



DIFFERENCE BETWEEN QUALITATIVE AND QUANTITATIVE EDUCATION

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Abstract ; The right to education is not only the right to access education but also to receive an education of good quality. Education must be available and accessible but also acceptable and adaptable. This Article emphasis on the basics of quality education, its definition, different issues, comparison among the both , how it directly and indirectly affect the economy of our country.

Any country's economic development depends on its available human resource, this article focus on the demand supply of skilled human resource and how to make efficient and potential human resource for the betterment of country. India is a fast growing country aiming to be classified among advanced countries in the world, all round development is possible only through quality education being provided to million of students at the same time so as the great INDIAN challenge is to provide qualitative education together.

INTRODUCTION

Education plays a major role in the contribution of economic development of any country. Education is considered to be very important as it generates demand for high rates of labour consumption and labour productivity. However it cannot be denied that people need to improve and update their skills and knowledge based economy , as a result of which it becomes necessary for people to undertake both qualitative and quantitative education raining,(woodworth et.al, 2000).

(cheng and ghulam,1997;Lee 2005, Barro,2001;Sianesi and Ramen 2002; Dowrick 2007) contradict this and states quantity of education contributes 0.44 percent growth in a country per capita income, Quantity of education helps people attain more years of education and can earn higher wages. Attaining more years of education is also important as higher level of education is needed to meet the global need and demand out of advance technologies. In developing country like Australia, more emphasis is being laid on quality of education which leads to economic growth, this is because people who do not possess enough knowledge and experience quality while leaving or graduating from high schools and colleges find it difficult to meet the demand of labour market.(pianalto 2004,Bosworth and collis 2003,Arcano 1995, margison 2004, Barr 2002).

(Nam.et.al 1994; Temple 2000; Muffets 2008), further adds that people with quantity are more likely to get a temporary job, peripheral job due to lack in skill and knowledge, this can result in lower productivity and lower earnings of individuals. While people who attain high level of quality education have positive effect on labour market and get permanent jobs. Economist link and Ratlefield1975 are of the view that both quality and quantitative education is important for economic development as a large proportion of uneducated may result to unemployment and people who do not complete their schools do not have significant impact on their earnings .The people who attain quality of education also improves the skill offered by the people and as there is a mismatch between skill offered and the skill needed by

labour market.

DEMAND SUPPLY FACTORS

There is a vast number of demands of skillful labour in country, by demand it means graduate with employable and skilled manpower, be it doctors, engineers, MBA, etc. There is a huge gap between demand and supply of such candidates, as a result many cooperates like INFOSYS, ITC,(manufacture), APOLLO(Medical), L&T(Engineering) to name a few left many post vacant for candidate of foreign degrees. Yes, we do have certain quality educational institution such as IIMS, IITS, etc, but here we can see pass outs are either too few in numbers or prefer to go abroad for higher studies or research and settle down their with high package jobs.

Recommendation of the Govt committee headed by 111- Hyderabad Chairman BVR MOHAN Reddy gave report that AICTE Should only give approval based on the capacity utilized of concerned institute.

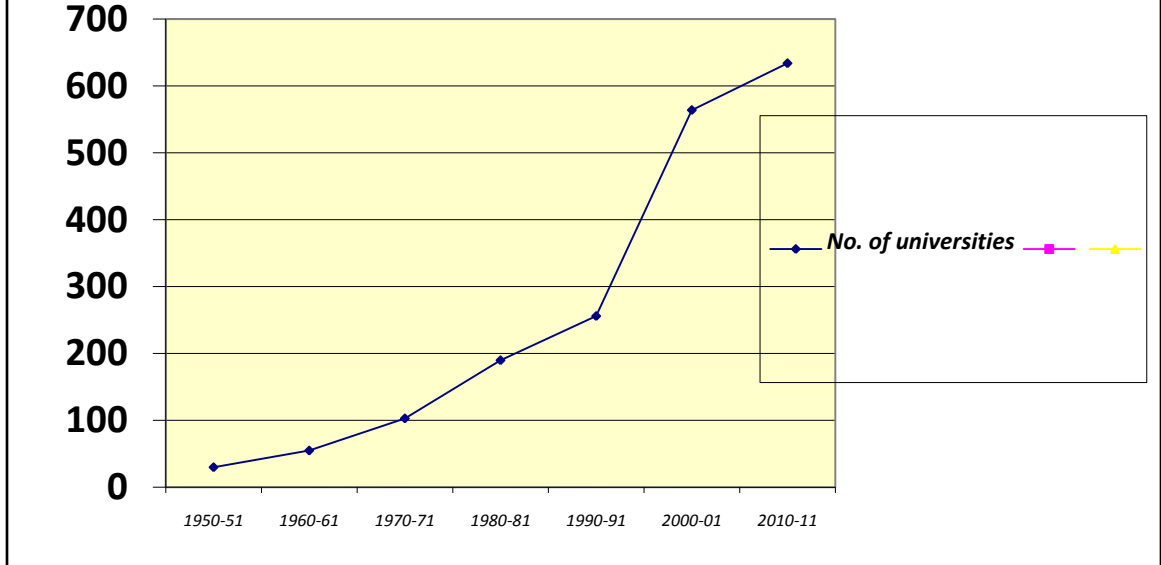
A report by INDIAN Express found that there were no takers of 51 percent of 15.5 lakh of BE/BTECH SEATS IN 3,291 Engineering colleges in 2016-2017. The investigation found glaring gap in regulations, including alleged corruption, poor infrastructure, labs and faculty position. This according to the report led to low employability of graduates. Indian figured second last among 73 countries that participated in the programmed for International Student Assessment Test conducted annually by the organization for economic cooperation and development secretariat, there various reasons to looking after this first , indian students are not smart enough, secondly they are smart but lack of quality education they aren't able to perform well, thirdly they are capable but prefer to explore outside country for jobs and higher studies.

REASONS FOR CONCERN

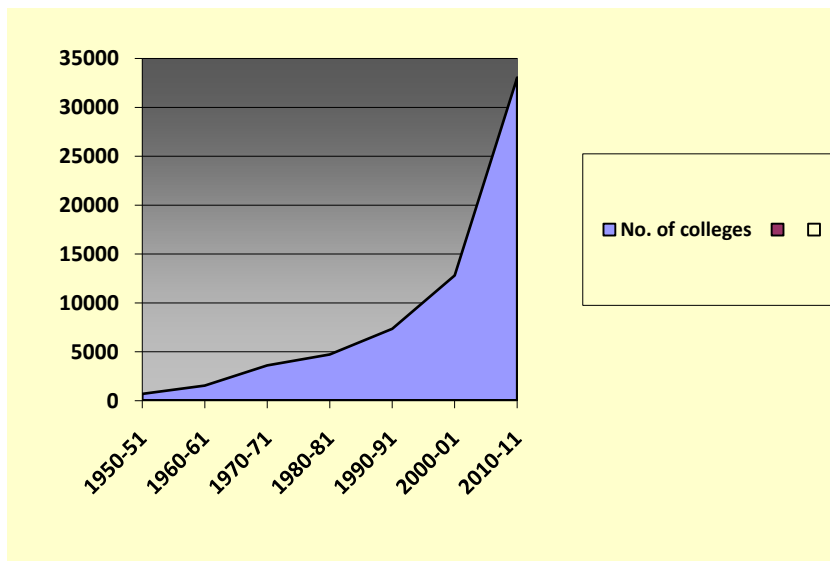
Numbers of schools and colleges are increasing in alarming rate without even proper infrastructure ,sometimes even fail to maintain basic rules and regulations an educational institution must follow. Increasing graduate rates and level of education attainment will accomplish little if students do not learn something of lasting value. By concentrating heavily on graduates rates and ignoring danger signs that amount that students learn in colleges may have decline part few decades . According to P.v Ahuja famous economist” privatization of education system and eradication of standardized examination system can be a root cause of diminishing the quality of education of country.”

- Employers often complain many graduates they hire are deficient in basic skills like writing, problem solving, and critical thinking, as they are habituated with rote learning unable to develop their inner potentialities.
- Lack of efficient, trained teachers may be a cause of declining the quality of education, many schools colleges hire teachers on temporary basis without undergoing proper scrutiny and professional qualification.
- Parents quite unaware and ignorant of their child's need, efficiency and aptitude they drag their ward towards those aims which the student are completely not interested into. To face the parental competency they are forced to achieve those goals without their concern.

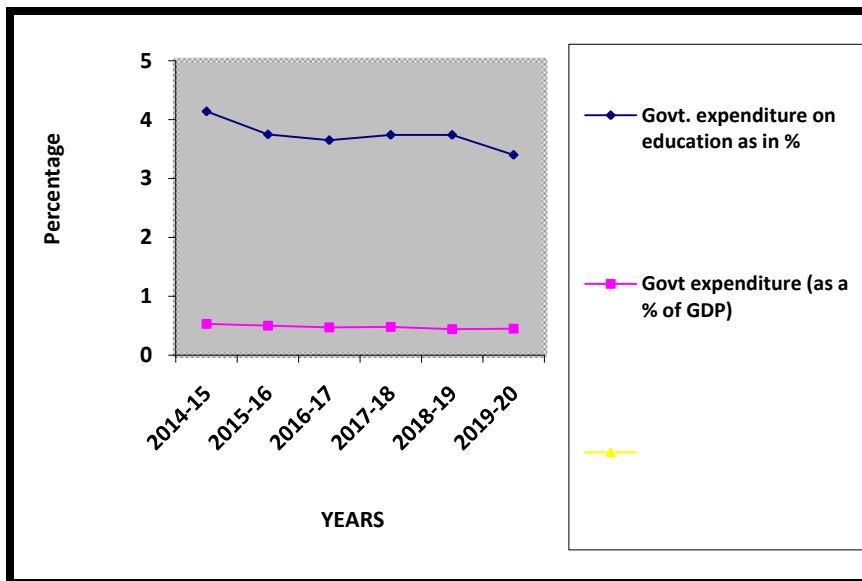
figure 1



Source- ministry of Education, Govt of India. University grant commission. <http://ugc.ac.in>. LATEST STATISTICAL DATA PUBLISHED BY UGC ON HIGHER EDUCATION INSTITUTION.



Source MHRD/UGC <http://ugc.ac.in>. The figure states the growing numbers of colleges and universities in india since 1950.



source – Ministry of Finance, Govt of India, <http://govtbudget.nic.in>. Graph shows that government expenditure on education since 2014 is gradually decreasing.

The figure 1 shows that how the number of universities in India is increasing in alarming rate. In 1980 the number of universities were 200 which rises to 210 in 1990 and in 2000 it gradually reaches to 590, and by 2010 its number increases to 625 universities all India. Likewise figure 2 reveals that how number of colleges in India is increasing in alarming rate which was 5000 in 1980 and reached more than 50000 in 2010 but figure 3 shows that with the increasing number of colleges and universities simultaneously the govt budget and expenditure for education purpose didn't increase that way, it remains static and constant, after verifying the graph you can identify how govt expenditure for education was like parallel from 2014 till 2019. If you look the expenditure in percentage it's declining since 2016 and the percentage of GDP remains constant from 2014 till 2019.

DEPARTMENTS	2016-17 (in crores)	2017-18 (in crores)	2018-19 (in crores)	Increase over 2016-2017	Increase over 2017-18
<i>School education and literacy</i>	42,989.4	47,006.2	50,000	16.3%	6.3%
<i>Higher education</i>	29,004.2	34,862.4	35,010.6	20.6%	0.4%

Source- Ministry of Finance, Govt of India, Budget and expenditure of Govt of India on education with percentage.

<i>Institution indicators</i>	<i>Indian institute of Technology Mumbai</i>	<i>Indian institute of technology Madras.</i>	<i>All indian institutute of Medical Science, Delhi</i>	<i>Indian Institute of Technology Delhi</i>
<i>Year of study</i>	<i>1997</i>	<i>1998</i>	<i>2000</i>	<i>2010</i>
<i>Period covered</i>	<i>1993-97</i>	<i>1984-98</i>	<i>1999-2000</i>	<i>2001-10</i>
<i>Population size</i>	<i>6,282,</i>	<i>8,453</i>	<i>15,758</i>	<i>10,845</i>
<i>Sample size</i>	<i>503</i>	<i>429</i>	<i>402</i>	<i>460</i>
<i>In India</i>	<i>179</i>	<i>184</i>	<i>200</i>	<i>316</i>
<i>Out of India</i>	<i>322</i>	<i>245</i>	<i>202</i>	<i>144</i>
<i>Magnitude of Brain Drain</i>	<i>30.8%</i>	<i>26-28%</i>	<i>56.2%</i>	<i>23.1%</i>

Source- Ministry of Finance, Govt of india, union Budget and Economy survey, <http://indiabudget.nic.in>

Above data shows the increasing number of brain drain from our country to other countries, it indicates that student prefer other countries more for higher studies and later use their skill and become a human capital of that developing countries.

RECOMMENDATION

- 1. Proper allocation of budget by govt on education sectors should be provided, economic growth and stabilized economy depends directly on educational sectors. It is the back bone of the country.*
- 2. Correct implementation of educational policies. If the proxcess of making policies and implementation is not done properly how can it reaches to the common people of the country.*
- 3. Countries that have strong economic growth they have their course books in their mother tongue but unfortunately it is lack of aware ness that govt is unable to implement such educational policies.*
- 4. Countries which have quality education their fee structure is very high and unaffordable for low salary earners. This happens when involvement of state leaders becomes zero in education sectors and education policies are made out by immature people.*
- 5. Biggest challenge to educate those students who go abroad for higher studies and dont come back to home countries. Govt institutes usually start job after studying there and become an asset of that country and state lose their own asset.*
- 6. Selection of such person as a Minister of education who belong to educational back ground. There exist many responsibilities of education minister influence the education system of the country. So, educational minister must have enough qualification to take good decisions and run the educational policies of the country.*

7. It should make compulsory and must be under supervision by educational profession that teacher should be well trained and aware of new educational technologies and must be experienced in teaching profession.
8. Libraries must be provided with books of all courses and their languages should be same of their mother tongue.
9. People who retire from jobs must give coaching classes because they can utilize their experience that will give more help to freshers.
10. It should make compulsory for students to do apprenticeship as well as internship to augment educational skills.

Conclusion

According to EDUCATION FOR ALL; Global Monitoring Report- The Quality Imperative(EFA;GMR),Two principles characterize most attempts to define quality in education, first identifies learners cognitive development as a major explicit objective of all education, secondly, emphasis educational role in promoting values and attitude and skill of a responsible citizen of a country in nurturing creative and emotional development. Recently in a meeting the Prime Minister of INDIA, Sri Narendra Modi said, “ Now its high time that we should concentrate on the quality of education which is being provided to children from primary till university level students”

In conclusion a system that focuses on quality education makes good, efficient skillful human resource of a country and it is not only the responsibility of govt but also at the same time teachers and parents to help students make the most out of it.

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