

Students Perception Regarding Quality Assurance in Higher Education Through Identified Parameters: An Evaluative Study

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Abstract:

Education is the key factor in the growth strategy of any developing country and has rightly been accorded an honoured place in the society. A country could develop in case its people make all-round progress believing in the individual dignity and value of human life. Education is the only tool to have the potential to effect change in the system of social stratification. Higher education system so as to progress of the students provides the in-depth acquaintance and understanding for new frontiers of knowledge in diverse walks of life. This study aims to investigate how students perceive the quality services they are offered at a higher education institution and how satisfied they are with them. For this purpose, an evaluation study using a questionnaire to measure three identified parameters (Teaching-Learning, Research and Extension) of student satisfaction at an institutional level will be presented that covers most aspects of student life. This study has been conducted by taking the sample of 300 students from three state universities (GNDU, PU, Pbi. U) of Punjab. The results of this study indicated that students are satisfied regarding quality assurance in higher education but they do not satisfy at extreme with the services provided to them. Also the findings revealed that the teachers can be trained to be more skilled, competent and knowledgeable in their work conditions. Teacher should also show the genuine concern for student's progress and needs, set tasks that are useful as learning experiences and also encourage more online discussions. Majority of students of PU and Pbi. U don't know about ongoing research work in their institutions. Further the overall 78.75% of students of GNDU, 47.50% of students of PU and 67.25% of students of Pbi. U showed their perception positively regarding the extension activities in higher education institutions.

Keywords: Perception, Quality Assurance, Higher Education.

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I. INTRODUCTION

Higher education in India grew very speedily afterward independence. These days, while in terms of enrolment, India is the third largest higher education system in the world (after China and the USA); with 17973 institutions (348 universities and 17625 colleges) is the largest higher education system in the world in terms of the number of institutions. The number of institutions more than four times the number of institutions both in the United States and entire Europe. Higher education in

China having the uppermost enrolment in the world (nearly 23 million) is structured in only about 2,500 institutions. Whereas the average enrolment in a higher education institution in India is only about 500-600 students, a higher education institution in the United States and Europe would have 3000-4000m students and in China, this would be about 8000-9000 students (Soni & Patel, 2014).

According to INDIAN ECONOMIC REVIEW (2011): Indian education system considered as one

of the largest of its kind in the world also facing enormous challenges in the new millennium. These challenges are diversified and manifold stretching from contemporary curriculum development, quality assurance and accreditation and ethical value propositions to policy planning and governance (GOI, 2013). For bringing reforms in higher education the Cabinet Committee on economic affairs has permitted the Rashtriya Uchchar Shiksha Abhiyan (RUSA), a centrally sponsored scheme (CSS) for state higher education system (Times of India Oct 8, 2013).

1.1 Dimensions of Quality in Higher Education

Quality was at the start developed in the mechanized industry. In the area of higher education, the acceptance of quality control has been apparent and diluted by the exercise of academic freedom (Largosen, Hashemi & Leitner, 2004). Furthermore, the existing culture of universities is often based on individual autonomy, which is enthusiastically guarded (Colling & Harvey, 1995). Thus, it is frequently difficult to apply the features of quality to higher education considering the fact that quality requires a group or teamwork (Boaden & Dale, 1992). Conversely, the higher education quality is very significant for its stakeholders. Particularly, providers (funding bodies and the society at large), students, staff and employers of graduates are imperative (Srikanthan & Dalrymple, 2003). The most frequently used dimensions of quality in higher education are a product, software, and service (Owlia & Aspinwall, 1996). In fact, from the perspective of quality of higher education we must keep in mind that students are not the products and the education is the product, and the quality of services, which higher education institutions (HEIs) provide for their students to develop their knowledge and improve qualification, are playing the vital role in higher education (Bergman and Klefsjö, 2003).

With the extension of educational institutions, came the concern for quality (Stella and Gnanam, 2003). There are weaknesses in higher education

such as: (i) proliferation of substandard institutions, (ii) failure to maintain academic calendar, (iii) outdated curriculum (Soni, 2011; Ravi 2013; Chouhan, 2016), (iv) disparities in the quality of education, (v) lack of infrastructural facilities (Goel and Goel, 2005), (vi) shortage of funds, (vii) lack of support of higher authorities, (ix) low provision regarding scholarships to the students and (x) lack of adequate support for research (Deka, 2000; Channa, 2014). Today the system of higher education faces the major challenges: (i) to cope up with the inadequate resource situation, (ii) low esteem of teaching and learning, (iii) to respond inadequately to the demand of providing competent manpower (Chawla, 2014; Sheikh, 2017); (iv) and high quality research and development requirement (R & D) support and (iv) uphold the value system (v) less use of information and communication technology (Struyven et. al., 2004; Jie& Idris, 2009; Chopra, Chawla & Sharma, 2014).

The following figure is showing the proposed theoretical research framework for this study having three identified parameters that are 1) Teaching-Learning, 2) Research, 3) Extension.

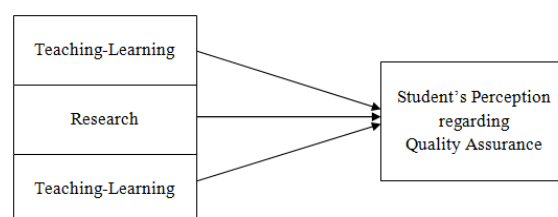


Figure 1. Proposed Research Framework

II. METHODOLOGY

2.1 Objectives

To examine the perception of students from three state universities of Punjab: Guru Nanak Dev University (GNDU), Amritsar and Punjab University (PU), Chandigarh and Punjabi University (Pbi. U), Patiala regarding quality assurance in higher education on the basis of following identified

parameters:

TABLE 2.1 PARAMETERS REFLECTING QUALITY ASSURANCE IN HIGHER EDUCATION FOR PERCEPTION OF STUDENTS

Sr. No.	PARAMETERS
1.	Teaching and Learning: This parameter is divided into following sub parameters a) Admission Criteria b) Teaching-Learning Practices c) Curriculum Aspects d) Student Support and Progression e) Infrastructure and Learning Facilities f) Examination and Evaluation g) Co-curricular Activities
2.	Research
3.	Extension

2.3 Delimitations of the Study

The present study is confined to:

1. Three state universities of Punjab that are Guru Nanak Dev University (Amritsar), Punjab University (Chandigarh) and Punjabi University (Patiala) providing general education.
2. Students are of post graduation courses.

2.4 Research Methodology

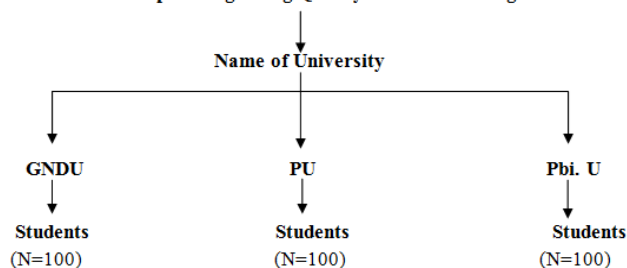
The present study comes under the domain of descriptive research.

2.5 Sample

A sample of 300 students (100+100+100) was taken from three state universities of Punjab, Guru Nanak Dev University (GNDU), Amritsar and Punjab University (PU), Chandigarh and Punjabi University (Pbi. U), Patiala.

2.6 Research Design

Perception regarding Quality Assurance in Higher Education



2.7 Research Tool

A Questionnaire with 40 statements was used to study the satisfaction of students regarding quality assurance in higher education. All the statements are positive in nature. The response pattern was designed as follows to record student's perception:

- In case of agreement showing satisfaction (Yes).
- In case of disagreement showing dissatisfaction (No).
- In case of being either unable to respond or in case of not applicable for any reasons (Can't Say).

2.8 Analysis of Data

To analyze the data qualitative method was used. Qualitative analysis carried out by using the response analysis method.

III. RESULTS& DISCUSSION

quality assurance in higher education on the basis of followings:

i. Teaching-Learning

3.1 Analysis and Interpretation of Data

To examine the satisfaction of students regarding

TABLE 3.1 PERCEPTIONS OF STUDENTS OF GNDU, PU AND Pbi. U REGARDING TEACHING-LEARNING

A. TEACHING-LEARNING									
S. NO	ITEMS	UNIVERSITY NAME	YES		NO		Can't Say		
			N	%	N	%	N	%	
A. ADMISSION CRITERIA									
1.	Are you aware about the admission rules of the institution?	GNDU	88	88	12	12	0	0	
		PU	57	57	43	43	0	0	
		Pbi.U	81	81	15	15	4	4	
2.	Are you satisfied with the choice of courses offered to you?	GNDU	83	83	10	10	7	7	
		PU	60	60	33	33	7	7	
		Pbi.U	78	78	22	22	0	0	
3.	Are you satisfied with the fee structure of the institution?	GNDU	80	80	20	20	0	0	
		PU	52	52	48	48	0	0	
		Pbi.U	59	59	37	37	4	4	
4.	Do you agree that interdisciplinary courses beneficial for you?	GNDU	83	83	17	17	0	0	
		PU	70	70	30	30	0	0	
		Pbi.U	76	76	20	20	4	4	
B. TEACHING-LEARNING PRACTICES									
5.	Does your teacher discuss recent developments in the field of your course?	GNDU	87	87	13	13	0	0	
		PU	69	69	28	28	3	3	
		Pbi.U	60	60	40	40	0	0	
6.	Does your teacher set tasks/ activities that are useful as learning experiences?	GNDU	77	77	23	23	0	0	
		PU	65	65	35	35	0	0	
		Pbi.U	58	58	40	40	2	2	
7.	Does your teacher invite students to share their knowledge and experiences?	GNDU	78	78	22	22	0	0	
		PU	73	73	27	27	0	0	
		Pbi.U	62	62	38	38	0	0	
8.	Does your teacher available after the lecture time to advice/ guide you?	GNDU	83	83	17	17	0	0	
		PU	45	45	45	45	10	10	
		Pbi.U	69	69	31	31	0	0	
9.	Are there outsider experts invited to address you?	GNDU	75	75	25	25	0	0	
		PU	53	53	47	47	0	0	
		Pbi.U	40	40	53	53	0	0	
10.	Are you satisfied with the student-teacher relationship in your department?	GNDU	78	78	22	22	0	0	
		PU	62	62	38	38	0	0	
		Pbi.U	52	52	48	48	0	0	

11.	Do you think there should be a compulsory use of technology in the classroom?	GNDU	69	69	31	31	0	0
		PU	75	75	25	25	0	0
		Pbi.U	78	78	30	30	2	2
C. CURRICULUM ASPECTS								
12.	Do you think that present curriculum is up-to-date?	GNDU	74	74	26	26	0	0
		PU	64	64	36	36	0	0
		Pbi.U	35	35	62	62	3	3
13.	Are you satisfied with the syllabus of your course?	GNDU	85	85	15	15	0	0
		PU	55	55	42	42	3	3
		Pbi.U	39	39	59	59	2	2
14.	Are you satisfied with the percentage of syllabus covered in the classroom?	GNDU	83	83	17	17	0	0
		PU	44	44	56	56	0	0
		Pbi.U	70	70	30	30	0	0
15.	Are you satisfied with the practical component of your course?	GNDU	75	75	25	25	0	0
		PU	45	45	55	55	0	0
		Pbi.U	66	66	32	32	2	2
D. STUDENT SUPPORT AND PROGRESSION								
16.	Are you satisfied with the support of higher authorities of institution?	GNDU	74	74	26	26	0	0
		PU	59	59	39	39	2	2
		Pbi.U	36	36	72	72	2	2
17.	Is there any provision for guidance and counselling services in the institution?	GNDU	70	70	30	30	0	0
		PU	63	63	37	37	0	0
		Pbi.U	32	32	66	66	2	2
18.	Do you think your teachers show genuine concern for student's needs and progress?	GNDU	80	80	20	20	0	0
		PU	62	62	38	38	0	0
		Pbi.U	81	81	19	19	0	0
19.	Is there any handout or other material provided to you to understand the course?	GNDU	87	87	13	13	0	0
		PU	49	49	51	51	0	0
		Pbi.U	39	39	61	61	0	0
E. INFRASTRUCTURE AND LEARNING FACILITIES								
20.	Are you satisfied with the laboratory maintenance and its services?	GNDU	71	71	29	29	0	0
		PU	58	58	42	42	0	0
		Pbi.U	69	69	29	29	2	2
21.	Are you satisfied with the availability of computer facilities in the department?	GNDU	60	60	40	40	0	0
		PU	60	60	40	40	0	0
		Pbi.U	48	48	35	35	7	7
22.	Are you provided with the internet facility in the department?	GNDU	21	21	79	79	0	0
		PU	43	43	55	55	2	2
		Pbi.U	42	42	52	52	6	6
23.	Are you satisfied with the library material available for your course?	GNDU	82	82	18	18	0	0
		PU	45	45	55	55	0	0
		Pbi.U	70	70	28	28	2	2
24.	Are you satisfied with the audio-visual facilities	GNDU	67	67	33	33	0	0

available in the classroom?	PU	51	51	49	49	0	0
	Pbi.U	36	36	62	62	2	2
F. EXAMINATION AND EVALUATION							
25. Are you informed about the assessment criterion and evaluation scheme?	GNDU	75	75	25	25	0	0
	PU	52	52	48	48	0	0
	Pbi.U	76	76	24	24	0	0
26. Are you satisfied with the present system of examination?	GNDU	75	75	18	18	7	7
	PU	56	56	44	44	0	0
	Pbi.U	49	49	38	38	3	3
27. Do you agree with the weightage given to internal and external assessment?	GNDU	79	79	15	15	6	6
	PU	50	50	45	45	5	5
	Pbi.U	65	65	28	28	7	7
28. Are you satisfied with the fairness of evaluation provided to you?	GNDU	60	60	20	20	20	20
	PU	59	59	40	40	1	1
	Pbi.U	46	46	46	46	8	8
G. CO-CURRICULAR ACTIVITIES							
29. Are you in favour of co-curricular activities?	GNDU	86	86	14	14	0	0
	PU	80	80	20	20	0	0
	Pbi.U	98	98	0	0	2	2
30. Do you participate in co-curricular activities of the institution?	GNDU	70	70	30	30	0	0
	PU	73	73	27	27	0	0
	Pbi.U	41	41	47	47	2	2

It is clear from the above table 3.1 which shows that perception of students differs, ranging maximum (98%) to minimum (21%) for 'YES' response and ranging maximum (79%) and minimum (00%) for 'NO' response regarding teaching and learning in higher education. The parameters are as follows:

a. Admission Criteria

The students of GNDU, PU and Pbi. U were showed difference in their perception as (88%, 57% & 81%) regarding the awareness about admission rules of the institution. Further, majority of students of GNDU i.e. 83%, 60% of students of PU and 78% students of Pbi. U satisfied with the choice of courses offered to them. However, 80% students of GNDU, 52% students of PU and 59% students of Pbi. U satisfied with the fee structure of the institution. Similarly, contrasting perceptions as 83%, 70% and 76% among students of GNDU, PU and Pbi. U were also noted with regard to the statement 'interdisciplinary courses beneficial for

them'.

b. Teaching-Learning Practices

However, 87% students of GNDU, 69% students of PU and 60% students of Pbi. U showed their perception positively regarding the statement 'Does your teacher discuss recent developments in the field of your course'. It is also noteworthy to point out that 77% students of GNDU, 65% students of PU and 58% students of Pbi. U perceived positively in the opinion that teachers set tasks/ activities that are useful as learning experience. The students of GNDU, PU and Pbi.U showed difference in their perception as (78%, 73% and 62%) regarding that the teachers invite the students to share their knowledge and experiences. Further, a good majority of students of GNDU as 83%, 45% students of PU and 69% students of Pbi. U perceived optimistically that teachers are available after the lecture time to advice/ guide them. However, as far as the perception concerned to question 'Are there

outsider experts invited to address you?’ 75% students of GNDU, 53% students of PU and 40% students of Pbi. U showed positive perception with this. Similarly, 78% students of the GNDU, 62% students of PU and 52% students of Pbi. U showed their positive perception for the student-teacher relationship in the department. Further, 69% students of GNDU, 75% students of PU and 78% students of Pbi. U viewed positively that there should be a compulsory use of technology in the classroom.

c. Curriculum Aspects

Furthermore, 74% of students of GNDU, 64% students of PU and only 35% students of Pbi. U thought that present curriculum is up-to-date. However, 85% students of GNDU, 55% students of PU and only 39% students of Pbi. U satisfied with the syllabus of the course. Similarly, 83% students of GNDU, 44% students of PU and 70% students of Pbi. U satisfied with the percentage of syllabus covered in the classroom. The students of GNDU, PU and Pbi. U showed difference in their perception as (75%, 45% and 66%) regarding the practical component of the course.

d. Student Support and Progression

Furthermore, 74% students of GNDU, 59% students of PU and 36% students of Pbi. U satisfied with the support of higher authorities of the institution. However, 70% students of GNDU, 63% students of PU and only 32% students of Pbi. U showed positive perception with the provision of guidance and counselling services in the institution. Similarly, majority of students of GNDU as 80%, 62% students of PU and 81% students of Pbi. U viewed positively that teachers show their genuine concern for students’ needs and progress. Further, 87% students of GNDU, 49% students of PU and only 39% students of Pbi. U showed positive perception regarding the practical component of the course.

e. Infrastructure and Learning Facilities

Further, 71% students of GNDU, 58% students of PU and 69% students of Pbi. U satisfied with the laboratory maintenance and its services. However, 60% students of GNDU, 60% students of PU and 48% students of Pbi. U showed their perception positively regarding computer facilities available in the department. It is also noteworthy to point out those 21% students of GNDU, 43% students of PU and 42% students of Pbi. U satisfied with the internet facility in the department. The students of GNDU, PU and Pbi. U showed difference in their perception as (82%, 45% and 70%) regarding the library material available for the course. The 67% of students of GNDU, 51% students of PU and only 36% students of Pbi. U satisfied with the audio-visual facilities available in the classroom.

f. Examination and Evaluation

The 75% students of GNDU, 52% students of PU and 76% students of Pbi. U viewed positively that they had informed about the assessment criterion and evaluation scheme. However, there were 75% students of GNDU, 56% students of PU and 49% students of Pbi. U who satisfied with the present system of examination. The students of GNDU, PU and Pbi. U showed their perception difference regarding the weightage given to internal and external assessment as 79%, 50% and 65%. It may also be noted that there were 60% students of GNDU, 59% students of PU and 46% students of Pbi. U who satisfied with the fairness of evaluation provided to them.

g. Co-curricular Activities

Further, 86% students of GNDU, 80% students of PU and 98% students of Pbi. U were in favour of co-curricular activities. Similarly, 70% students of GNDU, 73% students of PU and 41% students of Pbi. U participated in the co-curricular activities of the institution.

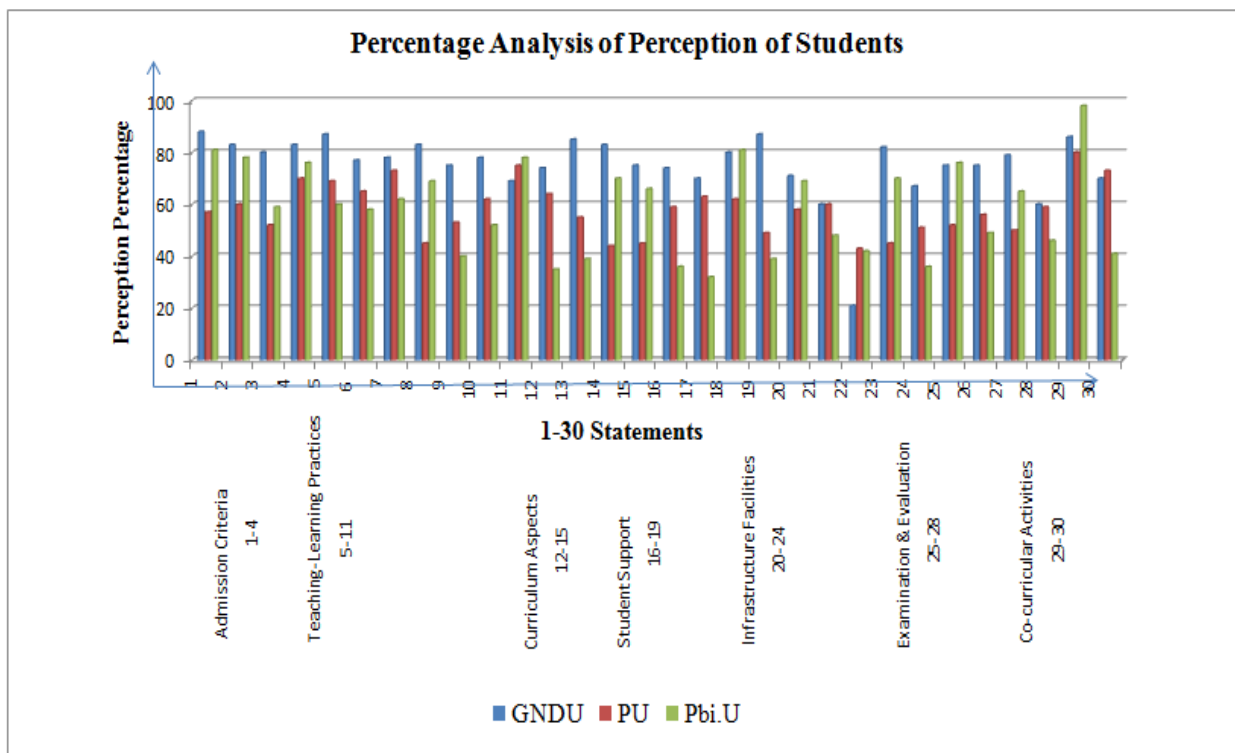


FIGURE 3.1: PERCENTAGE ANALYSES FOR PERCEPTION OF STUDENTS OF GNDU, PU AND Pbi. U REGARDING TEACHING-LEARNING

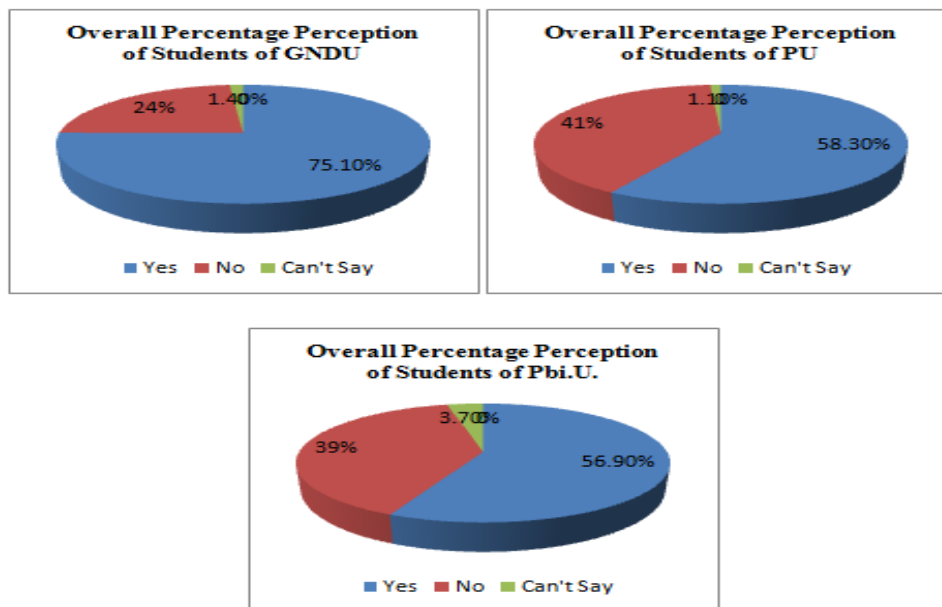


FIGURE 3.1.1 PIE CHARTS SHOWING OVERALL PERCENTAGE PERCEPTION OF STUDENTS OF GNDU, PU AND Pbi. U REGARDING TEACHING-LEARNING

The above pie charts are showing the overall percentage of perception of students of GNDU, PU and Pbi. U regarding teaching-learning in higher education. The overall 75.10% of GNDU students, 58.30% of PU students and 56.90% of Pbi. U agreed

with the teaching-learning process in higher education institutions.

ii. Research

TABLE 3.2 PERCEPTION OF STUDENTS OF GNDU, PU AND Pbi. U REGARDING RESEARCH

S NO.	ITEMS	UNIVERSITY NAME	RESPONSE					
			YES		NO		Can't Say	
			N	%	N	%	N	%
31.	Do you know the ongoing research work in your institution?	GNDU	68	68	32	32	0	0
		PU	15	15	78	78	7	7
		Pbi.U	21	21	77	77	2	2
32.	Do you informed by the teacher regarding updated policies/ schemes for research work?	GNDU	77	77	13	13	0	0
		PU	34	34	62	62	4	4
		Pbi.U	28	28	72	72	0	0
33.	Is there internet facility provided for research work?	GNDU	60	60	40	40	0	0
		PU	53	53	44	44	3	3
		Pbi.U	38	38	54	54	8	8
34.	Are you satisfied with the library facilities provided to you for research work?	GNDU	75	75	23	23	2	2
		PU	68	68	28	28	4	4
		Pbi.U	51	51	43	43	6	6
35.	Have you ever published any paper/ article of your work?	GNDU	32	32	64	64	4	4
		PU	25	25	75	75	0	0
		Pbi.U	10	10	85	85	5	5
36.	Do you think the research projects help in developing the educational policies?	GNDU	65	65	31	31	4	4
		PU	78	78	28	28	0	0
		Pbi.U	82	82	15	15	3	3

It is clear from the above table 3.2 which shows that perception of students differs, ranging maximum (78%) to minimum (10%) for 'YES' response and ranging maximum (85%) and minimum (15%) for 'NO' response regarding research in higher education.

There were majority of GNDU students as 68%, only 15% students of PU and 21% students of Pbi. U who knew the ongoing research work in the institution. The students of GNDU, PU, Pbi. U showed difference in their perception as (77%, 34% and 28%) that they informed by the teacher regarding updated policies/ schemes for research work. Further, there were 60% students of GNDU, 53% students of PU and 38% students of Pbi. U perceived positively regarding the internet facility provided for research work. However, 75% students of GNDU, 68% students of PU and 51% students of

Pbi. U satisfied with the library facilities provided to you for research work. It may also be noted that there were 32% students of GNDU, 25% students of PU and 10% students of Pbi. U who published any paper/ article related of their work. The 65% students of GNDU, 78% students of PU and 82% students of Pbi. U who thought the research projects help in developing educational policies

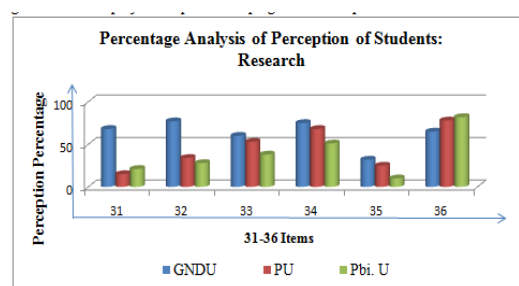


FIGURE 3.2: PERCENTAGE ANALYSES FOR THE PERCEPTION OF STUDENTS OF GNDU, PU AND Pbi. U REGARDING RESEARCH

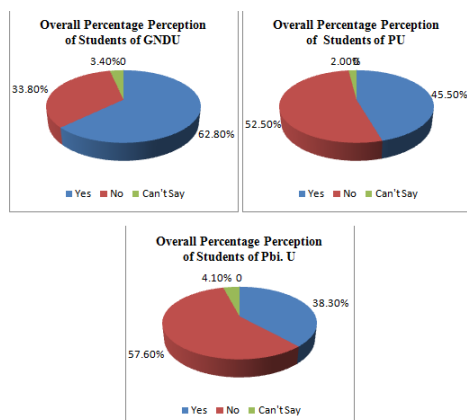


FIGURE 3.2.1: PIE CHARTS SHOWING THE OVERALL PERCENTAGE OF PERCEPTION OF STUDENTS OF GNDU, PU AND Pbi. U REGARDING: RESEARCH

The above pie charts are showing the overall percentage of perception of students of universities i.e. (GNDU, PU, Pbi. U) regarding research in higher education. The overall 62.80% of students of GNDU, 45.50% of students of PU and 38.30% of students of Pbi. U showed their perception positively and 33.80% of students of GNDU, 52.50% of PU and 57.60% of Pbi. U perceived negatively regarding the research in higher education institutions.

iii. Extension

TABLE 3.3 PERCEPTION OF STUDENTS OF GNDU, PU AND Pbi. U REGARDING EXTENSION

C. S NO.	ITEMS	UNIVERSITY NAME	EXTENSION RESPONSE					
			YES		NO		Can't Say	
			N	%	N	%	N	%
37.	Do you feel that there should be the need to extend the career advice and counselling services in the department?	GNDU	85	85	12	12	3	3
		PU	42	42	45	45	3	3
		Pbi.U	68	68	32	32	0	0
38.	Do you feel that extension is needed for economic, social and cultural activities in the department to improve the quality of teaching and learning?	GNDU	86	86	10	10	4	4
		PU	33	33	30	30	7	7
		Pbi.U	60	60	40	40	0	0
39.	Do you agree that there is need of extension for more educational projects in the institution?	GNDU	86	86	14	14	0	0
		PU	80	80	20	20	0	0
		Pbi.U	98	98	0	0	2	2
40.	Do you want to extend your academic life by continuing in other academic programmes in the institution?	GNDU	58	58	20	20	22	22
		PU	35	35	59	59	6	6
		Pbi.U	43	43	40	40	7	7

It is clear from the above table 3.3 which shows that perception of students differs, ranging maximum (98%) to minimum (33%) for 'YES' response and ranging maximum (59%) and minimum (0%) for 'NO' response regarding extension in higher education. [

Furthermore, a good majority of GNDU students that is 85%, 42% students of PU and 68% students of Pbi. U felt that there should be the need to extend the career advice and counselling services in the

institution. Similarly, 86% students of GNDU, 33% students of PU and 60% students of Pbi. U also felt that extension is needed for economic, social and cultural activities in the institution to improve the quality of teaching and learning. The 86% of students of GNDU, 80% of students of PU and 98% students of Pbi. U perceived positively that there is need of extension for more educational projects in the institution. It is also noteworthy to point out that, there were 58% students of GNDU, 35% students of PU and 42% students of Pbi. U wanted to extend

their academic life by continuing in other academic programmes in the institution.

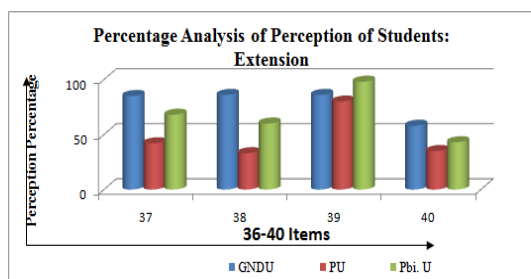


FIGURE 3.3: PERCENTAGE ANALYSES FOR THE PERCEPTION OF STUDENTS OF GNDU, PU AND Pbi. U REGARDING EXTENSION

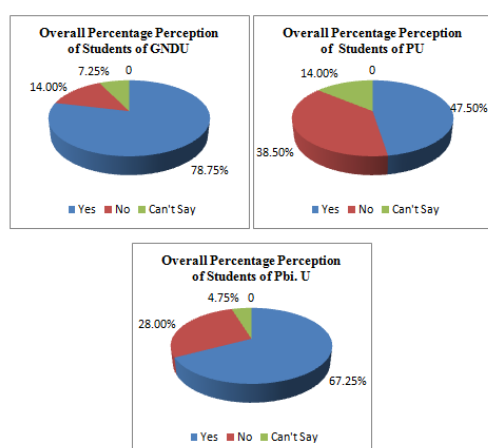


FIGURE 3.3.1: PIE CHARTS SHOWING THE OVERALL PERCENTAGE OF PERCEPTION OF STUDENTS OF GNDU, PU AND Pbi. U REGARDING EXTENSION

The above pie charts are showing the overall percentage of perception of students of universities i.e. (GNDU, PU, Pbi. U) regarding extension in higher education. The overall 78.75% of students of GNDU, 47.50% of students of PU and 67.25% of students of Pbi. U showed their perception positively and 14.00% of students of GNDU, 38.50% of PU and 28.00% of Pbi. U perceived negatively regarding the extension in higher education institutions.

IV. CONCLUSION AND DISCUSSION

The findings in this study raised some questions for the researcher about the current state of the student's satisfaction regarding quality assurance in higher education. The findings of the study for the three identified parameters (teaching-learning, research and extension) taken out which reveal that for the first parameter the overall 75.10% of GNDU students, 58.30% of PU students and 56.90% of Pbi.

U agreed with the teaching-learning process in higher education institutions. For the second parameter that is research the overall 62.80% of students of GNDU showed more positive perception than 45.50% of students of PU and 38.30% of students of Pbi. U. Likewise for the third parameter which is extension the overall 78.75% of students of GNDU, 47.50% of students of PU and 67.25% of students of Pbi. U showed their perception positively and 14.00% of students of GNDU, 38.50% of PU and 28.00% of Pbi. U perceived negatively regarding the extension in higher education institutions. No doubt the students are satisfied regarding quality assurance in higher education but they do not satisfy at extreme with the services provided to them. The teachers can be trained to be more competent, skilled and knowledgeable in their work conditions. Teacher should also show the genuine concern for student's progress and needs, set tasks that are useful as learning experiences and also encourage more classroom discussions. Majority of the students want the information by the teachers regarding updated policies regarding research work. Students also perceived positively that there should be more incorporation of extension activities in their institutions.

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