COST STRUCTURE OF SCHOOL EDUCATION IN THE TEXTILE WORKERS' FAMILIES

By

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I INTRODUCTION

A nation however rich in natural resources can not prosper, unless its human resources were properly developed and such a development is essentially a function of education, observed Kabir (1978). The useful skills and knowledge that people acquire out of education and training are a form of capital and in this sense expenditure on education at all levels is an investment. The growth of human capital has been the most distinctive feature of the western societies. In U.S.A. for instance 90 per cent of the national income comes from the skills and ability of her people. (The Hindu (1981).

Economists consider people as an important part of the wealth of a country since labour's contribution to output is vastly larger than all forms of wealth. Ever since the days of Adam Smith they emphasised the close link between education and productivity and the role of education and productivity and the role of education in economic, social and cultural development of a country. Education is not only productive of economic welfare but also has a psychic and moral value and is necessary for cultural satisfaction. Marshall considered investment in human beings as the most valuable of all capital and laid stress on the education and training of the lower ranks of the society.

His views are particularly relevant on the importance of public expenditure on education. According to him, "the wisdom of expending public and private funds on education is not to be measured by its direct fruits. It will be profitable as a mere investment to give the masses of the people much greater opportunities than they can generally avail themselves of". The large amount of resources devoted to education along with the belief that education is an important cause of economic growth, resulted in the creation of educational planning units and educational plans in all the countries of the world. In recent years the educational sector of all countries has been receiving both increasing attention from economists and even larger share of national resources.

Adi Narayana (1978) remarks that primary education is the base of the entire educational system. Schools are the real centres of learning. It not only helps in the development of the personality of the child but also determines his future. Research in psychology has shown that favourbale attitudes towards life develop in the earliest stage of child growth. Hence, the concern shown for strengthening the school programmes.

Nambiar (1981) points out how primary education is one of the forces in the trilogy of human development. The other two are health and nutrition. Primary education is one of the most productive investments which any low income country can make, since the level of literacy is an indicator of whether the poor are involved in or excluded from the process of development.

According to the estimates given by Tilak (1980), in 1950-51 about 19.2 million children were enrolled in middle schools 1.3 million in secondary/higher secondary schools. In 1978-79 the enrolment of primary level increased to 77.1 million, at middle level it increased to 21.1 million, and to 11.5 million or high/higher secondary level. The objective of universalisation of primary education was expected to be achieved by 1960. Yet only 69 percent of the children in the age group (6-11) could be enrolled in schools in 1977-78 as against 32 per cent in 1950-51. The constitutional directive of free and compulsory education for all children up to the age of 14 years still remains to be implemented.

Yet we maintain one of the biggest systems of education in the world. (Thiagaragan 1978). Specially after independence there has been an unprecedented expansion of educational facilities

at all levels, with the outlay on education adding to Rs. 1061.3 crores in the first four Five Year Plans and Annual Plans. In the Fifth Plan, the total outlay on primary and secondary education was Rs. 410 crores (31.9Ø per cent) and Rs. 250 crores (19.5 percent) respectively. The Sixth Plan proposes an outlay of Rs. 900 crores (46 per cent) and Rs. 300 crores (15 per cent) on elementary education and secondary education. The share of the elementary education in educational outlays in the Sixth Plan Period indicates that there will be a higher rate of expansion of elementary education than secondary and higher education.

In an effort to reach school education to the weaker sections of the population, the Government has provided for the provision of mid-day meals, text books and clothing, besides making education free. These have not been enough. Considering that children constitute an important source of income to several families in rural areas, some method of compensating them for the loss of earnings, may have to be implemented. Only them we would be able to reduce the amount of wastage which is considerable at present. Now out of every 100 children enrolled class I only 40 reach class IV, others either dropout or stagnate in one class or the other. The number of children, who do not complete three years of schooling and so do not

attain even permanent literacy is very large and the expenditure on their schooling is largely wasted (Singh 1976).

The main drawback in our educational system is lack of information on the economic aspects of education. This has created many problems for researchers in studying the cost effectiveness of education. The costs of education in the educational sector are generally estimated to find out the cost of educational programme at different stages, to study the rate of return on education, to plan the educational system, making use of these unit costs. Chalam (1978) had outlined the functions of cost analysis as follows:

1. Suggesting the alternative methods of inspection and effectiveness;
2. Costing and testing the economic feasibility of educational plans;
3. Evaluating and improving the allocation of resources for different levels and types of education with in education sector and for different types of sector in the economy as a whole;
4. Determining both the short and long costimplications of a particular educational project; and
5. Estimating the rate of return on education.

Even in countries where education is free, only a part of the costs are met from public funds, and yet another part of the costs on education is borne by the parents of the students. The expenditure on education in the latter category fall under the following heads:

1. Food and maintainence including recreation;
2. Transport;
3. Books and stationery;
4. Fees and other academic activities including tours etc.
5. Pre admission including the expenditure on pre admission interview, marklists etc.

Various Commissions and Committees on education that have been set up by the government from time to time had calculated the costs of education per head. Besides them, quite a few researchers also have invested their efforts in measuring the cost of education. Some of them are Shukla (1960), Panchamukhi (1965), Kamat (1968) Shah (1969) and Singh and Singh (1972). These cost studies on education mainly used records as the sources of data. They differed in their methods of analysis. Shukla (1960) estimated the percapita cost of education mainly used records as the sources of data. They differed in their methods of analysis. Shukla (1960) estimated the percapita cost of education in basic and non basic primary schools in 1957-58. In his study, Shah (1969) found that non-tuition cost was more significant than tuition cost for the students in secondary education in Baroda city. The other studies were concerned with the costs of higher education. These findings underline the need to take up detailed study of the private costs of education at different levels and asses its impact on the private demand for education.

The current study is an attempt to analyse the cost pattern of school education both primary and secondary in the homogeneous group of textile workers families, since the industrial working class in any economy forms its backbone by virtue of the middle class levels of income and living that they enjoy and also by their aspirations, which are pitched high as far as the upbringing and education of their children is concerned. They at once combine in their behaviour the actual and the ideal. Within the constraints of their limited resources they want to buy the best education for their children. One hypothesis that may be relevant in explaining their behaviour as far as educational spending is concerned, is the concept of a 'threshold' income above which there is a 'discretionery' income at their disposal. As income rises the demand for acquiring more and better education will also rise. When the income increases, there is a wider range of choice or discretion in the consumer's spending, where there is mixed system of free or low cost publiclly financed schools and higher cost private schools. The consumers are motivated to spend part of the higher incomes on the more costly forms of education.

Elsewhere it was found that these working classes spent correspondingly more on education as compared to other groups in the middle class. (Leser 1950-51). This study is therefore

confined to understanding the cost structure of school education in the working class families. The objectives are:

1. To substantiate the existence of threshold income hypothesis in relation to educational expenditure in these families;
2. To estimate the average cost of schooling per grade;
3. To assess the weightage of the different cost components in school education;
4. To identify the determinants that influence private direct costs of school education in the working class families; and
5. To examine the impact of home environment and nature of school on the performance of children.

The study covers all the textile workers families that reside in the village of Sowripalayam situated at about five kilometers from the Coimbatore district. This area is surrounded by seventeen textile mills and it has become the habitat of textile workers.

The investigator hopes that this study on costs of schooling among the working class families will help in standardising the educational expenditure for this group: be useful in indicating the changes needed in the present pattern of financing school education and indicate the system of incentives which could be introduced to make school education more purposeful and thereby reduce wastage and stagnation.

II REVIEW OF LITERATURE

The Review of the Literature pertaining to the study on cost structure of school education is analysed under the following heads:

a. Importance of Primary and Secondary Education;

b. Methods used for Universalising primary Education;

c. The Factors influencing education of children in school;

d. Components of cost; and

e. Studies on cost and related aspects of school Education.

a. Importance of Primary and Secondary Education:

Education has always been accorded an honoured place in the society. It has an immense effect on our political, economic and social development. Ours is one of the biggest systems of education in the world. Specially after the attainment of Independence, there has been an unprecedented expansion of educational facilities at all levels.

Primary Education is the foundation of the entire superstructure of education. This means that good primary education matters as it is going to give a fillip to the secondary education of the child. Saiyadin (1978) in his Book 'Problems of Educational Reconstruction' observed, 'It (Primary

education) is not concerned with any classes or groups but has to deal with the entire population of the country, it touches life at every point it has to do most with the formation of national ideology and character than any simple activity-social, political or educational".

The Constitution of India Provides for free and compulsory education up to 14 years of age and accordingly, primary education means education up to first eight classes. But now this has been changed. By primary education we mean education from first to fifth class i.e between the age group 6-11 years. The objectives of Primary Education as given by the Education Commission, (1964-66) are as follows:

1. To give an adequate mastery over the basic tools of learning;
2. To prepare children for good citizenship to develop in them all the virtues of a food citizen such as service loyalty;
3. To strive for the whole some and integrated development of the personality of the child by providing for his various needs such as physical and social; and
4. To provide internationalism and the spirit of universal brotherhood.

Hence it is the concern of every individual in society to strengthen the school programmes which are of national importance.

Secondary Education:

Secondary education is defined as education beyond the year primary stage up to the age of 18 or the time of joining an institution of higher learning. It also occupies a key position in the educational structure for it serves both as a terminal course for a majority of students population who would like to enter the world of work and as a preparatory course for those who would like to pursue higher education. It is a very important stage of education in the educational system of any country. The problem of reorganisation of secondary education caught the attention of our national government soon after the attainment of independence since the system inherited from an alien govt, would not be in a position to meet the needs of a free India. The very fact that it is not indigenous and does not suit to the Indian genius stands an evidence as to its incompatibility in the post Independent era. Besides not being conducive for formation of nation character, inculcation of national ideals and satisfaction of national needs, it was contrary in many respects to the national interests.

The objectives of secondary education as given by the Kothari Education Commission (1966) are:

1. Development of Capacity for productivity;
2. Social and National integration;
3. Development of social, Moral, spiritual and/ religious values;
4. International understanding; and
5. Modernisation

Hence both primary and secondary education should be to imparted effectively children at the proper time.

B. Methods or Measures of Universalising Primary Education

Provision of universal elementary education is the most fundamental of all the development efforts. It is not only a social obligation but also fulfilment of one of the most precious of human rights, observes Devadas (1980) The provision of universal elementary education has been a cherished goal of the Indian people for more than 80 years. The provision of universal elementary education is the costlies t of all social services and its implementation was held up in India by two main difficulties. The first was the large birth rate and the rapid growth of population which continually increased the size of the problem and made it more difficult, and the second was the extreme poverty of the people and the country which on the one hand, made it

almost impossible for the Government to raise the necessary financial resources to support the programme and, on the other, prevented the bulk of the children, who had to assist their poor families by working at home or outside from attending the schools on a whole-time basis. The enrolment of boys and Girls in Primary schools on 1977-78 is given in the Table I

TABLE I

ENROLMENT OF BOYS AND GRILS AS ON 1977-78 IN CLASS I - VIII

		Enrolment	
		Lakshs	percentage of the relevant age group population
Classes I - V	Boys	433	101.0 +
	Girls	280	68.2
	Total	713	84.9
Classes VI - VII	Boys	125	51.4
	Girls	60	26.5
	Total	185	39.8
Classes I - VIII	Boys	558	82.8
	Girls	340	53.5
	Total	898	68.6

Foot note: + The percentage exceeds 100 because children of the higher ages are also enrolled in class I-V.

Enrolment as on 1977-79 was only 69 per cent of the children in the age group 6-14 years. 85 per cent on the age group 8-11 years and 40 per cent in the age group 11-14 years.

In the attempt towards universalisation of primary education the successive Five Year Plans had provided many measures. A Working Group an Universalisation of Elementary Education was set up by the Government of India in 1977 to review the development in this field and advise on the approach and priorities for the plan 1978-83 and to formulate concrete proposals. It estimated that if all the children of 6-14 years age group were to be given schooling facilities, by 1983 a total additional enrolment of 45.2 million children would be required.

Naik (1966) had suggested a strategy for universalising primary education consisting of the following components:

a. Pursuing the programmes of elementary education with mass education;

b. Providing monetary incentives to the children from the most backward classes;

c. Provision of primary schools within a walking distance from the home of every child;

d. Raising the pupil teacher ratio in the first stage, till full enrolment is reached and gradually reducing it as more funds become available; and

e. Increasing the allocation of reasources for the elementary education sector;

C. Factors influencing the education of children in School.

The main factors that have a bearing on the education of the children are:

a. Size of the family;

b. Education/occupational/ income status of the parents; and

c. cost of school Education.

a. Size of the family:

The size of the family has a great influence on the educational level of the children. In a large family we find large number of dropouts. Bisht (1972) who studied the level of educational aspirations in relation to socio-economic condition and education attainment found that the size of the family, educational facilities and recreational facilities were found to be influencing the educational aspirations. He also found that the parental education and income also had significant influence on educational aspirations.

Educational occupational and income status of the parents:

The better-off parents are likely to be more aware both of their children's needs and of the availability of special education for them. Them evidence of the Report on Early leaving (1952) shows that the higher social groups are those that keep their children at school after the age of sixteen. In a sample taken in January 1953, in U.K. the proportion of the school population whose fathers were in professional and managerial occupations was 15.0 per cent in grammar schools it was 25 per cent and in sixth forms it was 43.7 percent; Conversly the same sample showed 12 percent of sixth formers. Thus in the sample survey of quoted above of boys and girls of good acedemic achievement leaving grammar schools for full time further education, 39.4 percent were the sons and daughters of fathers in professionals and managerial occupations while 2.2 percent were the sons and daughters of fathers in unskilled occupations.

Leser (1950-51) studied the impact of household characteristics on educational spending among the Irish households. He analysed the expenditure pattern on education by social group, size of family and income level. He found

that the size of family influenced the expenditure in education. The analysis of spending by social group showed that for each of the four income group used, the proportion of income spent on education was higher for middle class families than working class families. When he computed the rate of change in such spending, he found that it was 1.5 for the middle class group whereas it was 3.5 for the working class group. i.e the amount spent on education was increasing more for working class as income increased.

Morgan et al (1962) studied 3000 U.S. households for the impact of tastes and preferences of the people on educational spending. In this study the authors examined the thirteen characteristics that would have been associated with differences in amount of education as received by children. They measured the differences in amount of education by the number of years of study. The thirteen variables included in the study were the educational level of the fathers, household head, education of wife, head's fathers, occupation, age, race, relegion, number of children, age of head at birth of eldest child need achievement and work attitude, peak earnings, rural-urban migration and south migration. These thirteen variables yielded statistically significant result implying that they were unlikely to be the result of random choice. The factors that had the largest effect on the education of the children were the education of the household head and of his wife, his occupation and number of children. This study suggested that the pattern of educational demand was a result of complex set of forces. Morgan et al also analysed the relationship

between household head and education of the parents and found that the characteristics affecting education remained relatively stable over a long period of time. In effect this study demonstrated that educational demand was systematically linked with the socio-economic characteristics of house holds and these relationships were stable over time.

Lionel Robbin's Report on Higher education (1963) relating to the education in U.K. furnished similar evidence of the inter generational influence on educational demand. When the highest level of education for a sample of children born in 1940-41 was correlated with their parental education, the British Commission on Higher Education found a strong association between higher level of parental education and education of the child.

c. Cost of School Education:

Vaizey (1974) found that in Britain special schools were expensive and were haven of the social casuality. He maintained that the quality of the paid for Education was not necessarily better than that provided by local authority schools.

d. Components of cost:

There was two major cost variants. One is the total resource costs and other one private resource costs. The total resource costs include

1. School costs incurred by the society,
2. Opportunity cost incurred by the individuals namely, income forgone during school attendance
3. Incidental school-related costs incurred by the individuals for example, books and travel. private resource costs include the same three components except the school costs incurred by the society, Tution fees and fees paid by the individuals are substituted for society is costs which are normally defrayed through taxation. In view of the difficulties in estimating the opportunity cost of schooling, studies on costs of education sometimes exclude the opportunity cost from the private resource cost of education. The resultant is the private direct Cost of education.

Generally the costs of education are expressed in many terms than in real terms, as it is difficult to estimate the real sacrifices made by the society and the individual in the supply of education. (Blaug, 1970).

The average cost incurred by the individual students or by the parents of the students on his maintainence, transport, books and stationery, food and other related expenditure is known as the personal or private expenditure on education (Chalam, 1978).

e. Studies on cost and related aspects of school Education:

1. Misra (1968-1959) - a critical survey of Educational Finance

Misra's Critical Survey of Educational Finance 1698-1959 dealt with the financing of all branches of education at all levels of administration, He recommended that incentive grants should be encouraged so that the private sector in education would in order to achieve the constitutional directive for free and compulsory education shoulder the greater part of the responsibilities in secondary education. The measures that he advocated were shortening school hours; revival of the indigenous system; reduced insistence on basic education, increased community co-operation and a larger allotment of funds for primary education. He also recommended that schools could be financed by borrowings from the Life Insurance Corporation of India.

2. Education Commission (1964-66) on Private Costs of Education:

The Education commission in its report indicated that the private costs of education required for text books supplies, co-curricular activities have increased substantially. The expenditure on textbooks and stationery turned out to be important items of expenditure. The range of standardwise costs on these items as estimated by the Commission are given in Table II.

TABLE II

RANGE OF STANDARDWISE EXPENDITURE ON TEXT BOOKS AND STATIONERY

Class	Total Private costs of education					
	Text book	Lowest		Highest		
		Station-ery	Total	Text book	Station ery	Total
I	0.50	0.60	1.10	17.80	12.80	30.60
II	0.54	0.60	1.14	16.60	12.80	29.40
III	0.69	2.11	2.80	28.61	8.33	36.84
IV	2.10	3.26	5.36	38.85	14.50	53.35
V	3.91	2.40	6.31	36.10	14.50	50.60
VI	5.85	4.63	10.48	43.24	60.00	103.24
VII	7.29	4.88	12.47	47.09	75.00	112.09
VIII	9.30	6.95	16.25	169.68	21.40	191.08
IX	11.15	7.51	18.36	192.55	70.00	262.55
X	4.50	14.00	18.50	216.35	70.00	286.35
XI	13.75	11.25	25.00	189.65	70.00	259.65

The Report indicated that parents were required to incur heavy expenditure on text books and stationery. Consequently only a small proportion of children had all the books at the begining of the school year. A much larger proportion had them not at the begining of the school year but towards the middle or even the end. Frequently a proportion of students had no books at all. This had a very adverse effect on their standards.

3. Shukla (1969)-Cost of education in Basic and non-basic schools of Delhi.

Shukla conducted his study on a representative sample of twenty five junior basic schools and an equal number of traditional primary schools. The requisite data collected through a detailed proforma covering all the relevant aspects and by personal visits to the schools. It was observed that for comparable basic and traditional schools there was no significant difference in the per capita cost of education per annum. It was slightly higher in respect of Junior basic school as compared to the traditional primary schools. The apparent differences of the per capita cost of education in two systems were only rural urban differences and this could have been there even if the traditional system had been followed in the rural schools.

4. Bose (1969)-Cost of elementary Education in West Bengal:

The study by Bose covers a total number of 1588 schools, of which 1375 were primary schools and 213 junior basic schools. A questionnaire was used to calculate data covering a wide range of information. The average recurring expenditure per student in elementary school in West Bengal was Rs. 57.08 and Rs. 51.75 respectively among the schools in Calcutta and in the remaining schools druing 1969-70. The figures rose to Rs. 62.07 and Rs. 59.92 respectively during 1972-73.

Thus the studies on costs of school education in India had not investigated into the costs of education across specific socio-economic groups and at the level of the individual families. The investigator wanted to find how costs of education were determined in the particular classes of the society. Hence the current study.

III METHODOLOGY

The methodology used in the study on the cost structure of school Education in the families of textile workers in the village of Sowripalayam consists of the following steps:

1. Selection of the area;
2. Selection of the method;
3. Preparation of the interview schedule;
4. Collection and analysis of data.

1. Selection of the Area:

The investigator selected the village of Sowripalayam for the study. The village is situated at a distance of five kilometers from Coimbatore City on the Avinashi road. It is surrounded by seventeen textile mills, and so it had become the convenient habitat of the workers in those textile mills. Only a handful of families in this area are engaged in other occupations. There is a publicly aided high school for girls and a publiclly aided middle school for boys. Since the investigator hailed from the same area, the rapport that she had established with the families helped her in convincing them of the research purpose of the study and in collegting reliable and accurate data. The study covered all the 125 textile workers families in the village, as they represented a cross section of the working class families, in Coimbatore.

2. Selection of the Method:

Among the direct methods of data collection, the investigator selected the personal direct interview for the collection of data because the study called for information on family income and educational spending in great detail. They would have been missed, if any other method of data collection had been followed. Interview was considered an effective tool to achieve the research objectives. By interview one could enter more or less imaginatively into the inner life of another (Young, 1976).

The Interview method was used for collecting the data as it had certain advantages. The information obtained by this method is likely to be more accurate because the interviewer can clear up doubts of the informants about certain questions and thus obtain correct information. It is also possible through personal interview to collect supplementary information about the personal characteristics and environment and such information often proves very useful while interpreting results. Response is more encouraging as most people are willing to supply information when approached personally.

3. Preparation of the Interview Schedule:

The interview schedule evolved for the purpose consisted questions that called for information on

a. Family background;

b. Educational level of the head's and Homemaker's parents;

c. Educational level of the heads, homemaker's and other adults in the family;

d. Occupation and income of the parents and others in the family;

e. Educational level of the children who are currently studying;

f. Expenditure pattern on books, fees and other incidental expenditure; and

g. Grade repetition and class performance of thechildren;

The schedule was pretested in the month of December 1980 on thirty families. On the basis of their action obtained to the individual questions and the results of the pilot study, the schedule was reconstructed, leaving out ambigous questions and questions of doubtful clarity and adding in their place specific ones. Thus the experience gained in pretesting was used to further sharpen the interview schedule. The interview schedule as used in the final study is given in the Appendix I.

4. Collection and Analysis of data:

The field work for the study was done in February 1981 and the data was tabulated and consolidated thereafter. In this stage cross classificatory technique was used to as certain the interaction and relationship existing between any two variables.

The families were classified according to their monthly household income percapita into four classes:

Rs. 64 - 100 - low income group

Rs. 100 - 200 - lower middle income group

Rs. 200 - 400 Upper middle income group

Rs. 400 and above - High income group

following the definition of these income groups by Shahjahan (1981). Such classification of households on the basis of their percapita income simultaneously controlled then for both variables - income and size of the family. Datta and Meerman (1980) state that the concept of household percapita income provides a better means of comparing economic welfare than the Household income.

The data as consolidated and tabulated are presented and discussed in the next chapter on Results and Discussion.

RESULTS AND DISCUSSION

The Results of the study on the 'Cost structure of school education in the textile workers families are presented and discussed under the following heads:

A. Socio-economic characteristics of the families;

B. Details on school going population

   1. Distribution of children across per capita income groups; and

   2. Distribution of children-grade-wise;

C. Private Direct costs on school education

   1. Percapita private direct costs of school education-Grade-wise;

   2. Percapita private direct costs of Education by the nature of the school;

   3. Percapita Direct Costs of education by income groups; and

   4. Percapita Direct Costs of Education-School-wise within the income groups.

D. Performance of children in School Education

   1. Relationship between performance of children and the income groups of their families

   2. Relationship between school performance of children and the nature of the schools.

A. Socio-Economic Characteristics of the Families:

Out of 125 families surveyed, 112 families (89.6 percent) were nuclear families, 12 (9.6 percent) were joint families and only one family was an extended family. Ninety four

(75.2 percent) in this group were single earner families. In the rest 31 families (24.8 percent) besides the head, either the homemakers or other adults in the families were also contributing to the family income. Altogether there were 156 people in the working force, out of whom 139 (89.10 percent) were working in textile mills. The percapita income worked out to Rs. 128.67 per month Under the classification of income groups provided by Shahjahan (1981), these families come under the lower middle class with their percapita monthly income of Rs. 129 falling in the range of Rs. 100-200. The families got twice the amount of percapita income that has been designated as the poverty line.

In order to assess the intergenerational differences in educational status, the investigator compared the educational achievement of past generation makely, the educational level of head and homemakers with educational status of the current heads and homemakers in this grou. A comparative statement of the educational status of the current heads and homemakers and of their parents is given in Table III.

TABLE III

COMPARISON OF THE EDUCATIONAL STATUS OF THE HEAD AND HOMEMAKERS AND OF THEIR PARENTS

S.No	Educational level	past generation			present generation		
		Males	Females	All persons	Males	Females	All persons
1.	Illiterates	179	213	392	43	52	95
		(83.65)	(96.4)	(90.11)	(24.7)	(32.50)	(28.27)
2.	Primary	28	4	32	52	40	92
		(13.08)	(1.8)	(7.36)	(29.9)	(24.7)	(27.38)
3.	Secondary	7	4	11	72	63	135
		(3.27)	(1.8)	(2.53)	(41.4)	(38.9)	(40.18)
4.	College	-	-	-	7	5	12
					(4.0)	(3.1)	(3.58)
5.	Professional	-	-	-	-	2	2
						(1.3)	(0.59)
	Total	214	221	435	174	162	336
		(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)

Foot Note: Figures in parantheses are percentages of vertical totals.

The table shows that in both generations education of women had lagged behind than that of education of men. Likewise the illiteracy among women in both the generations is quantitavely higher than illiteracy among men. Between the two generations, however the educational status of the current generation is superior to that of educational status of past generation. Thus there has been a upward educational mobility between one generation and the next. We can expect that this upward mobility in education would continue in the future also.

B. Details on School going population:

The information on school going population in the worker's families are discussed under two heads:

1. Distribution of school going children across percapita income groups: and
2. Distribution of children - gradewise.

1. Distribution of school-going children across income groups:

The child population together with details of the number of children actually in schools, income groupwise are given in Table IV.

TABLE IV

DETAILS ON THE NUMBER OF CHILDREN ACTUALLY IN SCHOOLS- INCOME GROUPWISE.

S.No	percapita income group	No. of families	Children under 15 years		All persons	No. of children actually in school		
			Males	Females		Males	Females	Total
1	65-100	49	70	59	129	67	50	117
		(39.2)				(95.7)	(84.74)	(90.69)
2.	101-200	67	69	58	127	68	53	121
		(53.60)				(98.55)	(91.37)	(95.27)
3.	201-300	6	4	5	9	4	4	8
		(4.80)				(100.0)	(80.00)	(88.8)
4.	301-400	2	3	-	3	3	-	3
		(1.60)				(100.0)		(100.0)
5.	401-500	1	1	1	2	1	1	2
		(0.80)						
	All groups	125	147	123	270	143	108	251
		(100.0)				(97.27)	(87.80)	(92.96)

Foot Note: Figures in Parentheses in column 3 are percentages of vertical totals.

The proportion of children who are actually in schools against the child population under 15 years were computed to find out the perception of the families of the need for education. In the working class families studied 92.96 percent of the child population were in schools with the percentage a little higher for male children (97.2 percent) than for female 88 percent). This reflects the traditional preferences towards the education of male children as against females. A comparison of similar percentages between the first two groups- low income group and lower middle income group shows that of the two, the lower middle income group sends a larger proportion of its children in all categories to schools than the low income group. This shows that the awareness of the need for education is matched by equivalent resources only as the families become economically well-off and move to subsequent higher income groups.

2. Distribution of Children - Grade wise:

The distribution of children in different grades in both privately managed schools and publictly maintained schools is shows in Table V.

TABLE V

DISTRIBUTION OF CHILDREN IN DIFFERENT GRADES

Class	Total no. of chieldren	No. of children in privately managed schools	Publicaly maintained schools
I	30	2	28
	(11.95)	(6.66)	(93.34)
II	28	4	24
	(11.15)	(14.29)	(85.71)
III	27	2	25
	(10.76)	(7.41)	(92.59)
IV	34	4	30
	(13.55)	(11.76)	(88.24)
V	32	5	27
	(12.75)	(15.63)	(84.37)
VI	21	3	18
	(8.37)	(14.29)	(85.71)
VII	24	9	15
	(9.56)	(37.50)	(62.50)
VIII	23	12	11
	(9.16)	(52.17)	(47.83)
IX	20	11	9
	(7.97)	(55.00)	(45.00)
X	12	7	5
	(4.78)	(58.33)	(41.67)
	251	59	192
	(100.0)	(23.51)	(76.49)

Foot Note: Figures in parentheses in column 2 are the percentages of the vertical totals and figures in parentheses in

Column 3 and 4 are percentages of horizontal totals.

Up to sixth standard we find that proportionately large number of children are sent to the publicly maintained schools and after 8th standard a relatively large proportion of the children are being educated in privately managed schools. The cause of this shift is to be found in the fact that publicly maintained schools are meant for lower levels of schooling. After completing eighth standard the children are perforce required to shift to privately managed schools. On the whole, however three fourth of children in this group are being educated in publicly maintained school with only one fourth receiving education from the privately managed schools. The concept of threshold income hypothesis appears to hold good with respect to the families of these 25 percent of the children.

C. Private Direct costs on School Education:

The direct cost components of education that came to light in the study were;

1. Books and study materials:
2. Uniforms;
3. Special fees;
4. Monthly fees;
5. Private coaching;

6. Food supplements;

7. sports and

8. others

of these cost components, the first two items were common to all the children while the other six components varied depending on the nature of the school in which the children were undergoing education and the discretion of their parents whether to spend or not on the particular item. Consequently, the analysis of the first items had to be separated from those of the others.

The analysis of the percapita direct costs of education was carried out under the following heads:

1. Percapita Direct costs of Education - Gradewise
2. Percapita Direct Costs of Education by nature of school.
3. Percapita Direct Costs of Education by income groups;
4. Percapita Direct Costs of Education - school-wise within the income groups.

1. <u>Percapita private Direct costs of Education - Gradewise.</u>

The information on percapita private direct cost of education - gradewise is summed up in Table VI.

TABLE VI

PERCAPITA PRIVATE DIRECT COSTS OF EDUCATION-GRADEWISE

Class	Items		Aggregate percapita	Percapita cost on other items.
	Books	Uniforms		
I	15.33	53.00	68.33	103.33
	(22.43)	(77.57)		(12)
II	24.04	71.60	95.64	123.75
	(25.13)	(74.81)		(12)
III	27.8	76.8	104.6	60.00
	(26.58)	(73.42)		(9)
IV	33.33	78.00	111.33	114.5
	(29.93)	(70.07)		(20)
V	43.68	73.44	117.12	93.57
	(37.29)	(62.71)		(14)
VI	53.6	86.0	130.6	60.18
	(38.39)	(60.61)		(11)
VII	59.35	94.35	153.70	63.05
	(38.61)	(61.39)		(20)
VIII	66.95	103.18	170.13	83.88
	(39.35)	(60.65)		(17)
IX	77.94	115.27	193.21	73.21
	(40.3[illegible])	(59.66)		(14)
X	85.00	116.66	201.66	52.18
	(42.15)	(57.85)		(11)
Aggregate	44.57	81.38	125.95	84.38
	(35.38)	(64.62)		(140)

Foots Note: Figures in parentheses in columns 2 & 3 are horizontal totals and figures in paranthesis in column 5 stand for the number of children for whom the cost on other items is relevants.

The private direct cost of the entire school education for a single child was computed using the methodology described below:

1. The assumption underlying this estimate was that the child would able to complete the school education within the estimated costs if the prices of individual components making up the private direct costs did not inflate during the course of his study.

2. Another assumption was that the child would be able to complete school education within the stipulated period of ten years without stagnating in any grades.

3. The private direct costs on common costs on components were found out by adding the percapita costs of these items for all the ten grades. This amounted to Rs. 135/- per child. To this was added the expenditure on items other than on books and study materials and uniforms. With the probability of .59 that a child would be given the benefit of discretionery items of expenditure in school education, the costs on these other items worked out to Rs. 497 per child. Thus it takes Rs. 1847 (which could be rounded to 1850) for a child to complete his school education. If the first assumption regarding the constancy of school costs were relaxed and if it were expected to rise by 20 percent during the period of the child's study, then the costs of completing school education for him would be Rs. 2,220.

The cost components which are common for all the children namely the cost of books and study materials and their expenditure on uniforms have been aggregated to find out the percapita direct costs of school education. This percapita direct cost on items common to all the children in the group worked out to Rs. 125.95 per annum, of which 35.38 percent was spent on books and study materials and 65 percent on uniform.

Of the 238 school going children, expenditure on items other than books and study materials and uniforms were reported for 140 children (58.82 percent). These other items related to the payment of special fees in privately managed schools, expenditure on private coaching, expenditure on extra food supplied to children and expenditure on sports. This expenditure inflated the percapita direct cost of education for these children by Rs. 84.38 percapita. This expenditure raised their costs of education by 67 percent.

An analysis of the private direct costs of education shows that the percapita direct costs on common components steadily increases, as the child advances from one grade to another. The least cost is reported on the first standard and the grade that costs the highest is the tenth standard.

2. Analysis of Percapita Private Direct Costs of Education by nature of school:

The information on the percapita direct costs of education in relation to the nature of school is summarised in Table VII.

TABLE VII

PERCAPITA PRIVATE DIRECT COSTS OF EDUCATION BY NATURE OF SCHOOL (PER ANNUM)

S.No	Item of cost	Publicly maintained school	Privately maintained school
1.	Books and study materials	36.79	75.39
		(34.16)	(38.05)
2.	Uniform	70.94	122.70
		(65.84)	(61.95)
	Aggretage	107.73	198.09
		(100)	(100)

Foot Note: Figures in parantheses are percentages of vertical tables.

The percapita direct cost of education in a privately managed school worked out to Rs. 198; whereas in a publicly maintained school it was only Rs. 107.73. So the cost of education in a privately managed school exceeded the cost in a publicly maintained school by 84 percent.

The percapita cost on items other than books and uniforms were not uniformly applicable to all children. Therefore they have been analysed separately and the number of children for whom they were relevant were also mentioned. Table VIII shows the percapita cost on items other than books and uniforms by schoolwise.

TABLE VIII

PERCAPITA PRIVATE COST ON ITEMS OTHER THAN BOOKS AND UNIFORM-SCHOOLWISE.

S.No	Item	Publicly maintained school	Private maintained school
1.	Special fees	15.43	28.72
		(44)	(48)
2.	Monthly Fees	-	131.42
			(7)
3.	Private coaching	78.27	106.84
		(58)	(19)
4.	Food supplements	53.81	61.42
		(31)	(7)
5.	Sports	36.66	-
		(3)	-
6.	Others	35.23	57.14
		(21)	(7)

Foot Note: Figures in parantheses indicates the number of children for whom the particular item of cost is applicable.

Besides the monthly fees charged by the privately managed school which came upto Rs. 131.42 percapita the next largest items of cost was the amount spent on coaching up children privately beyond the school hours. While Rs. 106.84 was spent on privately coaching for a child getting educated in a privately managed school, an amount of Rs. 78.27 percapita was spent on private coaching for a child getting educated in a publicly maintained school. The relatively large sum of money spent on private coaching on children undergoing education in privately managed school indicates that the apparently high quality of instruction available in these schools., had not obviated the need for private coaching of these children. The parents of some children (16 percent) were conscious of the need for food supplements for their wards. The percapita expenditure on food supplement was relatively larger for the child in a privately managed school (Rs. 61.42) than for a child in a publicly maintained school (Rs. 53.81). This perhaps reflects the differences in the income status of the families from which these children come from.

2. Percapita private Direct cost of school Education by Income Groups:

Income status of the families has a bearing on the expenditure on children education which it can afford. The

threshold income hypothesis highlights that families with larger discretionery spending power will spend proportionately more amount on education than others whose income has not crossed the threshold level. The percapita direct costs of school education was analysed income groupwise in order to substantiate how for the behaviour of these working families in relation to educational spending is in agreement with the threshold income hypothesis.

Table IX gives information on the percapita direct cost of school education for low income group families and lower middle income group families separately.

TABLE IX

PERCAPITA PRIVATE DIRECT COSTS OF SCHOOL EDUCATION-
INCOME GROUPWISE.

S.No	Items	Low Income Group	Lower middle income group
1.	Books and study materials	39.09 (33.64)	49.88 (36.83)
2.	Uniforms	77.09 (66.36)	85.53 (63.17)
	Aggregates	116.18 (100)	135.41 (100)

Fooft Note: Figures in Parentheses are percentages of vertical totals.

On both books and study materials and unfforms the lower middle income group families were spending larger amounts than the low income group families. The percapita cost of the lower middle income group on these two items of direct cost was Rs. 135.41 against Rs. 116.18 of the low income group. The expenditure of the former exceeded the latter by 16.6 percent.

Table X gives the details on percapita cost on items other than books., uniforms, across the two income group -low income group and lower middle income group.

TABLE X

PERCAPITA PRIVATE DIRECT COST ON ITEMS OTHER THAN BOOKS AND UNIFORMS-INCOME GROUPWISE

S.No	Items	Low Income group	Lower Middle income groups
1.	Special Fees	10.42	21.51
		(38)	(54)
2.	Monthly Fees	112.50	156.60
		(3)	(4)
3.	Private Coaching	76.84	88.10
		(19)	(58)
4.	Food supplements	51.11	56.55
		(9)	(29)
5.	Sports	31.00	50.00
		(2)	(1)
6.	Others	46.60	40.00
		(3)	(25)

Foot Note: Figures in parantheses indicates the numberof children for whom the particular item of cost is applicable.

It is evident that the expenditure on items other than books and study materials and uniforms range between Rs. 10.42 to Rs. 112.50 for the low income group and the corresponding range for the lower middle income group is Rs. 156.60 . Thus for the particular child on whom these extra items of expenditure are incurred, the relevant percapita costs are inflated by this amounts.

4. Primate direct costs of education-Schoolwise within the Income Groups:

The expenditure on education of the families in the different income groups were broken down schoolwise, in order to analyse the variations in educational expenditure between the two groups, by controlling for the type of school in which their children are educated. After the costs of education have been controlled for variations in the types of school does the difference in educational expenditure persist between low income group, and lower middle income group? Only then could we say that income has an impact on the expenditure on school education. Table XI sums up the percapita costs of education within the income group, school-wise.

XI

PERCAPITA PRIVATE DIRECT COSTS OF EDUCATION WITHIN THE INCOME GROUPS-SCHOOLWISE

S.No	Item	Low Income Group		Lower Middle incomes group	
		publicly maintained School	privately maintained School	publicly maintained School	privately maintained School
1.	Books and Study Materials	32 . 63	74.6	41.31	75.86
		(32.60)	(36.47)	(35.61)	(39.07)
2.	Uniforms	67.47	130.0	74.72	118.33
		(67.40)	(63.53)	(64.39)	(60.93)
	Aggregate	100.10	204.6	116.03	194.19
		(100)	(100)	(100)	(100)

Foot Note: Figures in parantheses are percentage of the vertical total.

The expenditure on a child who is educated in a publicly maintained school in the lower middle income group was Rs. 116.03 against Rs. 100.10 in the low income group. That is, a child from lower middle income group received the benefits of 16 per cent excess expenditure than his counterpart from the low income group, whereas a child in a privately managed school coming from lower middle income group costs 5.8 percent less than the cost of a similar child coming from low income group, while the threshold income hypothesis holds in respect of children from two income groups. educated in publicly maintained schools, it does not hold good in respect of children in privately managed schools from these two income groups. This is perhaps due to the fact that significant items of expenditure which inflate the cost of education in privately managed school do not figure in the Table above, confined to common costs of education.

Table XII shows the percapita costs on items other than books and uniform within the income group, school-wise.

TABLE XII

PERCAPITA PRIVATE FIRECT COST ON ITEMS OTHER THAN BOOKS AND UNIFORMS-WITHIN THE INCOME GROUPS-SCHOOLWISE

S.No	Item	Low Income group		Lower Middle Income group	
		Publicly maintained school	privatly maintained school	publicly maintained school	privately maintained school
1.	Special Fees	15.80 (20)	26.60 (18)	15.12 (24)	32.20 (30)
2.	Monthly fees	--	112.50 (3)	--	156.20 (4)
3.	Private coaching	68.12 (16)	123.30 (3)	82.14 (42)	103.75 (16)
4	Food supplements	46.25 (8)	90.00 (1)	56.52 (23)	56.60 (6)
5.	Sports	30.00 (2)	--	50.00 (1)	--
6.	Others	46.60 (3)	--	33.30 (18)	57.14 (7)

Foot Note: Figures in parantheses indicates the number of children for whom the particular item of cost is applicable.

The range of variations of costs on items other than books and uniforms for a child from a low income group educated in a publicly maintained school range from Rs. 15.80 to Rs. 68.12; for a child from the same group educated in a privately managed school from Rs. 26.60 to Rs. 123.30.

The corresponding figures for the two groups of children from the lower middle income group are Rs. 15.12 to Rs. 82.14 and Rs. 32.20 to Rs. 156.20. The expenditure on food supplements ranges from Rs. 46.25 to Rs. 90.00 per child.

D. Performance of children in School Education:

The children's performance in school, it was assumed would differ according to the quality of instruction they receive in schools (represented in the study by the nature of the schools) and the home environment (a comulative index of which is given by the income status of the family of the child.) Hence the performance of children was related to the two variables mentioned above. The performance of children was measured by the ranks they scored in their classes, in the month prior to the date of collection of data.

(1) Relationship between performance of Children and the Income groups of their Families;

The relationship between the performance of children and the income group of families is given in Table XIII.

TABLE XIII

PERFORMANCE OF CHILDREN IN RELATION TO THEIR INCCME GROUPS

S.No	Ranks	No. of children achieving		
		Low income group	Lower middle income group	Both
1.	1-5	18	25	45
		(15.39)	(20.66)	(18.07)
2.	6-10	36	47	83
		(30.77)	(38.85)	(34.88)
3.	11-15	31	28	59
		(26.49)	(23.14)	(24.79)
4.	16-20)	22	16	38
		(18.80)	(13.22)	(15.96)
5.	Poor achievers	10	5	15
		(8.55)	(4.13)	(6.30)
	Aggregate	117	121	238
		(100.00)	(100 .00)	(100.00)

Foot Note: The figures in parantheses are the percentages of the vertieal total.

The table shows that the number of top scorers within the first ten ranks are relatively larger in the lower middle income group families. than the low income group families, while 59.51 percent of the children in the former were placed within the first ten ranks, the corresponding proportion of children in lower income group was only 46.16 percent. In the other rank class intervals, the proportion of children in the low income group is more than the proportions of children in the lower middle income group. This clearly shows that home environment of children as reflexted in the income status of their families.does influence their performance in schools.

(2) Relationship between School performance of Children and the Nature of the Schools:

The distribution of children by their ranks they achieved is shown against the nature of the schools in Table XIV.

TABLE XIV

DISTRIBUTION OF CHILDREN BY THE RANKS THEY ACHIEVED—BY NATURE OF SCHOOL

S.No	Ranks	Low Income group		Lower Middle Income group	
		Publicly maintained school	privately maintained school	publicly maintained school	privately maintained school
1	1-5	13	5	16	9
		(13.13)	(27.78)	(17.58)	(30.00)
2.	6-10	26	10	33	14
		(26.27)	(55.56)	(36.27)	(46.67)
3	11-15	29	2	22	6
		(29.29)	(11.11)	(24.18)	(20.00)
4.	16-20	21	1	15	1
		(21.21)	(5.55)	(16.48)	(3.30)
5.	Poor achievers	10	--	5	--
		(10.10)		(5.49)	
	Aggregate	99	18	91	30
		(100.00)	(100.00)	(100.00)	(100.00)

Foot Note : The figures in Paranthesis are the Percentages of vertical total

The proportion of top rank achievers were relatively larger in the privately managed school in both the income groups than in the publicly maintained schools.

This only substantiate the earlier hypothesis that the type of instruction offered in the privately managed school is qualitatively better than the type of instruction offered in the publicly maintained schools.

While one aspect of performance relates to rank achievers, its another aspect relates to those children who failed to attain the minimum standards level down for promotions. The parents were required to give information whether their children had failed any time in the past at any grade and if so the number of times they had repeated those grades. The information so collected had been analysed against the income groups of the families and the nature of the schools which those children attended within those groups. Details of children who had repeated their grades are given in Table XV.

TABLE XV

DETAILS OF CHILDREN WHO HAD REPEATED GRADES

S.No	Particulars	No. of Children	No. of children repeating grades
1.	Low income group		
	a. Publicly maintained school	99	28 (80.00)
	b. Privately managed school	18	7 (20.00)
	Total	117	35 (57.40)
2.	Lower middle Income group		
	a. Publicly maintained school	91	21 (80.80)
	b. Privately maintained school	30	5 (19.20)
	Total	121	26 (42.60)
	Grand Total	238	61 (100.00)

Foot Note : The figures in Parentheses are the Percentages of the Vertical totals.

Out of 238 school going children in the textile workers families ¼th of the school going children (25. 6 percent) had repeated their grades at some time or other during their schooling. The proportion of reapeaters among children coming from Lower income group 57.4 percent was greater than the proportion of repeaters (among children from the lower middle income 42.6 percent). Thus the poorer the home environment, the greater the number of repeaters. The nature of the school did not contribute to any variations in the rate of failures. Thus one can infer that it is the home environment which is responsible for the poor performance of these children.

SUMMARY AND CONCLUSION

The current study on 'Cost structure of school education in the Textile workers families' aimed at analysing the cost pattern of school education both primary and secondary in the homogeneous group of textile workers families. In any economy industrial working class forms its backbone by virtue of the middle class levels of income and living that they enjoy. They at once combine in their behaviour the actual and the ideal. Within the constraints of their limited resources they want to buy the best education for their children. It was found that these working families spent correspondingly more on education as compared to other groups in the middle class. (Leser, 1950-51). Hence this study aimed at understanding the cost structure of school education in these families. The objectives of this study are:

1. To substantiate the existence of threshold income hypothesis in relation to educational expenditure in these families.
2. To estimate the average cost of schooling per grade.
3. To assess the weightage of the different cost compounds in school education.

4. To identify the determinents that influence private direct costs of school education in the working class families, and

5. To examine the impact of home environment and nature of school on the performance of children.

The study covered all the one twenty five textile workers families in the village, as they represented a cross section of the working class families, in Coimbatore. Interview schedule was used for the collection of data, as the study called for information on family income and educational spending, in great details. The main findings of the study are summarised below:

Family Background:

1. Ninety-four families (75.2 percent) in the group were single earner families. In the rest 31 families (24.8 percent) besides the head, either the homemakers or other adults in the families were also contributing to the family income.

2. There were 156 people in the working force, out of whom 139 (89.10 percent) were working in textile mills.

3. The percapita income of this group worked out to Rs. 128.67. These families come under the lower middle class with their percapita income of Rs. 129 falling in the range of Rs. 100-200 (Shah Jahan, 1981). This percapita income is twice the amount of percapita income that is designated as the poverty line.

4. An assessment of the intergenerational differences in educational status showed that, in both the past and current generation, the education of women had lagged behind than that of education of men, Likewise the illiteracy among women in both the generations is quantitatively higher than illiteracy among men. However, the educational status of the current generation is superior to that of educational status of past generation. Thus there has been a upward mobility in education between one generation and the next.

5. In this group three-fourths of the children were being educated in publicly maintained schools and only one-fourth are receiving education from the privately managed schools. The concept of threshold income hypothesis appears to hold good with respect to these families, with 25 percent of their children are educated in privately managed schools.

Private Direct Costs of School Education:

6. The private direct costs of the entire school education for a single child was computed. With the probability of .59 that a child would be given the benefit of discretionary items of expenditure in school education. It takes to Rs. 1850 for a child to complete his school education. If we assume that school costs would rise by 20 percent duringthe period of the child's study, then the costs of completing school education for him would be Rs. 2220.

7. The percapita direct cost on items common to all the children in the group namely Books and study materials and uniforms worked out to Rs. 125.95 per annum; of which 35.38 per cent was spent on books and study materials and 65 per cent on uniforms.

8. Of the 238 school going children, the expenditure on items other than books and study materials and uniforms were reported for 140 children (58.82 percent).

9. These other items of expenditure inflated the private direct costs of education for the particular children by Rs. 84.83 percapita. This expenditure raised their costs of education by 67 percent.

10. The percapita direct costs on common components steadily increased, as the child advanced from one grade to another. The least cost was reported on the first standard (Rs. 68.33) and the grade that cost the highest was the tenth standard. (Rs. 201.66).

11. The percapita direct cost of education in a privately managed school was computed to be Rs. 198 per year, whereas in a publicly maintained school it was Rs. 107.73 per year.

12. In the privately managed schools, the largest item of cost was monthly fees. It can upto Rs. 131.42 percapita. The next largest item of cost was the amount spent on private coaching, which amounted to Rs. 196.84. The expenditure on private coaching incurred on a child educated at publicly maintained school was Rs. 78.27 per capita.

13. The parents of the 16 percent of children were conscious of the need for food supplements for their children. The percapita expenditure on food supplements on children studying in privately managed schools was high (Rs. 61.42) than in publicly maintained school, (Rs. 53.81).

14. Threshold income hypothesis applied to the educational spending of the group, It was found that the percapita cost of the lower middle income group on the two common items, namely books and study materials and uniforms, was Rs. 135.41 against Rs. 116.18 of the low income group. The percapita expenditure in the lower middle income group exceeded the percapita expenditure in low income group by 16.6 percent.

15. It was found that Threshold income hypothesis was relevant in respect of the children from two income groups educated in publicly maintained schools, it does not hold good in respect of children in privately managed schools from these two income groups. This was because the percapita costs in the privately managed schools was inflated by other items of expenditure than the common items of expenditure.

16. The children's performance in school was related to the quality of instruction they receive in schools and the home environment that is, the income status of the family of the child. The number of top scroers within the first ten ranks were large in the lower middle income group families than in low income group families.

While 59.51 percent of the children in the former secured within the first ten ranks, the corresponding proportion of children in low income group was only 46.16 percent. Thus the home environment as reflected in the income status of their families had influence over the performance of these children.

17. In the analysis of the performance of children schoolwise, the proportion of top rank achievers were relatively larger in the privately managed schools in both the income groups than in publicly maintained schools. Thus showed that the type of instruction in privately managed school was qualitatively better than the type of instruction offered in the publicly maintained schools.

18. The proportions of grade repeaters among children from low income group was greater (57.4 percent) than the proportion of grade repeaters among the children form lower middle income group, (42.6 percent). Thus poorer the home environment the greater the number of repeaters and the nature of school did not contribute to any variations in the rate of failures.

Conclusion:

The private direct cost of the entire school education was computed at Rs. 2220 for a child. The home environment as relected in the income status and the nature of schools to which children were sent influenced the private direct costs of education. The behaviour of the working class families in relation to educational spending substantiated the threshold income hypothesis. Though parents preferred to send their children to privately managed schools against publicly maintained schools, as their incomes position improved, the superiority of the privately managed schools in terms of quality instruction was not confirmed. The home environment of the children had an impact on their performance. The better the home environment, the larger was the number of achievers.

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A P P E N D I C I E S

Interview Schedule to Elicit information on the Cost Structure of School Education in the Tedtile workers Families

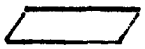
I. General Information:

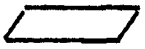
(a) Name of the head of the Family :

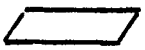
(b) Address :

(c) Religion:

(d) Caste:

(e) Type of the Family: Joint 

Nuclear 

Extended Family 

(f) Educational Level of the Heads Parents:

Father:

Mother:

(g) Educational Level of the Homemakers Parents:

Father:

Mother:

II. Details of Members of the Family:

S.No	Name	Relationship to the Head	Age	Sex		Educational level
				M	F	

III. Details of occupation and income of the parents and others in the family:

S.No	Name	Occupation	Income/month

IV. Information on children who are currently studying:

S.No	Name	Sex		Age	Class	Name of the school	Medium		Reasons for selecting the school
		M	F				T	E	

Foot Note: Reasons - Accessiblity - 1

Free Education - 2

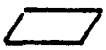
Near at home - 3

Good instruction 4

Prestigeous school 5

Any other 6

V. Have your children repeated the grades at any time?

Yes  No. 

If Yes.

Name	Class	No. of yrs,

VI. Expenditure Per Year:

Items	1 Class	Exp.	2 Class	Exp.	3 Cl.	Exp.	4 Cl.	Ex..	5 Cl.	Exp.
(a) Special Fees										
(b) Monthly Fees										
(c) Term Fees										
(d) Purchase of books										
(e) Expenditure on Transport										
(f) Amount spent on private coaching										
(g) Amount spent on Newspapers and Magazines										
(h) Amount spent on uniform										
(i) Amount spent on special food supplements										
(j) Amount spent on sports										
(k) Amount spent on poor student fund										
(l) Any other										

VIII. Educational achievement of children:

S.No	Name	Class studying	% age of marks	Ranks achieved