

## PRIVATE COSTS AND QUANTITATIVE BENEFITS ANALYSIS OF TEACHER EDUCATION

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### ABSTRACT

Contribute to the progress and prosperity of the country. Education is a very powerful instrument of economic transformation. In all schemes of economic development of an under developed country expenditure on educational facilities is regarded as one of the best categories of investment for expansion of education services as a powerful means of development. In India when the financial commitment behind educational programmers grows, it is going to increase the difficulty of finding necessary resources. The point is that the investment or the return aspect of education will increase in importance with educational finance accounting for a larger and larger proportion of the recurring expenditure of the state government. Expenditure on education constitute an important form of investment in economic development. Investment criteria are therefore, quite relevant in determining the volume and content of education. Within the educational system priority has to be assigned to its different sectors, depending upon the stage of development and its man-power and attitudinal requirements.

**Key Words:-** Analysis, Quantitative, Benefits, Teacher Education, Criticism

### Introduction

Teacher education has many aspects. Economic aspect is only of them. This aspect is mainly concerned with the cost of education and returns from education. To put the same idea in our current economic language the economic aspect of education is its input-output relationship. The inputs for the production of education mainly consist of teachers, administrators, building and all kinds of equipments. These constitute cost of education. The output consists of the volume of education acquired by the student.

For an individual the cost of acquiring education falls into two categories- direct cost involving payments on student's part and indirect cost involving loss of receipt of his income. The two important components in private cost of teacher education are -

- i) Tuition cost
- ii) The cost of books and stationary.

Quantitative benefits acquired as a consequence of teacher education are the quantitative development in a teacher after training.

- i) Tuition and other fees.
- ii) Non-tuition fees, and
- iii) Opportunity costs.

In the present study, out of these three the first two have been included, excluding the third one.

**(d) Definition of the Problem:-** Private costs are the costs borne solely by the student and/or his family. It does not include costs of teacher education which are borne by the

state, society or an institution in which he receives education.

Quantitative benefits are the benefits the number of students who have become successful in the courses of studies, secured a degree, and who have been made available to the nation for developmental activities.

**(e) Statement of the Problem:-** The present problem is an econometric analysis of the variables through statistical techniques to find out the relationship between private cost and quantitative benefits involved in courses at the elementary and secondary levels of Teacher Education.

### THE AIMS AND OBJECTIVES:

- a) To compute the co-efficient of correlation between the private costs factors and quantitative benefits factor in teacher education.
- b) To compute the measures of relationships between the private costs of bringing out quantitative benefits and the subsequent gain in internal efficiency.
- c) To probe out such conditions and their measures which enable achievement of quantitative improvement in Teacher Education.
- d) To calculate the measures of production - function which bind the input-output space.
- e) To obtain the factors which effect the opportunity costs per student range through a correlation analysis to see the effect of each Independent variable separately

### THE RESEARCH DESIGN:

- a) Methodology Employed:- The method of study may be termed as a normative survey. Although, to carry out the

investigation methodically, methods of statistical analysis have been used all through.

- b) Technology Employed:- The investigation of problem has all through been based on the economic techniques have also been used freely for illustration and for making the analysis easily understandable.
- (c) Tools Upload:- The primary investigators had designed and administered questionnaires in respect of the two variables under investigation namely private costs and quantitative benefits and the data was collected from the replies received.

In Most of the Cases.

### **FINDINGS**

The positive correlation evidenced between private costs and quantitative benefits shows that Private costs Positively affect the, Quantitative benefits acquired as a result of teacher-training. It is therefore confirmed that there is positive relation between the private costs incurred and quantitative benefits acquired as a result of teacher-education . It is also seen that the male teacher from the rural areas are benefitted the most so far as quantitative benefits are concerned whereas the lowest benefit beneficiaries are the female teachers belonging to the rural area and teaching at the secondary level.

The low value of the correlation coefficients for the whole sample is indicative of the fact that increase in the quantitative cost may not lead to proportionate increase in quantitative benefits.

The private costs incurred for teacher-training are therefore an Investment

### **SUGGESTIONS:**

The need to minimize the cost of teacher education by increasing the quantitative benefits acquired is considered to be the need of the hour. It is obvious difficult to run the industry of teacher-education at cent percent level. The results of the present investigation show that the private cost incurred by the in for undergoing teachers-training are positively an investment and therefore every effort should be made to start and establish as many teacher training institutes as possible and try to improve the

quantitative benefits acquired by the teacher trainees as a results of training in these institutes fro a normal increase in private cost looking to the poor financial conditions of those who are attracted to this profession.

The low index of private costs particularly on items which obviously are expected to effect quantity or efficiency of teacher-education should be raised to a reasonable amount in private costs increases the quantitative efficiency. The structure and programme of teacher-education

Would require modification and changes so that the curriculum on the one hand calls for more private investment and on the other hand the course work thus designed is in consonance with features of high quantity pedagogy.

### **FURTHER RESEARCH:**

In the present investigation an analysis of the private costs and quantitative benefits was carried out. The investigator feels that there are a lot of problems in the area of education and therefore would like to make some recommendations for further research.

Further research is required on the subject on a wider population and it would be very useful if the study is carried out at the state and National level.

Research is also called for to improve the techniques of measurement of the two variables under reference. The possibility of acquiring more refined tools for measuring the quantum of two -variables also needs a probe.

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