CHAPTER - 1

INTRODUCTION

In a democratic set up which has to be for the people, by the people, of the people the government should aim to drive out illiteracy - a social evil. To quote Prof. Bhargava¹, “Education is the birth right of every citizen. It is the duty of the state to protect its people against ignorance and illiteracy just as it protects them against violence and aggression. A democracy which rests upon the wishes of the people cannot keep them illiterate.” Karl Popper² had emphasized the fundamentality of setting “free the critical powers of man” in order to foster an ‘open’ society rather than a ‘closed’ one. The generation of such a society would be possible only with the help of education.

Education, however, is not something which falls from heaven on its own. It requires a medium. It could be one’s own experience from which one generates lessons for future action. But this does not constitute a basis enough for survival with growth and ingenuity. We also need to

¹ Bhargava, R.N. *The Theory & Working of Union Finance*, (Allahabad, 1977)
learn from the experiences of others. This applies to both individuals and societies. The learning from experience is, however, not something which happens on its own. There is need for systematization and codification of experiences so that the latter can be converted into lessons for learning. This is where education comes into the picture as means for individual advancement and social transformation.

No doubt, a policy which manifests only the quantitative aspect of the problem will be a biased one. The qualitative aspect of educational problem is also duly to be recognized. The enormous increase, without commensurate opportunities for productive engagement, in the number of educated people in recent years poses a challenge to the national economy in terms of uncontrollable magnifying unemployment problems. So a proper educational policy is of urgent need to be formulated in such a way that both qualitative and quantitative aspects be blended harmoniously. This is particularly so in the context of reconstruction of a disrupted society like India’s\(^1\).

In recent years, the concern of quality education has become a global phenomenon. The tempo of discussion has been intensified in recent past, largely occasioned by new competitive imperatives that have emerged following the new wave of national and international openness.

\(^1\) Kumar, Arun, Indian Economy: Since Independence: Persisting Colonial Disruptions, (Delhi, Vision Books, 2013).
But we need to emphasise here that Teachers constitute the agent for knowledge transmission and as catalysts for idea inculcation and transformation both spatially and temporally. Further the intergenerational transmission and growth of ideas are possible only with the help of teachers as agents for the processes.

In this critical juncture of bringing quality education in every corner of the country, Teacher Education colleges have to play a pivotal role just to impart “teacher education” amongst the teachers particularly of primary and secondary schools. Because without good and well-trained teachers starting from the grass root level, the aim of achieving quality education will be futile. As reported by the Directorate of Economics and Statistics, Government of Manipur, there are 18,956 male teachers and 11,133 female teachers (total=30,089 teachers) engaging in U.J.B./J.B./Primary schools, schools for other education, and nursery schools in Manipur in the year 2001-02. Most of the teachers are not properly trained, because of limited number of Teacher Education Colleges and their limited seat capacity, as well as lack of proper planning by the Government.

It is also a known fact that extensive training and Teaching Education can be imparted by increasing the number of Teacher
Education Colleges in the state. However, the linear expansion of Teacher Education has almost come to a halt particularly in a very poor state like Manipur because of scarce resources. Thus a pertinent question that arises is how with the available resources better education can be provided. A broader question in these days is how efficiently are the resources allocated to higher education for teachers utilized? The efficiency could be seen in terms of cost of provision of public services on the one hand and the results that are obtained from the same on the other hand, that is, cost effectiveness on Teacher Education. It is here that the need for a study of the cost of “teacher education” arises.

In the light of the above facts, it will be of immense importance to make an in-depth study to the extent how far the existing Teacher Education colleges have utilized their existing potentialities to impart Teacher Education amongst the teachers in the last decade. In short, the Cost-Benefit Analysis of Teacher Education colleges becomes a must.

1.1 Objectives:

The main objective of the present study is to examine how far the existing Teacher Education colleges in Manipur have utilized their potentialities/resources and extended benefits so far by
working out the unit cost per student on recurring and non-recurring expenditure;

(ii) determining cost effectiveness;

(iii) formulating a concrete policy framework so as to obtain maximum benefit with minimum unit cost per student.

1.2 Hypothesis

The hypothesis in the present study is:

The Teacher Education colleges in Manipur have not fully utilized their potentialities/resources to impart better teaching education at minimum cost. There is scope to reduce the unit cost per student and extend maximum benefit.

1.3 Methodology

The normative survey method is adopted in the present investigation in which the relevant facts and information are gathered from State Budget documents such as Finance Accounts, Demand for Grants, Appropriation Accounts, the records maintained by the colleges such as Admission Registers, Account Records, Examination Records, Result Sheets of the Manipur University Examinations, Enrolment Lists of students, relevant documents from UGC, Manipur University and
National Council of Teachers Education, and other information published by Economics and Statistics Department, Government of Manipur. Primary data were also collected by conducting sample survey. The relevant statistical techniques of data analysis and interpretation are used wherever necessary. Deductive method are also used to draw conclusions, suggest effective policies and made suggestions thereof.

1.4 Significance of the study

“In Manipur the need for giving training to the teachers was felt by about 1906. Around that time, the Department of Education organized a training course for teachers for 4 months for the improvement of the method of teaching. Giving training to the secondary school teachers began in the year 1928, when one of the teachers of Johnstone High School, Imphal was deputed to undergo Basic Training (B.T.) outside Manipur. This marked the beginning of training programme for secondary school teachers.” ¹

After 1947, the State Government took keen interest in teacher training programmes. A beginning was made in 1952-53, by starting Normal Training Institute at Imphal. In 1959, the D. M. College opened a Basic Training (B.T.) section for the education of the Secondary School

¹ Devi, Ch. Jamini, Education in Manipur, (Rai Pravina Brothers, Imphal, 2006)
Teachers. The B. T. Class at D. M. College was converted into full-fledged Training College (Post Graduate Training College) in 1972.

At present, altogether there are five Teacher Education Colleges in the State, viz.:

1. D. M. College of Teacher Education (DMCTE), Imphal West.
2. Kanan Devi Memorial College of Education (KDMCE), Imphal East.
4. Thokchom Ibotombi Institute of Teacher Education and Training (TIITET), Bishnupur
5. Trinity Teacher Training College (TTTC), Imphal East.

Despite recent increase in the number of Teacher Education colleges, no effort has yet been made in any corner to make an in-depth study on the cost and benefit of such institutions. Therefore, the present study will be of utmost importance to understand how far the expenditures incurred on teacher education have helped to uplift the standard of the education primarily amongst the school goers through the improvement in the efficiency of the school teachers who have undergone such training. The study may also enable us to understand how far these Teacher Education institutes are running efficiently/effectively from the
cost-benefit analysis point of view – whether the investment made on these institutes are really fruitful or not.

1.5 Estimation of Unit Cost

It is not an easy task for us to calculate unit cost by using a common formula since some of the colleges are purely private ones – not getting any financial assistance either from the Government or any other financial institutions like UGC or other funding agencies whereas some of the colleges are partially aided, getting financial assistance from both the State Government and UGC. On the other hand, one of the colleges being fully Government, received full financial support from the state Government as well as UGC etc. So in the case of private aided and Government colleges, unit cost can be calculated with pay component and without pay component. But in the case of the purely private colleges, the institutions are run only out of the fees collected from the students and in such case, unit cost cannot be calculated into those two ways, that is, without pay component and with pay component. The total fees collected per student must be treated as unit cost. Since most of the Colleges of Teacher Education were established around 2002-03, comparable adequate data for all the institutions are not available so the analysis is to be based on the data for the years 2003 to 2010.
For our analysis, in order to maintain uniformity, unit cost will be calculated by taking into accounts the pay components also. However differences in unit cost cannot be compared in absolute terms since the unit cost will be too high in the case of Government colleges as the salaries for the teachers are relatively too high. Therefore comparison is to be made in relative terms by expressing Effective Unit Cost and Average Wastage into percentage.

1.6 Estimation of Benefits

The present study will also attempt to have a detailed analysis on the measurement of benefit of Teacher Education. While doing so, both the direct and indirect benefits will be measured by using the techniques formulated by different educationists and scholars in the field.

Benefits, while measuring it, are to be expressed in quantitative terms particularly in monetary terms. Benefits from education, if literally expressed, should mean only the monetary benefits one should enjoy in his/her lifetime from undergoing general education or a particular course/training. However, if we limit our study only to those which can be measured monetarily, our analysis will remain incomplete and partial since the investment on education is not always meant for profitability unlike that of investment on economic overheads. There are many other
indirect benefits of investment on education though directly not measurable but indirectly contributing towards the economic development of the country and these benefits should also be taken into account. For such benefits, Cost Effectiveness Analysis approach is to be used. A detail analysis on the measurement in both Costs and Benefits will be made in the subsequent chapters. Before doing so, we shall make a review of literature on the topic of the Cost-Benefit Analysis which will constitute Chapter II of the present thesis.

1.7 Chapterization

The present thesis will be presented in seven chapters, with the introductory part as the first, which are as follows:

Chapter I – Introduction
Chapter II – Review of Literature
Chapter III – The Cost of Education
Chapter IV – Input-Output Analysis in Education
Chapter V – The Benefits of Education
Chapter VI – Cost - Benefit Analysis
Chapter VII – Future Outlook