

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT

I  
J  
R  
C  
M



A Monthly Double-Blind Peer Reviewed (Refereed/Juried) Open Access International e-Journal - Included in the International Serial Directories

*Indexed & Listed at:*

Ulrich's Periodicals Directory ©, ProQuest, U.S.A., EBSCO Publishing, U.S.A., Cabell's Directories of Publishing Opportunities, U.S.A., Google Scholar,

Open J-Gate, India [link of the same is duly available at Infilbnet of University Grants Commission (U.G.C.)],

Index Copernicus Publishers Panel, Poland with IC Value of 5.09 & number of libraries all around the world.

Circulated all over the world & Google has verified that scholars of more than 4767 Cities in 180 countries/territories are visiting our journal on regular basis.

Ground Floor, Building No. 1041-C-1, Devi Bhawan Bazar, JAGADHRI – 135 003, Yamunanagar, Haryana, INDIA

<http://ijrcm.org.in/>

# CONTENTS

| Sr. No. | TITLE & NAME OF THE AUTHOR (S)  | Page No. |
|---------|---|----------|
| 1.      | <b>mHEALTH EFFECTIVENESS AND POTENTIAL IN INDIA</b><br><i>SURENDRA NATH SHUKLA, J K SHARMA &amp; DR. BALVINDER SHUKLA</i>   | 1        |
| 2.      | <b>AN EFFICACY OF IMPACT OF TURNOVER RATIOS ON PROFITABILITY WITH SPECIAL REFERENCE TO INDIAN PHARMACEUTICAL INDUSTRY</b><br><i>DR. N. PASUPATHI</i>  | 7        |
| 3.      | <b>5S TECHNIQUE: THE EMERGING CONCEPT OF SERVICE QUALITY</b><br><i>SIMERJEET SINGH BAWA, DR. HARPREET SINGH &amp; DR. NITYA</i>   | 11       |
| 4.      | <b>PERCEIVED ORGANIZATIONAL SUPPORT AND AFFECTIVE OCCUPATIONAL COMMITMENT AS MEDIATING VARIABLES ON THE RELATIONSHIP BETWEEN ORGANIZATIONAL CAREER GROWTH AND EMPLOYEES PERFORMANCE</b><br><i>SAUD NAPITUPULU, TULUS HARYONO, HUNIK SRI RUNNING SARWITRI &amp; MUGI HARSONO</i> | 16       |
| 5.      | <b>PUBLIC SERVICE INNOVATION: STUDY OF MASS TRANSPORT SERVICE THROUGH THE MASS RAPID TRANSIT (MRT) IN JAKARTA</b><br><i>ERIE SYAHRIAL, DR. SRI SUWITRI, DR. BAMBANG RIYANTO &amp; DR. SUNDARSO</i>  | 28       |
| 6.      | <b>ROLE OF ISO IN IMPROVING QUALITY OF MANAGEMENT EDUCATION IN INDIA</b><br><i>DR. KOMAL CHOPRA &amp; DR. PRADNYA CHITRAO</i>   | 34       |
| 7.      | <b>REPORTING QUALITY OF SOCIAL SUSTAINABILITY INDICATORS OF INDIAN MANUFACTURING FIRMS: AN ANALYSIS</b><br><i>DIGANTA MUNSHI &amp; DR. SRABONI DUTTA</i>  | 38       |
| 8.      | <b>SERVICE QUALITY IN HIGHER EDUCATIONAL INSTITUTIONS: AN EMPIRICAL ASSESSMENT</b><br><i>DR. MUSHTAQ AHMAD BHAT &amp; MUDASIR QUADIR SOFI</i>   | 42       |
| 9.      | <b>AN EMPIRICAL STUDY ON PMJDY SCHEME IMPLEMENTATION AT KANEKAL MANDAL OF ANANTAPUR DISTRICT</b><br><i>G DIVAKARA REDDY</i>   | 49       |
| 10.     | <b>HRM PRACTICES AND ITS CONTRIBUTION TO LEARNING ORGANIZATION: A LITERATURE REVIEW</b><br><i>ESHA SINGH</i>  | 53       |
| 11.     | <b>KISSAN CREDIT CARD SCHEMES AND FARMERS AWARENESS - INITIATIVES OF KERALA GRAMIN BANK</b><br><i>DR. PRAKASH. C, NEBU CHERIAN. P &amp; JOBY JOSEPH THOOMKUZHY</i>  | 56       |
| 12.     | <b>A CASE STUDY ON CASH MANAGEMENT PRACTICES IN COOPERATIVE BANKS</b><br><i>DR. MOHD. IQBAL DARZI</i>   | 75       |
| 13.     | <b>FINANCIAL INCLUSION IN VILLAGES OF INDIA: A CASE STUDY OF VILLAGES OF SHYAMSUNDAR GRAM PANCHAYAT</b><br><i>DR. BANESWAR KAPASI</i>   | 77       |
| 14.     | <b>MARKETING STRATEGIES OF RETAIL SECTOR IN INDIA</b><br><i>PRIYA MALIK</i>   | 80       |
| 15.     | <b>YOUTH ENTREPRENEURSHIP DEVELOPMENT</b><br><i>DR. B. KANNAN. &amp; R. DHANABAL</i>  | 85       |
| 16.     | <b>A STUDY ON AGRICULTURAL COMMODITY IN TRICHY</b><br><i>K. DHINESHNI &amp; DR. S. P. DHANDAYUTHAPANI</i>   | 88       |
| 17.     | <b>PORTRAYAL OF NATURE IN ENGLISH LITERATURE AND CONSERVATION OF NATURE</b><br><i>SANGEETHA .J</i>  | 91       |
| 18.     | <b>A STUDY ON SUPPLY CHAIN MANAGEMENT IN FMCG IN MYSURU CITY</b><br><i>JAGATH PONNANNA &amp; SANDHYA P</i>  | 93       |
| 19.     | <b>ASSESSMENT OF FACTORS AFFECTING PERFORMANCE OF WOMEN ENTREPRENEURS IN MSEs: THE CASE OF EAST SHOA ZONE OF OROMIA REGIONAL STATE-ETHIOPIA</b><br><i>SILESHI LETA NEMERA</i>   | 96       |
| 20.     | <b>FACTORS AFFECTING ECONOMIC DEVELOPMENT AND GROWTH OF INDUSTRY IN INDIA</b><br><i>SHRUTI SHARMA</i>   | 99       |
|         | <b>REQUEST FOR FEEDBACK &amp; DISCLAIMER</b>  | 100      |

**CHIEF PATRON**

**PROF. K. K. AGGARWAL**

Chairman, Malaviya National Institute of Technology, Jaipur  
(An institute of National Importance & fully funded by Ministry of Human Resource Development, Government of India)  
Chancellor, K. R. Mangalam University, Gurgaon  
Chancellor, Lingaya's University, Faridabad  
Founder Vice-Chancellor (1998-2008), Guru Gobind Singh Indraprastha University, Delhi  
Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

**FOUNDER PATRON**

**LATE SH. RAM BHAJAN AGGARWAL**

Former State Minister for Home & Tourism, Government of Haryana  
Former Vice-President, Dadri Education Society, Charkhi Dadri  
Former President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

**FORMER CO-ORDINATOR**

**DR. S. GARG**

Faculty, Shree Ram Institute of Business & Management, Urjani

**ADVISORS**

**PROF. M. S. SENAM RAJU**

Director A. C. D., School of Management Studies, I.G.N.O.U., New Delhi

**PROF. M. N. SHARMA**

Chairman, M.B.A., Haryana College of Technology & Management, Kaithal

**PROF. S. L. MAHANDRU**

Principal (Retd.), Maharaja Agrasen College, Jagadhri

**EDITOR**

**PROF. R. K. SHARMA**

Professor, Bharti Vidyapeeth University Institute of Management & Research, New Delhi

**CO-EDITOR**

**DR. BHAVET**

Faculty, Shree Ram Institute of Engineering & Technology, Urjani

**EDITORIAL ADVISORY BOARD**

**DR. RAJESH MODI**

Faculty, Yanbu Industrial College, Kingdom of Saudi Arabia

**PROF. SANJIV MITTAL**

University School of Management Studies, Guru Gobind Singh I. P. University, Delhi

**PROF. ANIL K. SAINI**

Chairperson (CRC), Guru Gobind Singh I. P. University, Delhi

**DR. SAMBHAVNA**

Faculty, I.I.T.M., Delhi

**DR. MOHENDER KUMAR GUPTA**

Associate Professor, P. J. L. N. Government College, Faridabad

**DR. SHIVAKUMAR DEENE**

Asst. Professor, Dept. of Commerce, School of Business Studies, Central University of Karnataka, Gulbarga

***ASSOCIATE EDITORS***

**PROF. NAWAB ALI KHAN**

Department of Commerce, Aligarh Muslim University, Aligarh, U.P.

**PROF. ABHAY BANSAL**

Head, Department of I.T., Amity School of Engineering & Technology, Amity University, Noida

**PROF. A. SURYANARAYANA**

Department of Business Management, Osmania University, Hyderabad

**PROF. V. SELVAM**

SSL, VIT University, Vellore

**DR. PARDEEP AHLAWAT**

Associate Professor, Institute of Management Studies & Research, Maharshi Dayanand University, Rohtak

**DR. S. TABASSUM SULTANA**

Associate Professor, Department of Business Management, Matrusri Institute of P.G. Studies, Hyderabad

**SURJEET SINGH**

Asst. Professor, Department of Computer Science, G. M. N. (P.G.) College, Ambala Cantt.

***FORMER TECHNICAL ADVISOR***

**AMITA**

Faculty, Government M. S., Mohali

***FINANCIAL ADVISORS***

**DICKIN GOYAL**

Advocate & Tax Adviser, Panchkula

**NEENA**

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

***LEGAL ADVISORS***

**JITENDER S. CHAHAL**

Advocate, Punjab & Haryana High Court, Chandigarh U.T.

**CHANDER BHUSHAN SHARMA**

Advocate & Consultant, District Courts, Yamunanagar at Jagadhri

***SUPERINTENDENT***

**SURENDER KUMAR POONIA**

## CALL FOR MANUSCRIPTS

We invite unpublished novel, original, empirical and high quality research work pertaining to the recent developments & practices in the areas of Computer Science & Applications; Commerce; Business; Finance; Marketing; Human Resource Management; General Management; Banking; Economics; Tourism Administration & Management; Education; Law; Library & Information Science; Defence & Strategic Studies; Electronic Science; Corporate Governance; Industrial Relations; and emerging paradigms in allied subjects like Accounting; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Rural Economics; Co-operation; Demography; Development Planning; Development Studies; Applied Economics; Development Economics; Business Economics; Monetary Policy; Public Policy Economics; Real Estate; Regional Economics; Political Science; Continuing Education; Labour Welfare; Philosophy; Psychology; Sociology; Tax Accounting; Advertising & Promotion Management; Management Information Systems (MIS); Business Law; Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labour Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; International Relations; Human Rights & Duties; Public Administration; Population Studies; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism & Hospitality; Transportation Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic; Web Design and emerging paradigms in allied subjects.

Anybody can submit the **soft copy** of unpublished novel; original; empirical and high quality **research work/manuscript** **anytime** in **M.S. Word format** after preparing the same as per our **GUIDELINES FOR SUBMISSION**; at our email address i.e. [infoijrcm@gmail.com](mailto:infoijrcm@gmail.com) or online by clicking the link **online submission** as given on our website ([FOR ONLINE SUBMISSION, CLICK HERE](#)).

## GUIDELINES FOR SUBMISSION OF MANUSCRIPT

### 1. **COVERING LETTER FOR SUBMISSION:**

DATED: \_\_\_\_\_

**THE EDITOR**

IJRCM

**Subject:** SUBMISSION OF MANUSCRIPT IN THE AREA OF \_\_\_\_\_.

**(e.g. Finance/Mkt./HRM/General Mgt./Engineering/Economics/Computer/IT/ Education/Psychology/Law/Math/other, please specify)**

**DEAR SIR/MADAM**

Please find my submission of manuscript titled ' \_\_\_\_\_ ' for likely publication in one of your journals.

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published anywhere in any language fully or partly, nor it is under review for publication elsewhere.

I affirm that all the co-authors of this manuscript have seen the submitted version of the manuscript and have agreed to inclusion of their names as co-authors.

Also, if my/our manuscript is accepted, I agree to comply with the formalities as given on the website of the journal. The Journal has discretion to publish our contribution in any of its journals.

|  |   |
|--|---|
| <b>NAME OF CORRESPONDING AUTHOR</b>                                    | : |
| Designation/Post*  | : |
| Institution/College/University with full address & Pin Code            | : |
| Residential address with Pin Code                                      | : |
| Mobile Number (s) with country ISD code                                | : |
| Is WhatsApp or Viber active on your above noted Mobile Number (Yes/No) | : |
| Landline Number (s) with country ISD code                              | : |
| E-mail Address   | : |
| Alternate E-mail Address   | : |
| Nationality  | : |

\* i.e. Alumnus (Male Alumni), Alumna (Female Alumni), Student, Research Scholar (M. Phil), Research Scholar (Ph. D.), JRF, Research Assistant, Assistant Lecturer, Lecturer, Senior Lecturer, Junior Assistant Professor, Assistant Professor, Senior Assistant Professor, Co-ordinator, Reader, Associate Professor, Professor, Head, Vice-Principal, Dy. Director, Principal, Director, Dean, President, Vice Chancellor, Industry Designation etc. **The qualification of author is not acceptable for the purpose.**

**NOTES:**

- a) The whole manuscript has to be in **ONE MS WORD FILE** only, which will start from the covering letter, inside the manuscript. **pdf. version is liable to be rejected without any consideration.**
  - b) The sender is required to mention the following in the **SUBJECT COLUMN of the mail:**  
**New Manuscript for Review in the area of** (e.g. Finance/Marketing/HRM/General Mgt./Engineering/Economics/Computer/IT/Education/Psychology/Law/Math/other, please specify)
  - c) There is no need to give any text in the body of the mail, except the cases where the author wishes to give any **specific message** w.r.t. to the manuscript.
  - d) The total size of the file containing the manuscript is expected to be below **1000 KB**.
  - e) Only the **Abstract will not be considered for review** and the author is required to submit the **complete manuscript** in the first instance.
  - f) **The journal gives acknowledgement w.r.t. the receipt of every email within twenty-four hours** and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of the manuscript, within two days of its submission, the corresponding author is required to demand for the same by sending a separate mail to the journal.
  - g) The author (s) name or details should not appear anywhere on the body of the manuscript, except on the covering letter and the cover page of the manuscript, in the manner as mentioned in the guidelines.
2. **MANUSCRIPT TITLE:** The title of the paper should be typed in **bold letters, centered and fully capitalised.**
  3. **AUTHOR NAME (S) & AFFILIATIONS:** Author (s) **name, designation, affiliation (s), address, mobile/landline number (s), and email/alternate email address** should be given underneath the title.
  4. **ACKNOWLEDGMENTS:** Acknowledgements can be given to reviewers, guides, funding institutions, etc., if any.
  5. **ABSTRACT:** Abstract should be in **fully Italic printing**, ranging between **150 to 300 words**. The abstract must be informative and elucidating the background, aims, methods, results & conclusion in a **SINGLE PARA. Abbreviations must be mentioned in full.**
  6. **KEYWORDS:** Abstract must be followed by a list of keywords, subject to the maximum of **five**. These should be arranged in alphabetic order separated by commas and full stop at the end. All words of the keywords, including the first one should be in small letters, except special words e.g. name of the Countries, abbreviations etc.
  7. **JEL CODE:** Provide the appropriate Journal of Economic Literature Classification System code (s). JEL codes are available at [www.aea-web.org/econlit/jelCodes.php](http://www.aea-web.org/econlit/jelCodes.php). However, mentioning of JEL Code is not mandatory.
  8. **MANUSCRIPT:** Manuscript must be in **BRITISH ENGLISH** prepared on a standard A4 size **PORTRAIT SETTING PAPER. It should be free from any errors i.e. grammatical, spelling or punctuation. It must be thoroughly edited at your end.**
  9. **HEADINGS:** All the headings must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.
  10. **SUB-HEADINGS:** All the sub-headings must be bold-faced, aligned left and fully capitalised.
  11. **MAIN TEXT:**

**THE MAIN TEXT SHOULD FOLLOW THE FOLLOWING SEQUENCE:****INTRODUCTION****REVIEW OF LITERATURE****NEED/IMPORTANCE OF THE STUDY****STATEMENT OF THE PROBLEM****OBJECTIVES****HYPOTHESIS (ES)****RESEARCH METHODOLOGY****RESULTS & DISCUSSION****FINDINGS****RECOMMENDATIONS/SUGGESTIONS****CONCLUSIONS****LIMITATIONS****SCOPE FOR FURTHER RESEARCH****REFERENCES****APPENDIX/ANNEXURE****The manuscript should preferably be in 2000 to 5000 WORDS, But the limits can vary depending on the nature of the manuscript.**

12. **FIGURES & TABLES:** These should be simple, crystal **CLEAR, centered, separately numbered** & self-explained, and the **titles must be above the table/figure. Sources of data should be mentioned below the table/figure. It should be ensured that the tables/figures are referred to from the main text.**
13. **EQUATIONS/FORMULAE:** These should be consecutively numbered in parenthesis, left aligned with equation/formulae number placed at the right. The equation editor provided with standard versions of Microsoft Word may be utilised. If any other equation editor is utilised, author must confirm that these equations may be viewed and edited in versions of Microsoft Office that does not have the editor.
14. **ACRONYMS:** These should not be used in the abstract. The use of acronyms is elsewhere is acceptable. Acronyms should be defined on its first use in each section e.g. Reserve Bank of India (RBI). Acronyms should be redefined on first use in subsequent sections.
15. **REFERENCES:** The list of all references should be alphabetically arranged. **The author (s) should mention only the actually utilised references in the preparation of manuscript** and they may follow Harvard Style of Referencing. **Also check to ensure that everything that you are including in the reference section is duly cited in the paper.** The author (s) are supposed to follow the references as per the following:
- All works cited in the text (including sources for tables and figures) should be listed alphabetically.
  - Use (ed.) for one editor, and (ed.s) for multiple editors.
  - When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc., in chronologically ascending order.
  - Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
  - The title of books and journals should be in italic printing. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
  - For titles in a language other than English, provide an English translation in parenthesis.
  - **Headers, footers, endnotes and footnotes should not be used in the document. However, you can mention short notes to elucidate some specific point, which may be placed in number orders before the references.**

**PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:**

**BOOKS**

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

**CONTRIBUTIONS TO BOOKS**

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

**JOURNAL AND OTHER ARTICLES**

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

**CONFERENCE PAPERS**

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–23

**UNPUBLISHED DISSERTATIONS**

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

**ONLINE RESOURCES**

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

**WEBSITES**

- Garg, Bhavet (2011): Towards a New Gas Policy, Political Weekly, Viewed on January 01, 2012 <http://epw.in/user/viewabstract.jsp>

**ROLE OF ISO IN IMPROVING QUALITY OF MANAGEMENT EDUCATION IN INDIA****DR. KOMAL CHOPRA****ASST. PROFESSOR****SYMBIOSIS INSTITUTE OF MANAGEMENT STUDIES****PUNE****DR. PRADNYA CHITRAO****ASSOCIATE PROFESSOR****SYMBIOSIS INSTITUTE OF MANAGEMENT STUDIES****PUNE****ABSTRACT**

*In the 21<sup>st</sup> C a lot of management institutes have mushroomed on account of the growing popularity of management courses. But the quality of some institutes is suspect; some of them were even ordered to be closed down. Quality in management education is important and determines the reputation of an institute. It is highly prized by corporate. The paper studies the reasons why quality in management education is important and how it needs to be implemented.*

**KEYWORDS**

quality, need, implementation.

**INTRODUCTION**

Jagadeesh (2000) in his research work has mentioned that increase in demand for management education has resulted in the growth of number of management institutes in the country. However, quality continues to remain a concern due to the unprecedented growth. An article (Mint, 2014) mentions that quality of management education is related to the present and future needs of business. Sahney, et al (2004) is of the opinion that increased expectations from various stakeholders has emphasized the need for quality education. The education system has a responsibility towards the society. According to researchers (Nargundkar, et al, 2009), the image of an educational institute is the result of quality which can be measured through number of parameters such as students, employees, faculty, infrastructure, etc.

ISO stands for International Organization for Standardization. The ISO is a process oriented management framework for improving quality management and works on the principal of continuous improvement. Berghe (1997) in his book has specified the ISO guidelines necessary for management education. Waks and Frank (1999) have talked about the applicability of ISO 9000 principles in improving quality of management education. Researchers (Rao, et al, 2010) in their research have found that ISO has played a very important role in improving quality of organizations. A study by researchers (Burli, et al, 2012) have focused on the implementation of total quality management principles through ISO in engineering colleges of India. The results revealed that implementation of ISO can form the basis of improving quality of education.

There are several studies on implementation of ISO in various organizations. There are also several studies related to implementation of ISO in European business schools. But there is no significant research done on improving quality of management education in India through ISO. Researchers (Nargundkar, et al, 2009) have proposed a conceptual framework for testing the quality of management education in India. However, the framework does not relate to ISO principles. The current research seeks to test whether ISO has resulted in improving the quality of management institutes in India.

**REVIEW OF LITERATURE**

A study by Singh and Sareen (2006) reveals that ISO benefits four kinds of stakeholders in an education system, ie faculty, students, system and external benefits. Study by these researchers reveals that the biggest beneficiary to an education system by ISO is documentation. Another study by Gamboa (2012) on vocational schools is of the view that it is an under – researched area. However, there are several benefits form implementation and ISO can be one of the critical success factor of an institute. Another study by OECD on higher education reveals that ISO can play a very important role in improving the quality of education at global level.

Another study (Alalfy, 2015) on Egyptian universities revealed the failure of ISO in improving quality. However, a further study revealed that ISO was not correctly implemented by these universities, A proper implementation in phases will certainly bring appropriate results. Another study by Chen, et al (2004) on ISO implementation at universities in Taiwan revealed that commitment of top management in implementation played a very important role in the success.

Another study by Bakti (2011) on comparison between ISO certified and non ISO certified institutes showed that students of ISO certified institutes had better perception of quality education compared to non ISO certified institutes. The research also showed that ISO played a very important role in building image of an institution.

Sir John Daniel President and CEO, Commonwealth of Learning defined quality as 'fitness for purpose at minimum cost to society'. Higher education is a growing sector in India that has the potential of making India a developed country in future. The quality of higher education will definitely play a role in a nation's progress. For achieving the status of a developed nation by 2020, there is no choice but to significantly increase the access with quality in higher education for generating the 'ignited minds' (Abdul Kalam, 'Ignited Minds', 2002); the reason is that higher education generates front-line leadership in businesses. Entry and participation in higher education help to ensure the development and maintenance of a highly educated population and competitive labour force. Higher education is also associated with better access to employment and higher life-time earnings. Higher participation higher education ensures larger number of people acquiring high level skills and knowledge valued by the labour market in knowledge societies. Hence raising access to higher education in any economy is the need to keep growing, and therefore it is also an index of development.

Till recently, being "recognized was the only form of validating institutions. An institution was evaluated by the recognizing agency in order to find out whether the institution met the standards put forth by it. But recognition was a one-time process. Accreditation, on the other hand, is a continuous process. Higher education accreditation is a type of quality assurance process under which services and operations of post-secondary educational institutions or programs are evaluated by an external body to determine if applicable standards are met. If standards are met, accredited status is granted by the agency". (Wikipedia). Accreditation is broadly used for understanding the "Quality Status" of an institution. This accreditation status indicates that the particular Higher Educational Institution (HEI) – a College, a University, or any other recognized Unit therein, meets the standards of quality as set by the Accreditation Agency, in terms of its performance, related to the educational processes and outcomes, covering the curriculum, teaching-learning, evaluation, faculty, research, infrastructure, learning resources, organization, governance, financial well-being and student services (NAAC). Accreditation is basically the process by which a (non-)governmental or private body evaluates the quality of a higher education institution as a whole or of a specific educational programme in order to formally recognize it as having met certain predetermined minimal criteria or standards. This results usually in the awarding of a status (a yes/no decision), of recognition, and sometimes of a license to operate within a time-limited validity (Vlăsceanu, et al., 2007, p. 25).



**Accreditation is important because**

1. the institution knows its strengths, weaknesses, and opportunities through an informed review process;
2. there is an identification of internal areas of planning and resource allocation collegiality;
3. institution can identify and initiate innovative pedagogy;
4. it gives a new sense of direction and identity for the institution;
5. it makes available reliable information to employers about the quality of education received by the new recruits;
6. it enables intra and inter-institutional interactions (Source NAAC).

Different countries have different quality assurance models for their educational institutions. In India, higher education has several in-built quality controls like the University Grants Commission's guidelines and NAAC (National Assessment and Accreditation Council). The latter was established in 1994 in order to improve the quality of Indian higher education and to be a quality assurance agency in the arena of international education. The accreditation process strives to establish a quality conscious system in higher education wherein relevance to business needs, excellence, contributions to economic growth, and international competitiveness in the education field (Sahay and Thakur 2007).

Dey (2011) reviewed the benefits of accreditation in Indian higher education. The study found that institutions learn of their strengths and shortcomings and can take appropriate action. All the stakeholders namely, the government, students and employers benefit from the information and analysis of institutional performance.

Mangnale et al (2011) studied the role of Internal Quality Assurance Cell in managing quality in education in Maharashtra State, India. The researchers found that both students as well as institutions wanted a more constructive role from IQAC in protecting the quality of higher education. Institutions were provided academic activity that reflected their aspirations in the form of highly qualified faculty, focus on research, library services and community services.

Accreditation is a prominent method of evaluation in higher education in Europe (Stensaker 2011). In India, accreditation for universities is mandatory by law unless the university was created through a Parliament Act. The Ministry of Human Resources regulates the functioning of all Indian Universities chiefly through its main regulatory body namely University Grants Commission. The other government regulatory bodies are All India Council for Technical Education (AICTE) and the National Assessment and Accreditation Council (Prasad and Stella, 2004). All three have been active in ensuring the quality of higher education in India.

In Europe the national assessments of higher education normally result in public reports. The public reports are seen as important information to students, authorities and society in general. Education that crosses national borders, mobility, competition as well as the commercialisation and internationalisation of education are reasons why a country's trust in the level and quality of its own national higher education is no longer sufficient in itself. The challenge is to demonstrate quality in an understandable and reliable way, to the outside world as well. Audits are based on enhancement led evaluation. An audit focuses on the quality management procedures and their effectiveness. To evaluate the quality system, the audit focuses on:

1. The quality policy of the higher education institution
2. Strategic and operations management
3. Development of the quality system
4. Quality management of the higher education institution's basic duties namely,
  - a) Degree education
  - b) Research, development and innovation activities, as well as artistic activities
  - c) The societal impact and regional development work (incl. social responsibility, continuing education, open-university and open university of applied sciences education, as well as paid-services education)
  - d) Optional audit target
5. Samples of degree education: degree programmes
6. The entire quality system

The current trend is one whereby quality concerns are increasingly focusing on the total effectiveness of an education provider, whether that is a vocational school, a university or a private training institution. The current concerns for quality in education are no isolated or temporary phenomenon, but are part of broader macro-economic trends. The new approach to quality assurance and management in higher education are characterized by the following:

- a shift in emphasis in schools, from a focus on the quality of the teacher towards the performance of the institution as a whole;
- the introduction of new or additional quality control mechanisms in higher education;
- the creation, for the first time, of quality assurance systems and performance related mechanisms in continuing education and training.

Today there is an increased concern for the performance of the learner (the effectiveness of learning) and the effectiveness and efficiency of the provider as a whole. ISO (International Organization for Standardization) is the world's largest developer and publisher of International Standards. ISO is a network of the national standards institutes of 161 countries, one member per country, with a Central Secretariat in Geneva, Switzerland, that coordinates the system. It is a non-governmental organization that forms a bridge between the public and private sectors. On the one hand, many of its member institutes are part of the governmental structure of their countries, or are mandated by their government. On the other hand, other members have their roots uniquely in the private sector, having been set up by national partnerships of industry associations. Therefore, ISO enables a consensus to be reached on solutions that meet both the requirements of business and the broader needs of society. "ISO" is derived from the Greek 'isos', meaning "equal". Whatever the country, whatever the language, the short form of the organization's name is always ISO.

Implementations of ISO 9001 will have the following benefits:

- a. Enable the institute to develop standard operating procedures (SOPs) for its functions and activities. These SOPs are codified in a Quality Manual and procedures.
- b. Compare and benchmark these standard operating procedures with other similar organizations.
- c. Identify areas for improving functioning of the institution.
- d. Codify institutional and personal memories and experiences for future generations. Hence, when a person leaves, he or she will be able to leave behind SOPs for others to follow and improve.
- e. Bring in transparency and accountability in the operations of the institution.
- f. Allow the institute to audit itself against the ISO 9001 standards.
- g. Allows the Institution to focus on strategic issues.
- h. The annual third party audit keeps the educational institution on its toes.
- i. The potential for losing the ISO 9001 certification during the audit every third year allows the system to sustain itself over time.

ISO 9001 is not a substitute for results. It is a complement. ISO 9001 guarantees that the internal processes will be of a certain quality. It is an internationally recognized and most widely adopted Quality Management System. On the other hand, IS 15700 has been developed by Bureau of Indian Standards (BIS) and is not known outside India. Even in India, it has not yet been adopted by a significant number of organizations. ISO 9001 can be certified by a large number of highly reputable Indian and foreign certification bodies. In comparison, IS 15700 can be certified by only BIS. ISO 9001 covers all aspects of a management system namely, management processes, core processes and support processes. On the other hand, IS 15700 covers mostly service delivery aspects of the organization. ISO 9001 is periodically updated based on lessons learnt worldwide. In a globalized world, India needs to be at par with the best. There is an internationally approved standard (ISO 17021:2011) for ensuring the quality and competence of certifying bodies across the world. BIS is not required to adopt such a standard.

## IMPLEMENTATION OF ISO

The study was done on a prominent management institute of India which had implemented ISO 9001:2008 standards since 2009. The procedure for implementation includes preparing standard operating procedures, documentation, feedback mechanism followed by internal and external audit. ISO emphasizes on continual improvement. The various respondents involved are students, Faculty, staff and Director of the institute. Interaction was done with various departments on what change in quality has taken place because of implementation of ISO. The internal and external audit reports for last five years were studied. Based on the study, the following improvements were observed.

1. Academics dept: The Academics department had moved from a manual system to an online system. Attendance, time table, daily correspondence was carried out through an online mechanism. This eliminated the paperwork. The department took continuous feedback from the students every semester based on which the curriculum was improved. The feedback was also shared with the faculty so as to enable them to deliver better to the students.
2. Library: The library had moved from a manual system to an automated system. Over the years, the library offered a host of services such as inter library loan service, referencing, archives, newsletters, starting of a library club by students, feedback analysis and implementation and usage of various research databases. The library portal was linked to the university portal for access of various books and journals.
3. Research: A research department was established with a research and advisory committee in place. Over the years, the institute was in the forefront of publishing research papers. Research conferences were organized every year and an inhouse research journal with ISSN was also established. Faculty were encouraged to attend research oriented FDPs to enhance their research potential.
4. Exam department: The exam department processes were streamlined and lead time in declaration of results was reduced tremendously. There were no complaints of leak of paper or any major complaint from the exam department. The students and faculty were satisfied with the overall conduct of the department.
5. IT department: The IT department had taken sufficient efforts over the years to make the department more energy efficient. The IT infrastructure was enhanced and upgraded computers were purchased. An IT cell comprising of students was established to handle student issues and give suggestions on improvement. An online public information system was established to provide information through television to all in the campus. Training on various IT softwares were given to faculty, staff and students.
6. Placement department: The placement department, over the years has shown consistently 100 % placements for students. There has been a significant rise in the number of salary packages per student and also pre-placement offers. Implementation of ISO has therefore helped in continual improvement of the placement department thereby getting accolades from the student community.
7. Alumni department: Through streamlining of ISO process and ensuring continual improvement in the process year on year, the alumni department has been able to engage the alumni in institutional development activities.
8. Administration department: The administration department has taken significant initiatives to provide efficient and effective support to other departments through continual improvement. Standardization of procedures has made the department more user friendly.
9. Infrastructure: The infrastructure comprises of academic building, hostels, mess and canteen. There are various standard operating procedures and feedback mechanism to provide infrastructure support to students and other employees. There are also standard operating procedures for ensuring safety and security of the campus.

## FEEDBACK OF STAKEHOLDERS

Each department has a feedback mechanism and the detailed analysis is discussed at various forums. The feedback of each department reveals a higher level of satisfaction amongst students, faculty, staff, alumni and recruiting organizations.

## CONCLUSION AND DISCUSSIONS

The study on ISO on a management institute has shown the benefits in terms of quality improvements in all the departments involved. The stakeholders ie students, faculty, staff, alumni and corporate organizations have indicated their satisfaction towards quality improvement through the feedback mechanism. The overall good image of the institute is a result of quality. This is in line with the views of other researchers (Nargundkar, et al) that ISO plays a very important role in quality. The study also validates the research of Singh and Sareen (2006) that ISO plays a very important role in the satisfaction of stakeholders.

## REFERENCES

1. Alalfy, H. R., & Abo-Hegazy, S. R. E. (2015). A Suggested Proposal to Implementation Quality Management System ISO-9001 in Egyptian Universities. *American Journal of Educational Research*, 3(4), 483-489.
2. Burli, S., Bagodi, V., & Kotturshettar, B. (2012). TQM dimensions and their interrelationships in ISO certified engineering institutes of India. *Benchmarking: An International Journal*, 19(2), 177-192.
3. Chakrabarti, A 'Higher Education and Research in India: an Overview', SITRA reports, ISBN 978-951-563-600- 3ISSN 1457-5728, (URL:<http://www.sitra.fi>) accessed on 2 Nov 2009
4. Chen, H. K., Chen, H. Y., Wu, H. H., & Lin, W. T. (2004). TQM implementation in a healthcare and pharmaceutical logistics organization: the case of Zuellig Pharma in Taiwan. *Total Quality Management and Business Excellence*, 15(9-10), 1171-1178.
5. Datar, Srikant M., David A. Garvin and Patrick G. Cullen (2010) Rethinking the MBA: Business Education at a Crossroads, Massachusetts: Harvard Business Press
6. Dey, Niradhar. (2011). Quality Assurance and Accreditation in Higher Education in India. *Academic Research International*, vol.1 (1), p.104-110.
7. Jagadeesh, R. (2000). Assuring quality in management education: The Indian context. *Quality Assurance in Education*, 8(3), 110-119.
8. Jorge Gamboa, A., & Filipe Melão, N. (2012). The impacts and success factors of ISO 9001 in education: Experiences from Portuguese vocational schools. *International Journal of Quality & Reliability Management*, 29(4), 384-401.
9. Kalam, Abdul A.P.J. (2002). 'Ignited Minds', Penguin.
10. Kaul, Sanat, Higher Education in India: seizing the opportunity, working paper ICRIER, MAY 2006
11. Mangnale, V.S. & Rajasekhara, M.P. (2011). Quality Management in Indian Higher Education System: The role of IQAC. *Asian Journal of Business Management*, vol.3 (4), p.251-256.
12. Mishra, Dr. Sanjay 2007: 'Quality Assurance in Higher Education: An Introduction'
13. Patil, Jagannath. (2007). WES Evaluation of the Three Years Bachelor's Degree from India. World Education Services, New York.
14. Pillai, K. N. M.; Srinivas, G. (2006). A Study of the Post-Accreditation Scenario in the North Eastern Region of India: a meta-evaluation of the National Assessment and Accreditation Council processes and procedures. *Quality in Higher Education*, vol.12 (1), p.95-106.
15. Prasad, V.S.; Stella, Antony. (2004). Accreditation of Higher Education Institutions: Accreditation of Higher Education Institutions: Paper presented in the NAAC-COL Round Table Conference on "Innovations in Teacher Education: International Practices on Quality Assurance", March 17-19, 2004, Bangalore.
16. Prof Saha, Goutam G (2012), Management Education in India: Issues and Concerns, *Journal of Information, Knowledge and Research in Business Management and Administration*
17. Sahay, B. S., & Thakur, R. R., (2007): 'Excellence Through Accreditation in Indian B-Schools', *Global Journal of Flexible Systems Management*, 8 (4), 9-16.
18. Sahney, S., Banwet, D. K., & Karunes, S. (2004). Conceptualizing total quality management in higher education. *the TQM Magazine*, 16(2), 145-159.
19. Sawhney, R., Subburaman, K., Sonntag, C., Rao Venkateswara Rao, P., & Capizzi, C. (2010). A modified FMEA approach to enhance reliability of lean systems. *International Journal of Quality & Reliability Management*, 27(7), 832-855.

20. Shahaida, P., Rajashekar, H., & Nargundkar, R. (2009). A conceptual model of brand-building for B-schools: An Indian perspective. *International Journal of Commerce and Management*, 19(1), 58-71.
21. Singh, C., & Sareen, K. (2006). Effectiveness of ISO 9000 standards in Indian educational institutions: a survey. *International Journal of Services Technology and Management*, 7(4), 403-415.
22. Stensaker, Bjorn. (2011). Accreditation of higher education in Europe – moving towards the US model? *Journal of Education Policy*, vol.26 (6), p.757-769
23. Sumaedi, S., & Bakti, G. M. Y. (2011). The Students Perceived Quality Comparison of ISO 9001 and Non-ISO 9001 Certified School: An Empirical Evaluation. *International Journal of Engineering & Technology IJETIENS*, 11(1), 104-108.
24. Van den Berghe, W. (1997). *Indicators in Perspective. The Use of Quality Indicators in Vocational Education and Training. CEDEFOP Document*. Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391.
25. Waks, S., & Frank, M. (1999). Application of the total quality management approach principles and the ISO 9000 standards in engineering education. *European Journal of Engineering Education*, 24(3), 249-258.

## **REQUEST FOR FEEDBACK**

**Dear Readers**

At the very outset, International Journal of Research in Commerce, IT & Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue, as well as on the journal as a whole, on our e-mail [infoijrcm@gmail.com](mailto:infoijrcm@gmail.com) for further improvements in the interest of research.

If you have any queries, please feel free to contact us on our e-mail [infoijrcm@gmail.com](mailto:infoijrcm@gmail.com).

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward to an appropriate consideration.

With sincere regards

Thanking you profoundly

**Academically yours**

Sd/-

**Co-ordinator**

## **DISCLAIMER**

The information and opinions presented in the Journal reflect the views of the authors and not of the Journal or its Editorial Board or the Publishers/Editors. Publication does not constitute endorsement by the journal. Neither the Journal nor its publishers/Editors/Editorial Board nor anyone else involved in creating, producing or delivering the journal or the materials contained therein, assumes any liability or responsibility for the accuracy, completeness, or usefulness of any information provided in the journal, nor shall they be liable for any direct, indirect, incidental, special, consequential or punitive damages arising out of the use of information/material contained in the journal. The journal, neither its publishers/Editors/ Editorial Board, nor any other party involved in the preparation of material contained in the journal represents or warrants that the information contained herein is in every respect accurate or complete, and they are not responsible for any errors or omissions or for the results obtained from the use of such material. Readers are encouraged to confirm the information contained herein with other sources. The responsibility of the contents and the opinions expressed in this journal are exclusively of the author (s) concerned.

## ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

### *Our Other Journals*

