



Impact Of HRpolicies On Internal Marketing In Achieving Institutional Excellence

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Abstract:

“Marketing’ has occupied an important place in all stages of economic life of any concern. The philosophy of marketing is nothing but the philosophy of consumer service. And it is applicable to both Internal and External customers. Hence, ‘Marketing’ comprises both Internal Marketing and external Marketing. Internal customers are the employees and external customers are the actual consumers or the buyers.

In today’s knowledge-driven economy, talent management and its retention are the biggest challenges before all organizations. Internal marketing plays crucial role in coping with the war among the talents.

Internal marketing is one of the primary solutions to the problems faced by the organizations in maintaining consistency while delivering high quality service. Only internal customers i.e. employees, can render continuing excellence. Now days, Corporate Social Responsibility also emphasizes on satisfying both Internal & External customers.

The researchers in this paper would like to focus on an empirical study regarding HRPolicies and Internal Marketing Practices of one of the eminent management institutes, affiliated to a University in Western Maharashtra.

The researchers would develop a model of an institute illustrating the role of HRpolicies and internal marketing practices at various stages of Management Institute life cycle in achieving institutional excellence.

Key words: *HRPolicies & Internal Marketing Practices, Corporate Social Responsibility, Service Quality, Internal and External customers, Management*

1. Introduction

Marketing has dominated the whole corporate world due to the cut-throat competition. It is an era of perfect competition; many organizations provide the same products and services to the same customer at one time. Marketing is the only tool for the organizations to prove their quality and make customers aware of their brands in the market.

So far as the internal customers i.e. the employees are concerned, Internal Marketing plays a vital role in retaining employees for longer time in organizations. There is a cut-throat competition in the job-market. Talented personnel are scarce and retaining them is more difficult. Always there is greater demand for better talents. Good Internal Marketing Practices have been proved helpful in certainty of workforce. Similarly, the manufacturing, trading and service organizations do follow integrated marketing approach.

Designing various Internal Marketing Practices is one of the important responsibilities of Human Resource planning. While framing HR Policies, the HR manager has to pay attention to the non-statutory motivating facilities. The researchers have regarded these non-statutory policies as Internal Marketing Practices.

Management Institutes have faced the same problems in talent management. Management Institutes have grown more in number like mushrooms in India in the last two decades. Some of these institutes exist as a part of an integrated campus i.e. campus conducting more than one professional courses such as Engineering + Medical + Pharmacy + Management etc. and the remaining are nuclear institutes i.e. conducting single management course.

Majority of them did not bother about talented teachers in the beginning. However, soon after some years they realized the importance of talented teachers. Number of teachers is large, but talented teachers are less. They also have to tackle various marketing strategies along with Internal marketing practices to survive and sustain in today's competitive environment. Not only management institutes but all professional colleges have realized that they need to adopt fair HR policies and sound Internal Marketing practices to retain their talents.

The Nuclear Management Institutes find it very difficult to retain good talents with them. Maintaining good staff as per AICTE norms for such institutes is not cost-effective. Consequently, the managements have to reach to the golden mean between monetary means and quality of talents. It is an experience of the researchers that good Internal

Marketing practices help a lot in retaining good and highly motivated talent for long time.

The researchers are working in one of the reputed and leading management institutes in Western Ghats of Maharashtra. This paper is based on the case study of one of the nuclear (having single two years course with intake of 60 students) professional institute in the same region. The focus is on HR policies and Internal Marketing Practices followed by the institute to achieve institutional excellence. Similar other institutes from same region are surveyed to collect the data.

2. Research Methodology

This paper is an empirical study based on a case analysis. The researchers have selected one institute for study purpose. They interviewed ex-principal, senior-most teacher and one representative of the management to develop the case. The observations and analysis are backed by the interviews of existing four teachers and some passed-out students from last batch (2011-12). All these interviews were unstructured.

In addition to this case study, necessary primary data regarding Internal Marketing Practices was collected from some other institutes. These institutes include seven affiliated to similar university, one autonomous and two private institutes from same region. There are 25 management institutes affiliated to the Shivaji University.

3. Review Of Literature

To conduct the study the researchers have reviewed the following literature;

1. Business schools play key role in developing managerial manpower. Merely teaching would not be an adequate tool to impart management education. They need to give sufficient emphasis on research activities and their applications. Moreover, B-Schools in India are trying to pose themselves as placement agencies; facilitating attractive jobs for future graduates. Offering placements is a good marketing strategy; however, it is risky because the futility of such assurances would damage the image of institutes. This also has led to increasing criticism that MBAs are overvalued. Some of the criticism has been recorded in researches undertaken by Pesulima (1990), Neelankavil (1994), Bickerstaffe (1996) and Yucelt (1998). These points are:

- MBA graduates are ill-equipped to cope with or meet the challenges of a dynamic global environment.

- Faculty of Business schools lack necessary business experience.
- MBA curriculum is mostly theoretical.
- More emphasis on quantitative subjects than developing required human skills and humanity subjects.
- The Business Schools and major stakeholders are not properly linked with. It has been argued that the programs offered by some business schools are unrelated to the real problems of business. This is partly attributed to the extensive explosion of B-Schools, which is perceived to have resulted in lowering of standards.

In Indian context, some of the key issues faced by management education could be summarized as follows:

- More demand for MBA course due to the rising unemployment among graduates, but supply of committed teachers is not adequate.
- High cost of management education causing burden on students and parents compared to the inputs given to students.
- Lack of will power along with inability of most of the management institutes to adopt effective Quality Assurance System.
- Non-implementation of proper and objective selection procedure of teachers to assure quality faculty members in India.
- Inadequate infrastructure in B-Schools.
- Neglected field of research by managements and teachers.
- Lack of indigenous content in curriculum.
- Lack of practical and internship programme for development of management students.
- B-Schools giving false promises to aspiring students.

All these factors show that majority of the institutes fail in taking up the fair HR Policies and applying affirmative Internal Marketing Practices that are beneficial to overcome these drawbacks.

2. Hina Khan (Newcastle Business School, Northumbria University, Newcastle Upon Tyne, UK), Harry Matlay, (Birmingham City Business School, Birmingham City University, Birmingham, UK) have critically analysed the importance of service excellence in higher education. The focus of the research study was on achieving and implementing service excellence in higher education. One of the major findings is 'in order to compete efficiently and effectively in their

niche market, higher education institutions need to implement service excellence to ensure both internal and external customer satisfaction. A strong institutional culture that values internal customers can help achieve a motivated workforce, loyalty, high performance, innovation and distinctive institutional competitive advantage’.

3. Isabel Sanchez- Hernandez (Universidad de Extremadura, Spain), David Grayson (Crafield University, UK) in their study, ‘Internal Marketing for Engaging Employees on the Corporate Responsibility Journey’ have mentioned that, the internal marketing umbrella including ‘selling internally’ idea of responsibility, facilitating internal communication, enhancing corporate volunteering or the possibility to become a social intrapreneur, could help to align employees’ needs with corporate responsibility goals.

4.Role Of HR Policies Andinternal Marketing In Achieving Institutional Excellence

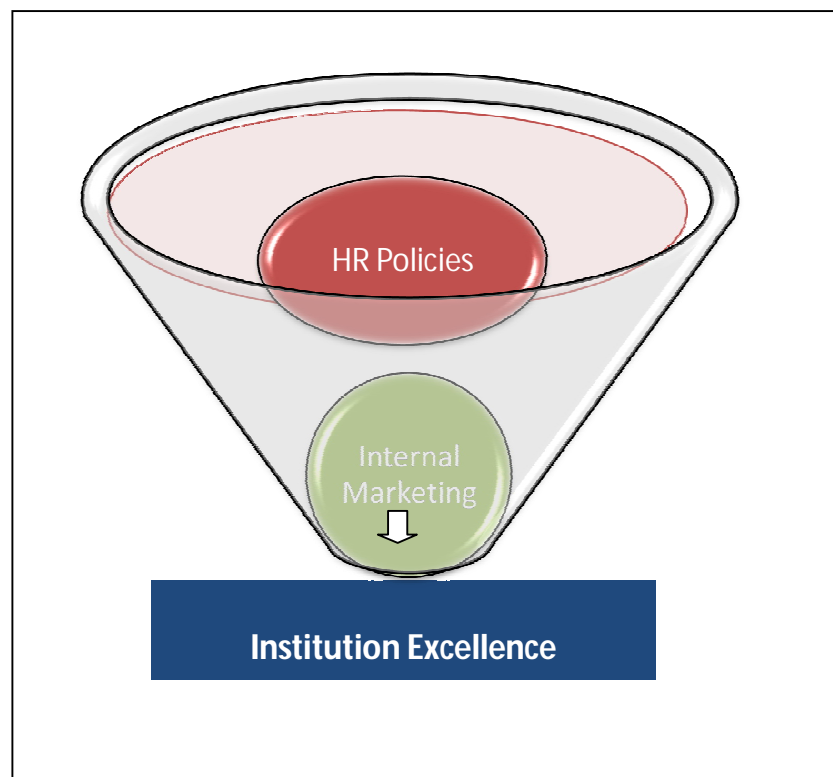


Figure 1

4.1.HR Policies

“Human Resource Policies are systems of codified decisions, established by an institute, to support administrative personnel functions, performance management, employee relations and resource planning.”

Each institute formulates its own HR Policies to meet the regional requirements within the given legal framework. Management institutes can achieve both its internal and external objectives with the help of its HR policies. Fair HR Policies empower institutes to go for diversity, assimilate ethical practices, impart appropriate training and accomplish the commitments regarding statutory regulation and corporate governance.

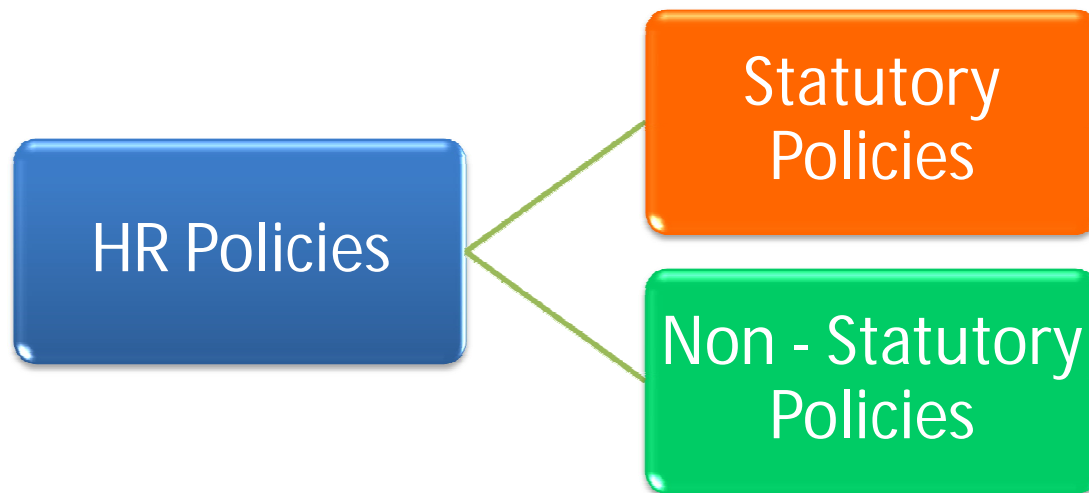
These policies are vital and can be very effective in supporting and building the desired institute culture.

HR policies reflect the vision, mission and objectives of an institute. Hence the Teachers get clear idea about the following aspects -

- Nature of the institute.
- What the institute expects from them
- What they (teachers) should expect from the institute
- How policies and procedures work.
- What is acceptable and unacceptable behaviour
- Consequences of unacceptable behaviour.
- Benefits or rewards of acceptable behavior

4.2.Classification Of HR Policies

There are two types of HR policies that affect the functioning of an Institute:



Statutory Policies

1. Workforce Planning
2. Recruitment
3. Selection
4. Placement
5. Training & Development
6. Compensation
7. Promotion
8. Demotion
9. Transfer
10. Performance Planning & evaluation
11. Layoff - Retirement
12. Service Recognition/ Conditions
13. Hours of work
14. Grievance Procedure
15. Right To Information
16. Workplace Harassment
17. Sexual Harassment
19. Holidays
18. Leaves
20. Vacation
- Maternity Leave
- Compensatory Leave
- Medical / Sick Leave
- Duty Leave
- Casual Leave

Figure 2

Statutory policies provide a legal framework for the institutes. It is mandatory for the institutes to adhere to such statutory provisions. These policies support institutes in maintaining healthy employer-employee relationship. However, many institutes fail to

follow such practices. There is no powerful mechanism or governance to observe the conduct of the institutes. Many times the teachers overlook such situations, but a single complaint from a teacher against unlawful deed by authorities may lead to punishing the managements.

Contrary to the statutory policies the non-statutory policies support institutes for smooth functioning voluntarily. Teachers are positively motivated to take initiative in institutional activities and show strong will to work despite absence of a few statutory provisions. Non-statutory policies work as latent 'Internal Marketing' tools.

These non- statutory policies are:

Non - Statutory Policies:

- Conducive Environment- Culture & Climate
- Autonomy in Work
- Participative Management
- Ethical Approach and Shared Values
- Secularism
- Gender Equality
- Human Dignity
- Recognition of Work
- Fair Work Practices
- Corporate Social Responsibility
- Sports & Recreational Facilities

5. Internal Marketing

Internal marketing (IM) is a process that occurs within a company or organization whereby the functional process aligns, motivates and empowers employees at all management levels to deliver a satisfying customer experience. Over recent years internal marketing has increasingly been integrated with employer branding, and employer brand management, which strives to build stronger links between the employee brand experience and customer brand experience. According to Burkitt and Zealley, "the challenge for internal marketing is not only to get the right messages across, but to embed them in such a way that they both change and reinforce employee behaviour".

[Source -

http://en.wikipedia.org/w/index.php?title=Internal_marketing&oldid=522763850]

Internal marketing focuses mainly on marketing the mission, vision and values of institute to its internal consumers. In education sector teacher is one of the major elements. The most intimate consumer of any institute is the teaching and non-teaching staff of the institute. Institutes have to view these customers as the starting strategic point and address them humanely. They must pay attention to teachers' monetary and non-monetary needs. They also should empower the teachers by offering autonomy in their work. Teachers' interests should not remain unattended.

The 'non- statutory policies' is an inevitable part of HR policies and the institute can do better internal marketing with it. Then teachers will be highly motivated and feel accountable for their performance and excellence shall be achieved. A.H. Maslow's 'Hierarchy of Needs Theory' and Frederick Herzberg's 'Two Factor Theory' of motivation give emphasis on the Esteem, Growth and Self-actualization needs. According to their views, normally people make every effort to satisfy their esteem and growth needs through the work. Usually, these needs are fulfilled through the non-statutory policies.

Psychologists have classified work motives in three categories as - Primary, General and Secondary motives. Primary motives are the unlearned (instinctual) motives. General motives (curiosity, manipulation, activity and affection) are called as stimulant motives. These motives induce the person to increase the amount of stimulation. Secondary motives are learned motives. Commonly known secondary motives are power, achievement and affiliation. These motives are nothing but the drives or urges that satisfy the esteem, growth and self-actualization needs of a person. All Non-Statutory Policies that are enlisted earlier help to gear up the general and secondary motives of teachers.

Management Institutes have to consider the general and secondary motives while designing non-statutory policies. In short, HR policies and subsequently the Internal Marketing Practices must be linked with the 'stimulant motives' and the 'learned motives'. If the teacher is satisfied through his/her teaching job, then he/she will be committed to achieving institutional excellence.

Since various literatures link employees' performance with their job satisfaction, the researchers would like to define the term 'Internal Marketing' as "the non-statutory policies that generate curiosity, manipulation, activity and affection towards organization

and its objectives among employees and satisfy their power, achievement and affiliation needs through job design.”

Thus, we can say that Non- statutory policies support internal marketing that leadsto achieving excellenceof the institute.Teachers could become edu-preneurs, if they get autonomy at work,motivation-conducive environment for participative management and shared values with fair work practices.

6. Institutional Excellence

"Excellence is not a destination; it is a continuous journey that never ends." - Brian Tracy.

A teacher helps the student in discovering new ideas. A good teacher can reveal the business reality of today, tomorrow and the distant future. He /shehas the potential to give an insight to the students. Teacher’s role is evaluated from various new dimensions. The quality of education depends on the quality of teachers and their behaviour with the students. Teacher plays a crucial role in achieving Institutional excellence.

Strong statutory policies along with fair andgood non- statutory policies provide a harmonious framework within which the teachers can achieveindividual excellence. This in turn will help the institutes to achieveinstitutional excellence.

Institutional Excellence is not necessarily academic excellenceof students alone. Institutional Excellence can be achieved through versatile development of teaching, non-teaching staff and the students together.

6.1.Factors That Contribute To Building Institutional Excellence

- Clarity of mission and its formal statement – Basically the mission of an institute must be suitable to the nature of the institute and it should be clearly demonstrated through its formal statement.
- Appropriate interference from government – No doubt that Government has every right to develop statutory norms as the educational institutes are aided by public money. At the same time excessive interference would harm the basic purpose of any institute.
- Internal core group’s leadership – Internal core group leader must be visionary and have ability to articulate vision in reality.
- Financial discipline

- Faculty development
- Non-hierarchical institute structure – Teachers should have full liberty in making the academic decisions.
- Institute’s social fabric and organization culture – Institutes must take enough efforts to develop good industry-institute interaction.
- Inter- institutional linkages – Each institute has its own USP. Inter-institutional linkages help all of them to grow healthily if they turn out to be ‘learning organizations’
- Client evaluation and social audit – Student-industry activities based on ‘action research’ and feedback system will give an insight to the institutes in achieving excellence

6.2. Core Activities That Contribute To Excellence

Based on their observations of various management institutes affiliated to Shivaji University, the researchers would like to exhibit the following factors that will contribute better in achieving the institutional excellence. The live visible components of an institution are: students, teachers, and administrators cum non- teaching staff.

Since development of students is the core issue, the factors that contribute to creating excellence are teachers and administrators. Course contents, Teaching methodology, Students’ examinations and evaluation system, and Faculty development programs are the core activities that contribute to achieving excellence. These activities are explained structurally as follows:

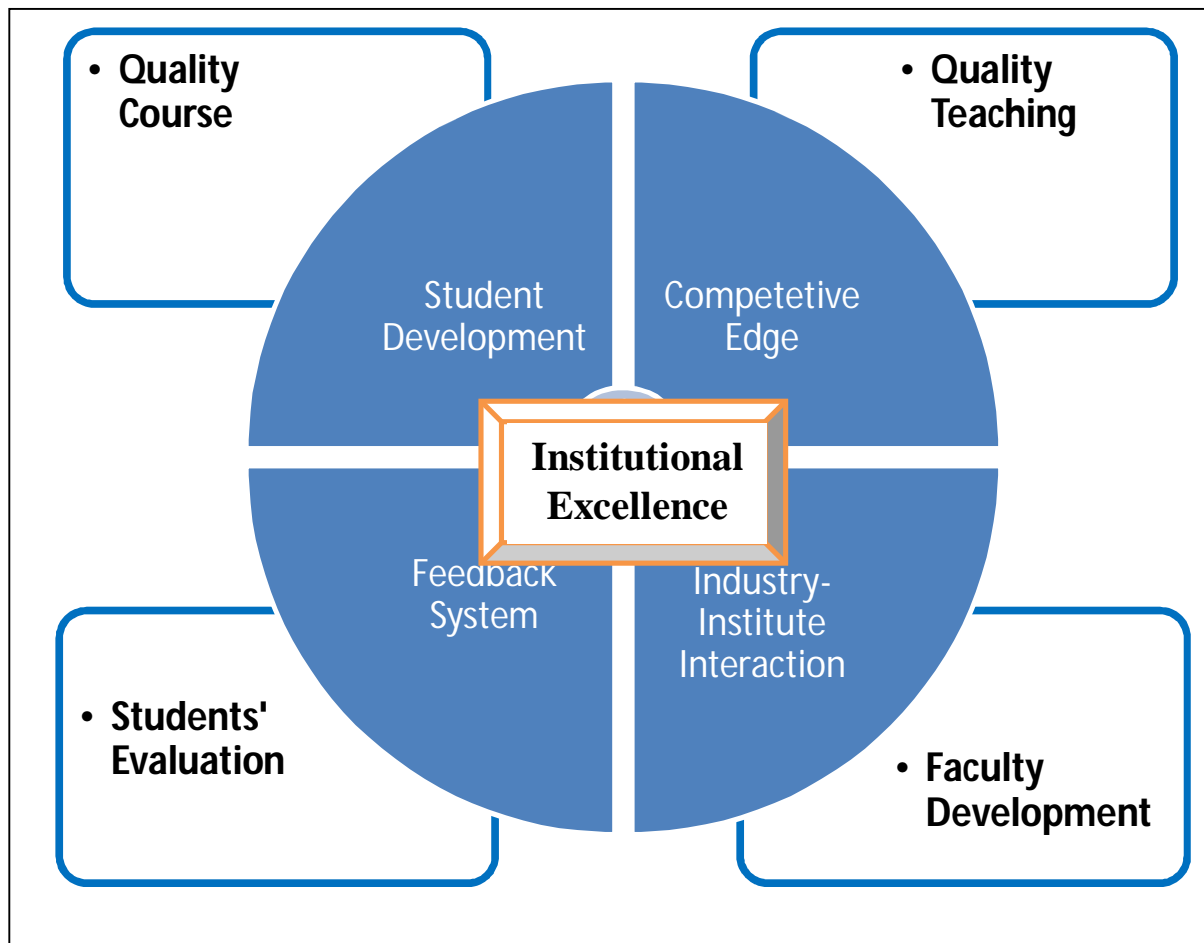


Figure 3: Core Activities of Institutes

6.3. These Core Activities Have The Following Results Leading To Institutional Excellence

- The foundation of an institute is a combination of -1] support of teaching and learning; 2] the growth and development of its members. The core activities help to strengthen this foundation
- The above structure affects the decisions taken by teachers in such a way that it lays positive impact on the teaching and learning environment. Such decisions usually are purely academic in nature.
- Culture of teaching and non-teaching staff is cultivated to support the academic mission.
- Expectations of students, faculty and staff are high.
- Each person performs his/her role seriously.
- The faculty is committed to facilitate the transformation of students.
- The faculty and students are motivated through intellectual quest.

- Students have opportunities to develop their career appropriate to their needs and abilities.

7.A Case Study

Sahyadri Institute of Management Science, affiliated to Rajgad University, was established as 'Department of Management Studies' in 1984 at Harinagar. Harinagar is a small semi-urban city situated in the Western Ghats of Maharashtra.

In the year 1984 only four colleges were running MBA course affiliated to the Rajgad University. Sahyadri Mahavidyalaya was one of these four colleges. MBA course, that time, was neither popular nor well-known among the students in the Western Ghats of Maharashtra. The reasons were manifold -

- MBA course was started on non-grant basis by grantable degree colleges. So the college managements had very casual approach towards professional courses.
- The colleges were collecting lucrative donations to run the course, and as a result, were tempted to earn more and spend less on the development of students.
- It was policy of the Government to allow the colleges to run professional courses permanently on non-grant basis. However, no assertive instructional policies or governance were established by technical education department of Maharashtra State (DTE).
- Teachers were underpaid, over worked and were not properly trained.
- MBA course, at that time, was run as a pathway course and consequently continued to be neglected by the College managements.

The Department of Management Studies run by Sahyadri Mahavidyalaya was not an exception to this situation. From 1984 to 1988 college management could not visualize the potential of MBA course. Till that time the course was conducted with the help of merely a few contributory faculty members. In the year 1988 two fulltime teachers were duly appointed for this course in the Department of Management Studies. At that time, the management had a liberal approach towards departmental policies and practices.

The liberal approach helped the teachers to exercise autonomy in conducting and developing the course. They could build a strong culture and image of the department in the next few years. By that time, the Central Government compelled the college managements to implement and monitor the quality norms very strictly. Due to strict execution of statutory norms the management of Sahyadri Mahavidyalaya had to separate

the Department of Management Studies as a separate institute as the 'Sahyadri Institute of Management Science' in the year 1995. The institute had to go through many critical situations in the initial stage i.e. from 1988 to 1998. However, due to the strong work-culture, commitment and devotion of the teachers and autonomy to teachers the management could develop Vision, Mission, and appropriate Objectives for the Institute. The teachers also contributed to designing fair HR policies such as—

- Fair Recruitment and Selection procedure
- Compensation Package According to the University Norms
- Participative Management – Teachers were nominated on the management board.
- Better Working Conditions
- Non-interference in Teaching
- Decentralization of Authority
- Secularism

Such policies enabled the Institute to exercise Internal Marketing Practices, so that the institute could survive and sustain its growth. With the help of these practices the institute could pool best industrial practitioners to participate in academic activities for students.

7.1. Non-statutory Factors contributing Fair HR Practices and Internal marketing - Conducive environment

The strong culture and autonomy in work helped the teachers to generate innovative ideas. All activities based on new ideas could widen the perspective of students towards their career.

7.2. Participative management

With the help of shared values and Participative management the teachers developed HR policies that were appropriate in those situations and could build strong culture.

7.3. Recognition Of Work

Teachers' contribution to the development of the institute was properly acknowledged by all stakeholders.

7.4.Achievements Of The Institute

Due to the fair HR Policies and Internal Marketing Practices the Institute could achieve excellence on three fronts;

- Academic results – 1995 onwards students topped the merit list of the University.
- Extra-curricular activities – 1997 onwards students conducted Self-Supporting mega events like ‘Trade-fair’ and ‘Inno-ads Contest’. Institute has pioneered in conducting such unique activities.
- Image building – 1997 onwards the Institute got recognition from industry. And then students from metropolitan cities started to opt for this Institute’s course. An international magazine published in India, ranked the institute as ‘A’.
- Considering the growth of the institute, two new teachers were appointed on ad-hoc basis by the local managing committee. The new teachers easily embraced the institutional culture. The previous history of good HR policies and Internal Marketing Practices encouraged them to conduct and develop innovative activities.

The total number of required teachers for intake of 60 students as per AICTE norms was eight; however, due to the Non-statutory Motivating Factors existing four teachers tried to fulfil all duties and responsibilities. With the help of the best Internal Marketing Practices, the existing teachers got support from visiting resource personnel. And the Institute could achieve excellence. It is now recognized as a prime institute in Western Ghat Region.

Just then, the institute reached to the maturity stage of institute’s life cycle and decided to go for diversification to get competitive edge over other institutions. At this juncture,Sahyadri Institute decided to introduce two new degree courses. Consequently, the management appointed a few new teachers on ad-hoc basis in the year 2004. All of them, except one, adopted the Institutional culture where they got affection and warmth. Conversely, one of these teachers, Mrs. Jain, previously was working with an institute having insular culture and failed to accept the values of the Institute. Around the year 2007-08 she started challenging the Institutional policies and practices openly.

Since Mrs. Jain had come from inward-looking culture, it was quite difficult for her to accommodate with the institute’s philosophy. Unlike other teachers she never felt comfortable with the transparent policies and open culture. She took undue advantage of

such practices. She misled the in-charge by distorting the facts and poisoned the whole culture.

7.5. Culture Shock After June 2010

As the teachers believed in their strong culture, they never imagined the malafide intentions of Mrs. Jain. They were unaware of her misdeeds. Some bitter facts were discovered in the University selection process held in the month of June 2010 –

- Mrs. Jain was not duly qualified. The duly formed University selection committee rejected her on eligibility grounds.
- The In-charge was well-aware of her non-eligibility. However, he disregarded the due seniority-claim of other existing eligible teacher and stopped her from applying for the same post. It was overheard from authentic sources that despite the secular culture in the institute the institutional head decided to continue Mrs. Jain only because both of them belong to the same cast. In-a-way, he practiced nepotism for the first time in the institute's secular history.
- After receiving University Selection Committee report, the In-charge advised Mrs. Jain to file suit in High Court against University decision, even though, this was against the management policy and unbecoming to the duties and responsibilities of his post.
- High Court dismissed the case on the grounds of non-compliance with eligibility norms of University.
- Management terminated Mrs. Jain after the High Court judgement; however, the in-charge of the institute viewed all this matter negatively. And instead of introspection, all of a sudden he started harassing other teachers. He curbed the teachers' autonomy, induced close supervision, enforced unfair rules under the name of strict observance of statutory regulation, and caused obstructions in teacher-student activities. He didn't hesitate to take this internal matter and his biased views to the students, which is surely harmful to their development. This way he challenged the Non-statutory Policies and his negative behaviour spoilt the healthy growth of the Institute.

As a result of this change in environment, the teachers' motivation level went down. Their productivity was reduced and the activities were hampered. They were demoralised. Teachers were humiliated because some of the necessary statutory

provisions were not met with; while certain non-statutory facilities were withdrawn purposefully. In a nutshell the Institute stopped implementing the Internal Marketing Practices. This adversely affected the strong culture of the Institute.

At present, the teachers are busy in obtaining their statutory rights. Every day it is necessary for them to waste most of their energy in fighting against the management (as represented by the In-charge). The Institute is transformed into a battlefield. Enjoyment in teaching and total involvement in student activities have now become memories of the past. The teachers try their best but they have to summon up all energies to function in a lifeless work-environment.

7.6. Analysis

- The MBA course has gone through various stages of its life cycle. The first 10 years Institute achieved good growth rate and developed strong cultural foundation for actualizing its mission.
- The Institute reached the top in the next 10 years. Two new courses were started at this maturity stage of Institute's life cycle. Students from all courses got university ranks and achieved gold medals. All of the novel activities were acknowledged by the Rajgad University, other institutes from different universities and even by society at large.
- A good number of aspirants were attracted to take admissions in this Institute. Credit goes to the fair HR Policies as well as the Internal Marketing Practices mentioned in the above case.
- However, in the year 2009 and 2010 the institute witnessed change. It was an attitude-shift. Some of the decisions taken by the in-charge in this time were dictated by nepotism rather than secularism. The Institute suffered a lot due to such change in attitude, insistence on appointing non-eligible teacher, evaluation of teachers based on discrimination, depriving a teacher from exercising her right to apply for a senior post and harassing other women teachers only because they opposed his illegitimate actions.
- Pace of success is slow but fall comes fast. Now a wrong message has been conveyed to the students that the Institution is a house divided against itself. It's high time to end the misdeeds and revive the original status of the Institute and teachers.

- Teachers are trying their level best but they need strong support from management. It is high time the management intervenes so as to bring positive change through fair HR Policies and Internal Marketing Practices as before.

In addition, the researchers would like to point out relevant findings regarding Internal Marketing Practices and their observations based on the primary data. This data is collected through unstructured interview and questionnaire from teachers, students and incharge of institute of seven affiliated, one autonomous and two private institutes.

7.7.Changing Indicators of Management Education

- Growing need to cultivate management experts to handle critical business situations due to Globalization.
 - Increasing importance and awareness of professional courses resulting in increased number of applicants.
 - The reformed industrial needs have forced vital changes in curriculums of professional courses run by various Universities and Institutes.
 - The number of fresh aspirants from all disciplines and technical sides has been increased as well as demand for executive courses also is greater than before.
 - Compliance with statutory norms regarding achieving excellence is now mandatory for the institutes running professional courses. In addition to this, it is also binding on institutes to provide necessary infrastructure, facilitate quality education, and upkeep the technical support to the students.
-
- Faculty or teachers play crucial role in institution excellence so, link between Internal marketing and faculty involvement is verified with the help of data from University affiliated, Autonomous and Private management institutes.

Parameters	University affiliated	Autonomous	Private
Full – time	4 to 5 (for intake of 60)	30 (for intake of 180)	3 to 4 (for intake of 60)
Part - time	-----	3	-
Visiting	12 to 15	3 to 4	7 to 8
Student : full – time faculty ratio (as per AICTE; required minimum 15:1)	On an average 30:1	12:1	40:1
Faculty nominees on Management board	2 - 3 , few institutes don't have	More than 10 (all academic council members)	No
Faculty committee's meetings & presentations with Management board	Half Yearly	Quarterly	No
Faculty - board interaction	Quarterly	Half yearly	Annually

Table: 1 Faculty Involvement

Source: Field Survey

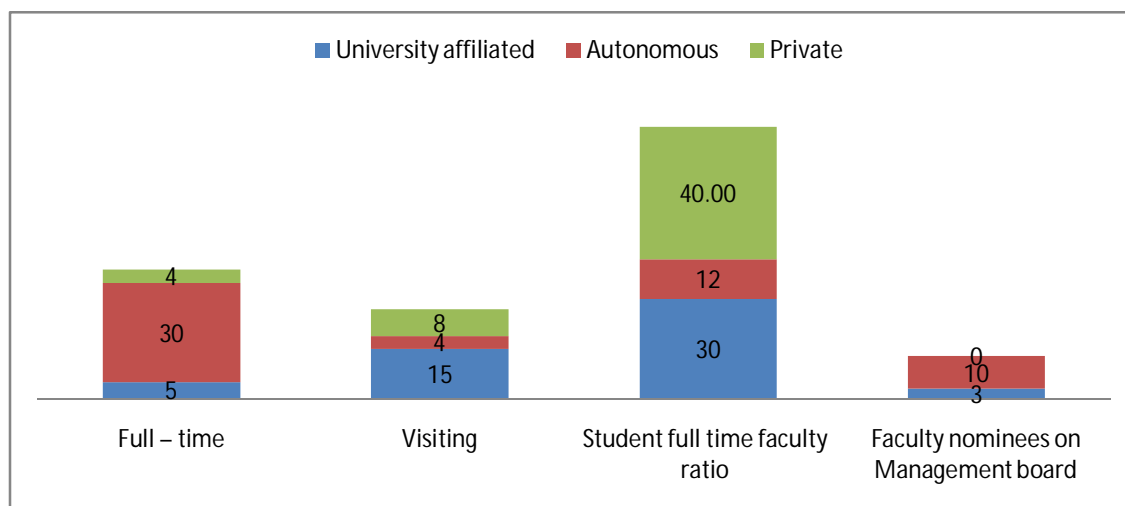


Figure 4: Faculty Involvement

Thus, from the above table it could be concluded that autonomous institute has sufficient number of teachers and their participation in management is active as compared to affiliated and private institutes. In affiliated institutes since university is the authoritative body, it has control on its functioning. These institutes have to follow the norms of the university. The private institutes have to follow the regulations of headquarters and authorities are centralized, so they don't have faculty involvement. To achieve excellence sufficient number of teachers and their representation on management board is necessary.

Parameters	University affiliated	Autonomous	Private
Values of ethics inculcation in institute	Through awareness, self-regulation	Self-regulation	Awareness
Ethical dilemmas faced by teachers	Sometimes	Never so far	Sometimes
Decision of faculty's compensation	Board Committee and Mgt. Council	Chairman , Govt. / University	Chairman, Board Committees
Autonomy to utilize approved budget -	Yes (Few institutes have restrictions)	Yes	Yes
Administration - Centralized/ decentralized	Decentralized	Decentralized	Centralized
Encouragement of new ideas	Faculty meetings and suggestion box	Faculty meetings and suggestion box	Faculty meetings
Faculty Development	FDP , National and International Conference	FDP, National and international Journal , Incentives	FDP , National and International Conference
Allocation of activities to teachers (teaching, training, research and consultancy)	Qualification, Experience and Specialization	Qualification, Experience and Specialization	Qualification and Experience

Table: 2 internal marketing practices:

Source: Field Survey

Ethical approach of management supports the institute to perform better internal marketing practices. Except the affiliated institutes all other institutes have autonomy to utilize the approved budget. Private institute has centralized administration whereas remaining institutes have decentralized

administration. Various activities are allotted to all qualified and experienced teachers from all institutes.

In a nutshell, researchers are of the opinion that these Internal Marketing Practices benefit the institutes to achieve excellence.

Parameters	Affiliated	Autonomous	Private
Mgt. Encouragement for industrial experience under FDP	Not yet happened	Yes	No
Substitute arrangement of faculty	No	No	No
Motivational techniques used for performance improvement of faculty	Non - monetary , Appreciation	Monetary and non- monetary	Monetary and non- monetary
Regular increments and promotions to faculty	Yes	Yes	No
Basis for promotion	Merit and Merit cum Seniority	Merit cum Seniority	No
Attitude of faculty towards conducting various activities	Positive	Positive	Positive
Methods of rewarding faculty and student	Appreciation and Certification	Appreciation with promotion and scholarship to students	Appreciation with monetary reward
Level of faculty participation in promoting activities to professional societies	Full Participation – no initiation	Fully involved – initiated by teachers	Fully involved – initiated by teachers
Efforts for Social Cause	Women Empowerment and Educational awareness	Save girl child , received 1 crore grant from UGC	-----
Grievance - redressal mechanism	Available – as per statutory provisions	Committee of teachers and students	Students directly approach either to the director or to the concerned teacher

Table: 3 Recognition and support to teacher's contribution

Source: Field Survey

The above table gives details of activities supported by management. It is observed that, Autonomous institute's management encourages faculty members to go for industrial experience whereas; affiliated and private institutes do not.

Motivational techniques used in Autonomous and private institutes are both monetary and non-monetary, whereas in affiliated institutes non-monetary methods such as appreciation is used.

Regular increments and promotions are received by affiliated and autonomous institute teachers. The criteria used for promotions are merit cum seniority; private institute teachers do not get promotions.

All institute teachers have positive attitude while working on any activity.

Method of rewarding faculty and student in affiliated institutes is appreciation and certification. In autonomous institute appreciation with promotion in case of teachers and for students scholarships are provided, whereas in private institute method of rewarding is appreciation with monetary reward.

Regarding work for social cause - Affiliated institutes worked on Women Empowerment and Educational Awareness, Autonomous institute worked on 'Save Girl Child' and received grants of 1 crore from UGC, private institute has not taken any efforts in this regard.

It is clear that Recognition and Support to teacher's contribution confirms the importance of teachers in the institute and its HR policies for their development. Such non-statutory policies support the institute for integrated marketing. It is observed by the researchers that due to the good Internal Marketing Practices autonomous institute is doing well in this territory.

7. Conclusion

The researchers hereby would like to conclude that, every institute has to design its HR policies mainly based on statutory policies. Non-statutory policies also play vital role in integrated marketing and that is why the institutes should not let these unattended.

It is quite clear from the analysis of the case study and various findings from the primary data collected from other similar institutes that the institutes must focus on non-statutory policies to build strong culture which will lead to institutional excellence.

Internal Marketing Practices are important to achieve excellence. From this study the researchers would like to suggest the major practices as - 1. Conducive Environment - Culture & Climate, 2. Autonomy in Work, 3. Participative Management, 4. Ethical

Approach and Shared Values, 5.Human Dignity, 6.Recognition of Work, 7.Sports & Recreational Facilities.

8. Suggestions

From this study, the researchers would like to suggest the following model for institutional excellence. This would be particularly useful for Nuclear Management Institutes.

8.1. Student – Full Time Teacher Ratio – 12:1

As per AICTE norms the ratio is 15:1.However the representative Autonomous institute from the sample has adopted students-teachers ratio as 12:1 It has been observed that this institute has achieved excellence. Two of the main aspects of core activities of an institute are Quality course and Quality teaching. The lower the ratio the better will be the quality.

8.2.Compensation – Compliance with statutory norms.

To avoid any agitations and to reach the minimum satisfaction level it is necessary to adopt statutory norms. According to motivation theory of Frederick Herzberg salary, conformation, working conditions etc. are hygiene factors. Lack of these factors will dissatisfy teachers and reduce motivation level.

8.3.Non - Statutory Policies

Herzberg has also stressed the importance of Non-statutory Policies. These Non-statutory Policies act as strong motivators. They help the teachers enjoy greater job satisfaction. These policies play a very crucial role in Internal Marketing Practices. After analysing the case of SahyadriMahavidyalaya and the data collected from some institutes affiliated to Shivaji University,the researchers have realized that the non-statutory policies help institutes prosper fast. These policies have worked as break-through strategies in today's competitive environment.

Researchers have suggested some Non-statutory Policies. Objective of Internal Marketing can be achieved through application of these practices. These policies are as follows –

- **Conducive Environment - Culture and Climate** – Culture of the institute is based on its value system. If the In-charge of the institute plays the role of protector, the teachers would be ready to be producers. If the atmosphere is encouraging, creative activities initiated by students and supported by teachers will have healthy growth. Students-driven activities have better results.
Transparency in decision making, broad-mindedness, democracy, warmth, support and affection are some of the characteristics of strong culture that generate Conducive Environment.
- **Autonomy in Work, Recognition of Work and Participative Management**– After satisfying the basic needs, people strive to pursue the Growth Needs through Autonomy of Work and Involvement in Decision Making. A.H. Maslow, Frederick Herzberg and Clayton Alderfer focused mainly on the Growth needs of a person. If institute wants to generate excellence through creative academic activities, it should empower the teachers. This is possible only if managements have Liberal Approach. Liberal Approach would stimulate curiosity, manipulation, activity and affection towards the institute.
Merely class-room teaching is not enough to generate excellence. Autonomy helps Teachers actively participate in institutional decision making.
- **Ethical Approach and Shared Values** – Ethical conduct makes people fearless. Role of Team-work is significant in institutional development at any stage of its life cycle. Ethical approach and shared values are the key principles of Team-work. Team work helps satisfy the power, achievement and affiliation needs.
Institute's Ethical Approach reflects on their Mission Statement. Teachers and non-teaching staff are the most intimate consumers of the institute. Hence, the institutes should focus on marketing the vision, mission and their objectives to these internal customers.
- **Secularism, Gender Equality, and Human Dignity** – These three ideologies are essential in integrating all relationships that sustain institutional growth. It is difficult to maintain objectivity in intra-institutional relations. These principles keep the management away from Favouritism, Discrimination, Nepotism or Single-handedness while dealing with people.
- **Fair Work Practices** – Fair work practices include use of individual flexibility arrangements. Flexible work practices are advantageous to both the management

and teacher in creating Quality in work. Individual Flexibility arrangements do lead to greater job satisfaction and help in reducing employee turnover. Experienced, talented and valuable teachers improve competence by motivating others.

- Corporate Social Responsibility – Academic institutes are the leaders of progressive society. Therefore, institutes are required to participate in designing programs for social cause.
- Sports & Recreational Facilities – According to Maslow's theory these are the self-actualizers and play vital role in increasing the motivational level of people at work place.

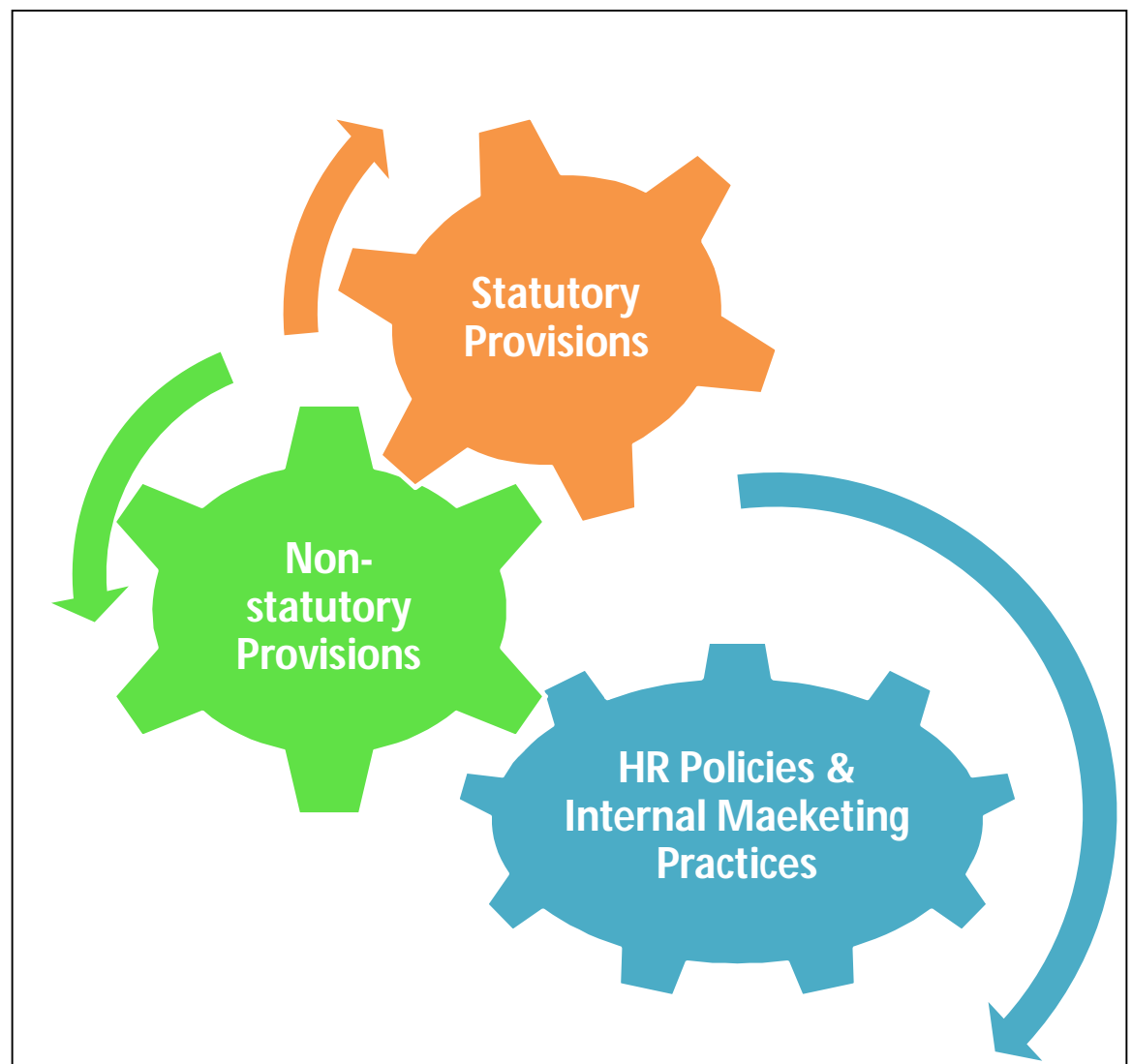


Figure 4

The researchers would like to put emphasis on the above model. This model shows how the institutional excellence is geared up with Statutory and Non- Statutory policies. Their smooth combination builds fair HR Policies and strengthens the Internal Marketing Practices.

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