

CHAPTER - 5

STUDY OF COST AND TIME INVOLVED IN DEVELOPING
AND IMPLEMENTING THE CURRICULUM OF FAMILY LIFE EDUCATION

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- 5.1 STUDY OF COST INVOLVED IN DEVELOPING THE CURRICULUM
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It has already been mentioned in Chapter-1, about the importance of regularising Family Life Education as a part of the school curriculum. In order to accommodate the Family Life Education course in the school curriculum, the cost and the time involved in developing and implementing the curriculum is to be examined. Since the study is developmental in nature, which may further its way to large-scale implementation based on the positive empirical data obtained from the findings, it becomes necessary to consider the cost and the time involved in developing and implementing the curriculum, besides the criterion of effectiveness of the curriculum. Hence, the sixth objective of the investigation namely, the study of cost and time involved in developing and implementing the curriculum constitutes this chapter. How the objective has been fulfilled in the investigation is presented in what follows:

5.1 THE STUDY OF COST INVOLVED IN DEVELOPING THE CURRICULUM

The cost that would be incurred if the curriculum is to be regularised in School is presented in the Table 5.1. It may be mentioned that the cost that has been calculated is for preparing 50 sets of learning material, as Higher Secondary Schools have fewer students, mostly below 50.

TABLE 5.1. Expenditure that would be incurred for preparing 50 sets of learning material of the curriculum and Tests.

STATIONERY/LABOUR CHARGES		TOTAL
		Rs. Ps.
1. Stationery Items		
a) 262 stencils @ Rs.60/- per packet of 48 stencils	400.00
b) 6550 sheets of cyclostyling paper (for 50 copies of learning material and tests) @ Rs.33.50 for 500 sheets	436.00
c) 5 tubes of duplicating ink (1 tube for 50 stencils) @ Rs.20/- per tube	100.00
d) Cellophane sheets- 3 mtrs. for preparing 100 Overhead transparencies 6" x 6" @ Rs. 4/- per metre.	12.00
TOTAL FOR STATIONERY		948.00
2. Labour Charges		
a) Labour charges for cutting 262 stencils @ Rs.1.50 per stencil	392.00
b) Preparing 40 slides @ Rs.4.50 per slide..	180.00
c) Duplicating charges (50 copies) @ Re. 1/- per stencil	262.00
TOTAL FOR LABOUR CHARGES		834.00
NETT EXPENDITURE FOR STATIONERY AND LABOUR CHARGES THAT WOULD BE INCURRED		1,782.00

The Table 5.1 indicates that the total cost that would be incurred for introducing the Family Life Education as a part of the School Curriculum would be Rs.1,782/-^{as} per current rates.

5.2 STUDY OF TIME INVOLVED IN IMPLEMENTING THE CURRICULUM

For studying the time involved in implementing the curriculum, a detailed account of the time needed for the implementation of the curriculum was to be obtained. For this purpose, a number of periods needed for implementing the various units of the curriculum were examined.

Each period comprised of thirty minutes. The total number of periods utilised for teaching the curriculum is presented in the Table 5.2. Along with the number of periods utilised for teaching the subject, the number of periods utilised for administering the criterion tests, Comprehensive and attitude tests were also taken into account. The number of periods utilised for administering the Socio-economic status Scale, Family Adjustment inventory and the Reaction Scale, etc., have not been taken into account as they do not form a part of the curriculum.

From the Table 5.2, it can be made out that a total number of 53 periods have been utilised to implement the curriculum. It may be noticed that out of 53 periods utilised for implementing the curriculum, a total number of 17 periods have been utilised exclusively for administering criterion, Comprehensive and Attitude tests. The actual number of periods that have been utilised for teaching is only 36. Observing the Table 5.2 once again, it may be noticed that 4 periods; 2 periods each for pre and post test have been utilised for administering Comprehensive test 1 and 2. This was due to the test which was lengthy and 30 minutes of a period was thought to be not sufficient to complete the test. The same condition is noticed in attitude test even, which is administered in 2 periods, which is again due to the lengthiness of the test. On the whole, a total number of 53 periods have been utilised to implement the curriculum of Family Life Education, exclusive of periods used for administering the socio-economic status scale, Family Adjustment inventory and the Reaction Scale.

In conclusion, since the cost and time involved in developing and administering the curriculum are found less expensive and less time consuming, some provision should be made in the school Time-table to accommodate the curriculum of Family Life Education as a regular subject among the other school subjects and the cost involved may be managed by using the grant received for printing and stationery by the schools in Gujarat State from the State Department of Education or by approaching Certain funding agencies.

TABLE 5.2 Number of periods utilised for administering the Curriculum and the tests

Sl.No. (Units)	No. of periods utilised for		Total NO.of Periods
	Teaching	Testing	
1	4	X	4
2	5	X	5
3	4	X	4
4	2	X	2
5	2	X	2
6	3		3
7	5	3	8
8	1	X	1
9	2	X	2
10	2	1	3
11	2		2
12	3		3
13	1		1
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TOTAL	36 periods		
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COMPREHENSIVE TEST I (PRE AND POST)		2	2
COMPREHENSIVE TEST II (PRE AND POST)		2	2
ATTITUDE TEST(PRE)		2	2
ATTITUDE TEST(POST)		2	2
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TOTAL	36periods	17 periods	53 periods

NOTE: 1. Units 1 and 2 were combined
 2. Units 3, 4 and 5 were combined.
 3. Units 8 and 9 were combined.