



# **Chapter - 1**

**EXPENSE SANS EVALUATION**

- 1.1 Introduction
- 1.2 Education as Agent of Change
- 1.3 New Objectives as given by Kothari Commission
  - (a) Social and National Integration
  - (b) Education for International Under-Standing
  - (c) The Explosion of Knowledge
  - (d) Rapid Social Change
  - (e) Modernization and Educational Progress
  - (f) Democratic Values
- 1.4 Money as Fulcrum in Education
- 1.5 Finance by Gujarat Government
- 1.6 Statement of Problem
- 1.7 Definitions of the terms
- 1.8 Objectives of the Study
- 1.9 Hypotheses
- 1.10 Tools to be used
- 1.11 Sample and Research Design
- 1.12 Limitations of the Study
- 1.13 Chapterization

References

## EXPENSE SANS EVALUATION

1.1 Introduction

School reflects the society. One of the eminent Prime Ministers of the British Empire, Mr. Winston Churchill once uttered a categorical statement regarding school : "If you want to know the country, its people, its character, visit any school of the countryside and you would get the profile of the country."

The customs, traditions and all the cognitive and affective aspects of the people are reflected in the school. So the school is the miniature society which inherits all the characteristics of the society at large.

The importance of literacy and numeracy is emphasized by the Kothari Commission Report on Education<sup>1</sup>. D.H.Kothari even goes further and declares : "The destiny of India is now being shaped in her class-rooms." The statement is pregnant with immense potentialities what education can do for the nation. A crude country people can be transmuted into a well-bred citizenary through education. The examples of the transformation of the people into a well-bred nation are legion. The Western Countries and some of the Asian Countries achieved full nationhood through systematic and

well-thought out schemes of Education for their younger generation.

### 1.2 Education As Agent Of Change

"If this change on a grand scale is to be achieved without violent revolution there is one Agent and one instrument only, that can be used, EDUCATION"<sup>2</sup>. Other agencies may help and can indeed sometimes have a more apparent impact. But the national system of education is the only instrument that can reach all the people. It is not however a magic wand to wave wishes in to existence. It is a difficult instrument, whose effective use requires strength of will, dedicated work and sacrifice. But it is a sure and tried instrument, which has served other countries well in their struggle for development. It can give the will and the skill, to do so for India.

### 1.3 New Objectives Given By Kothari Commission

Many a time, the school teacher while teaching in a class completely forgets the objectives so dear to Kothari Commission. The first and foremost objective is self-sufficiency in food which we have achieved is going to be tilted into a shortage of food if we do not check population growth. Other objectives of major concern are given below :

(a) Social and National Integration

Even more important is the role of education in achieving social and national integration. Indian Society is hierarchical, stratified and deficient in vertical mobility. The social distance between the different classes, and particularly between the rich and the poor, the educated and the uneducated, is large and is tending to widen. Our people profess a number of different religions, and the picture becomes even more complicated because of caste, an undemocratic institution which is still powerful and which, strangely enough, seems to have extended its sphere of influence under the very democratic processes of the Constitution itself. The situation, complex as it was, has been made critical by recent developments which threaten both national unity and social progress. As education is not rooted in the traditions of the people, the educated persons tend to be alienated from their own culture. The growth of local, regional, linguistic and State Loyalties tend to make the people forget 'India'. The old values, which held society together, have been disappearing and as there is no effective programme to replace them by a new sense of social responsibility, innumerable signs of social disorganization are evident everywhere and are continually on the increase. These include strikes

increasing lawlessness and a disregard for public property, corruption in public life and communal tensions and troubles. Student unrest of which so much is written is only one and probably a minor one, of these symptoms. Against this background the task to be attempted the creation of an integrated and egalitarian society is indeed extremely difficult and challenging.

(b) Education for International Understanding

There is no essential contradiction as we have pointed out earlier, between this objective and the development of International understanding for the one-world towards which we are moving. On the whole, textbooks used in national school systems perhaps contain fewer untrue or hostile remarks about other countries than they did in the past, thanks partly to the work of UNESCO, under whose auspices multinational and bi-national efforts have been made for their revision. The Sins are more often now of omission than of active commission. We should however, guard ourselves against this also, for ignorance is often not less dangerous than hostility. The Constitution of UNESCO speaks of the Fruitful diversity of the cultures of mankind.

(c) The Explosion of Knowledge

There has been a great explosion of knowledge during the last few decades. In a traditional society, the stock of knowledge is limited and grows slowly so that the main aim of education is interpreted to be its preservation. In a modern society, on the other hand, the stock of knowledge is far greater and the pace of its growth is infinitely quicker. One of the main tasks of education in a modern society, is to keep pace with this advance in knowledge. In such a society, knowledge inevitably ceases to be something to be received passively, it is something to be actively discovered. If this is rightly understood, it would involve a revolution in traditional education where to know has come to mean 'to know by heart', where respect for all inherited knowledge is assiduously cultivated and where the assimilative faculties tend to be emphasized to the neglect of the critical and creative ones.

In India, as in other countries where similar conditions prevail this would require among other things, a new approach to the objective and methods of education and changes in the training of teachers. Unless they are trained in new ways of teaching and

learning the students in schools and colleges will not be able to receive the type of education needed for the new society.

(d) Rapid Social Change

Another feature of a modern society is the quick almost breath-taking rate at which social change takes place. In a traditional society change is so slow that the conservation of the educational system does comparatively little harm. In a modern society on the other hand, change is so rapid that the school must always be alert if it is to keep abreast of significant change. There is therefore an imperative need for adopting a dynamic policy in such a situation. An educational system which does not continually renovate itself, becomes out of date and hampers progress because it tends to create a lag between its operative purposes and standards and the new imperatives of development, both in quality and quantity. The very aim of education has to be viewed differently. It is no longer taken as concerned primarily with the imparting of knowledge or the preparation of a finished product, but with the awakening of curiosity, the development of proper interests, attitudes and values and the building up of such essential skills as independent study and the capacity to think and judge



for oneself without which it is not possible to become a responsible member of a democratic society.

(e) Modernization and Educational Progress.

The progress of modernization will therefore be directly related to the pace of educational advance and the one sure way to modernize quickly is to spread education, to produce educated and skilled citizens and train an adequate and competent intelligentsia. The Indian society of today is heir to a great culture.

Modernization does not mean least of all in our National Situation - a refusal to recognize the importance of or to inculcate necessary moral and spiritual values and self-discipline. Modernization, if it is to be a living force, must derive its strength from the strength of the spirit.

While a combination of ignorance with goodness may be futile that of knowledge with a lack of essential values may be dangerous. The weakening of social and moral values in the younger generation as creating many serious social and ethical conflicts in Western Societies and there is already a desire among some great western thinkers to balance the knowledge and skills which science and technology bring with the

values and insights associated with ethics and religion at its best, viz., a search for the knowledge of the self, of the meaning of life, of the relationship of man to other human beings and to the ultimate reality. In the situation that is developing it is equally important for us to give a proper value-orientation to our educational system.

(f) Democratic Values

In this context, special emphasis has to be laid on the development of values such as a scientific temper of mind, tolerance, respect for the culture of other national groups, etc., which will enable us to adopt democracy not only as a form of government, but also as a way of life. As stated earlier, the population of India consists of persons who profess different religions, speak different languages, belong to different races, castes, classes and communities. It is precisely in such a situation that democracy can make its most significant contribution. A healthy development of democratic trends will help to soften the impact of this division into social, economic and cultural groups. The task is admittedly difficult, but it can convert the differences of language, cultural pattern, religion, etc. into the warp and woof of a very rich and rewarding social and cultural life. The problem

of national integration is essentially one of harmonizing such differences of enabling different elements of the population to live peacefully and cooperatively and to utilize their varied gifts for the enrichment of the national life as a whole. We have to cultivate a spirit of large-hearted tolerance, of mutual give and take and the appreciation of ways, in which people differ from one another. This is a very exacting 'experiment in living' that we have launched and no education will be worth while if the educated mind is unable to respond to this situation with intelligence and imagination.

#### 1.4 Money as Fulcrum in Education

One of the oldest and most persistent problems that education faces is the problem of obtaining the funds to pay teachers adequate salaries and support high quality instructional programmes. While it is true that money alone cannot provide a city, village or district with an excellent school system, it is equally true that good schools cannot be provided without adequate financial support.

Education is becoming more expensive and with today's increasing population, improved pupil retention, and the rising cost of living, it is expected that the cost of

education will continue to increase for many years. Any attempt to improve instruction, teachers salaries, or existing physical facilities will further add to the rising cost of education.

#### 1.5 Finance by Gujarat Government

The general policy of the Gujarat Government is to distribute grants equally among the rural as well as urban schools. There is no discrimination in the disbursement of grants in the sub heads of the expenses.

Now the situation is quite different regarding the size of the class and the teacher expenses. As for instance, the rural class size is always less as compared to urban class size, but both the schools recruit the same number of teachers as Government rule. This leads to the conjecture that rural school spends more than the urban school so far as per capita expense of pupils is concerned. This means that schools of rural area have more per capita expense than those of urban area.

When the grant-in-aid code 1964 came into force the other expense approved for grant by the department was 45 percent of the approved salary of the staff of the school in urban area. While in rural area 50 percent was allowed till 1978. After 11.10.1978 Government regulation GAC/1077/

39196/G was issued whereby 100 percent of the salary was approved for grant as before but the expenses incurred by schools were approved upto 12.5 percent of the salary expenses. This practice of giving grants to secondary schools had been prevalent till 1989<sup>3</sup>.

#### 1.6 Statement of the Problem

The schools have many problems. These have been studied in the past and some sort of conclusions have been listed. The children go to school with the sole intention of getting job after the completion of their education.

The children go to school because their parents and the government spend all the expenses towards education and other expenses. The studies did not report the expense incurred by the guardians because it was difficult to account for each and every child. This expense varies with children and with their locality.

This means that a study can be done of the expenses incurred by the government towards education because it has a set policy which guides the disbursement of the amount towards expense.

Due to the tenets of the disbursement policy is equitable distribution to rural and urban schools of the state of Gujarat. Now the questions arise are :

- (1) Why there has been a difference in achievement between the rural and urban schools ?
- (2) Is there a difference in per capita expense of the pupils of rural and urban schools? Is it significant?
- (3) What is the impact of the size of the schools upon the achievement of the pupils ?
- (4) What is the impact of the per capita expense upon the achievement of the schools ? etc, etc.

Such type of questions require a detailed study. But a study could not be undertaken for the whole state as such. Some sort of unit is to be selected for the study. The Taluka as unit would seem to be a small unit, while the region as unit would be somewhat bigger in area. So it was decided to select one district from the state of Gujarat. This district must be representative of the characteristics of the other districts. Hence the investigator decided to take Mehsana district for the study. The reasons for selecting Mehsana district as study-unit would be described in detail in fourth chapter.

Now the full title of the problem runs as under :

**"A COMPARATIVE STUDY OF EXPENSES OF THE EDUCATIONAL INSTITUTIONS OF SECONDARY EDUCATION OF RURAL AND URBAN AREAS OF MEHSANA DISTRICT AND THEIR IMPACT UPON THE PUPILS ACHIEVEMENTS"**

## 1.7 Definitions of the terms

There are certain terms which require precise definitions as they are used in this report. They include :

### (1) Expenses

The expenses are those amounts which have been incurred by the schools and which have been approved of by the Department of Education, Government of Gujarat.

Expenses are broadly classified into (a) institutional expense and (b) student expense, taking institution and student as two units. The scope of this study is limited to the first type of unit cost, viz. institutional cost. Again, the investigator shall examine only a part of the total institutional cost, namely variable or recurring cost, i.e. the cost of running an institution.

Reasons for delimiting the scope of our study are :

- (i) data pertaining to capital costs are not easily available. Items constituting fixed costs do not lend themselves to easy qualifications in value of terms on account of qualitative change; difficulties on accounting for depreciation and price variations over a period of time; and

- (ii) recurring cost form about 90 per cent of the total costs

Further more investigator confines himself to secondary education.

Here the expenses incurred by the parents, guardians or students have not been accounted for. This means that the expenses as reported in the Annual Returns in the specified form by the schools at the end of the academic year have been included in this thesis.

## (2) Secondary Education

The secondary education generally starts from Std. VIII to Std. X. but here for the purposes of the research it also includes Std. XI and XII because of the following reasons :

- (i) The unit of Stds. XI and XII does not exist as school. It is the section of secondary education designated as "Higher Secondary Education".
- (ii) The principal is appointed for the school giving instructions from Std. VIII to Std. XII.

No special grade is applicable or given to the principal but an allowance is given to him.



(iii) The teachers of "Secondary Section" also teach the students of "Higher Secondary Education".

(iv) The Annual Returns of the school teaching upto Std. XII sends only one form to the Department.

(3) Rural and Urban Areas

According to the policy of Revenue Department of the Government of Gujarat the rural area is that area which includes the territory of the taluka except taluka place which is the headquarter for administration.

This means that the taluka places of the Mehsana District would be treated as Urban area while rest of the territory would be treated as rural area.

(4) Achievement

There are many objectives of Education cited in this chapter. They are not evaluated by any school. Each school evaluates its programmes of instruction given to pupils annually and on this basis pupils are promoted to upper standards. This basis of promotion is taken as achievement.

Here in this thesis, the success of pupils at the Public Examinations at S.S.C.E. (Std. X) and H.S.S.C.E. (Std. XII) has been taken as achievement.

#### 1.8 Objectives of the Study

The following objectives were kept in mind for the study :

- (1) To select one secondary school from rural as well as urban area of the eleven talukas of Mehsana District. There are 11 talukas of the district. Hence the total sample of schools would be 11 rural secondary schools each from a taluka and 11 urban secondary schools, each from a taluka of Mehsana District. Thus there would be 22 secondary schools.
- (2) To collect data regarding expenditure under different heads actually incurred by the secondary schools.
- (3) To collect data regarding the actual grants received by the schools from Government under different heads.
- (4) To collect data regarding the pupils achievement in different standards including public examinations of standards X and XII.

- (5) To establish relationship between the expenses incurred and the pupils achievement.
- (6) To assess per capital expenses of the rural and urban schools.
- (7) To compare the per capita expenses of the rural and urban schools.
- (8) To compare the pupils achievement of high and low per capita expenses of the schools.
- (9) To compare the achievements of small and large size schools.
- (10) To establish trend lines of expenses and achievements across years.

#### 1.9 Hypotheses

From the above objectives the relevant and testable null hypotheses were generated. They are listed as under :

- (1) There is no significant mean difference in the achievement at S.S.C.E. (Std. X) of the rural and urban secondary schools.
- (2) There is no significant mean difference in the achievement at H.S.S.C.E. (Std. XII) of the rural and urban secondary schools.

- (3) There is no significant mean difference between the "Per Capita Expenses" of the Rural and Urban schools of the State of Gujarat.
- (4) There is no significant difference between the achievement percentages of the schools having high and low per capita expenses.
- (5) There are no significant differences among the expenses under different important heads of the schools located in rural and urban areas.
- (6) There is no significant linear trend of per capita expenses across the years in rural schools.
- (7) There is no significant linear trend of per capita expenses across the years in urban schools.
- (8) There is no significant difference between the overall per capita expenses of the rural and urban schools.
- (9) There is no significant linear trend of achievement in Std. X across the years in rural schools.
- (10) There is no significant linear trend of achievement in Std. XII across the years in rural schools.
- (11) There is no significant linear trend of achievement in Std. X across the years in urban schools.

166762

- (12) There is no significant linear trend of achievement in Std. XII across the years in urban schools.
- (13) There is no significant difference between the achievement at S.S.C.E. level of small size and large size schools.
- (14) There is no significant difference between the achievement at H.S.S.C.E. level of small size and large size schools.

#### 1.10 Tools to be used

No formal tools were required to collect data. The following records of the schools would be taken into consideration for collecting relevant data.

- (1) Annual returns for expenses and income submitted by schools to Department of Education audited and signed by Chartered Accountant. (C.A. memo)
- (2) Results of Annual and Public Examinations of schools.

#### 1.11 Sample and Research Design

From 399 schools of 11 talukas of Mehsana District, one school each from rural as well as urban schools from each district was randomly selected as sample. Thus there

were 11 schools representing rural area and 11 schools representing urban area. Thus the entire Mehsana District was represented in the sample. The sampling procedure adopted covered by designated as clustered sampling.

As there were two levels of areas and two levels of per capita expenses (PCE) of the schools, 2 X 2 factorial design had been inworked where in area and PCE acted as independent as percentage would act as dependent variable.

Fixed - effect ANOVA Model would be used for analysis of data and New mankind's sequential range test would be used for locating significane of means where more than two groups encountered.

For comparing various expenses of urban and rural areas chi - square or t - testing may be resorted to examine hypotheses.

This thesis would contain numerous tables, charts and figures and also Bibliography.

#### 1.12 Limitations of the Study

The study had the following limitations :

- (1) The study included only 22 schools of Secondary Education of Mehsana District.

- (2) The data given by the school had been taken as correct and valid for the purpose of research.
- (3) The student costs had not been included in the expense as they seemed to be varying.
- (4) The achievement of the school was restricted to S.S.C.E. and H.S.S.C.E. levels because these were the public examinations in the State. The results and the question papers were considered as valid and reliable for the purposes of research.

### 1.13 Chapterization

The first chapter deals with introduction of the problem.

The second chapter would deal with Finance and Secondary Education as obtained in Gujarat State.

The third chapter would deal with the researches of relevant nature done in past and their reviews.

The fourth chapter deals with planning and procedure.

The fifth chapter deals with analysis of data and their interpretations.

The sixth chapter deals with summary conclusions and suggestions for the future researches.

The thesis contains numerous tables, graphs, references and appendices.



References

- 1 Govt. of India Ministry of Education Report of the Education Commission Education and National Development. 1966 P 1
- 2 ibid P 4
- 3 Govt. of Gujarat Directorate of Education Ahmedabad 1964