

A Statistical Study of Higher Educational Different Colleges in Gujarat University

Dr. Neeta M. Mandaliya

Shree Narayana College of Commerce

Abstract

This study to aim to observe increased effective ness of higher educational different colleges in Gujarat University. It process to develop the interest in enhancing quality of educational in under graduation level. This study aims to create awareness or self-studies to implement the quality educational in colleges.

Keywords: Colleges, Higher Educational

Introduction:

In this paper the statistical details of higher educational colleges in Gujarat are discussed and gradual growth of various aspects is implied in the educational. The main focus of this paper is to enhance and encourage the under graduation students about important for study in colleges. It is important to identify that colleges must make great efforts to supplement resources from the university.

The resources from higher education are being immerse to the development of primary education. But it is troubled that while it is mandatory that achieve elementary education and total literacy.

Objective of the study:

To observe the statistical details of higher educational in colleges in University to create awareness on the educational area.

To study and compare the growth and development in various aspects of higher educational colleges in Gujarat.

Review of Literature:

While examining the colleges of university in Gujarat in sample around

This literature review builds on major sources of relevant research relating to educational quality methodologies, quality literacy and multi-dimensional concept of quality. The paper attempts to understand quality in education as a relationship amongst all the participants and resources of an educational institution. Based on the results of the literature review, the paper attempts to establish the foundation for a comprehensive understanding and analysis of quality focusing on higher education. This literature review provides a frame of reference that serves as a basis for future research regarding role of quality in education.

Quality definition

According to Garvin (1988), there are four key approaches through which quality can be achieved: defines product quality based on the presence or absence of particular attributes. Greater the amount of a desirable attribute, higher would be the quality of the service or product. Quality is viewed as conformance to

requirements or specifications. It assumes that specification is a valid substitute for a customer requirement. This approach is that and satisfy the customer. to customers a product or service with certain characteristics at an acceptable cost or price.

Campell, C., & Rozsnyani, C. (2002). Quality Assurance and the Development of Course Programs, Papers on Higher Education. Bucharest: UNESCO-CEPES.

Cheng, Y. (2012). Effects of quality antecedents on e-learning acceptance. Internet Research, 22(3), 361-390.

Kundu (2016) world-class institutions, global rankings, and accreditation have become hot topics within field of education, the potential of researching these topics is significantly limited by the lack of theorizing about what quality means. Quality must be at the centre of the research and the first step must include revisiting the notions of quality. In this context, the author is of the opinion that this paper should guide research and practice in higher education. The author has tried to contribute to that important goal by presenting quality in education from various perspectives.

Yusoff et al. (2015) identified the following dimensions which drive business student satisfaction in higher education. Professional comfortable environment: The elements of professional comfortable environment are as follows: the competence, confidence and professionalism conveyed by the ambience; the feelings that students' best interests are being served; the feelings that rewards marks/grades gained are consistent with the efforts put in by the students; the university environment's ability to make students feel comfortable; competence and availability of staff; and respect for students' feelings, concerns and opinion. Student assessments and learning Experiences: It includes the appropriateness of the method of assessment coursework and/or examination; the appropriateness of the style of assessment individual and/or group work; the course workload; the level/difficulty of subject content; the appropriateness of the quantity of assessment; and the way time table is organized. According to Harvey and Green [15], quality can be viewed as excellence, as transformative, as fitness for purpose or as value for money and as perfection. Quality in the educational context increasingly includes terms such as "fitness for purpose", and "value for money" [15]. An alternative view of educational quality proposed by Astin [16] is that quality is a continuing process of critical self-examination that focuses on the institution's contribution to the student's intellectual and personal development.

Research methodology:

Descriptive method is used in this study. Qualitative analysis is done using the data. Information flow was collected through questionnaire. From different colleges students of commerce. Using multiple correlation and chi square test in Sarvqual model.

Discussion and Suggestions:

Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. Understanding of quality in higher education. Another benefit of involving students in quality assurance initiatives is transparency, meaning all participants see the outcomes and subsequent changes. Student participation in activities

Conclusion:

India is a country of huge human resource potential, to utilise this potential properly is the issue which needed to discuss. Opportunities are available but how to get benefits from these opportunities and how

to make them accessible to others is the matter of concern. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance, infrastructure and at the end the Responsiveness.

- Product-bas
- System-based: In this approach,
- User-based: The underpinning of
- organization's main objective is to
- Value-based: It consists of offeri

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