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AN EXAMINATION OF THE COSTS AND OUTCOMES OF EDUCATION IN BOTH PRIVATE AND PUBLIC HIGH SCHOOLS, WITH EMPHASIS ON YARIPORA ZONE IN THE KULGAM DISTRICT

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ABSTRACT

The present study was intended to explore the analysis of the expenditures of educational institution in both government and private schools**.**Data on these components were compared between the public private schools in the zone. For each of these elements, indicators were discovered and attributes were created monthly and yearly fee spending, transportation costs, infra-structure and other study-related expenses were studied. The sample for the study was 50 students from different government and private schools of zone yaripora of kulgam district of union territory of Jammu and Kashmir, however, in order to minimise the extraneous effect the researcher has done multi stage random sampling. . A proportionate distribution of students was made, the researcher has used the cross tabulation and percentage methods .Results revealed the outcome from Private institutions is better than Government institutions. Besides the cost of education is very high.The students of Private institutions have better hold on holisticdevelopment. Publicschools having better infrastructure facilities, but public institutions are not providing suitable outcome.

Keywords: ***Educational institutions, cost, infrastrure, students of, private and public schools of Jammu and Kashmir,***

INTRODUCTION

By education, we preserve our culture's beneficial components and eliminate its wasteful ones. It functions as a force for change as well as a stabilizing influence. By using it, we support the development of young people into responsible citizens. It is important to keep in mind Mahatma Gandhi's recorded opinions on education. His opinions are highly pertinent to the global context. According to Mahatma, education should aim to bring out the greatest qualities in people on all levels—body, mind, and spirit. Literacy is neither the start nor the conclusion of schooling. It is merely one method of education available to both men and women.

Literacy is not education. Education is transforming and enlarging human mental horizons, promoting progress, and closing the gap between conservative and inventive, ignorant and intellectual, and inept and relevant. Today, educational institutions fight illiteracy in all developed and developing nations. Third World countries have switched from the gurukula system to modern schools and colleges, institutionalizing literacy organizations. India needed to build universities, schools, and enlightenment temples to keep up with other developing nations

Education is a fluid concept with distinct biological, psychological, and philosophical meanings. According to its etymology, the term "education" comes from the Latin word "educatum," which once more consists of two Latin "E"s and the letter "Duca." E stands for "from internal," and Duca is Latin for "to lead." Therefore, "education" refers to bringing the within to the exterior. Instead of putting in, education's purpose is to draw out. This indicates that a student's inner abilities or potentialities are developed and shown through education.

Plato once said, "Education is the constraining and guiding the towards those right reasons which the low affairs or which the experience of the best of our leaders has sanctioned as truly great," said one of our leaders.

Education is the awakening process. I'll use a prominent author, Varro, to support this claim.6 "Educil, obstrix, eduate, nutrixe," "institute," "pedagogues," "docet," "magister."It indicates that the midwife gives birth, the nurse raises children, the trainer instructs, and the master teaches.

Education and Economic Growth

The key to a society's social and economic progress is education. Every aspect of human life is included. Human development has a significant impact on literacy level. Through trial and error, the British government in India developed an educational system that was roughly divided into three basic stages: primary, secondary, and higher education. Even after independence, the framework of the educational system remained the same, and it still does. Do we observe a connection between economic growth and educational quality? The quality of education can alter when students are exposed to better environments, facilities, and teachers that are qualified and competent. The effectiveness of instruction benefits students' learning, job advancement, and overall quality of life.

According to **Christopher Colclough**, who examined the data on how primary education affects economic development, elementary education makes a significant contribution to economic growth. Primary education boosts output both in urban and rural settings. Better primary education is crucial for greater productivity, according to quality standards.

Lewis C. Soloman reviewing the literature on the quality of education and economic growth has observed that more expenditure need not result in higher productivity. The resources available and the school characteristic do matter for the quality of education imparted. Educated parents can provide more compliments to the school by training their children at home. Children who attend primary school in low per capita incomes learn substantially less after similar amounts of time in school than do pupil in high-income countries. The lower the income of a country, however, the lower the correlation between the pupil, social status and their achievement, conversely in low-income countries the effect of school and teacher's quality upon student's academic achievement in primary school is greater.

OBJECTIVE

1) To evaluate the costs and outcomes of education in Yaripora zone's government high schools and private high schools.

AREA PROFILE

According to the census 2011, the total population of Kulgam district is 424,483 and the total area is 1067 km^2. The district has a population density of 925 per square kilometer. Its population growth rate during the period of 2001- 2011 was 7.3 per cent and its sex ratio was 951 females for every 1000 males. According to officials' demographics are improving at a good rate. The density of the population of the district is 1051 persons per square kilometers as compared to 124 persons for the state according to the census figure of 2011. Educational expenditure and results in the private high schools and Government High Schools is considered for the present study. The study is based on both the primary and secondary data.

METHODOLOGY

Data on these components were compared between the public and private schools in the zone. For each of these elements, indicators were discovered and attributes were created. The foundation for development was provided by these measures and attributes. Both primary and secondary data were used in this investigation. For the current investigation, the researcher used multistage random sampling.

The study's "universe" is thought to be the Kulgam district. Out of the six educational zones in the district, the Yaripora Zone is taken into consideration for this study. There are 33 private higher schools and 87 government high schools. Four high schools were picked from among them. The two government high schools are Government High School Nunmai and Government High School Hanger, whereas the two private high schools for the current study are Public Mission High Yaripora and Hanfia High School Sursana. In order to fulfil the

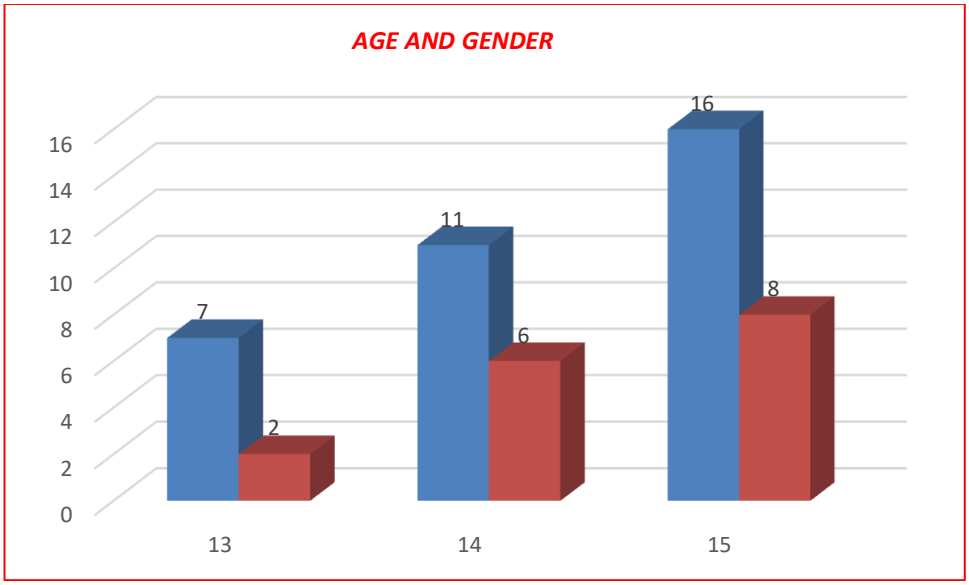
aforementioned goal, aquestionnaire was made in order to find out the cost of education and the results in both the private and public high schools in the research area.. The monthly and yearly fee spending, transportation costs, and other study-related expenses were studied. Equitable student distribution has been achieved. A proportionate distribution of students was made. While information was collected from official websites, the internet, etc. is considered secondary data.

Statistical tools and technique: The researcher has used the SPSS software excel, among technique cross tabulation and percentage methods were used.

ANALYSIS AND ENTERPRETATION

AGE AND GENDER- Crosstabulation				
Count				
		GENDER		
		MALE	FEMALE	Total
AGE	13	7	2	9
	14	11	6	17
	15	16	8	24
Total		34	16	50

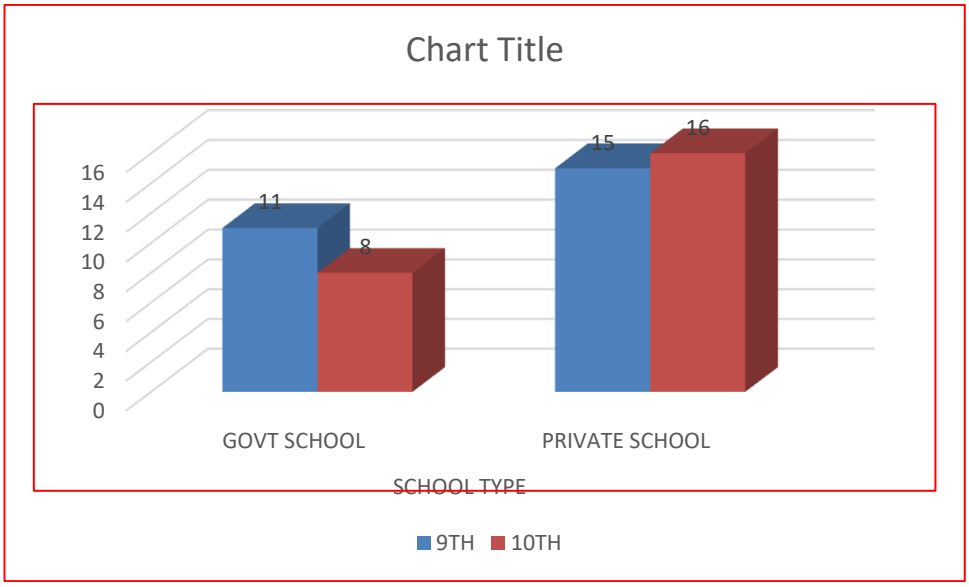
Sources: Primary Data



The above table represents the distribution of students on the basis of their gender. Out of 50 students 9 students are found the age of 13, among which, 7 are male and 2 are female. 17 students are found the 14 years of age in which, 11are male students and 6 are female. Similarly, 24 students are found 15 years of age, among which, 16 are male students and 8 are female students.

CLASS and SCHOOL TYPE -Cross tabulation				
Count				
		SCHOOL TYPE		
		GOVT SCHOOL	PRIVATE SCHOOL	Total
CLASS	9TH	11	15	26
	10TH	8	16	24
Total		19	31	50

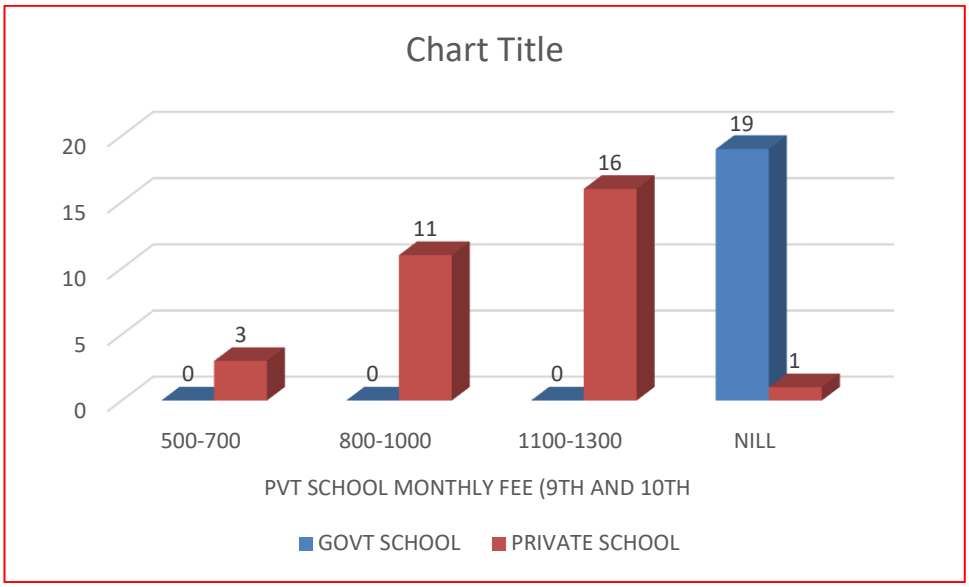
Sources: Primary Data



From the above table and diagram, out of 50 selected students 26 students are taken from 9th class in which 11 are taken from government schools and 15 are taken from private school and 24 students are taken from 10th class, among which 8 students are from government school and 16 are taken from private school. Therefore, overall, 31 students are selected from private schools and 19 are selected from government schools.

SCHOOL TYPE and PVT SCHOOL MONTHLY FEE (Class 9TH AND 10TH Crosstabulation						
Count						
		PVT SCHOOL MONTHLY FEE (9TH AND 10TH				
		500-700	800-1000	1100-1300	NILL	Total
SCHOOL TYPE	GOVT SCHOOL	0	0	0	19	19
	PRIVATE SCHOOL	3	11	16	1	31
Total		3	11	16	20	50

Sources: Primary Data



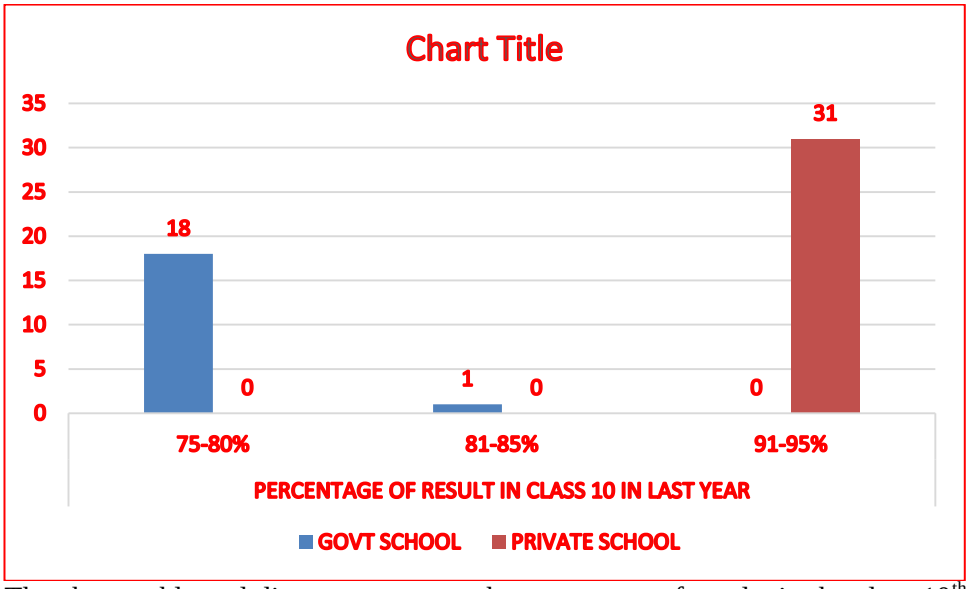
The above table represents monthly payment of the students. It is clearly found that out of 50 students 19 Government school students are not paying any type of monthly fee. They are giving annually payment. (Only for Admission purpose). Whereas, 31 private students are paying the monthly fee. In which, 3 students are paying the amount of Rs 500-700 per month, 11 students are paying the amount of Rs 800-1000 per month, 16 students are paying the amount of Rs 1100-1300 per month and 1 student are not paying any type of amount, because the particular student was belonging to the poor family.

SCHOOL TYPE and PERCENTAGE OF RESULT IN CLASS 10 IN LAST YEAR Crosstabulation

Count

		Percentage of result in class 10 in last few years year			
		75-80%	81-85%	91-95%	Total
SCHOOL TYPE	GOVT SCHOOL	18	1	0	19
	PRIVATE SCHOOL	0	0	31	31
Total		18	1	31	50

Sources: Primary Data



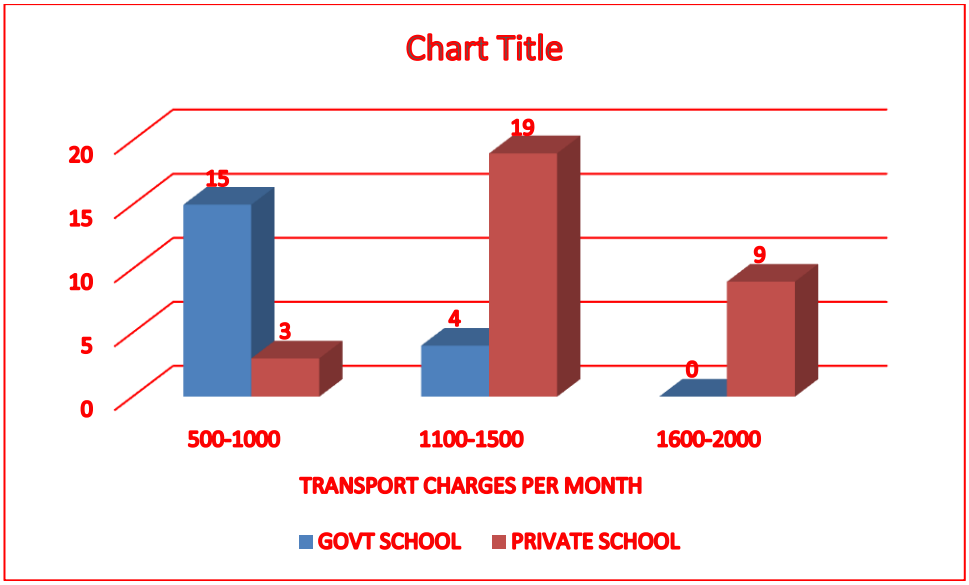
The above table and diagram represent the percentage of results in the class 10th in last few years. Majority of Government schools responds that their 10th class result from last few years was between the 75-80 per cent, whereas, the response of Private schools was that their 10th class result was recorded between the 91-95 percent. The Private schools are providing tremendous outcome than Government schools.

School Type and Transport Charges Per Month Crosstabulation

Count

		Transport And Other Charges Per Month			
		500-1000	1100-1500	1600-2000	Total
SCHOOL TYPE	GOVT SCHOOL	15	4	0	19
	PRIVATE SCHOOL	3	19	9	31
Total		18	23	9	50

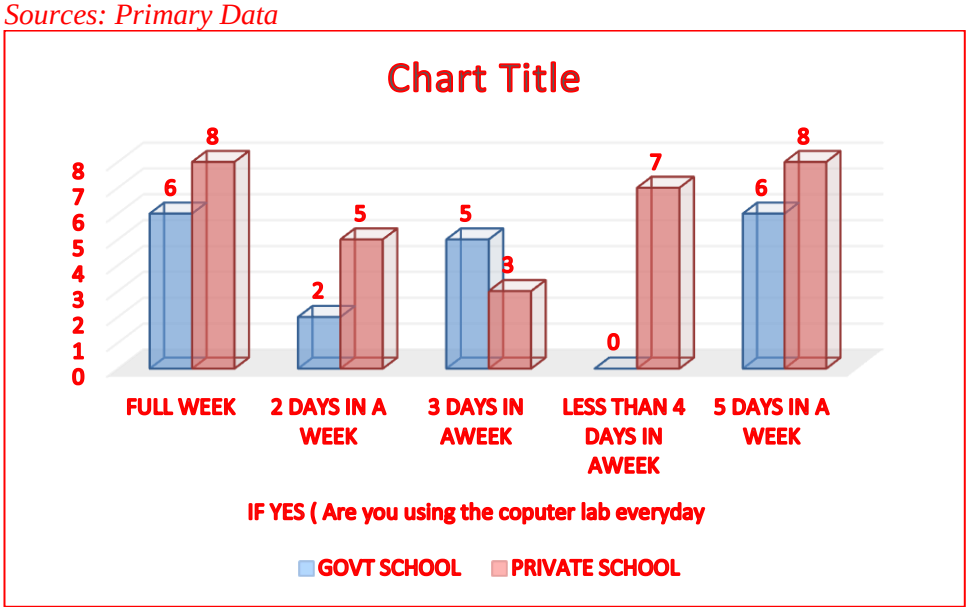
Sources: Primary Data



From the above information it is clearly found that 18 students responds that their monthly transport and other charges are the amount of Rs 500-1000 per month, which includes books notebooks, pen pencil etc. 23 students responds that their monthly transport and other charges are the amount of Rs 1100-1500 per month and 9 students have monthly transport and other charges are the amount of Rs 1600-2000 per month.

Using the computer lab							
YES		Using the computer lab everyday					Total
		FULL WEEK	2 DAYS IN A WEEK	3 DAYS IN AWEEK	LESS THAN 4 DAYS IN AWEEK	5 DAYS IN A WEEK	
	GOVT SCHOOL	6	2	5	0	6	19
	PRIVATE SCHOOL	8	5	3	7	8	31
Total		14	7	8	7	14	50

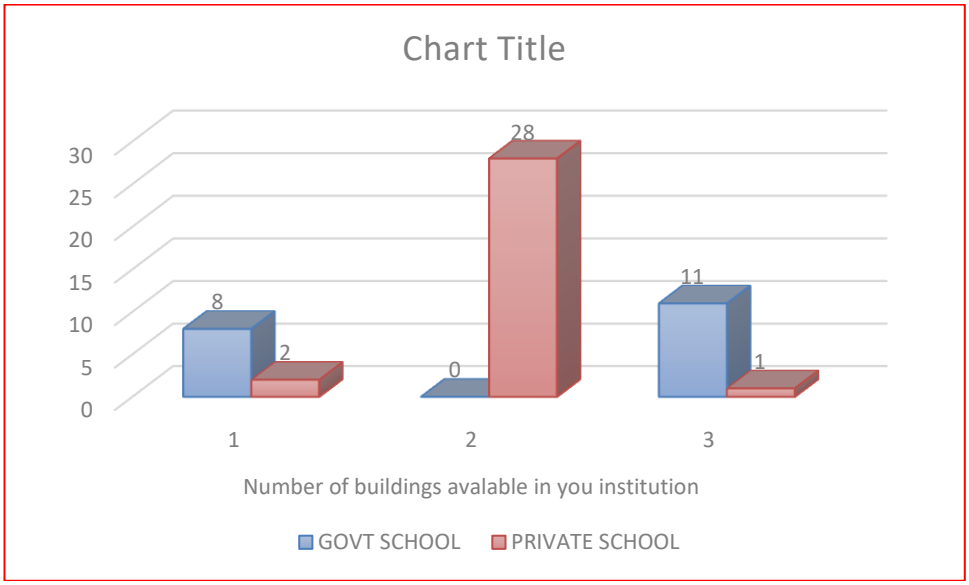
Sources: Primary Data



Among 19 Government schools' students, 6, 2, 5 and 6 responds that they are using full week, 2 days 3 days and 5 days computer lab in a week respectively, similarly among 31 Private school students, 8,5 3,7 and 8 students responds that they are using full week, 2 days, 3 days 4 days and 5 days computer lab in week respectively.

Number of buildings available in you institution				
School type	Number of buildings available in you institution			Total
	1	2	3	
GOVT SCHOOL	8	0	11	19
PRIVATE SCHOOL	3	28	0	31
Total	11	28	11	50

Sources: Primary Data



The above table represents the availability of buildings in the institutions. Out of 2 selected Government schools (1) one government school have only 1 building and another government school have 3 buildings. Similarly, (1) One Private school have only 1 one building and another private school have 3 buildings.

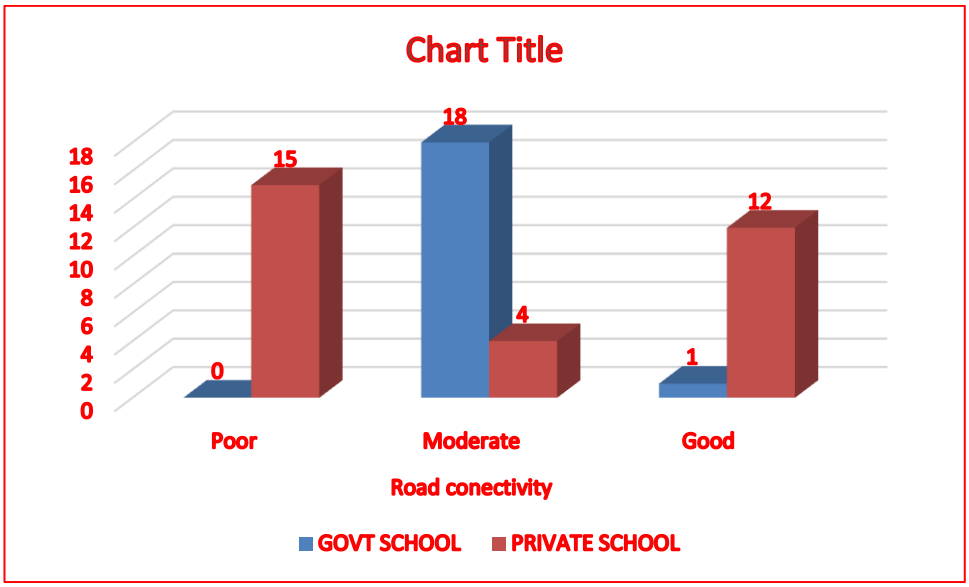
Availability of Water and toilet in your institution			
Count			
	Availability of Water and toilet in your institution		Total
	yes		
SCHOOL TYPE	GOVT SCHOOL	19	19
	PRIVATE SCHOOL	31	31
Total	50		50

Sources: Primary Data

The above table represents that all the 4 selected schools have basic facilities like water and Toilet.

Road connectivity Crosstabulation					
Count					
		Road connectivity			Total
		Poor	Moderate	Good	
SCHOOL TYPE	GOVT SCHOOL	0	18	1	19
	PRIVATE SCHOOL	15	4	12	31
Total		15	22	13	50

Sources: Primary Data



The above table represents the road connectivity. Out of 19 government school students 18 students agreed that they have moderate type of road connectivity. And 1 one student has good type of road connectivity. Similarly, on the other hand out of 31 private school students 15 students have poor type of Road connectivity, 4 have moderate type of connectivity and 12 students have good type of road connectivity.

Findings, Suggestions and Conclusion.

It has been found that Private institutions are charging high amount per month from the students. This can burden on parents; some parents are unable to send their children to the private institutions. From overall observation the outcome from Private institutions is better than Government institutions. The students of private schools shows their skill in computer also, which in results students of Private institutions have better hold on Computer Knowledge. Both Government and Private institutions have better buildings facilities,but still government institutions are notproviding suitable outcome. Which in results parents preferred to send their children to the Private institutions.

CONCLUSION

Private schools were founded after 1990, while most government schools were founded 1971–80. Government schools have much stronger students than private institutions. Government schools had larger buildings than private schools. Private schools outranked government institutions in infrastructure Public schools has better internet than private institutions.Private schools had better libraries than public schools. Since they work more, private schools have a stronger work ethic than public schools. Government schools focus more on extra cocurriculars than private schools. Government schools had no teacher absenteeism, but private schools did. Private schools provide superior education than public schools based on student accomplishment and teacher time.

Suggested steps for improving quality of education:

Subsidies for uniforms and books should only be provided to BPL students. State funding for education must be increased. Quality education and economic progress are inextricably linked. When quality improves, so does skill development, which boosts productivity. To make learning considerably more engaging at all levels, teachers must abandon the 'chalk and speak' approach. The laboratory approach to Mathematics, Languages, and Science outperforms the text book method in terms of efficiency and quality. Maximum output can be obtained by minimizing cost wastages such as properly utilizing instructional timing, reducing absenteeism both by teachers and students, regular and well-implemented in-service training process, motivation and regular

supervision by the Principals/Headmasters, parental and community support for school activities, and instilling overall team spirit and developing a positive attitude towards education. This can be accomplished by a constant process of consultation and stakeholder knowledge of the types of reforms needed, as well as the implementation of the activities.

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