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COST OF EDUCATION IN SELECTED SCHOOLS OF MAHABALESHWAR

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ABSTRACT:

Education is the key to social and economic development of a society. It encompasses every sphere of human life. Level of literacy has a profound bearing on the level of human development. The objective of the study is cost of education per student in the selected schools in Mahabaleshwar. The data was collected on the basis of quota convenient sampling method. This study analyzed for the cost of education and educational system. The present study is useful for the government, educational institutional and Society.



KEYWORDS: Education, Cost of Education.

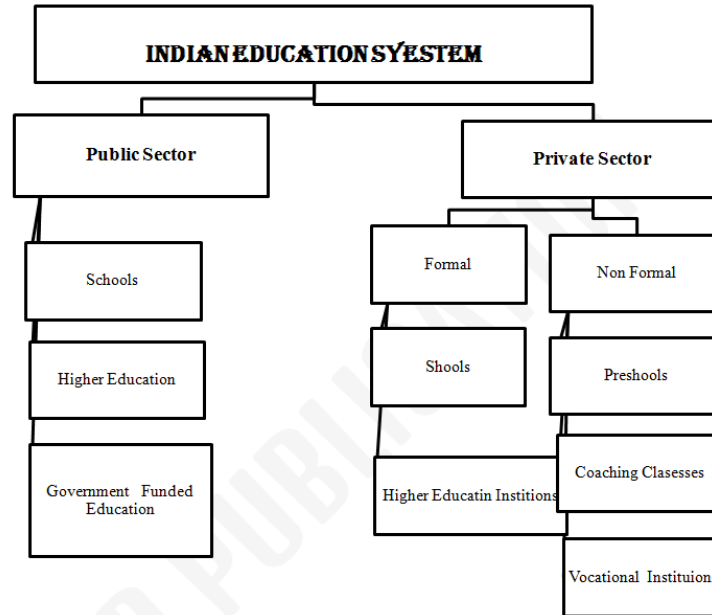
1. INTRODUCTION

The cost of any economic activity could be measured from numerous angles and perspectives. In fact, all the stake holders bear the cost either as the suppliers of activity or as the demanders/users of that activity/service. The cost of education refers to the cost incurred by the state government or private sector for providing education the citizens. Thus, the cost of education is divided in to two broad categories, i.e. institutional cost and private cost (Kumar, 2004). The private cost refers to the part of expenditures/investments which are incurred either by the parents or students or both (Kumar, 2004). It means

that financial expenses incurred by the students or parents or both (including relatives, etc.) in a year for acquiring education is called the private cost. Private cost of education may be classified into two categories: (i) academic cost and (ii) maintenance cost. Academic cost refers to expenses on the items such as fees and funds paid to the institution (i.e. tuition fees, examination fees, library fees, laboratory fees, etc.), payments made for getting private coaching, books, stationery, instruments, etc. Maintenance cost includes expenses incurred on clothing, transport, boarding and lodging and other sundry expenses (Kumar, 2004). It is also known as the incidental cost.

2. INDIAN EDUCATION SYSTEM

The education sector in India comprises pre-school, primary and higher secondary education. This is then followed by the higher education segment, which includes professional and technical education. In addition, the segment also comprises vocational training, coaching classes, distance education through e-learning platforms and the like. The Indian Education Sector can be broadly classified into two categories, public sector and private sector



3. REVIEW OF LITRATURE

K R Shaw (1987) and Gupta (1982) estimated the private costs of elementary education and college education. Shaw noticed larger differences in the non-tuition component of cost per pupil rather than in the tuition cost among the students belonging to the different income strata of society.

Geeta Kingdon, Chadda and Singh, and Nauntyal underscore the fact that the private unaided school sector is in an expansion path and discuss in detail the heterogeneous nature of the private unaided schooling sector. In another study has made a detailed examination of the nature, size, and equity effects of the private schooling sector in India by basing her study in Uttar Pradesh and come to the conclusion that the unaided sector is expanding rapidly.

Ramachandran (1987) deals with problems of higher education in India with special reference to Kerala. He attempted to analyze in the higher education system of Kerala, the aspects of enrolment, expenditure, financing and planning. He also estimated the component-wise and source-wise financing of higher education for the period 1957-'75.

Mathew E. T (1991) analyzed in detail the sources of funds of private colleges in Kerala for the period 1972-1986. The analysis was made on the basis of data collected from 25 Arts and Science Colleges spread over the State. The study called for strengthening of the finances of colleges in the private sector.

Abdul Salim in his work *the cost of higher education in India with special reference to Kerala* estimated the unit of education with respect to higher education. He has analyzed cost separately for general and professional education in the government and the private aided sector.

4. OBJECTIVES OF THE STUDY

1. To Study the Concepts of Education system In India.
2. To estimate the cost borne by the parents of students studying under private unaided Schools, under government and aided schools.

5. HYPOTHESIS OF THE STUDY

H₁: There is Privatization of education always gives emphasis on profit.

6. RESEARCH METHODOLOGY

a) Data Collection

The primary data have been collected using the structured interview schedule. The primary data have been collected from Students Parents and Schools.

The secondary data necessary for the present research work especially for the theoretical analysis has been gathered by the review of past literature and the statistical information is collected by personal visit to Schools and various website.

b) Selection of the Sample

The present study has been conducted in the Mahabaleshwer Tehsil. The schools in these sub Taluka have been categorized management-wise and level-wise. Management-wise the schools come under government, aided, and unaided categories. Level-wise the categories are lower primary, upper primary and high schools. The Researcher has selected 20 schools are taken for detailed study.

c) Selection of the Parents

The researcher adopted the quota-convenient sampling method for the selection of Parents. For the present study the researcher has selected total 100 Students Parents and to finalize these Parents, researcher selected 5 Students Parents from each Schools, the total number of Schools are 20 selected.

7. ANALYSIS OF COST EDUCATION

'The cost of any economic activity could be measured from numerous angles and perspectives. In fact, all the stake holders bear the cost either as the suppliers of activity or as the demanders/users of that activity/service. The cost of education refers to the cost incurred by the state government or private sector for providing education to the citizens'.

Table: 1
COST OF SCHOOLS FOR EDUCATION (PER STUDENTS)

Sr. No	Cost items	Convents Schools				Public School	
		Boarding Students Average Cost In Rs:	Percent %	Day School Students Average Cost In Rs:	Percentage	Public School (Aided) Average Cost In Rs	Percentage
	Admission Fees /Application	1000	0.51	1000	1.46	100	1.129
	School Annul Fees: (Tuitions +other + Donation security)	175000	89.51	55000	80.52	500	5.64
	Private Tuitions	00	00	2500	3.66	2200	24.85
	Texts Book, Note Book and stationary	2500	1.27	2500	3.66	2000	22.59
	Uniform	3200	1.63	3200	4.68	2500	28.24
	Examination Fees and Question Paper charges	500	0.25	500	0.73	150	1.69
	Travelling Expenses	including In Annul Fees	0	3500	5.12	3000	33.89
	Subscriptions For Periodicals	-- including In Annul Fees	0	3550	5.19		0
	Special fees for Computer	- including In Annul Fees	0	750	1.0	100	0
	Donation	- including In Annul Fees	0	-----	0	---	0
	Hostel Fees	including In Annul Fees	0	-----	0	---	0
	Mess Bill	15500	7.92	-----	0	---	0
	Study Tours / Cultural	1500	0.76	1500	2.19	500	5.64
	Total	195500	100	68300	100	8850	100

Source: Primary and Secondary data

The above table reflects that cost of education for Convents schools and Aided Government School in Mahabaleshwar. The Convent schools divided in two parts of Cost. First one is day scholar students cost and second Cost related to Boarding Students third related to public schools annual cost of students. There is convents school boarding students cost is Rs 195500 annually spent by the parents. The Day school students cost was Rs 68300 annually. The public schools students cost was Rs 8850 annually. Out of the total cost of boarding students 89.10 percent of the cost was spent on annual fees of school for convent schools. The total cost of day school students 80.52 percent cost was annual fees of the school. There is out of the public schools total cost for the travelling exp, study materials and Uniform was Rs 33.89, 28.24 and 24.89 respectively.

It is noticed that there is convents schools cost is very highest and very costly. Because there is maximum numbers of students are boarder scholars and these students are rich family and highest income level families' students.

8. TESTING OF HYPOTHESIS

H₀: There is no Privatization of education always gives emphasis on profit.

H₁: There is Privatization of education always gives emphasis on profit.

Researcher has Kolmogorov-Smirnov D Test used for the testing of Hypothesis.

Table 2.
Result of Testing of Hypothesis
(Kolmogorov-Smirnov D test)

Response on Impact	Observed Number	N	Observed Proportion	Observed Cumulative Proportion	Null Proportion	Null Cumulative Proportion	Absolute Difference Observed Com. Prop. & Null Cum Prop.
Strongly Agree	68	100	0.680000	0.680000	0.2	0.2	0.480000
Agree	8	100	0.080000	0.760000	0.2	0.4	0.360000
Neither	0	100	0.000000	0.760000	0.2	0.6	0.160000
Disagree	10	100	0.100000	1	0.2	0.8	0.200000
Strongly disagree	14	100	0.140000	1	0.2	1	0.000000

The above table shows that the largest absolute difference is 0.480000, which is known as the Kolmogorov-Smirnov *D* value. For the purpose of present study the sample size is 100 and the critical value of *D* at an alpha of 0.05 level of significance is, $\frac{1.36}{\sqrt{100}} = 0.0136$. Hence, the calculated *D* value is more than the critical value of 0.0136, the null hypothesis that there is Privatization of education always gives emphasis on profit is accepted.

9. SUGGESTIONS

1. It is suggested that that household spend on average Rs 195500 on Cost of Education for convent school students at form one. This study therefore recommends that government or other educational stake holders should support parents.
2. It is therefore suggested that government should be strict in making the school principals adhere to the set guidelines of fees payments.

10. CONCLUSIONS

It concluded that there is convents education cost is very high and public schools cost is very low. It is maximum number of institutions are private base. It concluded that the above study shows that education has only become business in the hands of private players. Social service in private institution is left out in the blind run for money. Researcher can say that for these people education has today only become a source to make money than providing quality education to students. It is concluded that most of the institution aim of the always gives on the profit .

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