CHAPTER V

SUMMARY, CONCLUSION AND SUGGESTIONS

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5.0 INTRODUCTION

The method of doing cost-effectiveness can be summarized briefly, but it is best to refer to more extensive treatments of the subject if a study is being contemplated (for example, *Cost-Effectiveness Analysis,* by Henry M. Levin and Patrick J. McEwan). Cost-effectiveness begins with a clear goal and a set of alternatives for reaching that goal. Comparisons can be made only for alternatives that have similar goals such as improvement of achievement in a particular subject or reduction in absenteeism or in dropouts. A straightforward cost-effectiveness analysis cannot compare options with different goals and objectives, any more than a standard type of evaluation could compare results in mathematics with results in creative writing. Alternatives being assessed should be options for addressing a specific goal where attainment of the goal can be measured by a common criterion such as an achievement test. It should be noted that a more complex, but related, form of analysis, cost-utility, can be used to assess multiple objectives.

High-quality impact evaluations, including randomized experiments, are increasingly popular, but cannot always inform resource allocation decisions unless the costs of interventions are considered alongside their effects. Cost-effectiveness analysis is a straightforward but under-utilized tool for determining which, of two or more interventions provides a (non-pecuniary) unit of effect at least cost. This paper reviews the framework and methods of cost-effectiveness analysis, emphasizing education and health interventions, and discusses how the methods are applied in the literature.

Cost- Effectiveness Analysis especially in education is too rare. Yet they offer powerful and valuable insights for evaluators and can provide information that is counter to common sense, popular appeal, and traditional ideas. Cost-effectiveness analysis can help policymakers compare various programs aimed at achieving a particular outcome (e.g. increasing student attendance), but such analysis requires careful thinking about what specific questions are being answered and what assumptions are being made in the calculations. Cost-effectiveness analysis, in the simplest terms, calculates the ratio of the amount of "effect" a program achieves for a given amount of cost incurred, or conversely the amount of cost required to achieve a given impact.

Methods of cost-effectiveness analysis can assist the planner in evaluating educational programs. This concept should be broadened to include "resource-effectiveness analysis," which can be divided into two study areas: resource analysis and analysis of effectiveness. Constructing a resource/cost model is suggested to handle the problems of resource allocation by relating the programs to resources and costs. Defining and measuring the effectiveness of an educational program must precede the analysis of cost-effectiveness of alternative programs. The complexity of the learning process requires the production of a set of measures or indicators. Questions remaining: What level of effectiveness is acceptable? Should the same criteria be applied to all students? Results of this resource-effectiveness analysis will be estimated measures of resource requirements, costs, and ranked aspects of effectiveness projected for each program and for alternative future environments.

The need of the study is arises due to strengthening of the institution to improve government expenditure accountability. There are five RIE's in India, situated at Ajmer, Bhopal, Mysore, Shillong, and Bhubaneswar. Around 500 employees are working in these five RIEs. These institutes have different courses. Approximately, 500 to 600 students are pursuing education in each RIE. The courses offered at RIEs are exclusively meant for producing quality teachers. These RIEs are working in the field of education since 1963, especially B. Sc. B. Ed. IV year. The courses are fully funded by government; B. Sc. B. Ed. IV year course is graduate course. So, it may happen that after passing this course, students may go for higher education in other courses which may not related to teaching. In this case, the expenditure incurred on them will be of no use as they may not opt for teaching profession. Therefore, the present study intended to find out the per head expenditure of B. Sc. B. Ed. IV year student. At the same time, in the present research the job status of B. Sc. B. Ed. students of Batch 2010-2011 also find out so as to know the fruitfulness of the expenditure incurred on them. It also focussed on the aims of the B. Sc. B. Ed. students of year 2013-2014.

5.1 STATEMENT OF THE PROBLEM

The problem of the proposed study has been worded as follows-

"A Study on Cost-Effectiveness Analysis of Expenditure Incurred on B. Sc. B. Ed. Course in the Light of Objectives of RIE Bhopal"

5.2 OBJECTIVE OF THE STUDY

The objectives of the proposed study were as follows-

1. To study the objectives of RIE in opening of B. Sc. B. Ed. course.
2. To study the total expenditure incurred on B. Sc. B. Ed. course in the year 2012-2013 of RIE, Bhopal.
3. To study the educational or occupational status of B. Sc. B. Ed. students studied in the year 2010-2011 at RIE, Bhopal.
4. To study the professional goal of B. Sc. B. Ed. students studying in the year 2013-2014 at RIE, Bhopal.

5.3 POPULATION

In the present study, students of various courses were taken as a population i.e.

1. Four Years B. Sc. B. Ed.
2. Four Years B. A. B. Ed.
3. Two Years B. Ed.
4. One Year M. Ed.

5.4 SAMPLE

Sampling means selection of given number of subjects from a defined population as representative of that population. (Borg & Gall)

In the present study, purposive sampling technique is used.

TABLE NO. 5.1. Distribution of students of B. Sc. B. Ed. course:-

Year	B. Sc. B. Ed. (2013-14)	B. Sc. B. Ed. (2010-2011)
1	78	75
2	73	-
3	49	-
4	110	-
Total	**310**	**75**

5.5 TOOLS

Research tools used for the data collection largely influences nature of findings keeping the importance of tool in research, for the study researcher used one tool. i.e.; Questionnaire was self-constructed.

(a) Questionnaire

This tool was constructed by the researcher herself. It was prepa B.Sc. B.Ed. students (2013-2014) to fulfil the third objective of the study. the questionnaire it was rechecked and refined several times.

(b) Interview Schedule

This technique was used for the passed out B.Sc. B.Ed. student (2 to fulfil the fourth objective of the study by analysing their present status. Short interview, face to face and telephonic interview was taken to know teaching profession.

(c) Enrolment Register

In order to achieve third and fourth objectives of the study, rese enrolment register and collected the required data. This record contains students.

5.6 DELIMITATION OF THE STUDY

The study was conducted under the following constraints:

1. The present study is delimited to the RIE, Bhopal.
2. The study was conducted on 200 students only.
3. The study is delimited to the four years B. Sc. B. Ed. students (2 Bhopal.
4. The study is delimited on passed out students of B. Sc. B. Ed. ye RIE, Bhopal.

5.7 PROCEDURE OF DATA COLLECTION

The investigator after structuring the tools and technique per academic section to collect the list of the passed out students of RIE, Bh the all details and documents the researcher take their views about goals a collect the views of present year students of B. Sc. B. Ed. course about t status in future and then analyse or check per head expenditure incurred

2. The total expenditure incurred on B. Sc. B. Ed. courses is ₹ 9,37,47,109.00
3. Government spend great amount of cost for providing quality education.
4. Government spent cost on various field such as, academic section, account section, laboratory, furniture and equipment's, stationary, library, electricity, telephone bill, sports and miscellaneous government spent large amount on B.Sc. B.Ed. Course.
5. It can be concluded that approximately Rs.1,60,000.00 spent on per student of B. Sc. B. Ed. per year.
6. By analysis it is concluded that most of students are pursuing B. Sc. B. Ed. course interested in teaching profession as comparison to other profession.

5.9 CONCLUSION

Cost-effectiveness analysis is a decision-making tool to analyse the expenditure incurred on B. Sc. B. Ed. course. So it is very useful tool to solve the problems. For example in review of literature , Patrick J. Mc Ewan, June 2012, Cost-effectiveness analysis of education and health interventions in developing countries, Wellesley. And his objective was to measuring the effects of interventions through cost- effectiveness analysis method and to check the total expenditure of cost effectiveness analysis and issues in conducting CEA. And his findings revealed that CEA is a useful but under-utilised tool to inform resource allocation decisions for a range of education and health interventions that share common measures of effectiveness. Finally, it bears emphasis that impact evaluation and accompanying CBA or CEA are not the only ingredients to policy decisions.

The present study has been conducted on students belonging to the different age group of 19-22 years B. Sc. B. Ed. students. Here, in this study investigator tried to find out the goals of present year students of B. Sc. B. Ed. course and present educational status of passed out B. Sc. B. Ed. students.

The investigator has been collected data with the help of questionnaire to know the views related to teaching profession. The findings are concluded as follows: According to Cini, C. K., (1999) in her study on "The Cost-benefit Analysis of Arts Education in Thiruvananthapuram District". And his objectives to find out the private cost per student at different levels of Arts education namely, at the B. A. level and at the M. A. level. Findings revealed the Private cost per student at B. A. & M. A. level education was valid.

In the present study, findings are revealed that the total expenditure incurred on B. Sc. B. Ed. course is valid to provide quality education. It can be concluded that

the cost-effectiveness analysis helps in calculating essential data among sources which is included in B.Sc. B.Ed. course to make learning easier. To prepare teachers in the field of science and of technology for the secondary schools. Experiences are planned in a continuum to help the student grow in terms of preparing himself for the teaching profession. To prepare science teachers for multipurpose secondary schools where they will be required to teach general science as well as specialized courses in physics, chemistry or biology. It can be concluded that approximately Rs.1,60,000.00 spent on per student of B. Sc. B. Ed. per year. As the number of students in teaching profession is much larger in comparison to other professions, it can be concluded that the expenditure on B. Sc. B. Ed. students passed out in 2010-11 was fruitful and in line with the objectives of RIE Bhopal. The numbers of students, those who want to go for job after completing the course is higher for teaching profession in compare to other professions. Thus, it can be concluded that the expenditure on B. Sc. B. Ed. students is fruitful and in line with the objectives of RIE Bhopal.

5.10 SUGGESTIONS FOR FURTHER STUDIES

1. The sample for present study was limited to only Regional Institute of Education Bhopal. But the same study can also be done for large size sample at district level.
2. A study can also be done at state level on different professional courses funded by Government.
3. A study can be done on different RIEs like RIE Mysore, RIE Shillong, RIE Bhubaneswar and RIE Ajmer.