

Human Resource Development: Unlocking Potential through Quality in Higher Education

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ABSTRACT

In today's globalized and dynamic 24/7 world, human resources businesses face numerous challenges and the way to confront the existing challenges is with education. Education is emerging as a key factor influencing success. The modern business environment demands knowledge-based, strategy-driven and intellectually equipped professionals. For many, work has become cognitively intrusive, with high expectations for ensuring personal and professional success. In this context, the quality of education provided by Higher Education Institutions (HEIs) plays a critical role in shaping the skills and competencies necessary for workplace excellence. Quality in Higher Education offers a comprehensive approach to ensuring continuous improvement, student-centric learning and excellence in educational delivery and integrating principles of Total Quality Management, HEIs can produce graduates equipped with critical thinking, emotional intelligence and adaptability which stand as a key attribute for navigating complex and globalized environments. This study explores how QHE in HEIs can create a paradigm shift in higher education, where the focus extends to academics and beyond academic outcomes for shaping well-rounded individuals capable of thriving in multifaceted roles which directly links educational quality to later life success in unlocking the potential and in the process helps in development of human resources.

Keywords: Human Resource Development, Quality in Higher Education, Unlocking Potential.

Background

Human Resource Development is an important discipline in HR in the present dynamic world, which influences other domain and which has been pronounced as a new field of academic study¹. Human resource development (HRD) is a profession and an area of academic study in search of its own distinctiveness. Human Resource Development (HRD) is an important topic of present time with a broadened scope and integrated concept when looked from socio-economic lens encompassing physical, intellectual, psychological, social, political, moral and spiritual aspects of development². In the words of W. Edwards Deming, one of the world's greatest management and quality gurus, when asked about his one-point recipe for the sustainable development of the economy, he stated: **"Human development is important."**

The higher education is essential for human capital development and economic growth. It emphasizes that access, relevant content and alignment with labor market demands are critical for higher education to drive sustainable development. There exist key challenges such as limited access,

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¹ Seo J, Lee S, Ardichvili A (2021), "How is HRD related to other disciplines? The analysis of 100 most frequently cited empirical articles published in three HRD journals". *European Journal of Training and Development*, Vol. 45 No. 4-5 pp. 402-418, doi: <https://doi.org/10.1108/EJTD-06-2020-0108>

² Khan, M. T., & Khan, N. A. (2011). Integrated concept of human resource development (proposing new model for HRD). *Far East Journal of Psychology and Business*, 5(3), 85-96.

inadequate funding and curriculum. The labor market mismatch and recommends curriculum diversification and Public-Private Partnerships to enhance the effectiveness that impact higher education¹.

Introduction

Quality education is a great concern in many societies across the world. In a highly competitive education sector, the success of academic institutions depends on the quality of education². Quality in education should begin at the school level³. Quality in higher education emphasizes purpose, transformation, exceptionality, accountability, processes, and improvement⁴. The service industry is a rapidly changing industry and this dynamic culture offers a challenge for the service companies to lead or to actually survive in this competitive environment. As the education industry is a part of the overall service industry, this raises the need for a solid base to be developed to reach for high quality service in the education industry⁵. The quality in education is narrowly focused, the academic freedom was seen as the requirement of excellence in education⁶. The exceptional graduates attracted the employers, the human life is confronted with multiple complexities; it has now become mandatory that every individual has to get good hands-on managing complexities in the present scenario. In the light of this pursuing the specialized degree will give them professional hike and help them to move in the direction to achieve success⁷.

The traditional structure of universities, based on disciplinary science, is being transformed by emerging social forces and a shift toward distributed knowledge production. It emphasizes that universities are no longer isolated centers of research and teaching but must adapt by collaborating with diverse knowledge producers and training knowledge workers for a dynamic, globalized environment. The core challenge is for universities to engage more actively with society and leverage external intellectual resources to remain relevant in the 21st century.⁸

In order to achieve enhanced business outcomes, employees in the organizations need to accomplish stratagem and participate at workplace. To enjoy Later Life Success, the individuals have to focus on acquiring the competencies, skills and capabilities required to perform in the organization from the institution they hail from. This will directly result in higher financial performance, higher customer satisfaction, which is the outcome of the quality possessed in higher education. An organization that can hire such skilled personnel will achieve increased business results. Organization performance is often measured by the quality in higher education possessed by its employees. The present world is beholding matchless change in terms of the global nature of work and the diversity of the workforce. Organizations in the world are moving forward into a boundary-less environment. Having the right talent in pivotal roles at the right time is of strategic importance, making a difference to revenues, innovation and organization effectiveness. The employee who has high talent and competency are attracted for gaining competitive advantage⁹.

The companies are competing for talented people who are having high performance and high competence in workplace which can come only from institutions¹⁰. However, achieving organizational success and Later Life Success of the employee in terms of their professional wellbeing is the ultimate purpose to be focused by any organization that takes massive effort to achieve. This is why efforts to improve quality in higher education have begun to inculcate positive change in the field of education.

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country developed its system to express and promote its unique social cultural

¹ Adedeji, O., & Campbell, O. (2013). *The role of higher education in human capital development*.

² Hanushek, E. A. (2005). Why quality matters in education.

³ Campos, M. M., Bhering, E. B., Esposito, Y., Gimenes, N., Abuchaim, B., Valle, R., & Unbehaum, S. (2011). The contribution of quality early childhood education and its impacts on the beginning of fundamental education. *Educação e Pesquisa*, 37, 15-33.

⁴ Harvey, L., & Knight, P. T. (1996). *Transforming Higher Education*. Open University Press, Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598.

⁵ Tooley, J. (2005). The global education industry. *IEA Hobart Paper*, (141).

⁶ Ren, K., & Li, J. (2013). Academic freedom and university autonomy: A higher education policy perspective. *Higher Education Policy*, 26(4), 507-522.

⁷ Maharshi, N., Arora, L., & Chaturvedi, R. (2013). Management Education in India: From Challenges to Opportunities. *Asia Pacific Journal of Management & Entrepreneurship Research*, 2(1), 72.

⁸ Gibbons, M. (1998). Higher education relevance in the 21st century.

⁹ Burke, R. J., & Cooper, C. L. (Eds.). (2009). *The peak performing organization*. New York: Routledge.

¹⁰ Henrekson, M., & Johansson, D. (2008). Competencies and institutions fostering high-growth firms. *Foundations and Trends in Entrepreneurship*, 5(1), 1-80.

identity and also to meet challenges of the times. The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits reach all sections. Education is the highway to that goal.

In the modern world the country is expected to be knowledge based, strategy based and intellectual. Education for all is the need of the hour. Millennium Development Goals emphasizes on the fact that every individual in the country should be educated. Education is a tool to track progress to move in the path of eradication of poverty reduction and provide a very basic policy road map to achieving the goals of the nation.

The system is to be strengthened in making country move from developing to developed country. Education for all is the need of the hour¹. Millennium Development Goals emphasizes on the fact that every individual in the country should be educated. The education system in the country should be formalized and treated as a matter of individual and nation concern.

The quality of education imparted at educational institutions encompassing the various dimensions including skills for enriching the Later Life Success of the individual in professional life². There is a need to identify several key enablers in the process of analyzing the factors which have led to assessing the quality at higher education and to study its impact on Later Life Success. The factors identified are those which are critical for imparting quality at educational on institution which encompass skills. These areas need priority as a part of current quality to establish oneself as more reliant to professional success. For the survival of human society with well-fare and well-being, it is essential to adhere to the path of sustainable developmental goals in harmony with the quality in higher education. Education needs to be revamped with inclusive quality education and lifelong learning, and education in poverty alleviation and global peace.

Some aspects of sustainability development and its approaches, lifelong learning and quality are presented. It is further argued that man-made systems like education, transport, industrialization, etc., need to be sustainable developmental focused and man be wary of certain pitfalls in such systems as education is a two-edged sword, New Technology boon or bane, mind flowing from high to low potential, educated derelict, etc.

Education in the View of Indian Thinkers

Freedom, self-expression, and creative communication with nature and man are the three principles of educational philosophy, if divorced from the streams of life and confined to the four walls of the classroom becomes artificial and losses its values. Education is the growth and freedom of the soul. It should in the full touch with complete life, economic life, aesthetic, intellectual, social and spiritual. The real education is that which does not merely give information but makes our life in harmony with existence. (Tagore).

Education is the manifestation of perfection already in man. Knowledge is inherent in man. No knowledge comes from outside; it is all inside. We aspire for the education by which character is formed, the intellect is expanded and by which one can stand on his own feet. The end of all education and training should be man making (Swami Vivekananda). Education is the harmonious development of all aspects of human personality, craft centered, self-supporting and based on nonviolence and make themselves dependent and cultivate values (M K Gandhi). Developing of scientific skills accompanied with education is to develop bent of mind, that attitude, that spirit of democracy which makes him responsible citizen of the country (Dr Radhakrishna).

It should develop person who has broad outlook towards life. The results is that the infrastructure is not fully utilized, the teacher student ratio is though low, the teaching cost seems to be high and the nonacademic cost is high while the use of Infrastructure is very poor (Ansari, 2004).

Education in the view of Western Thinkers

Education is life its self not the process and not preparation for future and to see that child to think for himself and learn with his own efforts³. Education is the natural, harmonious and progressive

¹ Yadav, N. (2021). Acknowledging diversity: need of hour in education. *Turkish Journal of Computer and Mathematics Education*, 12(3), 3332-3337.

² Chapman, D. W., & Adams, D. K. (2002). *The quality of education: Dimensions and strategies*. Hong Kong: Asian Development Bank.

³ Gibbons, M., & Phillips, G. (1982). Self-education: The process of life-long learning. *Canadian Journal of Education/Revue canadienne de l'éducation*, 67-86.

development of man's innate powers, it should develop the intellectual powers as well as moral values. Education is the process where child makes internal to external development of all those capacities in the individual will enable him to control his environment and fulfill his possibilities¹.

Education is the natural and creative development of the child's innate powers. Education encompasses the physical, cognitive, social and emotional development. Efforts made by the adult members of the society to shape and develop their future generation in accordance to life of society acts as an instrument of social change and regarded as modification of behavior². The quality of education provided by the country depends on the economic condition of the country wherein education is considered as a must for economic development. The knowledge, skills and training got through education helps in the development of economic prosperity of the country.

The Essence and Role of Education

Aspiration of India is to establish a knowledge society in the context of increasing globalization. Higher education empowers people with required competent skill and knowledge, quality of education prepares one from all pursuits of life in the absence of acceptable level of quality from last century ensure the increased attention has been paid to quality and excellence in higher education to make the individuals highly employable to contribute to the nation development³.

Colleges and university are one among the most valuable resource to the country⁴. Higher education today is recognized as capital investment and its importance for economic and social development of the country⁵. Quality is an important goal⁶. The confidence is more on academic administration rather than on the other disciplines⁷. There also raised a question whether the institution can be run like business enterprise, while the universities greatest value is intellectual freedom, personal attention to students for cultivation of their imagination that necessarily precedes achievement in research and learning.

Quality in higher education has been a matter of concern and priority at regional, national and international levels especially in the past decade. There is a health movement taking place in the area of quality education. The setting up of National Assessment and Accreditation council is the commendable step, which has made the educational institutions to come forward to get assessed is a second indicator of healthy move⁸.

Today's education system has been facing challenges are greater than ever faced in the past. With the increase in the competition amongst higher education institution to attract students the concept quality in higher education has become the central theme of study in the present day. The application of quality management practices by service providers has become increasingly widespread. The dimension of inseparability, intangibility, and heterogeneity of service products⁹.

The higher education institution must be more innovative leading to knowledge production and dissemination, after realizing the importance of higher education has been developed to improve performance in this sector¹⁰.

Achieving organizational goals requires holistic thinking and integrated action which can be achieved from imparting quality education. Quality improvement involves human resource development with a vision of key values for today as well as for future and institution of learning are not automatically learning organizations¹¹.

¹ Bruner, J. S. (2009). *The process of education*. Harvard university press.

² Costa, C. (2013). Socialization and sociability. *Italian Journal of Sociology of Education*, 5(Italian Journal of Sociology of Education 5/3), 246-269.

³ Tilak, J. B. (2003). Higher education and development. In *International Handbook of Educational Research in the Asia-Pacific Region: Part One* (pp. 809-826). Dordrecht: Springer Netherlands.

⁴ Boulton, G., & Lucas, C. (2011). What are universities for?. *Chinese Science Bulletin*, 56(23), 2506-2517.

⁵ Weisbrod, B. A. (1962). Education and investment in human capital. *Journal of political Economy*, 70(5, Part 2), 106-123.

⁶ Wardhana, N., Wasliman, I., Warta, W., & Barlian, U. (2022). Implementation Of Integrated Quality (Mmt) In Improving the Quality Of Open High School Graduates. *International Journal of Educational Research & Social Sciences*, 3(3), 1152-1156.

⁷ Gilbert, C. R. (2023). *Analyzing the Influence of Perceived Administrative Support on Teachers' Affective Organizational Commitment and Job Satisfaction*. Arkansas State University.

⁸ Maki, P. L. (2023). *Assessing for learning: Building a sustainable commitment across the institution*. Routledge.

⁹ Moeller, S. (2010). Characteristics of services—a new approach uncovers their value. *Journal of services Marketing*, 24(5), 359-368.

¹⁰ Ahuja, V. (2013). Application of quality management systems in higher education. *International Journal of Applied Services Marketing Perspectives*, 2(2), 417.

¹¹ O'neil, J., & Marsick, V. J. (2007). *Understanding action learning*. AMACOM Div American Mgmt Assn.

The educational institutions are caught in the cross current of change and there is need for complete transformation to the new age model¹. In order to achieve enhanced and sustainable business results, organizations need quality employees who can implement the knowledge acquired in their college days. The educators have very less autonomy to make changes in the complex system. The learning organization need to have effective change and its governance², the roots of the quality improvement lie in the assumption about people, organization and management that follows one unified theme of continues and improving the performance of the organization learning way of life³. The quality improvement is the first wave in building learning organizations. Increasing quality does not really mean increasing cost⁴.

The practical application of the education gained in college calls for sustained results in the days to come. To create organizational effectiveness, employees need to focus on aligning and engaging themselves at workplace, people management systems, the structure and capabilities (including organizational culture). The true quality of education encompasses all the process, system, procedures importantly involve the stake holders in lifelong learning capabilities which is a value added by the education process⁵, to the strategy the employees have to make themselves adoptable.

The amount of investment by the government in higher education shows the desperation to bring about fundamental improvement in the quality in higher education⁶. At present, society and business are witnessing unprecedented change in terms of the global nature of work and the diversity of the workforce.

The approach to the management of quality is unique, the drop in the students' performance that measure up the employer's expectation⁷. Organizations in the world are moving forward into a boundary-less environment. Having the right talent in pivotal roles at the right time is of strategic importance, making a difference to revenues, innovation and organization effectiveness. The ability to attract, engage, develop and retain talent will become increasingly important for gaining competitive advantage. Thus, companies are competing for talented people who are having high performance and high competence in workplace.

In today's world the quality in higher education has to be linking graduate's competencies with that of the employer's needs⁸. In the graduate recruitment and selection multiple competencies are expected which has become as the recruiter priorities. However, achieving Later Life Success is the ultimate purpose to be focused by any institution that takes enormous effort to maximize students to excel well in the corporate with their' task efficiency, commitment, and sustain intrinsic motivation to perform well. This is why efforts to improve organizational performance have begun to inculcate positive organizational concepts like optimism, trust, and engagement. To achieve the above the education system acquired plays a pivotal role hence there is a need to revamp education system to match the current scenario while the decoration in the quality has damaged the organizations.

Success in the corporate world can come handy only if the human resource is well equipped with skills needed⁹. Every individual has a reservoir of skills. To perform with expertise and achievement can be made only if they are taught skills in the early stage of the education process and fine-tuned in the higher education level. The skills set have to be tapped in the individuals and have to be equipped with the same. The educational institutions have a major role to play to guide the students and orient them in equipping skills and making them prepared to perform with high degree of competency¹⁰.

¹ Senge, P. M. (2000). Systems change in education. *Reflections: The SoL Journal*, 1(3), 52-60.

² Macpherson, R. J. (2000). Learning Organisations for a Knowledge Economy: The Role of National Technological Institutes of Higher Education in the 21st Century.

³ Senge, P. (1990). Peter Senge and the learning organization. *Dimension*, 14, 1-13.

⁴ Meen, D. E., & Keough, M. (1992). Creating the learning organization. *The McKinsey Quarterly*, (1), 58-79.

⁵ Holmes, G., & McElwee, G. (1995). Total quality management in higher education: how to approach human resource management. *The TQM Magazine*, 7(6), 5-10.

⁶ Brennan, J., Välimaa, J., Hoffman, D., Naidoo, R., Jongbloed, J. E., Salerno, C., ... & Teichler, U. (2007). *Higher education looking forward: relations between higher education and society*. European science foundation.

⁷ Richardt, S. A., Towner, S., Brent, G., & Castley, J. G. (2024). An industry review of recent graduate employees' performance compared to workplace expectations: An environmental science case study. *Industry and Higher Education*, 38(6), 562-573.

⁸ Martensen, A., & Grønholdt, L. (2009). Quality in higher education: linking graduates' competencies and employers' needs. *International Journal of Quality and Service Sciences*, 1(1), 67-77.

⁹ Sims, R. R. (2002). *Organizational success through effective human resources management*. Bloomsbury Publishing USA.

¹⁰ Wagenaar, R. (2014). Competences and learning outcomes: a panacea for understanding the (new) role of Higher Education?. *Tuning journal for higher education*, 1(2), 273-302.

On the other hand, it is essential to manage these skilled employees so that they perform actively and successfully, and are engaged in their work and their organization. This can be made possible by gaining competitive advantage in higher education by analyzing the gap between expectations and perceptions of quality¹, is not sufficient that they just show up; they need to be functioning at the peak level of their potential but to be accountable to for effectiveness of services.

The continuance of employee goes beyond the traditional notions of job satisfaction, organizational commitment, job involvement etc. employees need to involves they have actively use of emotional, cognitive, and behavioral energies at workplace while working in coherence with the organization's objectives and strategies as the end. All these attributes is to be well structure at the place of learning which is the means to achieve organization's objectives and strategies.

A growing body of research has revealed positive relationship between quality of education and desired outcomes for both students and organizations. At the individual level, students have been dropping outs due to many reasons and the levels of stress from various dimensions leading to greater dropout dates. At the organizational level, employee level the QE has an impact of the actual turnover, productivity, satisfaction, involvement and participation².

Higher education institutions are the important means for exploring, generating, conserving and transmitting knowledge. Higher education has intensely changed in the past two decades, and those involved in the academic sector are still struggling with the implications of these changes. Academic institutions and systems have faced pressures of increasing numbers of students and demographic changes, demands for accountability, reconsideration of the social and economic role of higher education and the impact of new technologies, among others. While higher education institutions function on a national level, the challenges they face are on a global scale.

A system of higher education is not set of institution with some people emerging with doubtful utility of knowledge, if at all it is required for absorption in the labor market³. Quality of individuals working in any country will determine the quality of life⁴. The quality of life is an outcome of the quality education imparted which acts as a tool for developing human capabilities/ capacities⁵. The society at large creates an opportunity for all the sections of the society irrespective of caste, creed, religion, gender to be educated.

Education tunes the destiny of the country in different/ many facets. Hence, identifying the need and relevance of education the constitution has made it as a fundamental right of every citizen for the better economic destiny of the country. The competition is at an alarming rate which is posed by many countries across the world. The wealth or the poverty of nations depends on quality of higher education⁶. Close to millions of student population in the country the maximum share of the students falls in the category of higher education. Hence, emphasis has to be laid on quality, which has gained a vital importance to compete with international standard to sustain competitive edge to Indians in the global perspective.

To promote the quality in education it is essential to analyze the difficulties and pitfalls of the system in advance. The colleges must invest resources in training by educators who can build bridges of linguistic and conceptual understanding between business and education. For the transformation of educational organization with the implementation of TQM, depends on many factors such as full involvement of the management, the size of the institution, private or public organization, and involvement of the people's strength, maturity of the student, staff, and administrator and converts them into include sharp employed, morale, better team work among departments, bridging faculty- staff functions, increased quality from customer's viewpoint and continuous development of everyone who is

¹ Ham, C. L. (2003). *Service quality, customer satisfaction, and customer behavioral intentions in higher education*. Nova Southeastern University.

² Khan, A. (2016). Impact of training and development of employees on employee performance through job satisfaction: A study of telecom sector of Pakistan. *Business Management and Strategy*.

³ Mathur, A. (1994). Work participation, gender and economic development: A quantitative anatomy of the Indian scenario. *The Journal of Development Studies*, 30(2), 466-504.

⁴ Steinberg, M. W. (1996). "The Labour of the Country Is the Wealth of the Country": Class Identity, Consciousness, and the Role of Discourse in the Making of the English Working Class. *International Labor and Working-Class History*, 49, 1-25.

⁵ Edgerton, J. D., Roberts, L. W., & von Below, S. (2011). Education and quality of life. *Handbook of social indicators and quality of life research*, 265-296.

⁶ Atumasa, B., Kate, A. B., & Walang, M. M. (2021). Evaluation Practices that enhance objectivity in Placement in Professional Schools in Cameroon. *Academia Letters*, 2.

part of educational institution and should adopt and implement the principles and pillars of internationalization of standards.

The higher education sector has shown impressive growth over the last decade. The gross enrollment ratio presents a positive picture which is nevertheless followed by some issues concerning the quality of education in the country. According to the twelfth five-year plan (2012-2017) prepared by planning commission in India the higher education in India faces challenges from three fronts viz expansion equality and excellence. The lack of excellence is due to the shortage of well-trained faculty, inadequate infrastructure, outdated curriculum and many more in this direction.

The potential of digital product for higher education institution in India is huge considering the fast-growing market, increase acceptance of digital product increase acceptance of electronic product over days. Digital product will improve the quality of higher education. The government has to help and encourage the institutions to use digital product extensively where ever required and to the extent required¹.

University educates future leaders and develops the high-level capacities that support economic growth. Developing countries have heavily invested heavily in universities and other institutes of higher learning. The gross enrollment rates have increased over the years and this increase has led to the reduction of quality. Hence, pressure have increased on public resources and have neglect of key input of instruction and research. the unit cost has not exceeded the subsidy as the students in higher education come from higher income group and a large publicly funded higher education system intend to have adverse effect on income distribution. Emphasis has been laid on four directions

Integrated View of Education

Higher education in India needs huge number of resources not merely to provide quality education but to transform the nation as a whole. Education in most societies has two principal roles that of passing on knowledge from one generation to the next and the providing people with skill that enables them to analyze, diagnose and then question. Education tunes the destiny of the country in different facets. Hence, identifying the need and relevance of education the constitution has made it as a fundamental right of every citizen for the better economic destiny of the country. The competition is at an alarming rate which is posed by many countries across the world.

The wealth or the poverty of nations depends on quality of higher education. Close to millions of student population in the country the maximum share of the students falls in the category of higher education. Hence, emphasis has to be laid on quality, which has gained a vital importance to compete with international standard to sustain competitive edge to Indians in the global perspective. The standard of research and teaching at Indian university are for below the standard but very drastically moving in the direction of positive progressive momentum and a shift from input centric and credential based to learner centric and learning outcome application to improve quality of education in higher education institution. With the enhancement of quality, it can attract foreign students and make India as an education hub.

Learning means receiving education and integrated education includes mental, intellectual, physical, moral, ethical, spiritual education. It includes building character. A student can use every second of his college life to build himself intellectually, physically and emotionally, aesthetically, morally and spiritually. It's a process of self-introspection. A student should have a goal must stand it and not stop till the goal is attained.

Need for the Study

The institutions of higher learning are becoming production units of graduates. The vision of creation of personalities with wisdom is still a dream. Not all the qualified graduates are able to satisfy the employers because most of them are not competent. The content that is taught in the college and the competency that is required at work place are not matching. The common reasons are the out datedness of the designed curriculum, no interaction between the corporate and the colleges, no collaboration between the industry and institutions, irregular review and non-revision of the syllabi.

Significance of the Study

Quality in higher education has been a matter of concern and priority which helps in creation of knowledge-based individuals who will contribute to the welfare of the society from all perspectives.

¹ Kanhar, B. (2013). Digital products for higher education in India: McGraw Hill Education (I) Pvt. Ltd.

Education quality helps in developing overall personality of the individual which includes right knowledge, appropriate skill set and positive attitude. The content that is taught in the college and the competency that is required at work place are not matching. With this background, the researcher has initiated a humble attempt from HRD perspective to address the quality issue in higher education and the impact of higher education policies, practices, methods and procedures, on the latter life success of the individuals. The common reasons are the out datedness of the designed curriculum, no interaction between the corporate and the colleges, no collaboration between the industry and institutions, irregular review and non-revision of the syllabi.

There is a mismatch in the priorities of the Education System and the Employment Market. There exists a huge gap. The graduates from conventional universities are facing a set-back in the global job market. The corporate is blaming the universities and colleges and the universities and colleges are blaming the primary and secondary education system. The expectations of the Employer and the abilities of the individuals from institutions are not unified. The fact is that our higher education system is not all that successful in molding the personalities to meet the corporate challenges. The skills and competencies required to perform in a corporate environment are not inculcated in the students during their learning days in institutions.

Hence, an attempt has been made by the researcher to address this issue in the present research study, which is appropriately entitled as **Human Resource Development: Unlocking Potential Through Quality Higher Education”**.

Statement of the Problem

Quality education is not a new concept to Indian educational institutions, they have been encompassed with many quality related problems in our country. Education is able to produce just graduates and post graduates, it cannot be considered that the system is in the right direction in achieving its goals and objectives. In the new millennium it is disheartening that the present system of education mainly focused on academic for examination, employment and economical advantage with least importance vested on holistic development. The progression of the students of an education system is more important and that is a key factor in assessing their latter life success. The need for revamping of the present educational system by imparting quality education to the student in being successful in both professional and personal walk of life.

Objectives for Research

- To understand the status of higher education.
- To explore the quality of higher education in India
- To enhance the quality of higher education for developing skilled, competent, and future-ready human resources.
- To bridge the gap between academia and industry by aligning curricula with evolving workforce needs and national development goals.
- To promote inclusive, value-based and lifelong learning opportunities that empower individuals and contribute to sustainable human capital development.

Research Gap

Number of studies has been taken up on Total Quality in Higher Education. However, there is no empirical study, which has been conducted using the statistical tools to analyze the impact between Total Quality in Higher Education to enhance lifelong learning. In order to fill the gap, the present study is undertaken.

Research Questions

The purpose of this research study is to analyze the impact of total Quality in Higher Education on Later Life Success of the employees in Bangalore City from HRD perspective. In this direction, the following specific research questions are framed.

- What are the demographic variables that contribute to quality in higher education and the factors that are most influencing for the institutionalization of quality in higher education?
- What is the current status of higher education in India in terms of access, infrastructure and inclusivity?
- What are the gaps between desired and current expertise level in assessing the impact of quality in higher education?

- How can higher education institutions enhance the development of skilled, competent, and future-ready human resources?
- To what extent does the alignment between academia and industry improve graduate employability and national development?

Methodology

This present study is conceptual in nature and is intended to develop the hypothesis development. It aims to explore the relationship between quality higher education and human resource development (HRD), focusing on how academic quality can unlock human potential and contribute to national and institutional development.

Hypotheses

- H₁:** There is a significant relationship between the quality of higher education and the development of future-ready skilled human resources in India.
- H₂:** Improved alignment between higher education curricula and industry needs positively influences graduate employability and national development.
- H₃:** Institutions that promote inclusive and value-based learning demonstrate higher outcomes in sustainable human capital development.
- H₄:** The current status (access, infrastructure, inclusivity) of higher education significantly affects its ability to contribute to national development.
- H₅:** Lifelong learning opportunities integrated into higher education systems have a positive impact on workforce adaptability and economic resilience.

Conclusion

There is a mismatch in the existing system. Each stake holder in the existing system has a different target to achieve, the least importance is given to quality of education rest all the issues are addressed. The very concept remains focused that the individuals are not well prepared for the job market and their skill and competency required in the corporate remains a big question. Hence, there is a need to divert the resources to achieve the outcome to materialize the demographic dividend in the days ahead. This paper is written based on the review and the exploration. The hypothesis is developed for further analysis in future.

Future Research Design

The proposed study adopts a quantitative research design, intending to collect and analyse primary data using a structured survey method. This approach will allow the examination of causal relationships between variables such as perceived quality of higher education, student development and employability outcomes linked to HRD.

The target population will include students, faculty and academic administrators from various higher education institutions. A stratified random sampling technique is proposed to ensure representation across different types of institutions (public/private, urban/rural). A structured questionnaire will be developed, incorporating Likert-scale items to measure perceptions of educational quality, learning outcomes, and development of human capabilities. The questionnaire will be validated through expert review and pilot testing before large-scale deployment. The study will comprise of Independent Variable I,e Quality of higher education (measured in terms of curriculum relevance, teaching quality, infrastructure and institutional support) and Dependent Variable I,e Human resource development outcomes (measured in terms of skills acquired, employability, critical thinking, and lifelong learning readiness). Upon data collection, the responses will be analysed using descriptive statistics and inferential analysis techniques such as correlation analysis and regression modelling, using software like SPSS or R.

