FINDINGS, IMPLICATIONS AND SUGGESTIONS

The present study has been made an attempt to explore the cost benefit analysis of pre service teacher education programme at secondary stage. To find institutional cost, the researcher has collected fees structure of different type of institutions running pre service teacher education programme at secondary stage and for finding out the financial records of the institutions. The researcher conducted a primary survey to find private costs and monetary benefits as well as qualitative benefits of type of institutions of Allahabad. The sample consisted of 550 students teachers from the four institutions of Allahabad city. The preceding chapter was devoted to analysis of data, results and discussion. In the present chapter, an attempt has been made to enumerate the findings of the study, suggest future researches and describe implications of the findings.

5.1 FINDINGS

5.1.1 Current employment status of pre service teacher education programme

- The 64% pass out students got employment and only 24% were unemployed which showed that the larger percentage of students got placement.
- The larger percentage of employed and self employed belong to the pass out students from E.C.C in comparison to other institutions. However, they were employed in private sector. 88% pass out students of E.C.C. was employed, 8% self employed and 12% were unemployed and searching for job.
- The higher number of unemployed pass out students was from K.P.T.C as compared to other institutions. But it was surprised to know that about 16.22% students has been joined different field which has no direct connection with B.Ed. and only 30.56% were searching for suitable job.
- The higher numbers of research scholars belong to E.C.C. but more JRF qualified students were from K.P.T.C. institution in comparison to other institutions.
The second highest number of unemployed pass out students belongs to S.S.K.G.D.C. because the girls were busy in performing their household duties and willingly not interested in being employed.

66.07% pass out students of S.S.K.G.D.C. were working in government sector which was the higher percentage in comparison to other institutions while 50% students of SHIATS were working in private sector.

Among all type of institutions percentage of employed (68%), self-employed (8%) and research scholars (12%) of pass out students from autonomous institution were higher. However, employed were placed in private sector.

28.67% after doing B.Ed had joined primary level although after completing B.Ed they were eligible to teach at TGT level but their percentage at this level is 18.67% which means they were working at the low level.

There was little bit variations among the institutions in the percentage of employment at all the levels whether primary, TGT or PGT level. However, 20% pass out students of E.C.C. were employed at higher level and 41.07% pass out students of S.S.K.G.D.C. have been joined primary level.

### 5.1.2 Institutional Cost of Pre Service Teacher Education Programme

Govt. funded institution has invested Rs. 51, 29,087 in labor cost which was more than other institutions in both the sessions 2005-06 and 2006-07. While among the other institutions SHIATS spent Rs. 37, 50,000.

Regarding the non-labor cost govt. funded institution had spent Rs.34256908 which is again more than other institutions in both the sessions. But in the session 2006-07 expenditure (Rs. 30298418) of K. P. Training College on non-labor cost was extremely high. As it has received grant from the state government of Rs. 3140718 in the session 2005-06 and Rs. 170000 in session 2006-07 and special grant of Rs. 5,00,000 from UGC in the same session. Further, S.S.K.G.D.C. received Rs. 4, 95,000 in the session 2005-06 and Rs. 6, 45,000 in the session 2006-07 from the other sources beside fees and grants.

Govt. funded institution was spending more on other heads like, salary to teaching and non-teaching staff, library services, academic activities etc. However, its tuition fee was lowest compare to all other institutions and its students were placed at higher level than the other institutions.
The unit cost was also derived for the different type of institutions. In both the sessions the unit cost of S.S.K.G.D.C. was lowest i.e. Rs. 62480.56 and unit cost of K.P.T.C. was highest i.e. Rs. 492324.94

Component-wise teachers’ cost dominates across the types of institution.

K.P.T.C. and S.S.K.G.D.C. both institutions faced deficit budget only SHIATS were gaining excess income with surplus budget of Rs. 294810 in the session 2005-06. However, in the next session 2006-07 all the three institutions were earning excess income and possess the surplus budget.

5.1.3 Comparison of private costs of Pre Service Teacher Education Programme

There was difference in tuition fees with reference to types of institution. The higher expenditure on the rent (Rs. 3054.05) was done by the students of K.P.T.C. and higher expenditure on food (Rs. 7218.75) was done by students of SHIATS in comparison to other institutions. The higher expenditure (Rs. 3720.00) on books, notebooks and stationary was carrying out by the students of E.C.C. even the higher other type of fees (Rs. 4120.00) beside tuition fees also bear by E.C.C. students. The expenditure on transportation (Rs. 3642.86) and personal expenses (Rs. 3553.57) bear by the students of S.S.K.G.D.C. Component-wise beside other fees dominate the other heads of expenditure beside tuition fees.

Institution wise pass out students of K.P.T.C. spent more on Rent (Rs. 3054.05), pass students of S.S.K.G.D.C. spent on Transportation (Rs. 3642.86) and pass out students of E.C.C. has been spent more on other fees (Rs. 4120.00) and pass out students of SHIATS had spent more on food (Rs. 7218.75) in comparison to other heads.

There was significant difference in the private costs with reference to types of institution. The total private costs includes tuition fees, expenditure on rent, food, other fees, books and stationery, transport and personal expenses.

The highest private costs (Rs. 24656.25) borne by the students of SHIATS as compared to other institutions.
- There was no significant difference between the private costs of male and female.
- There was significant difference in the private costs on the basis of types of residence.
- The private costs of residents of hostel and rental rooms were almost equal. However, due to higher expenditure on transportation and personal expenses there was significant difference in private costs between residents of rental rooms and own house residents.

5.1.4 Comparison of Private Direct Benefit of Pre Service Teacher Education Programme

- There was no significant difference in the private direct benefits with reference to types of institution.
- 28.67% pass out students of these institutions has been joined primary level teaching job. Therefore, private direct benefit became equal.
- There was no difference between male and female on private direct benefit because in India there is not any different policy for females so results were same for both of them.
- After completing B.Ed programme the students has not been wait so long as they got employment easily and who were unemployed willingly not interested or they were searching for better job opportunities.
- Pre service teacher education programme provide jobs preferably in govt. sector as 52% of pass out students got employment in govt. sector.

5.1.5 Relationship between Private Costs and Benefits of Pre Service Teacher Education Programme

- There was no significant relationship between private costs and benefits of pre service teacher education programme for govt. funded institution (K.P.T.C.)
- The private costs and societal benefits were negatively correlated in case of self financed institution (S.S.K.G.D.C.)
- There was no significant relationship between private costs and benefits of pre service teacher education programme for autonomous institution (E.C.C.)
Private direct benefit, perception about family and societal benefits, teaching self-efficacy and teaching attitude were negatively correlated with private costs reference to deemed institution (SHIATS)

There was no positive relationship between private costs and benefits with reference to types of institution.

There was no significant relationship between private costs and private direct benefit for males.

There was no significant relationship between private costs and in the perception of individual benefit for males.

There was no significant relationship between private costs and in the perception of family benefit for males.

There was no significant relationship between private costs and in the perception of societal benefit for males.

There was significant relationship between private costs and Teaching self-efficacy for males.

There was significant relationship between private costs and teaching attitude for males.

There was significant relationship between private costs and job satisfaction for males.

There was no significant relationship between private costs and private direct benefit for females.

There was no significant relationship between private costs and in the perception of individual benefit for females.

There was no significant relationship between private costs and in the perception of family benefit for females.

There was no significant relationship between private costs and in the perception of societal benefit for females.

There is no significant relationship between private costs and teaching self-efficacy for females.

There was no significant relationship between private costs and teaching attitude for females.
There was no significant relationship between private costs and job satisfaction for females.

There was no significant relationship between private costs and private direct benefit of the hostel residents.

There was no significant relationship between private costs and in the perception of individual benefit of hostel residents.

There was no significant relationship between private costs and in the perception of family benefit of hostel residents.

There was no significant relationship between private costs and in the perception of societal benefit of hostel residents.

There was no significant relationship between private costs and teaching attitude of hostel residents.

There was no significant relationship between private costs and teaching self-efficacy of hostel residents.

There was no significant relationship between private costs and job satisfaction of hostel residents.

There was no significant relationship between private costs and private direct benefit of rental room residents.

There was no significant relationship between private costs and in the perception of individual benefit of rental room residents.

There was no significant relationship between private costs and in the perception of family benefit of rental room residents.

There was no significant relationship between private costs and in the perception of societal benefit of rental room residents.

There was no significant relationship between private costs and teaching attitude of rental room residents.

There was significant relationship between private costs and teaching self-efficacy of rental room residents.

There was significant relationship between private costs and job satisfaction of rental room residents.

There was significant relationship between private costs and private direct benefit of own residents.
There was no significant relationship between private costs and in the perception of individual benefit of own residents.

There was no significant relationship between private costs and in the perception of family benefit of own residents.

There was no significant relationship between private costs and in the perception of societal benefit of own residents.

There was no significant relationship between private costs and teaching attitude of own residents.

There was no significant relationship between private costs and teaching self-efficacy of own residents.

There was no significant relationship between private costs and job satisfaction of own residents.

Private costs of residents of rental rooms were positively correlated with teaching self-efficacy, teaching attitude and job satisfaction.

There was negative relationship between private costs and private direct benefit of own residents.

5.1.6 Difference on qualitative benefits of pre service teacher education programme

There was no significant difference in the perception of individual benefits with reference to types of institution.

There was no significant relationship in the perception of individual benefits with reference to gender.

There was significant difference in the perception of family benefits with reference to types of institution.

There was significant difference in the perception of family benefits between govt. funded (K.P.T.C.) and deemed institution (SHIATS.).

There was significant difference in the perception of family benefits between self financed (S.S.K.G.D.C.) and deemed institution (SHIATS).

There was significant difference in the perception of family benefits between autonomous (E.C.C.) and deemed institution (SHIATS).
➢ There was no significant difference in the perception of family benefits between male and female.

➢ There was no significant difference in the perception of societal benefits with reference to types of institution.

➢ There was no significant difference in the perception of societal benefits between male and female.

➢ There was no significant difference in teaching attitude with reference to types of institution.

➢ There was no significant difference in teaching attitude between male and female.

➢ There was no significant difference in teaching self-efficacy with reference to nature of institution.

➢ There was no significant difference in teaching self-efficacy between male and female.

➢ All institutions were providing quality education as the students of these institutions were not different regarding teaching attitude and teaching self-efficacy.

➢ There was no significant difference in job satisfaction with reference to types of institution.

➢ There was significant difference in job satisfaction between male and female.

➢ The females were more satisfied with their job than males.

5.1.7 Net Present Value of the Total Cost and the Benefits of Pre Service Teacher Education Programme

➢ The net present value was not uniform for different type of institutions as well as for male and female.

➢ Employability benefit of pre service teacher education programme was seen to be much higher in the govt. funded institution (K.P.T.C.) where the total NVP value stands for Rs. 20,622.52 as compared to Rs. 9616.49 in Deemed institution (SHIATS).

➢ There was little difference in NPV value of self financed and autonomous institutions i.e. S.S.K.G.D.C. and E.C.C.
The age earning profile made it clear that pass outs of these institutions have positive move upward tendency as there was no decline.

Regarding the gender, the NPV value for males Rs. 19,225.05 was higher in comparison to females Rs. 15,296.94. It means males were getting higher employability benefit than females.

5.1.8 Internal Rate of Return of Pre Service Teacher Education Programme

The internal rate of return for govt. funded institution (K.P.T.C.) was higher in comparison to their counterpart institutions.

The internal rate of return of K.P.T.C., S.S.K.G.D.C., E.C.C. and SHIATS were respectively, 8%, 5%, 4% and 2%.

The internal rate of return of deemed institution (SHIATS) was lowest i.e. 2% in comparison to their counterparts.

The internal rate of return for males (5%) was higher than females (4%).

The average earnings of govt. funded institutions were higher than the other institutions therefore there was difference in IRR with reference to types of institution.

5.2 EDUCATIONAL IMPLICATIONS

5.2.1 Implications for Indian Government and Policy Makers

Since the 1960s, expenditure of 6% GDP on education has been recommended in policy documents. In the past decade, the % of GDP for education has been steadily decreasing. The Economic Survey of India (2010-2011) reports that total expenditure in 2008/9 on education was 2.89% and budget estimate for 2010/11 is 2.98%. Clearly there is need to more than double the expenditure in education. 80% of funds allocated go towards teacher salaries, leaving limited resources for institution improvement initiatives. So the government should pay attention to the improvement of the institutions also.

Privatization of teacher education should be regulated. The Indian system of teacher education is passing through a transitional phase, as many private
players are entering in the system. Therefore, reforms are critical to maintain quality and produce comparable skilled manpower, to cope with challenges of future global competition. There is consensus for reforms in teacher education sector to strengthen India’s quality of education. For establishing creditable national standards there needs to be common framework for qualifications, specifying the level of knowledge and skill.

- Due to regional disparity in distribution of teacher education institutions, teacher education is not equally available to different sections of society and to different states. Government has sanctioned to open the national importance institution having learning infrastructure facilities and some must be established in the most backward and remote areas to reduce the regional disparity.

- Teacher education, like higher education and technical education must be the responsibility of the central government and government should look after the financial requirements of the institutions.

- Government should promote excellence and equity in teacher education through scholarship schemes and awards for the best teachers. For promotion of excellence in the field of teacher education government should provide merit scholarship and for equity promotion merit cum means scholarship. For enhancing the quality of teaching the government should initiate different awards for the teaching skills and competencies.

- Direct private costs are important to consider not only for proper cost accounting purposes, but also because they have strong implications for educational quality and equity (Tsang 1995a; Tsang et. al. 2000). In many developing countries, they are the major source of funding for important education inputs such as textbooks and other learning materials. They also could be a heavy economic burden on some households, particularly those from poor and rural backgrounds that could adversely affect training attendance. The government should initiate some educational policy to promote and to help the poor people.

- Faculty should be encouraged to attend various conventions, conferences, seminars and workshops in other metro cities also so that, they can update
themselves to new technology and curriculum and thus be able to provide quality education.

- Libraries should be fully equipped with the latest books journals and periodicals and laboratories should be updated and obsolescence in equipment so that students with the help of library and lab enhance their theoretical as well as practical knowledge.

- Fees should be uniform as far as possible in all the teacher education institutions. Government should make a monitoring body for keeping an eye on all the institutions, so that they cannot increase their fees unreasonably every year.

- In light of the vast amount of money spent by students and taxpayers on for profit colleges and the limited evidence of their effectiveness, it seems appropriate to consider whether further regulation of the for profit industry can be justified.

- Employment creation issue has to be pursued vigorously. As the students who are unemployed still searching for job so the government should create employment or promote self employment and help them by financing.

- There is need to address the equity and gender issues. The government should promote the girls’ participation in this field although ratio of females is higher than men but still from the field survey it is clear that the IRR and NPV of females are lower than males.

- There should be some extra facilities and leniency for the females especially in private sector.

- Number of institutions and seat intake is higher in self financed institutions not in govt. funded so that the students who are not able to pay fees has to stop their education or they have to change their direction or they move to another city so the government should establish some govt. funded institutions.

- As the quality of product is found better of the govt. funded institutions so the government should think in this direction and self financed institutions have to work hard to be parallel concerning the quality education.

- The mostly students are satisfied with their job especially with their salary but the respondents who are at primary level; they are not satisfied with their
status so the government should take some steps to improve the conditions of primary schools.

- The present study calls for reducing inequalities in investment in education among different groups of the population and for reducing discrimination in employment and wages, so that the economy would reap maximum gains from investment in education.
- It is for the school authorities, policy makers and society at large to ensure factors contributing to job satisfaction of teachers to the maximum possible extent and thereby enhancing their teaching performance to its optimum.

### 5.2.2 Implications for Teacher Training Institutions

- A glaring weakness of existing teacher education practices is the restricted scope of evaluation of student teachers and its excessively quantitative nature. It is confined to measurement of mainly cognitive learning through annual/terminal tests; skill measurement is limited to a specified number of lessons. The qualitative dimensions of teacher education, other professional capacities, teaching attitudes, teaching self-efficacy and values should also be the part of evaluation.

- Teachers need to be prepared to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction.

- Teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.

- Teacher education must engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something
that is actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole.

- Teachers need to be trained in organizing learner-centred, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.

- Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as ‘given’ and accepted without question.

- Teacher education should provide opportunity to student-teachers for reflection and independent study without packing the training schedule with teacher-directed activities alone.

- The programme should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization.

- The programme should help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.

- Teacher education programmes need to broaden the curriculum (both school and teacher education) to include different traditions of knowledge; educate teachers to connect school knowledge with community knowledge and life outside the school.

- Teacher education programmes need to help teachers appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.

- Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social
environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values.

➢ In view of the many-sided objectives of teacher education the evaluation protocol needs to be comprehensive and provide due place for the evaluation of attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters.

➢ Suggestions given by student teachers regarding the improvement of teacher education programme included modernization of infrastructural facilities, distribution of practical work throughout the year, interaction with the teacher education institutions of other universities in the state.

5.2.3 Implications for Family, Society and Community

Increased institutional choices for parents could be a positive effect of privatization as private institutions may arise to meet parental tastes not addressed in the public sector. In practice, families with more resources have more choices than families with less resource, in the education sectors. There is potential conflict between choice and equity; and each society has to determine the proper balance between these two objectives. One also has to find out whether private institutions (especially those receiving some government subsidy) have admission rules that limit parental choice, such as rules regarding children with special needs and children from less desirable backgrounds. Such rules may be used to lower the education cost of these institutions. Finally, privatization could have a negative impact if it leads to increased fragmentation in schooling experiences; and cost could be a factor in socio-economic segregation. There is potential conflict between individual choice and social cohesion in a democratic society (Levin 1982). In general, increased privatization may or may not have an impact on social cohesion. The role of public policy is important in determining this effect. In fact, some analysts argue that the distinction between the two sectors is not as important as the perceived public good of institution in each sector and the rules governing their operation. Public policies could be
designed to make public institution more market oriented and private institution serve the public interest (Wolff and de Moura Castro 2001).

The present study is one of the few studies which address the costs benefits of teacher education programme quantitatively and qualitatively as well and formulate a model that can assist guardians why to invest in this course and which type of institution giving more returns to education and give policy directions to the government also to need of the investment in this type of courses. The design of the present study offers future researchers a foundation on which to develop additional empirical research on the costs benefits involved in pre service teacher education programme.

5.3 SUGGESTIONS FOR FUTURE RESEARCH

While the present study considered few research questions, several ancillary issues are worthy of consideration by future researchers.

- The present study was conducted on a sample of pre service teacher education institutions of Allahabad city. It may be replicated on a sample of institutions in other cities and rural areas.

- An overriding issue is the accuracy of cost estimates as compared to actual costs. Future research might capture the real-time costs of the peer review process as it occurs, thereby offering a more exact and systematic cost accounting of the expenditures associated with the accreditation process. Obviously, there are inherent problems with retrospective data collection that impacted the accuracy of the data and, in turn, the interpretation of the data.

- Future research might utilize a larger sample of institutions offering pre service teacher education programme at secondary stage. Expanding the study to include larger numbers of institutions and a more diverse cross-section of institutions, would provide data for a more comprehensive analysis of costs and benefits among similarly classified institutions.

- There are several issues contained within the framework of the present study that justify further study in a qualitative format.
In the field of teacher education government institutions have its own importance from earlier times to present era. Post reform period privatization has taken place in the field of teacher education rapidly. However, some private institutions create its glory even than government institutions have significance because of their quality. Therefore, finally the researcher can say that India needs some more national importance government teacher education institutions along with standard private institutions.