them are happy while UG students expects more in the infrastructure and learning resources.

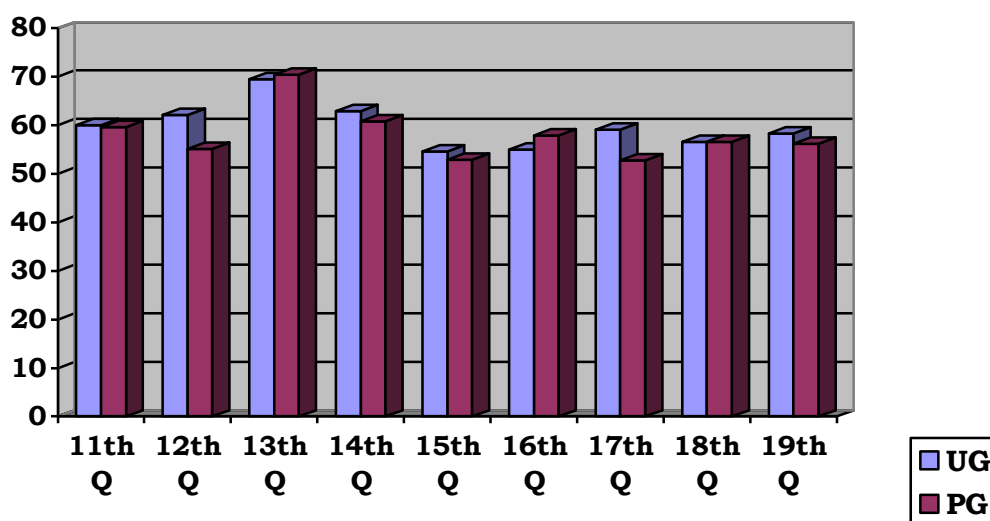
**Teaching -Learning and Evaluation**

Along with visually appealing facilities, the educational service has to give preference to teaching, staff appearance, Evaluation of student’s performance. So the same information is collected in above parameter.

**Table 4**  
**Comparison of opinion about Teaching Learning Evaluation**

Sr. No	Particulars	% Value for UG Students	% Value for PG Students
11.	Appearance of the staff.	60	59.58
12.	Preference given to the lectures by the teachers.	62.08	55.12
13.	Internal assessments and attendance kept by teachers.	69.58	70.42
14.	Teacher’s willingness to help students.	62.91	60.83
15.	Understanding of teachers regarding specific expectations of students while teaching.	54.58	52.92
16.	Interest of the staff in solving student’s problem.	55	57.92
17.	Non teaching staff provides services as promise.	59.16	52.80
18.	Do you feel that teaching staff have adequate knowledge of their subject which satisfies your need.	56.66	56.66
19.	The existing course syllabi are set to meet the new emerging trends in the market.	58.33	56.25

**Chart Showing comparison of opinion about Teaching Learning Evaluation between UG & PG Students**





Above table shows that more than 60 % students of both UG and PG courses are satisfied about the teaching.

- Regarding appearance of the staff both UG and PG gives of about 60% ranking for the staff.
- 62.08% of UG students say that their teacher gives first preference to the lectures where as 55.12% of PG students have same view.
- Both the UG & PG students gives highest ranking to Internal Assessment and attendance kept by the teachers i.e. 69.58% UG and 70.42 % of ranking by PG students. It shows the depth of academic contribution of the teachers.
- 62.91% of UG students says teachers help them, 54.58% of them also says that teachers understand the expectations of the students while teaching. While PG students ranking 60.83% for helping nature of teachers and 52.92 % ranking about their understanding the expectations.

- 55% & 57.92% ranking is given by UG & PG students respectively to show interest of teachers to solve the problems of students.
- 59.16% UG students agrees about the non teaching staff provides services as they promises while 52.80 % of PG agrees about this. Both the UG and PG students gives same ranking i.e. 56.66% for teachers knowledge of their subject which satisfies students needs.
- The existing course syllabi are set to meet the new emerging trends in the market. So 58.33 % of UG students and 56.25% of PG students are come to same conclusion.

**Student support and Progression:** Along with all facilities institute also provides the sports and cultural facilities to students. This parameter focus on the participation and organization of sports and cultural activities which plays important role in student support and their progress in all areas. It also focus on the value added programme through which students know their social responsibility.

**Table 5**  
**Comparison of opinion about Student support and Progression**

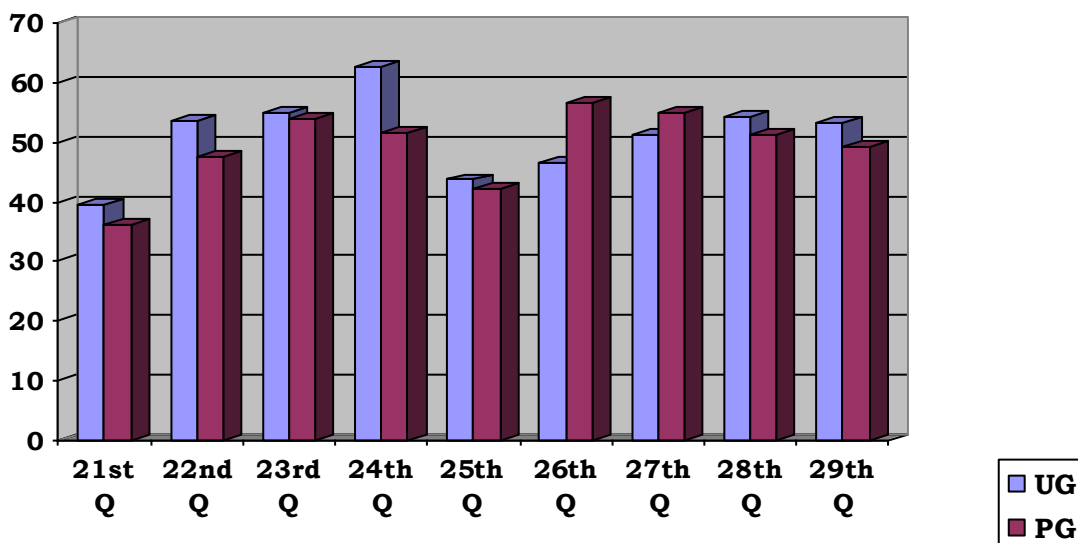
Sr. No	Particulars	% Value for UG Students	% Value for PG Students
21.	Provision for Indoor and Outdoor games and necessary sports material available in the Institute.	39.58	36.25
22.	Institution participation in intra-and inter-institutional sports competition	53.75	47.50
23.	Institution participation in intra-and inter-institutional and University level cultural activities	55	54.16
24.	Performance of the students in cultural activities and sports organized by University.	62.92	51.66
25.	Placement and counseling services for the student.	43.75	42.08
26.	Institutes <i>encouragement</i> to students to publish materials like catalogues, wall magazines, college magazine, and other material	46.67	56.66
27.	Value-added programme are introduced by institution. (Just like other language teaching, yoga, meditation, blood donation camp, NSS camps, programme for community services. )	51.25	55
28.	Participation of the institution to encourage and develop entrepreneurial skills among the students (activities like giving exposure about Entrepreneurship, arranging guest lectures on Entrepreneurship, organizing 'Entrepreneur Meet	54.28	51.25
29.	Participation of students in the other activities organized by the Institute.	53.33	49.16

In the point of student support and progression we can observe that students are happy with cultural activities organized and participation but they are not satisfied with the sports facilities available in the institute.

- UG students gives 39.58% ranking to the sports facilities available in the institute where as 36.25% ranking is given by the PG students.

- Ranking for participation in intra and inter institutional sports and cultural activities by UG students is 53.75 % & 55% respectively. While PG students gives 55% and 54.16% respectively.

**Chart Showing comparison of opinion about Student Support and Prgression between UG & PG Students**



- Institute gives moderate encouragement to students to publish materials like catalogues, wall magazines, college magazine and other material as per students ranking i.e. 46.67 % & 56.66% by UG and PG students respectively.
- UG students give 51.25% ranking for value added programmes while PG students give 55%. They also gives good number of ranking to efforts taken by institution to encourage and develop entrepreneurial skills among the students the percentage of ranking is 54.28% and 51.25% for UG & PG respectively.
- The ranking for participation of students in the other activities organized by the Institute is 53.33% by UG and 49.16 by PG students.

#### VI. FINDINGS AND SUGGESTIONS

##### FINDINGS:

On the basis of Analysis of available table following findings are drawn by the researcher.

1. Through the research on “A Study of Service Quality in Institutions of Higher Learning” it was observed that SERVAQUL model introduced by Parasuraman *et al* is best suited to judge quality in higher education
2. The GAP model is one of the conceptual tools to identify and correct service quality problems. During the analysis it was found that students were excepting the access of online and internet services in library. The Institute has arranged these services in library with 20 computers and 2 mbps speed.
3. More that 90% of UG students have come to the opinion that teachers understand specific expectations of students while teaching of course it is the result of Sponsored Faculty Development Programme of Institute within and outside for every newly joined teachers.
4. The Institute has proved its quality through infrastructure without lagging behind as compared to international Universities. Seating arrangement is visually appealing for staff, non-teaching staff and even classroom for students.
5. Relationship with students are so managed that when they enter and while interaction a well equipped front office with technical instruments like computers, zerox machine, scanner, telephone, intercom and required office stationary is placed. A courteous and trained front office staff is appointed by Institute to take care of students in issuing required documents like Transfer Certificate, Bonafied, Loan Proposal, admission process and examination related documents.
6. Library is best source of transformation of knowledge and information. The library of Institute has 15000 volumes of reference and text books, 113 periodicals and text books, 113 periodicals, (National and International) and 20 daily newspapers. Library has

maintained up to date record of daily issues, fines and necessary documents of faculties and students. As compare to PG students UG students are more satisfied with library facilities.

7. Teaching, learning and Evaluation is the core product of every educational service as far as teaching is concerned syllabus and its periodical revision knowledge, qualification of teacher and also willingness to help students on academics are the main three aspects.
8. Students are interacting with teachers on various issues related to academics. Faculties are showing interest in solving those problems. But apart from academics other problems are also redressed by committee members. Institute has established one committee "Grievance Redressal Cell" with one Chairman and some of male and female faculty members as a member.
9. Every course curriculum gives minimum 20% weight age to internal assessments. Institute has updated record of internal assessment and attendance. They are following good practice of sending letters to frequently absent student. The initiative is taken by co-ordinator.
10. Keeping in mind the health of the students even sports activities are given more consideration, A separate "Sports Committee" with one chairman and members is established to take care of inter college and intra college sports competitions at State and University level. Still, many of the students are unable to take benefits from provision of indoor and outdoor games and necessary sports material.
11. Maximum number of students take active participation in inter and intra institutional sports and cultural events. Students participate in state and university level management events the lead is taken by "Cultural Committee". These committee members are always supporting, guiding and accompanying students on various events. Students have won many prizes through the events.
12. Institute motivate students to publish materials like catalogues, wall magazines, college magazine, and other their own material through establishing "Magazine committee" which develop the reading and writing skill among them.
13. "Healthy body is healthy mind" this principle is better followed in the institute. Yoga and meditation programmes are periodically arranged for faculties and students.
14. It is also observed that there is separate NSS unit, headed by one chairman and members student shows deep interest in activities of NSS unit like blood donation, NSS Camp every year.
15. Infrastructure and Learning Resources, Teaching-Learning and Evaluation & Student Support and Progression are the three main aspects strongly co-

related with satisfaction of the students and quality of the service offered by the Institute. It was found that student satisfaction and service quality are dependent on each other.

### SUGGESIONS

**On the basis of the findings following suggestions are given by the researcher.**

1. The members of existing sports committee should motivate students to use maximum facilities available for indoor and outdoor games and also students should be informed about necessary sports equipments available with Sports Department.
2. Placement Cell in the institute should arrange Personality Development Programme for students. It should cover interview techniques, confidence building, and communication skills development.
3. As the participation of students in other activities like paper presentation competition, software development test, and general knowledge test is minimal, they should be motivated to participate in these activities.

### VII. CONCLUSION

The researcher has conducted an empirical study on service qualities. The Service quality dimensions and student satisfaction are depending upon each other. Students and relatives expect good behavior of teaching staff and non-teaching staff, good physical facilities, cleanliness, knowledge of teachers to answer student's queries. Researchers observed and analyzed the opinions of respondents during the survey conducted at institute.

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