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## CONTENTS

S.No.	Articles	Page
1.	ASSESSMENT OF THE QUALITY OF THE EDUCATIONAL PROCESS AS A FACTOR INCREASING THE COMPETITIVENESS OF THE UNIVERSITY Davlatov Sukhrob Sayitjonovich	5
2.	A REVIEW OF HUMAN ACTIVITY RECOGNITION METHODS USING HAND-CRAFTED APPROACHES APPLIED FOR FEATURE EXTRACTION Apeksha Jadon	16
3.	SYMBOLIC INTERACTIONISM AND IT'S EFFECTS ON CONSUMER BEHAVIOR Dr.Praveen Srivastava Dr.Kanupriya Dr.Amit Sinha	26
4.	IMPROVING THE METHODOLOGY OF DISTRIBUTION OF OPERATING COSTS BY TYPE OF TRANSPORT IN THE FORMATION OF PASSENGER RATES FOR RAILWAY TRANSPORT KadirovaSharofat Amonovna	33
5.	DIGITAL FINANCIAL SERVICES IN THE REMOTE BANKING SYSTEM XusanovKaxramonNishonovich	38
6.	NEW TRENDS OF EMPLOYMENT AND ECONOMIC GROWTH DRIVEN INDUSTRIAL UPGRADING IN UZBEKISTAN Prof. Behzod Tagaev, Zilola Tolametova, Bekmurod Elmonov	44
7.	STUDY ABOUT BLENDED LEARNING – NEW SOLUTION TO AN OLD PLATFORM Dr. Seema Kushwaha	56
8.	KEY TRENDS IN THE FORMATION AND DEVELOPMENT OF THE INVESTMENT POTENTIAL OF CHEMICAL INDUSTRY ENTERPRISES OF THE REPUBLIC OF UZBEKISTAN Tillayeva Barno Ramizitdinovna	63
9.	ANALYSIS OF THE DIFFERENTIATION OF THE REGIONS OF THE ANDIJAN REGION BY THE LEVEL OF DEVELOPMENT OF SMALL BUSINESSES DadaboevaMarg'ubaMamasolievna	70
10.	EFFECTIVE DEVELOPMENT OF THE INDUSTRIAL SECTOR OF THE REPUBLIC OF UZBEKISTAN IN THE CONDITIONS OF A NEW ECONOMIC WAY Azamat AbadovichMatchanov	76
11.	STATUS AND TRENDS IN THE DEVELOPMENT OF INTERNATIONAL AUDITING NETWORKS IN UZBEKISTAN Urazov D.K.	85
12.	METHODS FOR EVALUATION AND CALCULATION OF MACROECONOMIC INDICATORS OF THE DEVELOPMENT OF PROFESSIONAL AUDITING SERVICES Urazov D.K	92
13.	THE ROLE OF EVENT-GASTRONOMIC TOURISM IN INCREASING THE EFFICIENCY OF THE REGIONAL ECONOMY Akhmedova Yulduz Alisherovna, Azizova Nazira Tukhtayevna	101
14.	ECONOMETRIC MODELS OF INCREASING EFFICIENCY OF PROCESSES OF USING ALTERNATIVE ENERGY SOURCES KodirovBakhodirTursunovich	108

# ASSESSMENT OF THE QUALITY OF THE EDUCATIONAL PROCESS AS A FACTOR INCREASING THE COMPETITIVENESS OF THE UNIVERSITY

Davlatov Sukhrob Sayitjonovich<sup>1</sup>

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## ABSTRACT

*The article shows that the quality of educational services is the basis of the competitiveness of the university, and the factors that determine the quality of higher education are considered. The article reveals the need to take into account the opinions of students and their participation in resolving issues of internal quality assurance in order to improve the quality of the educational process and, as a result, strengthen the competitive position of the university. The author considers the specific features of the management of educational services and develops the main directions for increasing the competitiveness of the university, taking into account the key trends in the development of the educational services market.*

**Keywords:** education, educational process, stakeholders, competitiveness, student's quality standard, quality, effectiveness.

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## INTRODUCTION.

In modern economic conditions, higher education institutions seeking to increase competitiveness in the market must ensure a high level of demand for educational services, which primarily depends on the degree of satisfaction with the requirements and expectations of all interested parties, that is, the so-called stakeholders. These subjects include, first of all, applicants, students, potential employers represented by enterprises and organizations of various forms of ownership, as well as society as a whole.

An important role is played by the status of the university, as a rule, regional universities are significantly inferior to educational institutions located in the capital. Diplomas issued by well-known universities in the country act as a kind of "guarantor" of the knowledge and competencies of the graduate for the employer. In this regard, the issues of increasing the competitiveness of a regional university through education quality management are of the greatest importance.

The competitiveness of a university depends on many factors, which can be grouped as follows:

- Human resources;
- Financial resources;
- Informational resources;
- Social and cultural base;
- Characteristics of training programs;
- Research and publishing activities of the university;
- Interaction of the university with scientific and industrial organizations;

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- International activities of the university;
- University reputation.

All factors are interconnected and underestimation of one affects the others. Producing several types of products (educational services, scientific, technical and educational products), the main goal of the university is education. Therefore, it is the quality of the educational services provided by the university that ultimately determines the place of the university in this market. A university that provides high quality education can receive additional income and increase its competitiveness.

The core of the university, which determines the quality of education, is the personnel potential, the quality of educational services depends on the level of its professionalism, possession of modern methods and teaching aids.

The curricula of specialties developed by the university have a significant impact on the quality of education. In the conditions of growing competition in the market of educational services, curricula of specialties provide universities with a serious competitive advantage.

At the level of a higher educational institution, marketing is the basis for developing a development strategy, an ideology of behavior in the market, a market research tool, a method for developing new educational programs and services, a way to organize sales and promotion to the market, and the implementation of pricing policy.

Due to the importance of the quality of education, each educational institution is designed to solve the following set of tasks:

- 1) planning based on the analysis of existing achievements, problems and forecast of future requirements of the desired level of quality;
- 2) ensuring the functioning of the university, which in turn ensures the achievement of a given level of quality of education;
- 3) ensuring quality improvement, which means constant monitoring of requirements for educational outcomes;
- 4) assessment of the level of quality of education based on the methods developed and implemented in the management.

The existing numerous concepts of the quality of education in higher education can be grouped into six areas:

1. formally legitimate approach - the stage to which the actual result of the university's activities corresponds to the planned one;
2. subject-sectoral approach - the stage of compliance with the standards of the profession, which are formulated by a group of experts from a given educational institution;
3. commercial or economic approach - the stage to which the goals of the university are achieved by enrolling students at the lowest cost;
4. an approach focused on the consumer of educational services - the stage of satisfaction of the needs and expectations of students;
5. labor market approach – the stage of satisfaction of employers' requirements;
6. approach focused on the development of the organization - the stage of fulfillment of tasks and the achievement of its own goals by an educational institution.

Each of the above directions differs in the idea of the mission of the educational institution and characterizes the social groups involved in the educational process.

### **Literature review.**

A theoretical and practical study of aspects of the university's activities allowed us to conclude that the competitiveness of the university in the educational services market is determined by two components: firstly, the quality of educational services; secondly, the economic efficiency of activities (with the same quality of services, the competitiveness of the university where this quality is achieved and maintained with less resources is higher).

In other words, to receive a truly high-quality education, the quality of requirements, the quality of conditions, the quality of educational processes and the quality of the results of the university's activities must be ensured.

Speaking about the quality of higher education, they often mean the quality of the results of the educational activity of the university, and everything else is considered a necessary condition for obtaining these results. At the same time, depending on the end user, the result of the educational activity of the university can be considered the educational services provided if the consumer is a person, or the specialists produced if the consumer is an employer, the state. The listed parties are interested in the quality of higher education, but their ultimate goals are different, although interrelated.

The first group of researchers in their interpretation of the quality of education is focused on meeting the expectations and needs of the individual and society [3]. At the same time, the quality of education is determined by the totality of performance indicators and the state of the educational process (the content of education, forms and methods of training, material and technical base, personnel, etc.).

The second group is based on the formed level of knowledge, skills, and socially significant personality qualities [10]. The parameters of the quality of education are socio-pedagogical characteristics (goals, technologies, conditions, personal development).

The third group focuses on the compliance of the set of properties of the educational process and its result with the requirements of the standard, social norms of society, personality [11].

The fourth group considers as criteria the compliance of the result with the goals of education predicted for the zone of potential personal development [13]. The quality of education is considered as a set of characteristics of the graduate's education.

The fifth group highlights the ability of an educational institution to meet the established and projected needs. The quality of education is considered here as a property that determines the ability of an educational institution to meet the needs of consumers of different levels.

The analysis of approaches to the definition of "quality of education" allows us to identify the grounds for their systematization (Table 1).

**Table 1. Different approaches to determining the quality of education**

<b>Approach</b>	<b>Footing</b>
Intuitive-empirical	Human experience and intuition
Formal-reporting	The level of academic achievement of students (the percentage of those who succeed in "4" and "5")
Psychological	The level of development of cognitive processes and the degree of manifestation of mental neoplasms of personality
Pedagogical	The level of education and training
Procedural	Assessment of the state of the educational process
Resultant	Evaluation of the result of pedagogical activity of an educational institution
Comprehensive	External expertise (material base, personnel, programs, forms and methods of work, etc.)
Multiparametric	Evaluation of the activities of educational institutions based on intra-system parameters
Methodological	Correlation of the result with operationally set goals
Integrated	Introduction of categories of an integrated nature (competence, literacy, education)
Personality-oriented	Personal development of the student
Social	The degree of satisfaction of individual and public consumers
Qualimetric	Measurement of indicators by parameters

Source: Compiled by the author

With all the diversity of the above definitions of the quality of education and approaches to its assessment, each of them has one common position: the quality of education and its constituent elements are compared with certain basic attitudes, norms, standards that serve as a kind of benchmarks

Thus, to receive a truly high-quality education, must be ensured the quality of requirements and the quality conditions or resources. While observing these two aspects of quality, the quality of educational processes (scientific and educational activities, educational technologies, etc.) directly providing training of specialists plays an important role. And finally, another element of the quality of education is the quality of the results of the university's activities (current and final results of students' education, characteristics of graduates' career growth, etc.).

The activity of economic entities operating in the educational sphere is a process of providing educational services, which, in particular, D. Shevchenko defines as "the process of obtaining a certain set

of knowledge and practical ways of applying them, capable of satisfying the needs of an individual in his professional status and growth" [16].

Note that this definition characterizes the service from the point of view of its recipient. From the position of the university providing this service, its essence will consist in providing the specified set of knowledge and ways of their application.

At the same time, any disadvantages and advantages of universities in the educational services market act as competitive disadvantages and advantages that require the use of evaluation criteria to determine the degree of their influence on the level of competitiveness of a particular university.

From the point of view of I.B. Romanova, competitiveness is a property of a higher educational institution that determines the share of the relevant market of educational services belonging to this university and the ability to prevent the redistribution of the market in favor of other subjects [15].

According to R.A. Fatkhutdinov, the competitiveness of the university is its ability [9]:

- 1) to train specialists who can withstand the competitive struggle in the labor market;
- 2) develop competitive innovations in this field;
- 3) conduct an effective reproductive policy in all areas of its activities.

In the broadest sense, quality has become the everyday human needs for the present and future development of a whole human society. Starting from the fact that quality is present in everyday life, there was a need for his comprehensive study and definition. Authors who have written about quality have given numerous definitions of quality. The quality of services is defined in the simplest way as a company's ability to satisfy or exceed customer expectations. Deming defines his philosophy of quality in 14 points, whose aim was to change the old way of doing business as well as to become oriented towards quality, an increase of productivity, and lowering the cost. Crosby defines quality as an adjustment to demands while Juran defines it as a convenience for use. A consultant at McKinsey Company provides an interesting definition of quality and states that a unique definition does not exist, but that quality changes throughout life, from one generation to another and depends on numerous aspects of human activity. Quality certainly is a feeling that something is better than something else. The International Organization for Standardization in the ISO 9000:2000 standard defines quality as a level up to which the sum of characteristics requires demands.

According to certain authors, the perceived quality of service is defined as an attitude that is taken when we compare expectations and perceptions of the performance of the service received, while the perceived quality of service in higher education is defined as the difference between what students expect to get and their own perception of the real gain, as well as students' assessment related to the level of performance of services offered by the HEIs compared to their real expectations.

Quality of service at higher education institutions mostly depends on the expectations of its students and their perception of the performance of the service received. From the point of view of HEIs, it is highly important to coordinate the level of the service received with the expected service, that is, to manage their students' expectations efficiently.

### **Research methodology**

Thus, the optimization of the assessment of the quality of education and economic efficiency should be considered as components of the competitiveness of the university.



The tasks facing the theory of assessing the quality of the educational process at the university are to, deeply examining the management processes, identify objective patterns, understand the mechanism of management, determine cause-and-effect relationships that affect the final result of the functioning and development of the university.

It should be emphasized that the set of indicators of the quality of the educational process is only an indicator of its functioning and development and in itself does not determine the content and direction of control actions.

The basis for the development of the methodology for assessing the quality of the educational process of the university was the development of scientists of the Herzen State Pedagogical University.[4]

In accordance with their recommendations, within the framework of this study, the consideration of the educational process is based on the representation of this process as a system, the functioning of which is described by qualimetric and economic models. The peculiarity is that in the context of this study qualimetry is used for economic evaluation of both the quality of the entire educational process as a whole and the quality of the main subprocesses, namely education and upbringing, which form the competitiveness of the educational institution and its graduates.

Determination of numerical basic values of indicators of the level of quality of education, necessary to substantiate the ways of development of the educational process in a multi-level educational complex, is carried out by methods of qualimetry.

Currently, the methods of qualimetry are not sufficiently developed in economic studies of educational processes, which hinders their use not only for quality management of education, but also when using the results of quality management to increase the competitiveness of educational institutions and their complexes.

The use of the qualimetric approach in assessing the quality of the educational process allows us to solve the methodological problem of standardization of research and the dimensions of the presentation of the studied indicators, which consists in the fact that the economic indicators of the educational process are expressed in value units, and the qualimetric indicators characterizing the quality of the educational process are usually expressed in dimensionless form.

Within the framework of the proposed methodology for assessing the quality of the educational process of the university:

- 1) a system of indicators is presented for the analytical assessment of the quality of the educational process;
- 2) The sequence is determined of the evaluation of the quality of the educational process and the level of its competitiveness;
- 3) recommendations on the formulation of the final decision are given.

For the practical application of the reductive design model, a system of indicators for analytical quality assessment has been developed (Table 2).

The system of indicators for assessing the quality of the educational process makes it possible to assess the quality of compliance of the educational process of the university with the requirements of the state educational standard.



**Table 2. Indicators of the quality of the educational process**

Indicators	Calculation formula
<i>Assessment of compliance of the content of training and educational programs with the requirements of the SES HE (State Educational Standard of Higher Education)</i>	
1. The indicator of compliance with the specialty of the SES HE (k)	$K = \frac{N_o}{N_n}$ <p>where <math>N_o</math> is the number of disciplines according to the curriculum;  <math>N_n</math> – the number of subjects taught, provided by the SES HE</p>
2. The indicator of compliance with the educational load of the SES HE (h)	$h = \frac{H_p}{H_{ses}}$ <p>where <math>H_p</math> is the workload planned in the work curriculum;  <math>H_{ses}</math> – is the workload provided by the SES HE in this specialty</p>
<i>Assessment of the conditions for the implementation of the educational process</i>	
3. The indicator of the provision of students with textbooks and teaching materials in a separate academic discipline ( $I_{pt}$ )	$I_{pt} = \frac{N_t}{n_i}$ <p>where <math>N_t</math> is the available number of textbooks and teaching materials for a particular discipline;  <math>n_i</math> – the number of students in the <math>i</math>-th discipline</p>
4. The indicator of the provision of students with textbooks and teaching materials in general in the educational process ( $I_{ptgen}$ )	$I_{ptgen} = \frac{\sum_{i=1}^{N_0} I_{pt}}{N_n}$
5. The indicator of material and technical support of practical and laboratory classes in a separate discipline ( $I_{mt}$ )	$I_{mt} = \frac{N_{mt}}{n_i}$ <p>where <math>N_{mt}</math> is the available number of computers and other equipment for conducting practical classes in a separate academic discipline</p>
6. The indicator of material and technical support of practical and laboratory classes in general in the educational process ( $I_{mtgen}$ )	$I_{mtgen} = \frac{\sum_{i=1}^{N_0} I_{mt}}{N_n}$
7. The indicator of teacher qualification ( $I_q$ )	$I_q = \frac{N_{ad}}{N_t}$ <p>where <math>N_{ad}</math> is the number of teachers who have an academic title or an academic degree;</p>

	$N_t$ – the number of teachers in the university
8. Indicator of methodical and scientific activity of teachers ( $I_{sa}$ )	$I_{sa} = \frac{N_p}{N_t}$ <p>where <math>N_p</math> – is the number of methodological materials and publications;</p>
9. Indicator of consolidation of knowledge ( $I_c$ )	$I_c = \frac{T_{pr}}{T_{lec}}$ <p>where <math>T_{pr}</math> is the number of hours of practical and laboratory classes;</p> <p><math>T_{lec}</math> – number of lectures</p>
<i>Assessment of the composition of the contingent</i>	
10. Student absenteeism rate ( $I_{abs}$ )	$I_{abs} = \frac{\sum_{i=1}^{N_0} N_i T_i}{n}$ <p>where <math>N_i</math> is the number of students who missed classes;</p> <p><math>T_i</math> – the number of classes missed by the <math>i</math>-th student;</p> <p><math>n</math> – the number of students studying</p>
11. The indicator of discipline ( $I_d$ )	$I_d = \frac{N_d}{n}$ <p>where <math>N_d</math> – is the number of offenses (warning, reprimand, expulsion) of all students</p>
12. GPA indicator of learning assessments ( $I_{gpa}$ )	$I_{gpa} = \frac{5n_5 + 4n_4 + 3n_3 + 2n_2}{n}$ <p>where <math>n_5, n_4, n_3, n_2</math> - the number of students who received grades "5", "4", "3", "2"</p>
13. Performance indicator ( $I_p$ )	$I_p = \frac{n_5 + n_4 + n_3}{n}$
14. Quality performance indicator ( $I_{qp}$ )	$I_{qp} = \frac{n_5 + n_4}{n}$
15. Indicator of social activity of students ( $I_{sa}$ )	$I_{sa} = \frac{n_{sa}}{n}$ <p>where <math>n_{sa}</math> is the number of students who participated in public events</p>

Source: Compiled by the author

The scientific purpose of the systematization of indicators is to standardize the use of qualimetric and economic indicators to create a real model of competitiveness.

The system of indicators is divided into three groups: 1) assessment of compliance of the content of training and educational programs with the requirements of the SES HE; 2) assessment of the conditions for the implementation of the educational process; 3) assessment of the composition of the contingent.

Indicators of the quality of the educational process, characterizing the degree of compliance of the content of the educational process with the requirements of the SES HE (State Educational Standard of Higher Education), as well as the normative documents of the educational institution, determine the economic, social and production components of the directive set indicators of the educational process. In their totality, the indicators describe the impact of the organization and economy of the educational process on its quality.

These indicators characterize the system of presentation of educational services by an educational institution, as well as the extent to which students use the opportunities of the existing educational process.

The considered system of assessing the quality of the educational process can be used in assessing and shaping the competitiveness of the university. When analyzing qualimetric indicators, it is possible to determine the degree of fulfillment by students and teachers of the requirements imposed by regulatory documents for the educational process, as well as to assess the quality of the existing system of providing educational services for the implementation of the motivations of participants in the educational process.

The process of assessing the level of competitiveness of the quality of the educational process can be presented in the form of the following stages:

1) the calculation of individual indicators of the quality of the educational process (see Table 2) is based on the actual data of the university's activities;

2) calculation of a comprehensive indicator of the quality of the educational process. The complex indicator reflects the level of competitiveness of the educational process of the university.

To calculate the complex indicator of the competitiveness of the quality of the educational process ( $I_{comp}$ ), it is recommended to apply the widespread method of "presenting a complex indicator of the competitiveness of an organization and products by the sum of the type"[2]:

$$I_{comp} = \sum_{i=1}^n I_i \quad (1)$$

where  $I_i$  is unit indicators (coefficients) of the competitiveness of the university.

3) calculation of reference values of individual indicators of the quality of the educational process.

For the indicators of the groups "Assessment of the compliance of the content of training and educational programs with the requirements of the State Educational Standards of Higher Education" and "Assessment of the conditions for the implementation of the educational process", the standard values established by the requirements of the SES HE can act as reference values.

For the indicators of the group "Assessment of the composition of the contingent" it is recommended to calculate the maximum values of the indicators that reflect the high level of intellectual activity and social discipline of students;

4) calculation of the reference complex indicator of the quality of the educational process.

The basis of the formula for calculating the complex indicator of the quality of the educational process is the reference values of individual indicators;

5) comparison of complex factual and reference indicators of the quality of the educational process.

Comparing the values of individual actual indicators with reference values, it is possible to identify the strengths and weaknesses of the process of providing educational services. At the same time, the indicators of the groups "Assessment of the compliance of the content of training and educational programs with the requirements of the State Educational Standards of Higher Education" and "Assessment of the conditions for the implementation of the educational process" provide information about the internal resources of the university's.

## Conclusion

The comparison of complex factual and reference indicators gives an idea of the level of compliance of the competitiveness of the educational process with the reference requirements.

Ultimately, the system of indicators of the quality of the educational process can be used both to assess the process itself and the quality of training graduates of an educational institution.

The ability to identify problematic areas of activity, a quantitative assessment of the quality of the educational process using the presented system of indicators will allow forming a system of measures to manage the competitiveness of the university.

Understanding the factors affecting the sustainable competitive advantage is a crucial factor for any organization.

However, prior research has not investigated this from the perspective of an HEI. Thus, the objective of this research was to identify the factors affecting the Sustainable competitive advantage in HEI.

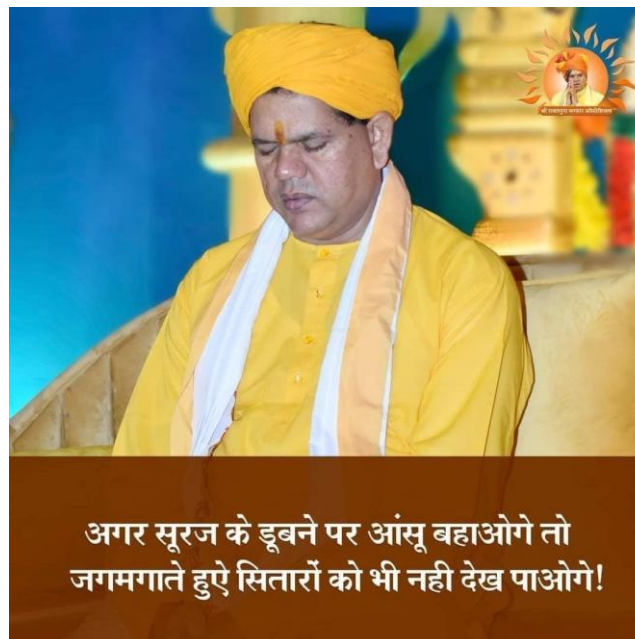
Key outcomes of this research are, maintaining rankings/indexing, maintaining good relationships with industries, student participation in competitions, and accreditation with by reputable institutions. Those are some of the vital factors of an HEI with regard to maintaining a sustainable competitive advantage.

The factors that we identified in this paper have a significant impact to the HEI since they can achieve a sustainable competitive advantage, by following the identified factors. Further, this gives valuable insights for the HEI management and marketing department to make decisions. In future research directions, it is necessary to test these factors using large-scale surveys and structural modeling procedures. Further, this method can relate to other service industries in the process of gaining sustainable competitive advantage

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# GWALIOR MANAGEMENT ACADEMY

Run by: Lt. Muhar Singh Sengar Memorial Shiksha vikas Samitee

## MEMBERSHIP FORM

Name : .....

Sex : Male / Female .....

Date of birth ..... (MM/DD/YYYY).....

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Type of membership: **Life member / working member / student member**  
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I wish to be a part of the GMA and promise to work for promoting research activities in the interest of “**Journal of Management Value & Ethics**”, so please enroll my name as working /life member. I am enclosing a cross cheque in favour of **Gwalior Management Academy** payable at Gwalior.

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