

# Brief Review for Quality of Education in Institutions of Gujarat State

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## ABSTRACT

Education development is a prime necessity for any state as well as country. This enhances the basic requirements pertaining to the education system as a whole. To visualize the quality of education pertaining to secondary and higher education a brief study is made in this paper which can highlight in nutshell the quality of education among the institutions for secondary and higher education that are situated in Gujarat state. Statistical indicators are presented in brief to highlight about the educational system.

**KEYWORDS:** Student-teacher ratio, Quality of education, Statistical Indicators

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## 1. INTRODUCTION

**"Instruction is the most remarkable weapon which you can use to change the world."**

- Nelson Mandela

Training assumes a significant part in the advancement of a person's psyche and nation. Individuals are made mindful of what is happening on the planet and can comprehend these issues and take essential measures, on the off chance that they are instructed. Instruction restrains the off track mind, supporting its abilities a similar way, preparing fabricates a cunning canine. Webster characterizes instruction as the way toward teaching or instructing 'Teach' is additionally characterized as "to build up the information, aptitude, or character of..." Thus, from these definitions, we may expect that the reason for training is to build up the information, ability, or character of understudies. Instruction being one of the most significant variables dependable to shape the character of an individual has complex capacities. It is the intense wellspring of material and human turn of events.

Quality is the most loved objective in human undertaking and particularly in the field of instruction. The privilege to instruction has been very much perceived by the United Nations General Assembly (UNGA) under Article 26 of Universal Declaration of Human Rights (UNDHR) as:

1. Everyone has the option to training. Instruction will be free, at any rate in rudimentary and crucial stages ....
2. Education will be coordinated to the full improvement of human character and to the reinforcing of regard of basic liberties and key opportunities.

3. Parents reserve a privilege to pick the sort of training that will be given to their kids.

Instruction has now become a worldwide concern. The world meeting on 'Instruction For All' held in March, 1990 in Jomtien, Thailand received a presentation calling upon all part states and global organizations to make powerful strides for accomplishing Elementary Education for All by the 2000.

India was one of the members to the assertion. A definitive objective asserted by the world announcement on 'Training for All' it to meet the essential needs all things considered, youth, and grown-ups. The legislature of India has dispatched a coordinated instructive program. 'The Sarva Shiksha Abhiyan' (SSA), which is a lead program for universalizing rudimentary instruction and a National mission established with the Prime Minister as its Chairman. The program at first expects to give eight years of value rudimentary training for all youngsters up to the age of 14 years in a mission mode with a push on network proprietorship, burdened gatherings and quality instruction for young ladies. So as to fulfill the expanded need of value training, the private foundations came up to help and work for it. The developing populace weight and universalization of essential instruction additionally have added to the development of private instructive establishments.

## 2. QUALITY CONCERN IN EDUCATION

The points of training mirror the current needs and goals of a general public just as its enduring qualities, and the quick

worries of a network just as wide human beliefs. Finding the term quality in instructive talk is presently a general concern today. Quality has been widely characterized by Dewney et al. (1994) as, "meeting, surpassing and charming client's needs and desires with the acknowledgment that these requirements and wants will change after some time." The conviction that quality goes with benefit is plainly hostile with vision of participatory majority rules system that India maintains and rehearses in the political circle. Its training in the circle of instruction requests that the training accessible to all kids in various areas and segments of society has a similar quality. J. P. Naik depicts balance, quality and amount as the subtle triangle' of Indian instruction. Managing this allegorical triangle requires further hypothetical comprehension of value in training than has been what accessible in schools today.

Joined Nations instructive, Scientific and Cultural Organization's (UNESCO) as of late distributed worldwide observing report which examines methodical norms as the fitting setting of the quality discussion (see Global Monitoring Report 2006 – Literacy forever, UNESCO, 2006). Starting here of view, the kid's exhibition should be treated as a pointer of efficient quality. The quality measurement additionally should be inspected from the perspective of the encounters intended for the kid regarding information and abilities. Suspicion about the idea of information and the youngster's own tendency shapes the school ethos and the methodologies utilized by the individuals who set up the schedules and reading material and by instructors too.

The portrayal of information in course readings and different materials should be seen from the bigger viewpoint of the difficulties confronting humankind and the country today. No subject in the school educational plan can remain unapproachable from these bigger concerns, and hence the determination of information proposed to be remembered for each branch of knowledge requires cautious assessment regarding financial and social conditions and objectives. Quality in training remembers a worry for personal satisfaction for every one of its measurements. For the guardians and understudies, quality training signifies, "improving the nature of instruction perpetually implies raising the degrees of scholastic execution normally estimated in the grades in the different subjects which structure part of school educational plan. Concerning training quality is a general term and difficult to characterize and considerably more hard to gauge. That is the reason 3 educationists, researchers, instructive approach creators and chairmen don't arrive at same resolution while examining what makes great quality training or a subjective training. In any case, parental yearnings for instruction are gave a false representation of by endemic destitution and inconsistent social relations, and by absence of sufficient arrangement of tutoring of fair quality.

Just giving satisfactory framework, instructing learning material, satisfactory instructing and non-showing staff, giving favorable environment in the school for learning are not adequate prerequisites towards the quality training. Alongside this, parts of the educational program, viz. schedule, instructional method, assessment, connection and accreditation guidelines are likewise significant elements which should be tended to while managing quality issues in education.

### 3. SCENERIO FOR GUJARAT STATE

Gujarat is a state arranged in the western piece of India and offers its northwestern limit with Pakistan. The instruction division of the state gives uncommon consideration to the improvement of rudimentary training in Gujarat. The state government has likewise dispatched the area essential instruction program for making essential training obligatory and free for all understudies up to a specific age limit. It has likewise taken up a few measures for checking the pace of dropout at schools in Gujarat. A similar uniform structure of 10+2 instruction is followed in the schools of Gujarat.

There are a few colleges working in Gujarat which offers both undergrad and postgraduate projects in different controls. These are Gujarat University, Saurashtra University, Veer Narmad South Gujarat University, Hemchandracharya North Gujarat University, M. S. University, S. P. College Vallabh Vidyanagar, Bhavnagar University and Kachchh University and so on are the main State Universities. The four rural colleges in Gujarat are particularly given to the investigation of horticulture and different subjects identified with it. Aside from these, Indian Institute of Management Ahmedabad, Sardar Vallabhbhai National Institute of Technology, Surat, Institute of Infrastructure, Technology, Research and Management and National Institute of Design, Ahmedabad are a portion of the different lofty communities for higher learning in Gujarat. The state additionally has the absolute best building organizations in India like Sardar Vallabhbhai Patel Institute of Technology, Dhirubhai Ambani Institute of Information and Communication Technology, Pandit Deendayal oil college .the state likewise has best clinical universities like B.J. Clinical College, Gujarat Adani Institute of Medical science. Focal Salt and Marine Chemicals Research Institute is another presumed foundation working in Gujarat and does different exploration deals with inland lake salt, marine salt and sub-soil saline solution. In the developing territory of legitimate training, a head organization Gujarat National Law University was established in the capital city Gandhinagar which began giving instruction from the year 2004 and is positioned in top foundations in the nation. Indian Institute of Public Health Gandhinagar University is the main general wellbeing college of India, Launched by Public Health Foundation of India (PHFI), Indian Institute of Public Health Gandhinagar (IIPHG) intends to fortify the general wellbeing framework in the nation through instruction, preparing, examination, and support/strategy activities

Gujarat broke into the main 10 making sure about the ninth position in the nation for the year 2011-12 to the extent improving the nature of training in primary schools is concerned. This remarkable presentation of the state was an aftereffect of the assessment of the most recent instructive improvement record done by the National University of Education Planning and Administration (NUEPA) and the service of human asset and advancement (MHRD).

As of late, as indicated by information delivered by District Information System for Education (DISE) - 2011-12: Flash measurements, Gujarat has eclipsed states like Andhra Pradesh, Haryana, Himachal Pradesh, Madhya Pradesh and Punjab to specify a couple.

### 4. STATISTICAL INDICATORS FOR SOCIAL SECTOR

Social pointer (S.I.) is a proof that helps in appraisal of present position and future bearings. S.I. is an immediate and

legitimate factual measure which screens levels and changes after some time in a key and social concern.

Pointers might be referenced, for example, number identified with financial development and additionally insignificant, for example, qualities or merchandise. Most

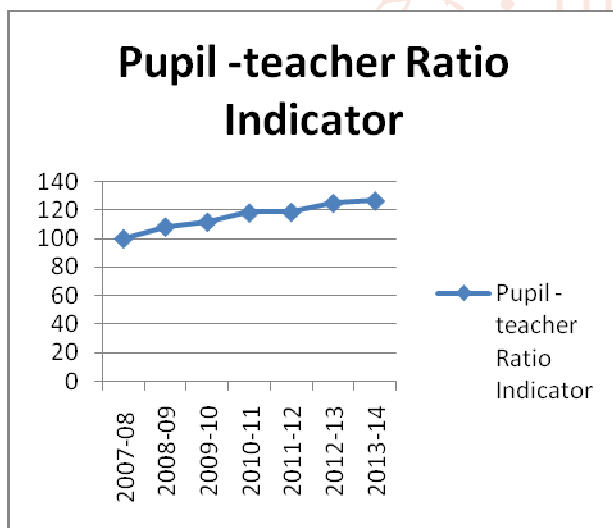
pointers are created so as to portray significant highlights of a bigger framework. OECD characterizes a marker as boundary or a worth got from boundaries data about deciding the condition of a wonders/domain/occasion with an essentialness that reaches out past and is legitimately connected with the boundary esteem.

**Table-1 Secondary and Higher secondary education**

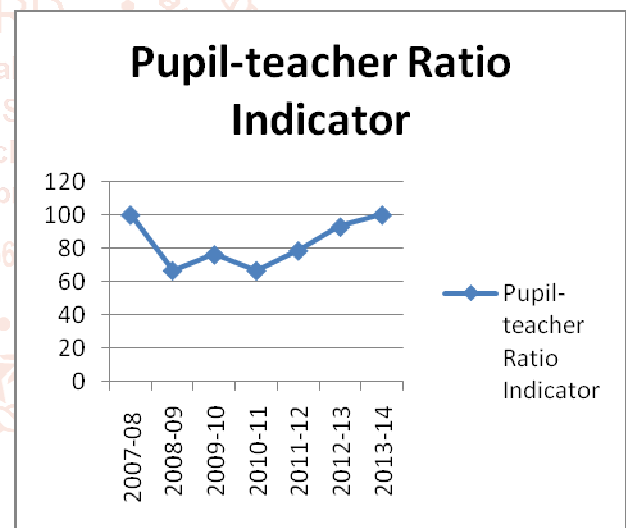
Year	Institutions		No. of teachers		Pupils		Pupil-teacher	
	Number	Indicator	Number	Indicator	Number (in'000)	Indicator	Ratio	Indicator
2007-08	8328	(100)	78645	(100)	2772	(100)	35	(100)
2008-09	9015	(108.25)	84401	(107.32)	2990	(107.86)	35	(108.25)
2009-10	9299	(111.66)	86775	(110.34)	3045	(109.85)	35	(111.66)
2010-11	9844	(118.20)	74929	(95.28)	3105	(112.01)	41	(118.20)
2011-12	9878	(118.61)	77716	(98.82)	2997	(108.12)	39	(118.61)
2012-13	10406	(124.95)	83625	(106.33)	2601	(93.83)	31	(124.95)
2013-14	10537	(126.53)	80460	(102.31)	2702	(97.48)	34	(126.53)

**Table-2 Higher education**

Year	Institutions		No. of teachers		Pupils		Pupil-teacher	
	Number	Indicator	Number	Indicator	Number (in'000)	Indicator	Ratio	Indicator
2007-08	1247	(100)	12656	(100)	534	(100)	42	(100)
2008-09	1187	(95.19)	20766	(164.08)	589	(110.30)	28	(66.67)
2009-10	1405	(112.67)	20054	(158.45)	643	(120.41)	32	(76.19)
2010-11	1567	(125.66)	24445	(193.15)	680	(127.34)	28	(66.67)
2011-12	1626	(130.39)	23889	(188.76)	782	(146.44)	33	(78.57)
2012-13	1857	(148.92)	25816	(203.98)	1013	(189.70)	39	(92.86)
2013-14	1863	(149.40)	30272	(239.19)	1257	(235.39)	42	(100)



**Diagram 1**  
**Secondary and H.S. Education**



**Diagram 2**  
**Higher Education**

We have given the indicators computed for secondary and higher secondary education data during the years 2007-2008 to 2013-2014 which are given in Table-1 and Table-2 above. Data base is socio economic review of the Gujarat state during 2014-2015.

As viewed from Table-1 and Table-2 it appears that students' strength and Institutions have grown up but comparatively teachers' growth is not observed to be convincing as average pupil/teacher ratio is 35.7 for Table-1 and 36.3 for Table-2 during these years which is more than the ideal ratio of 30.

**5. HURDLES IN THE GROWTH FOR QUALITY OF EDUCATION**

Looking to the data analysis and vast educational literature that are available it seems that there is growth potential for quality of education in Gujarat state. However there are basic hurdles which do not give enough opportunities for this growth. In our opinion these are attributed due to two major leading factors which are presented in nutshell as under

**5.1. SELF FINANCE INSTITUTIONS**

Seemingly there is a growth among such institutions but there are many problems for these institutions

1. Most of the institutions do not appoint qualified permanent staff.
2. Most of the institutions do not give complete salary and other allowances as per rules in force.
3. Institutions charge very heavy fees from the students which become almost impossible for an ordinary person.

4. Library facilities are insufficient and mostly not available for staff and students.
5. Class rooms and Infrastructural facilities are hardly available in many institutions.
6. Today we are marching towards Digital India, hence adequate technological facilities must be provided by the management.
7. Management of the institutions must be done through knowledgeable and educationally highly qualified and experienced persons.

## 5.2. SEMESTER SYSTEM

We have implemented semester system in almost all the higher institutions. This idea is borrowed from foreign countries who take sufficient care for its implementation. Looking to the Technical, Engineering and Medical institutions somehow, we have made satisfactory progress. However this concept when applied for other faculties like Arts, Commerce, Science, Education etc. there are many loopholes in the system. We mention below some points regarding such situations

1. Admission process is so clumsy and lengthy which takes reasonably more time.
2. Teaching hours cannot be achieved due to delay in admissions.
3. Most of the time teachers have to spend for semester examinations.
4. Examination assessment work is to be done in stipulated limited periods, hence assessment load per teacher increases which results in deteriorating quality of assessment.
5. Carry forward system for students results into carelessness on the part of students as well as teachers.

The above observations may appear to be very harsh and unconvincing but this is the reality which becomes hurdle

for enhancing growth in quality of education. These may not be applicable to all the institutions as some (but only very few) of them are exemplary for the above mentioned situations. However the overall picture is not quite rosy for our educational system as a whole.

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