



## Determinants of trainee's monetary expenditure for Secondary Teacher Education course in Assam

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### Abstract

*Teacher Education is most neglected and challenged sector among all other education sector of India in general and particular in North east India. The person joins the teaching profession when he is rejected by almost all sectors. One of the main cause of stagnation and dropout of students in secondary sector of Indian education is the teaching by untrained teachers. It is universally accepted that a teacher's personality and professional competence has a direct relation on the growth of young mind. The quality of a particular kind of education is largely dependent on the quality of the teachers. Unfortunately, in Assam the teacher education system is yet to be expanded to adjust with the changing educational need of the society. The curriculum and syllabi review effort being undertaken in the context of child centric, joyful and competency based teaching especially at elementary level education has not yet been fully supported by the teacher education programmes. As a result, there is large gap between what is expected and what is achieved at field level. On the other hand, for teaching at Secondary and Sr. Secondary stage B.Ed or M.Ed degree has yet not been made compulsory in the state of Assam. As different universities of the state control these teacher training institutions therefore, there is lack of uniformity and continuity in the curriculum and syllabi followed by them. Besides, no visible efforts can be seen for establishing linkage between various teacher education programmes of pre-primary, primary, secondary and higher education level. This paper highlights the major findings of an independent research study on the determinants of cost of secondary teacher education programme of the secondary teacher education institutions in Assam.*

**Key words:** Institutional cost, Monetary Expenditure, Secondary Teacher Education.

### 1. Introduction

Teachers are considered as a key factor in accumulating the human resources of a country. The process of human capital formation in its entire possibilities depends greatly on the ability of the teacher community, specifically the secondary school teachers. Secondary stage of educational system is more crucial among all the

stages, because when the children attain secondary stage, they undergo some immediate changes in their developmental life, viz., emotional, physical, moral, social, mental etc. Thus, to study the behavioural changes of secondary school students and provide constructive suggestions to the students, so that they may be able to realize their



due positions in society, the teachers must be trained and efficient.

As in other developing countries, India is also facing a population pyramid of younger age group. This means majority of the total population belongs to a younger age group and it constitutes a huge number of secondary school students. So to control and manage this large group of population we must have a sufficient number of trained teachers. Moreover, with the introduction of Sarba Siksha Abhijan in the country in 2001 (and Rashtriya Madhayamik Siksha Abhijan also due to be launched soon as a policy perspective), it becomes imperative to have a resource pool of trained teachers to undertake this massive enterprise in the field of achieving free and compulsory education for all. To achieve this objective the secondary teacher education courses have been revamped to meet the needs of the times in our country. The significance of secondary teacher education courses has been rightly examined by different Education Commissions of India, especially in the post-Independence era.

The role played by the cost factor in the development of secondary teacher education needs to be studied because it has other related aspects, like beneficial effects of secondary teacher education courses for a trained teacher, problems of enrolment in secondary teacher education courses, job satisfaction of trained secondary school teachers, attitudinal changes of trained secondary school teachers, employment

opportunities, etc. So the study of cost of secondary teacher education courses is considered an urgent need of the present educational set up.

It is necessary to draw the attention to the place of the teacher in the determination of the returns from investment in education. More than buildings, libraries and laboratories it is the technical competence and the human qualities of the teacher that play the largest part in the ease with which the students acquires knowledge, builds up skills and develop the right attitude to work and enterprise. For securing and retaining the right type of man in the teaching profession, it is essential to pay them well, give them a place of honour in society and leave them with some freedom for academic initiative. It is also necessary to give them the opportunity to keep abreast in their profession and remain up to date in their knowledge. By and large these conditions are not fulfilling in India, especially in the case of primary and secondary teachers. Everyone recognizes the need for doing something to improve their condition, but implementation is slow, hesitant and largely inadequate. What is not realized is the economic and social loss that the country sustains by this neglect of teaching profession, for ill paid and uninterested teachers are also incompetent teachers and it is not only who suffer but also their pupils. This resulting under development of human resources leads to a corresponding reduction in the rate of economic growth and lowers the returns on the investment in education.



## 2. Teacher Education Scenario in Assam: an observation of NCTE:

Assam came under the British rule much later than the rest of India and thus progress of education before independence was not remarkable. The govt. of Assam converted the traditional elementary schools into basic pattern through The Assam Basic Education Act of 1954, and thus a number of Basic Training centers were started to train Junior Basic school teachers. For training of secondary schools teachers, the state was deputing teachers to Dacca which is now in Bangladesh. But after independence, with the establishment of Guahati University and Dibrugarh University more Bachelor of Teaching (B.T) colleges and Education Departments in the Universities were established. There are 23 sanctioned DIETs of which 18 DIETs are functional. There is one pre primary teacher education centre, seven Normal Schools, 19 Basic Training centers. At the secondary stage, there are Nine CTEs (6 upgraded and 3 new) 29 Private Teacher Training (B.Ed.) colleges, Two Hindi Teacher Training Institutes and one English Language Teaching Institute. In addition to that Guahati University and Dibrugarh University have Education Department with provision of B.Ed. and M.Ed. course. It is noteworthy that a large percentage of school teachers are untrained. SCERT, Assam provides in-service training for teachers.

The midterm review of Teacher Education scheme in the state done by Teacher Education Resource Group in

the NCTE (June 2007) and published in "Demand and Supply estimates of School teacher and Teacher Educators (2007-08 to 2016-17), Assam, NCTE" identified some constraints in the implementation of the scheme which are listed as under-

- The Physical infrastructure of DIETs and CTEs is reasonably good but lack of maintenance.
- Majority of the faculty members in the CTEs does not have requisite qualifications as per NCTE norms.
- There is no scope for professional growth of faculty members in the DIETs/CTEs/SCERT.
- There is no difference in the functioning of the CTEs and ordinary B.Ed. Colleges. The faculty members of CTEs don't know much about the role and functions of these institutions.
- There is hardly any professional avenue for teacher educators in the entire cadre. This creates a feeling of frustration among the faculty members at all levels.
- The ICT component is conspicuously absent in Teacher Education Institutions.
- There is no provision for induction level training for DIETs/CTEs/SCERT.

**Objectives of the Present Study:** To analyze the determinants of per trainee monetary expenditure for Secondary Teacher Education course in the



Secondary Teacher Education  
Institutions under Dibrugarh University

### Methodology

**Research Method of the study:** The researcher used the survey and descriptive method for this research study as the nature of the data to be collected demands so.

**Population of the study:** There were all together 11 secondary teacher education institutions under Dibrugarh University offering Secondary Teacher Education Course of one year. Thus, all these institutions, their teacher trainees, Principals, accountants, office staff together formed the population of the study.

**Sample of the study:** To conduct the present study, seven Secondary Teacher Education Institutions offering one year secondary teacher education course under Dibrugarh University, recognized by National Council for Teacher Education and affiliated/permitted by Dibrugarh University were chosen by using the purposive sampling method. One College of Teacher Education was selected from each District. However, in the Dibrugarh District there were four colleges; so the researcher had selected two colleges from this district for sample.

### Tools and Techniques:

- An interview schedule for the principal of the colleges regarding

determinants of the cost of Teacher Education.

- Documentary analysis- (i) Budget of Dibrugarh University, (ii) Audit report of accounts of the secondary teacher education institutions, (iii) other relevant documents of accounts.

### Procedure of data collection:

For the objective the researcher interviewed the Principals of the sample colleges. This was done over a period of time, after briefing them about the purpose of the interview. There was full cooperation on the part of the interviewees. The researcher also applied his own administrative experiences to categorize the determinants of the cost of teacher education. The researcher had also done an intensive reading of previous research studies to find out the said determinants.

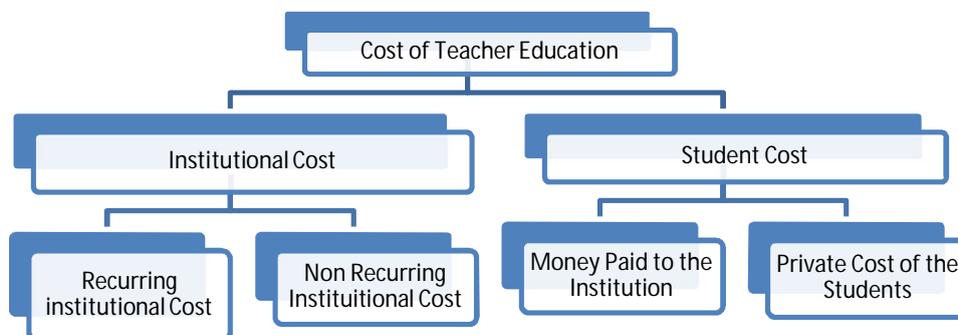
### Results and Discussion:

As the objective of the study, the determinants of cost of Teacher Education were analyzed in a broad manner. These determinants were considered as the vital aspects of Cost of Teacher education. Broadly, the determinants were classified into two heads – (i) Institutional cost (ii) Student Cost



The main determinants include sub determinants too. The structure of determinants cost of teacher education is shown below in fig 1

Fig 1: Determinants of cost of education



**Institutional Cost:** In the present study, institutional cost refers to the cost which is incurred by the institution in running and maintaining the Secondary Teacher Education Institution. These costs are borne by the management or government and are divided into the parts --- (I) Recurring institutional Cost (II) Non- recurring institutional cost

**Recurring institutional Cost:** These are the costs, which are consumed during the same year in which they are incurred. In this study the recurring institutional cost of teacher education were categorized under the given heads-

- Salary of both Teaching and Non Teaching Staff (including ad- hoc and permanent)
- Maintenance Cost: Maintenance of building, maintenance of Laboratory, Maintenance of Library etc.

- Bill or charges: Electricity bill, internet bill, Telephone bill, postal charges, bill of Newspaper, Journal and magazine.
- Celebration of festivals and functions: Cost of organizing Annual sports and college week, cost of organizing workshops, seminar and discussion, cost of celebration of swarasati puja and other festivals.
- Cost of Examination incurred by the institution, such as Internal Examination, Practice teaching, work experience, community survey etc.
- Cost incurred by the institution on Stationary items for the office.
- Cost incurred on Contingencies including petrol and diesel for vehicle and generator.
- Cost on Maintaining of Computer, printing, Xerox system, projector etc.



- Annual Enrolment fees paid to the affiliating University.
- Yearly expenditure on books incurred by the institution.

**Non-recurring institutional cost:**

These are the costs which don't get consumed within the same year in which they were incurred. These continue to give their benefits over a number of years in future. It includes the expenditure on fixed assets of the teacher training institution. In the present study the non-recurring institutional costs were found under following heads--

- Construction of building including Classroom, Laboratory, Teacher's room, Principal's room office, Laboratory, library, Hostel etc.
- Permission fees deposited to N.C.T.E. at the beginning of the college.
- Permission and affiliation fees to university at the beginning of college.
- Expenditure on classroom equipments including furniture, electric apparatus, Almirah and other necessary equipments.
- Expenditure on purchasing vehicle and generator, electric, inverter.
- Purchase of Science Laboratory materials including physics, Chemistry, Biology, Geography.
- Purchase of Psychology apparatus.

- Expenditure on purchasing Land including playground.
- Expenditure on constructions of website, internet connection, purchase of computers, printers, Xerox, audio visual aids etc.
- Cost on purchasing of sports materials.
- Any other cost that is fixed in nature.

**Student Cost:** The student costs are the costs borne by the students or his guardians during their period of Training. In this study the student cost is basically divided into the following heads ---

**Money paid to the institution:** This item includes all the aspects for which an absolute amount of money is paid to the institution during the admission of the students. In the present study, the following heads were found under this category –

- Admission fee
- Tuition fee
- Library and Laboratory fee
- Festivals, Games and Sports fee
- Electricity Charges.
- Identity card, record book fee
- Magazine fee
- Examination fees (internal and external)
- Development fee
- University Enrolment fee



- Miscellaneous fee

### Private cost of the students during the course:

Besides, the money paid to institution, the student bears some cost privately during the course. This is the student's own cost and varies among the students. In this study, this cost would be measured under the following heads -

- Hostel cost or cost of lodging and food.
- Cost of private tuition (if taken)
- Cost of uniform dress.
- Cost of stationary items like copy, pen, pencil etc.
- Cost of Books (both text and references)
- Cost of Entrance Examination.
- Transportation and Communication cost.
- Cost on practical programmes.
- Miscellaneous cost.

### Conclusion:

As teacher education has an important place in the broad educational set up of our society, it is very essential to find out the cost and benefit of teacher education prevailing in the country. Thus it is hoped that the findings of the present study undertaken by the researcher will lead to an understanding of the structure of cost of teacher education. In the emerging years there will be an urgent need of increasing number of trained teachers in

our society, especially in the North-east, in the light of the policies of the Central Government in the area of school education, and it is hoped that the findings of the study will help the administrators of the state realize how with a little financial or other infra-structural support, the state government may be able to join hands with the private enterprise in teacher education so as to maintain quality of teacher-training as also to ensure that the human-resources thus produced, have the capacity and quality to be employed not only in the state scenario, but also in any other state of India.

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