# KALIACHAK COLLEGE

## Sultanganj, Malda

## Project Title

**Economics of Primary Education:**
**A Comparative Study of Government vs.Private Entrepreneurship**

## Time Schedule: January - June, 2024

## Study Area: Two Gram Panchayat
## Kaliachak Block:I

**Date of Submission: 24th June 2024**

**Name of the Student: Lipika Mandal**

**Registration No.: 181-1212-0145-21** **Session: 2021-22**

**Roll: 1821ECOH** **No.0699**

**Class: B.A. Honors in Economics** **Semester: VI**

**Paper Code: DSE-4: UG/Eco/DSE 6.2/1: Field Based Project**

Signature of the Student Signature of the Supervisor

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## A Comparative Study of Government vs.Private Entrepreneurship


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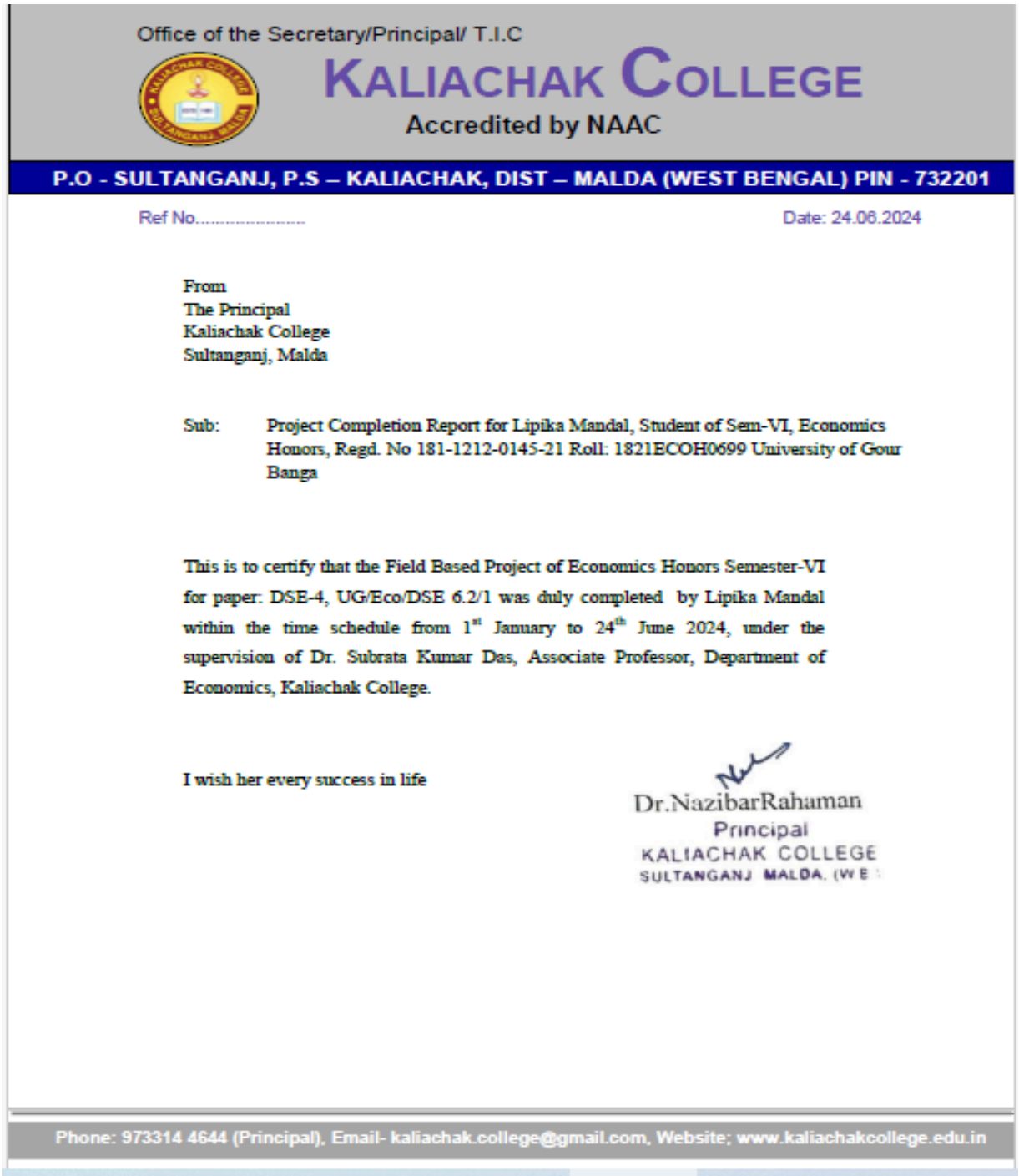
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**Finally, we acknowledge the various sources of information and data that have been pivotal to our research. The insights gained from academic papers, books, and online resources have significantly contributed to the depth and breadth of our analysis.**

**Thank you all for your invaluable contributions and support.**

**Sincerely,**

**Date:** **Signature**



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Ref No.....  Date: 24.06.2024

From
The Principal
Kaliachak College
Sultanganj, Malda

Sub: Project Completion Report for Lipika Mandal, Student of Sem-VI, Economics Honors, Regd. No 181-1212-0145-21 Roll: 1821ECOH0699 University of Gour Banga

This is to certify that the Field Based Project of Economics Honors Semester-VI for paper: DSE-4, UG/Eco/DSE 6.2/1 was duly completed by Lipika Mandal within the time schedule from 1st January to 24th June 2024, under the supervision of Dr. Subrata Kumar Das, Associate Professor, Department of Economics, Kaliachak College.

I wish her every success in life

Dr.NazibarRahaman
Principal
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SULTANGANJ MALDA, (W E

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# Project Title:

# Economics of Primary Education:

# A Comparative Study of Government vs. Private Entrepreneurship

## Introduction

Primary education is a critical pillar of a nation's development, influencing societal progress and economic outcomes. This project aims to analyze and compare the economics of primary education between government-run schools and private entrepreneurial ventures. The study will delve into various aspects such as funding mechanisms, operational efficiencies, quality of education, and societal impacts.

**Objectives:**

To Compare infrastructure facility:

- To study the infrastructures in govt school and private school
- To study the impact on the infrastructure on the education output

To Assess Operational Efficiencies:

- Study administrative costs, teacher-student ratios, infrastructure maintenance, and resource allocation in both sectors.

- Compare the impact of these factors on educational quality and student performance.

To Evaluate the cost of Education:

- Measure educational unit cost in public and private school
- Examine whether the difference is significant

To Analyze Societal Impacts:

- Investigate equity in access to education across socio-economic groups in government and private schools.
- Discuss broader societal implications, including social mobility, employment prospects, and economic growth.

# Methodology

1. **Literature Review:**

The economics of primary education in India is a critical area of study, given the country's vast demographic and the role of education in fostering economic development. Primary education is not only a fundamental right but also a crucial determinant of economic growth, social mobility, and poverty alleviation. This review synthesizes key literature on the economic aspects of primary education in India, focusing on access, quality, funding, and outcomes.

## Statistical tools:

We shall use a stratified random sampling method for the field survey in the selected study area. There are Two distinct groups of schools viz. The public school and private schools. From each group we will randomly study 10 percent of the total population available in the concerned group. Google form consisting of 30 questions was used for collecting the data from the respondents. It is to note that we shall apply some simple statistical tools to test the significance of the result obtained from the field survey. The ‘t’ statistics will be used to test the significance of difference between the two sample means.

**Access to Primary Education**

Access to primary education in India has significantly improved, especially following the implementation of the Right to Education (RTE) Act in 2009. The Act mandates free and compulsory education for children aged 6 to 14. Dreze and Kingdon (2001) highlight the progress made in enrollment rates, noting a substantial reduction in the gender gap and an increase in the enrollment of marginalized communities. However, disparities remain, with rural areas and certain states lagging behind in access and infrastructure (Mehrotra, 2006).

**Quality of Education**

While enrollment rates have increased, the quality of primary education remains a pressing concern. Studies by Banerjee and Duflo (2011) and ASER (Annual Status of Education Report) reveal that many students, despite being enrolled, do not attain grade-appropriate learning outcomes. Factors contributing to poor quality include inadequate teacher training, high student-teacher ratios, and insufficient teaching materials (Muralidharan and Sundararaman, 2011). The ASER reports consistently highlight deficiencies in basic reading and arithmetic skills among primary school children.

**Funding and Expenditure**

Public expenditure on education in India has been a subject of extensive analysis. Tilak (2002) examines the allocation of resources and emphasizes the need for increased investment in primary education. Despite various government initiatives, funding remains insufficient and unevenly distributed. The Education Commission (1966) recommended that at least 6% of GDP be spent on education, a target that has yet to be consistently met. Moreover, the inefficiency in the utilization of allocated funds exacerbates the problem (Kingdon, 2007).

**Outcomes and Economic Impact**

The economic impact of primary education is profound. Literacy and numeracy skills acquired at the primary level are foundational for higher education and skilled employment. Basu and Foster (1998) argue that primary education contributes to human capital development, which is crucial for economic growth. Furthermore, studies by Psacharopoulos and Patrinos (2004) suggest that the returns on investment in primary education, in terms of increased earnings and improved health outcomes, are significant.

## 2. Data Collection:

Our study focused on evaluating the educational landscape in two Gram Panchayats within the Kaliachak Block-1 by examining 15 schools: 7 government primary schools and 8 privately owned kindergarten-type schools. We used a common questionnaire consisting 24 questions T covering various aspects including student demographics, teacher qualifications, infrastructure, and services provided.

**Government Primary Schools and kinder Garten schools we investigate into the following areas**

1. **Student Demographics:**
    - The government primary schools predominantly served students from low-income families.
    - Enrollment numbers were relatively high, with a noticeable gender parity in attendance.
2. **Teacher Qualifications:**
    - Teachers in these schools typically held basic educational qualifications mandated by the government.
    - There was a mix of experienced and newly appointed teachers, but a notable shortage of specialized training in contemporary teaching methods.
3. **Infrastructure:**
    - The infrastructure in government schools varied; some had well-maintained buildings and basic amenities, while others lacked proper sanitation facilities and sufficient classroom space.
    - Libraries and computer labs were generally absent, and where present, were under-resourced.
4. **Services:**
    - Midday meal schemes were operational in all government schools, providing nutritious meals to students.
    - Vehicle facility for pick up and drop down of the students from a specific location.
    - Day care center also taken into consideration where in the privately owned school provide mid-day meal to the students for certain fees from the guardians

1. Comparative Study Framework:

    - Develop a structured framework for comparing government and private schools across various economic dimensions.
    - Ensure robustness and reliability of findings through systematic comparison and validation.

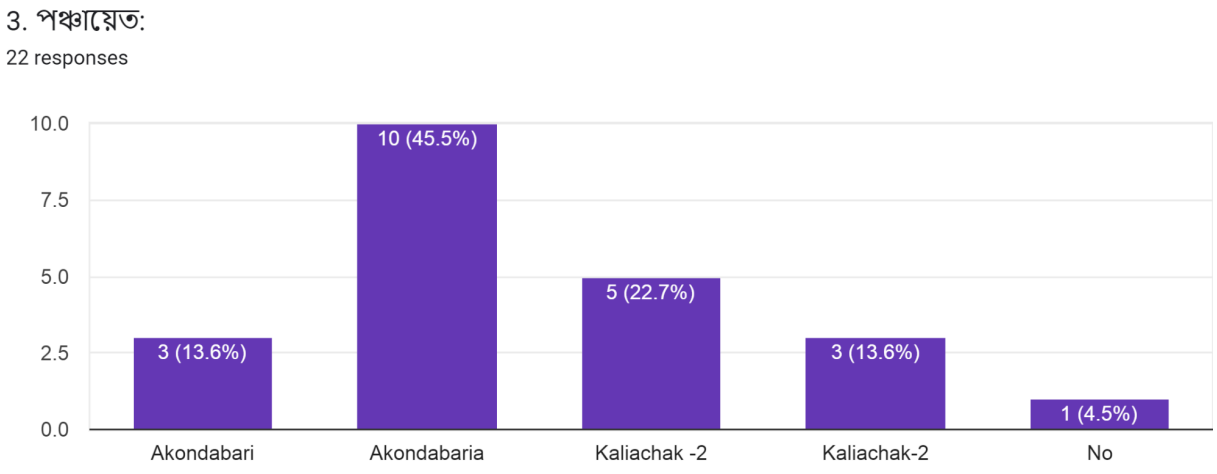
**Comparative Insights**

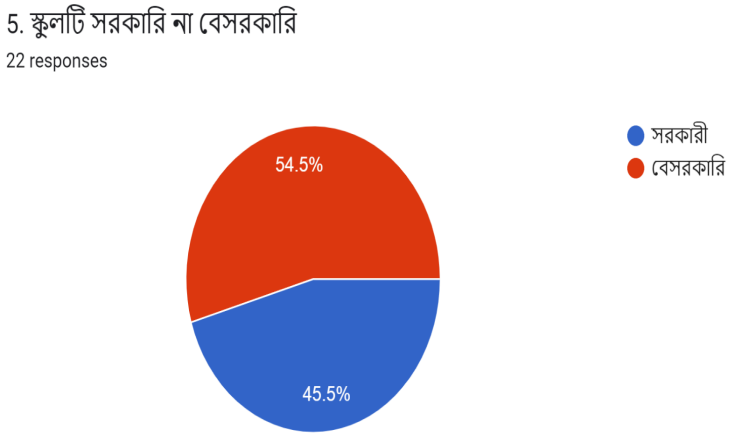
- **Quality of Education:** Private kindergarten-type schools generally provided a higher quality of education due to better resources and trained teachers. However, government schools played a crucial role in ensuring education for all, particularly for underprivileged children.
- **Infrastructure and Services:** Private schools were better equipped with modern infrastructure and additional services, whereas government schools were often limited by budget constraints and resource availability.
- **Community Impact:** Government schools had a broader reach within the community, supporting the education of a larger and more diverse student population.

This data collection highlights the disparities between government and private educational institutions in terms of resources, quality of education, and overall student experience. Addressing these disparities is essential for fostering an equitable educational environment in the region.

## 3. Data Analysis:

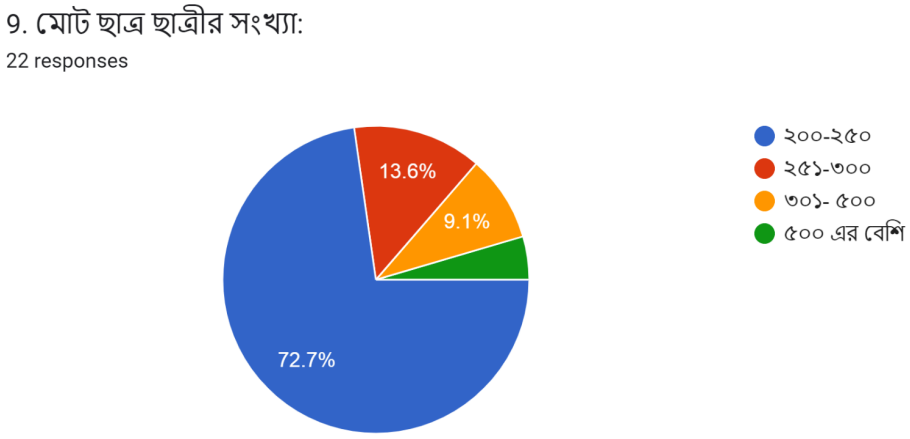
### Distribution of School over the GPs



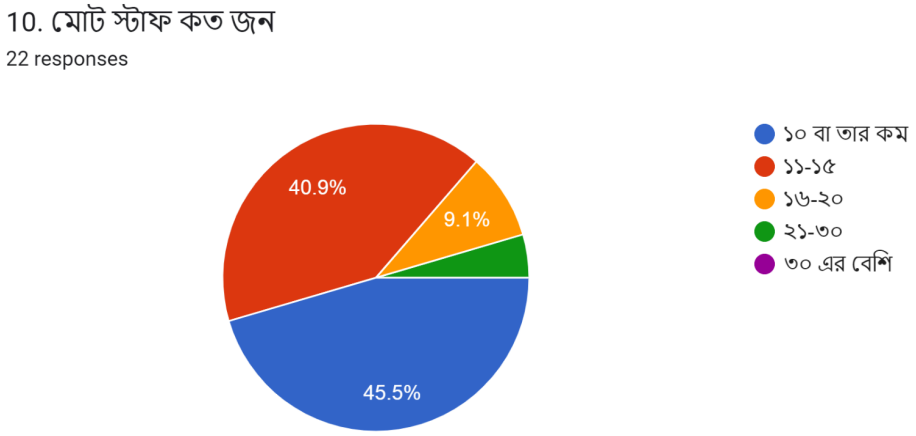



Distribution of Government and privately Owned School

**Student Strength-wise Distribution of Schools**



**Staff Strength-wise Distribution of School**




## Monthly Spending of the School & Comparative study

More than 63 percent of School buildings are owned by the school authority. However, the rest of the school are running on the rented house and they are paying monthly rent ranging from 5000- 10000 rupees. The average rent calculated as 6750 rupees per month. However, All the Government Primary schools are in their own building. So, they do not have to pay any rent. They have their Electricity connection in the class rooms furnished with fan and light. The Average recurring expenditure for privately owned schools is 25000 rupees.

Expenditure Table:

| Monthly Expenditure Heads | Govt. Schools (INR) | Privately owned Schools (INR) |
|---|---|---|
| No of Schools | 10 | 12 |
| House Rent | 0 | 6750.00 |
| Recurring Expenditure | 10,000,00 | 5000.00 |
| Staff Salary Bills | 150,000.00 | 20,000.00 |

| | | |
|---|---|---|
| No of Students Average) | 188 | 280 |
| Staff Strength (average) | 4 | 8 |
| Teacher Student Ratio | 47 | 35 |
| Total Monthly Expenses | 160,000.00 | 31750.00 |
| Expenditure per students | 701.74 | 105.60 |
| Standard Deviation | 169.09 | 89.04 |

Now to apply the test of Statistical significance we apply the t statistics: $z = \frac{X1-X_2}{\sqrt{S_x}}$

Where $X_1$ is the mean unit cost of the government sector schools and $X_2$ is the mean unit expenditure in private schools. Sx is the Standard error of the population.

The Standard error of the population can be derived from the sample standard error with the following formula:

$$Sx = \sqrt{S_{x1} + S_{x2}}$$

Now the Sample standard error can be obtained with the following formula

Sx1 = $\frac{SD\ of\ Sample-1}{\sqrt{N1}}$ where SD of Sample-1 is given by 169.09 and the size of the Sample-1 is 10. So the $S_{X1}$ = $\frac{169.09}{\sqrt{10}}$= $\frac{169.09}{3.16}$ = 53.50

Similarly $S_{X2}$ = $\frac{89.04}{\sqrt{12}}$= $\frac{89.04}{3.46} = 25.73$

So the standard error of the Population =

$\sqrt{53.50 + 25.73} = \sqrt{79.23} = 8.90$

Now the Significance Test Formula: $z = \frac{X1-X2}{Sx}$ = $\frac{701{,}74-105.60}{8.9}$=$\frac{596.14}{8.9} = 66.98$

Now the degrees of freedom may be calculated as : (N1-1)+(N2-1) = 20

With this degree of freedom (Df) the Table value of z = 3.552 at 99 percent confidence or 1 percent level of significance. It is to note that the calculated value of the z- statistics is greater than the table value. 66.98 > 3.552
It means the calculated value of difference between the two means is significan**t.**

## 4. Outcomes

This is clear that the private sector provided a better teacher student ratio at considerably much lower costs. Moreover, the service in the private sector is better than in the government school. Their students are getting vehicle facility, day care facility, extracurricular facilities which help the students for their all-round development.

**Policy Recommendations**

To address the challenges in the economics of primary education, several policy recommendations have emerged. These include:

1. **Increased and Efficient Funding:** Ensuring that a higher percentage of GDP is allocated to primary education, with mechanisms to ensure efficient utilization of funds.
2. **Improving Quality:** Investing in teacher training, reducing student-teacher ratios, and enhancing learning materials.
3. **Inclusive Education:** Special focus on marginalized groups to bridge the access and learning gaps.
4. **Monitoring and Evaluation:** Regular assessment of educational outcomes to inform policy and practice.

## Conclusion

This project aims to contribute valuable insights into the economics of primary education by comparing government-run schools with private entrepreneurial ventures. By analyzing funding mechanisms, operational efficiencies, educational quality, and societal impacts, the study will provide a comprehensive understanding of how different approaches affect educational outcomes and economic development. The literature on the economics of primary education in India underscores the complex interplay between access, quality, and funding. While significant strides have been made, particularly in increasing enrollment rates, substantial challenges remain in ensuring that all children receive a quality education that equips them with the necessary skills for economic and social advancement. Addressing these challenges requires a

multifaceted approach involving increased investment, policy reform, and continuous monitoring and evaluation.

## References


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# প্রাথমিক ও মন্তেশ্বরী শিক্ষা উদ্যোগের অর্থনীতি

সমীক্ষা পত্র

* Indicates required question

1. 1. স্কুলের নাম: *

2. 2. ঠিকানা: *

3. 3. পঞ্চায়েত: *

4. 4. কোন সালে স্থাপিত: *

5. 5. স্কুলটি সরকারি না বেসরকারি

*Mark only one oval.*

- সরকারী
- বেসরকারি

6. 6. অনুমোদন কোন বোর্ডের ?

*Mark only one oval.*

- পশ্চিমবঙ্গ প্রাথমিক শিক্ষা সংসদ
- অন্যান্য
- NA

7. 7. শিক্ষা দানের মাধ্যম

*Mark only one oval.*

- বাংলা
- ইংলিশ
- হিন্দি
- অন্যান্য

8. 8. স্কুলে কোন কোন ক্লাস পড়ানো হয়: *

*Mark only one oval.*

- I -IV
- I -V
- I -VIII
- I -X

9. 9. মোট ছাত্র ছাত্রীর সংখ্যা: *

*Mark only one oval.*

- ২০০-২৫০
- ২৫১-৩০০
- ৩০১- ৫০০
- ৫০০ এর বেশি

10. 10. মোট স্টাফ কত জন *

*Mark only one oval.*

- ১০ বা তার কম
- ১১-১৫
- ১৬-২০
- ২১-৩০
- ৩০ এর বেশি

11. 11. স্কুলের শিক্ষক ও শিক্ষা কর্মীদের মাসিক বেতনের সর্বমোট পরিমাণ (হাজার টাকা)

*Mark only one oval.*

- ২০-৩০
- ৩০-৪০
- ৪০-৫০
- ৫০ এর বেশি

12. 12. স্কুলে যে সমস্ত সুবিধা আছে ও তার জন্য মাসিক ফী :

13. স্কুল বাড়িটি পাকা না কাঁচা

*Mark only one oval.*

- পাকা
- কাঁচা

14. 13. স্কুলে বিদ্যুত সংযোগ আছে কিনা

*Mark only one oval.*

- আছে
- নেই

15. 14. শ্রেণী কক্ষে কোন টি আছে ?

*Mark only one oval.*

- ফ্যান
- বাল্ব
- শীত তাপ নিয়ন্ত্রণ যন্ত্র
- কোনটাই নেই

16. 15. স্কুলে বিশুদ্ধ পানীয় জলের ব্যবস্থা আছে কি না ?

*Mark only one oval.*

- আছে
- নেই

17. 16. স্কুলের খেলার মাঠ আছে কি না

*Mark only one oval.*

- আছে
- নেই

18. 17. স্কুল বাড়িটির নিজের নাকি ভাড়া

*Mark only one oval.*

- নিজের
- ভাড়া

19. 18. স্কুল বাড়িটির নিজের হলে নির্মাণের আনুমানিক ব্যয় (লক্ষ টাকা): *

*Mark only one oval.*

- ২০- ২৫
- ২৫-৩০
- ৩০-৪০
- ৪০ বা তার বেশি
- NA

20. 19. আর স্কুল বাড়িটি ভাড়া হলে মাসিক ভাড়ার পরিমান

_____

21. 20. স্কুলের প্রয়োজনীয় অন্যান্য প্রয়োজনীয় দ্রব্য সামগ্রী ও আসবাব পত্র কেনার জন্য বার্ষিক ব্যয় ( হাজার টাকায়)

*Mark only one oval.*

- ২০-৩০
- ৩০-৫০
- ৫০ -৭ ০
- ৭০-১০০
- ১০০ বা তার বেশি

22. 21. স্কুলের গাড়ি বা ভ্যান এর জন্য ব্যয়

_____

23. 22. স্কুলের মোট ঋণের পরিমাণ কত টাকা (লক্ষ টাকা )

*Mark only one oval.*

- কোন ঋণ নেই
- ১০-১৫
- ১৫-২০
- ২০-৩০
- ৩০ এর বেশি

24. 23. ঋনের মাসিক কিস্তির পরিমাণ (হাজার টাকা)

*Mark only one oval.*

- ০
- ৫
- ৫-৭
- ৭-১০

25. 24. স্কুল থেকে শিশুদের প্রয়োজনীয় সামগ্রীর কি কি সরবরাহ করা হয়?

*Tick all that apply.*

- [ ] স্কুল ব্যাগ
- [ ] স্কুল ড্রেস
- [ ] স্কুল সু
- [ ] পাঠ্য পুস্তক
- [ ] স্কুল কপি
- [ ] অন্যান্য

26. 25. স্কুলে যে সমস্ত ফী আদায় করা হয় ও তাদের পরিমাণ:

*Mark only one oval.*

- ভর্তি ফী
- টিউশন ফী
- গাড়ী ভাড়া
- পরীক্ষার ফী
- খেলাধুলার ফী
- সাংস্কৃতিক ফী
- ম্যাগাজিন ফী
- ক্যাপিটেশন ফী
- হোস্টেল ফী
- টি,সি বা শংসা পত্র ফী
- শিক্ষা মূলক ভ্রমণ
- পিকনিক
- মধ্যাহ্ন কালীন ভোজন
- বিশেষ প্রশিক্ষণ

27. 26. যদি ম্যাগাজিন ফী নেওয়া হয়, তাহলে স্কুলের বার্ষিক ম্যাগাজিনের নাম এবং প্রকাশনা কাল

_____

28. 27. যদি গাড়ি ভাড়া আদায় করা হয়, তাহলে ছাত্র ছাত্রীদের যাতায়াতের জন্য কি গাড়ি দেওয়া হয়

*Mark only one oval.*

- Option 1

29. 28. স্কলারশিপ/ স্টাইপেন্ড দিলে পরিমাণ, কত জনকে দেওয়া হয়? এবং কিসের ভিত্তিতে দেওয়া হয়?

_____

30. 29. শিক্ষকদের কোন উন্নয়ন মূলক ট্রেনিং এর ব্যবস্থা আছি কি না

*Mark only one oval.*

Option 1

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P.O - SULTANGANJ, P.S – KALIACHAK, DIST – MALDA (WEST BENGAL) PIN - 732201

Ref No.....  Date:

To,

The Head Teacher,

School:

Address:

From

The Principal

Kaliachak College

Sultanganj, Malda

Sub: School Survey by the Students in Semester-VI for preparing the Project Report 2024

Sir,

This is to inform you that as per the rule of the University of Gour Binga Malda, Honors Students of Semester-VI are to be acquainted with the local and regional issues. It is from this academic perspective they have to prepare a survey report based on the field experience. Department of Economics is studying the Economics of Education for Primary and kindergarten system.

I, therefore, would like to request you to forward your help to our student with necessary information and obliged.

Name of the Student Surveyor: LIPIKA MANDAL

Class: B.A. Honors in Economics, Sem-VI

Roll No. 1821 ECOH 0699

Regd. No. 181-1212-0145-21

Dr.NazibarRahaman
Principal
KALIACHAK COLLEGE
SULTANGANJ, MALDA, (W.B.)

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