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## ANALYZE THE ALLOCATION OF PUBLIC FUNDS FOR EDUCATION

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### ABSTRACT

The foundation of the concept of human development is the belief that human welfare is contingent on a multitude of factors, with health and education emerging as the most significant welfare indicators. Substantial investments in human capital are essential in order to attain the benefits of modern industry and modern agriculture. A necessary precondition for long-term economic growth, better education and health not only increase individual income through improved efficiency, but also contribute to that end, as stated by the World Bank in 2006. Education as a whole fosters economic expansion by imparting knowledge and developing abilities, whereas primary education establishes the groundwork for labor force capabilities and serves as a potent instrument to reduce poverty and promote socioeconomic development. The potential benefits of its outcomes are manifold. They may empower individuals to assume responsibility for their lives and make well-informed decisions, support the development of a democratic government, enhance social mobility and earning potential, improve the health and nutrition of families and individuals (especially women), and grant women the ability to manage their fertility. Consequently, the significantly greater social returns associated with primary education are only natural.

**KEY WORDS:** Public Funds, Education, Human Development, Global Advancement.

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### INTRODUCTION

The past fifty years have been marked by unprecedented progress in education on a global scale, as evidenced by the rise in average school enrollment. However, the global advancement in educational metrics is limited solely to the quantitative aspect. The academic accomplishments have been significantly diminished. As a consequence, there is a substantial disparity between the market's ideal definition of qualified labor and the current capacity. Economic growth places significantly more emphasis on the quality of education, as gauged by the knowledge acquired by students, rather than the quantity of education, which is quantified by the number of pupils and number of school years. Quality development is not self-sustaining; it necessitates

reforms in teacher preparation, enhancements in school infrastructure, motivation among educators, and a shift in pedagogical approaches that are more engaging for students.

The substantial gender gap in labor market participation, inadequate infrastructural facilities, and low educational standards—all of which are indicative of India's aspiration to become a global economic power—have generated valid concerns regarding the country's ability to maintain this rate of development. India has also ratified the Millennium Development Goal of achieving universal primary education by 2015. The approaching time period reveals a discernible trend within the education system: an increasing disparity in academic accomplishments between urban and rural areas, accompanied by burgeoning regional inequities. The percentage of individuals literate has increased significantly from 24.02 percent in 1961 to 74 percent in 2011. However, there are concerns regarding additional facets of education, including infrastructure, learning quality, and access to education. Investing in high-quality primary education is crucial for fostering inclusive development in the rapidly expanding economy of India.

Numerous studies have examined the factors contributing to substandard academic performance. Low levels of student achievement can be attributed to inadequate teacher training and experience, contend that student learning may be more significantly influenced by teachers' classroom practices and the teaching process than by the resume characteristics observed by the teachers. Lack of instructor accountability was identified, as the most significant factor undermining the learning-teaching process. Identified insufficient school infrastructure as the primary factor contributing to low student attendance. In primary institutions, emphasized the significance of classroom innovations. Improved local governance positively affects the motivation and performance of educators. Drew attention to challenges encountered by educators in educational institutions and advocated for improved government salary disbursement procedures. While these studies agree that inadequate infrastructure and substandard instructors are the primary causes of low academic achievement, none of them attempted to quantify the extent to which these factors affect the quality of primary education in rural India. The current investigation endeavors to accomplish this.

Out of all the other variables that affect how the economy develops, education is the most crucial and significant. It supplies both qualitative and quantitative labor to support the nation's ongoing processes of development and production. Education fosters the growth of a person's intelligence, critical thinking skills, experience, aptitude, and positive outlook. It is a means of enhancing one's capacity for making decisions as

well as novel developments in the fields of business, economics, technology, peace, social justice, and human rights. Nelson Mandela once said, "The most powerful weapon you can use to change the world is education."

According to the Indian Constitution, all children have the right to free and compulsory education up until the age of 14. The Indian government launched and carried out a number of policies and initiatives to establish and advance the nation's educational system after gaining independence. The Government implemented the Kothari Committee's recommendations as a "National Policy on Education" in 1968, primarily emphasizing universal elementary education, to facilitate the expansion and regulation of the education system. Following that, in 1986, the Indian government unveiled the "New National Policy on Education," a new education policy that prioritizes vocationalization and specialization in secondary and higher education, as well as universal elementary education. In order to uphold the nation's educational standards, NCERT (National Council for Educational Research and Training) and SCERT (State Council for Educational Research and Training) were founded a few years later. The government has implemented a number of education schemes and policies up to this point, which have improved the quality of education and had a positive impact. These include the Mid-Day Meal, the Mahila Samkhaya schemes for elementary education, the Rashtriya Madhyamik Shiksha Abhiyaan Schemes of Vocational Education, and National Scholarship, among others, for secondary education.

## **PRESENT STATUS OF EDUCATION IN INDIA**

Given its status as the world's second most populous country after China and its rapid development, India also boasts a top-notch educational system. Since the country's independence, the standard of education has increased significantly, a vast number of schools, ranging from primary to higher education, have opened, and each year these institutions see an increase in enrollment, infrastructural improvements, and the availability of other resources that are necessary for providing high-quality instruction. Aside from the significant advancements in the educational system, certain states in the nation have not kept up with the rest, and some have advanced in education more than others.

As per the findings of the Annual Status of Education Report (ASER) fourth annual report, from 2007 to 2014, the enrollment rate for pupils aged 6 to 14 remained at 96%. In 2018, the percentage of pupils not enrolled in this age group fell to 2.8%. Eighty percent of officially accredited schools in India are government schools. Kerala became the first state in the world to achieve 100% basic education in January 2019. In terms

of infrastructure, 66.4 percent of elementary schools have a useable restroom for girls, while 64.4 percent of schools have a campus boundary wall as of 2018, according to ASER data. According to the research, playgrounds were available in 90% of the schools in Maharashtra, Haryana, and Himachal Pradesh.

Regarding secondary education, the District Information System for Education's flash statistics indicate that there were 252176 schools nationwide in 2015–16, of which 6.27 percent were girl-only and 91.46 percent were coeducational at the secondary level, and 7.43 percent were girl-only and 89.33 percent were coeducational at the senior secondary education level. In terms of physical facilities, boundary walls were present in 84.11 percent of secondary and senior secondary schools in 2015–16. The states of Mizoram, Tripura, Sikkim, and Bihar are those without the ability to have school campus boundary walls. According to flash figures from 2015–16, 98.4% of schools have a girls' restroom, whereas 97.9% of schools have a boy's restroom. The majority of Indian states and union territories have 100% of their schools equipped with restrooms for both boys and girls.

## RESEARCH METHODOLOGY

The inquiry into the implemented approach holds significant importance in academic research. This document outlines the comprehensive strategy and approach used to conduct the study, specifically providing a complete account of the methods and strategies employed to address the research question. The problem, as expressed in a declarative sentence, indicates the essence of study and its systematic approach. The current study is evidently descriptive in character, aiming to analyze the existing reality of primary education in Uttar Pradesh. It also provides future insights to build strategies that can strengthen the education system in the region. John W succinctly asserts that descriptive research pertains to events that have already transpired. The researcher merely manipulates his methods of observation and description, through which he analyzes relationships. Its primary objective is to describe the diverse facets of reality or phenomena being studied. This description is developed based on careful observation, and it is anticipated to be more accurate and precise than a casual one. Descriptive research studies typically include collecting data inside a certain context and during a specific timeframe. The temporal scope of this study is mostly restricted to the 11th five-year plan, which serves as a significant source of guiding information in the form of time series data.

The current study also shares similarities with historical research, as it incorporates and reinforces the methodology. History is a series of important events that are interconnected and have meaningful explanations. It serves as a dependable and significant account of the history of the human race, examined

from a broader and more comprehensive perspective. The utilization of the historical method to elucidate educational events, organizations, and activities from the distant or recent past has led to the development of a separate approach for attaining truth and generalizations. In this research approach, we consider that the truth we are attempting to record relates to a past moment in time. It necessitates the possession of a unique kind of patience, perseverance, and imagination. The historical method focuses on specific individual occurrences that can be defined in terms of time and geography, rather than attributes or characteristics that are common to large and potentially infinite groups. The historical material that serves as the foundation for this study has an unchangeable temporal position and belongs to the exclusive category of data. Therefore, in order to accomplish the objective of reconstructing a live history, it is necessary to create a series of legitimate assumptions and hypotheses based on the remaining remnants of the past. The present study significantly deviates from the historical research method.

## Sample design

The researcher generates primary data by utilizing questionnaires and interview schedules to engage with the stakeholders. The stakeholders comprise of the parents and teachers residing in villages, as well as the officials associated with Uttar Pradesh schools. The stakeholders are assessed through the use of questionnaires and interview schedules. Random sampling is employed to generate primary data. Blocks are categorized as educationally advanced or educationally disadvantaged based on the rural literacy rate recorded in the 2011 Census.

## Sampling Methodology

1. School selection: The schools are chosen based on their enrollment numbers. Half of the high enrollment schools and half of the low enrollment schools from each specified block are chosen. The primary sources of information are parents and teachers. Two schedules are prepared, namely the parent schedule and the teacher schedule. The researcher conducts the necessary observations.
2. The schools are chosen through proportionate scientific sampling from the total number of schools in the selected blocks in order to collect primary data. One school is chosen from each designated block based on the enrollment data from the 2020-21 academic year. Both schools with low enrollment and schools with high enrollment were chosen in order to have a more comprehensive knowledge.
3. The parent respondent is chosen from the specified schools using a method called proportionate scientific sampling to collect primary data. Parents who respond are chosen from inside the social

group. The parent responses are chosen from the registered child data. The following formula is utilized to determine the parent respondent.

## RESULTS AND DISCUSSION

### PROVISION AND SOURCES OF FINANCING OF ELEMENTARY EDUCATION IN UTTAR PRADESH:

According to the Constitution, education falls under the concurrent authority of the federal and state governments. While the federal government provides funding for certain programs through its centrally sponsored schemes, the state government handles direct primary and secondary education-related operations.

There are two categories for education spending: capital expenditures and revenue. In UP, revenue expenditures account for about 99 percent of all education-related expenses. However, the current classification does a poor job of capturing capital expenditures that are frequently made from ad hoc donations to educational institutions. The total amount of spending is further separated into plan and non-plan categories, which represent investment in/expenditure on new programs and maintenance/current expenditure on existing programs, respectively. Plans typically have their schemes moved later to the non-plan side.

Examining the financial transfers between the federal and state governments would be appropriate. The distribution of taxing authority and the procedures for fiscal transfers between the two levels of government are two significant features of the Indian fiscal system that have an impact on the availability of resources for the education sector. There are two different kinds of transfers: general purpose and particular purpose, from the federal to state governments. The former include awards from the Finance Commission that provide states with fixed shares of some central levies to support their recurrent spending, and awards from the Planning Commission that help states with their development spending. In essence, centrally sponsored schemes (CSSs) that allocate resources for certain goals, like SSA, are known as specified purpose transfers. Similar to SSA, these CSSs could entail matching grants from the state in ratios that are defined under the scheme. For Uttar Pradesh's education sector, there are thus several funding sources:

- The state's own income, including from taxes and non-tax sources;
- The central governments' mandatory transfers
- The state plan's block aid

- Central Ministry of Human Resource Development's CSS
- There is a claim that the eight years of elementary school receive comparatively little funding from the state government.

There hasn't been a significant change in this area in recent years.

## **ELEMENTARY EDUCATION IN DIFFERENT FIVE-YEAR PLANS OF UTTAR PRADESH:**

The first five-year plan prioritized elementary education above all else. The plan, which was initiated in 1947 with the goal of providing educational facilities within 1.5 miles of walking distance for children aged 4 to 11, was designed to open new primary schools in rural areas. In Uttar Pradesh, basic education accounted for almost 70% of the overall budget allocated to the educational plan.

Priorities were set for senior basic school strengthening and basic education growth in the second five-year plan. The inclusion of crafts and agriculture in junior high school helped to alleviate educated unemployment and foster a self-help mentality. elementary education was made mandatory and free of charge, with the first steps taken in 1956–1957 when elementary school costs were decreased. Primary education accounted for almost 48% of the overall expenditures associated with the educational plan.

The goal of the third five-year plan was to close the primary education gap that exists between Uttar Pradesh and the nation's more developed states. By the end of the third plan, it was determined that the financial, organizational, and community/local body cooperation issues were the main obstacles to achieving the national target of implementing free and compulsory education for children aged 6 to 11 years. Special programs were suggested in order to increase the enrolment of girls, taking into account their low enrollment level. To keep the state's teacher-to-pupil ratio at a trained level, emphasis was placed on training facilities. The elementary education accounted for almost 57% of the overall expenditures associated with the educational plan.

The five-year plan documents of Uttar Pradesh make it clear that the development of primary school infrastructure was given top priority. Plans to increase the enrollment of girls, children from SC/ST, and other underprivileged groups at all educational levels were given high priority. To ensure that the state's educational development is balanced, underserved and backward areas were given preference for the opening of new schools (of all kinds). Compared to total expenditures, plan expenses for elementary education have increased at a faster rate. Plan expenses for primary education increased at a compound growth rate of 22.1 percent

between 1985–1986 and 1998–1999, compared to a 9.9 percent growth in total plan expenditures during that same period. Plan expenses, however, only account for 14.4% of total elementary spending. For elementary education, plan shares were greater during the eighth and ninth plan periods. As previously mentioned, the state budget primarily provided funding for elementary education until 1993, when Uttar Pradesh established an externally funded basic education project. In 1997, the state launched DPEP with support from the federal government. The state launched the Sarva Shiksha Abhiyan in 2000. In light of these significant events, the following table presents the status of plan and non-plan expenditure by educational level throughout the state's history of financing basic education. It starts with data up to the year 2002.

**TABLE-1: PERCENTAGE PLAN AND NON PLAN EXPENDITURE IN UP BY LEVELS OF EDUCATION**

Years	Elementary		Secondary		Higher		Technical		Total	
	Plan	Non-Plan	Plan	Non-Plan	Plan	Non-Plan	Plan	Non-Plan	Plan	Non-Plan
1974-1978 (V)	7.53	92.47	3.63	96.37	7.12	92.88	15.51	84.49	6.81	93.19
1978-1980	7.13	92.87	3.28	96.72	5.99	94.01	15.06	84.94	6.68	93.32
1980-1985(VI)	5.29	94.71	3.90	96.10	9.18	90.82	27.74	72.26	6.78	93.22
1985-1990(VII)	10.02	89.98	2.87	97.13	5.52	94.48	30.50	69.50	8.57	91.43
1990-1992	8.20	91.80	4.56	95.44	5.36	94.64	31.13	68.87	7.84	92.16
1992- 97(VIII)	12.15	87.85	4.88	95.12	5.33	94.67	33.47	66.53	10.10	89.90
1997-2002(IX)	12.85	87.15	3.49	96.51	3.05	96.95	16.08	83.92	9.83	90.17

Source: State Budget, Uttar Pradesh

The accompanying table, which displays plan-wise shares, indicates that the eighth and ninth plan periods in primary education accounted for a larger share of plan spending. However, the share of plan spending in all other sectors (secondary, higher, and technical) decreased in the ninth plan period. However, more than 97% of all government spending on elementary and secondary education is funded by state government revenues. Therefore, public spending on elementary education is largely determined by the financial standing of the state governments and the overall expenditure structure. The size, growth, and structure of the State's



education expenditures since 1985 are analyzed, and some illustrative assessments of the financial implications of universalizing primary schooling are provided. These are some of the issues pertaining to state finances in general, and to Uttar Pradesh in particular.

### **PLAN AND NON-PLAN EXPENDITURE OF EDUCATION SECTOR IN UTTAR PRADESH:**

Compared to total expenditures, plan expenses for elementary education have increased at a faster rate. Plan expenses for primary education increased at a compound growth rate of 22.1 percent between 1985–1986 and 1998–1999, compared to a 9.9 percent growth in total plan expenditures. Plan expenses, however, only account for 14.4% of total elementary spending. For elementary education, plan shares were greater during the eighth and ninth plan periods. Additionally, the State's financial dependence on transfers from the Central Government has increased. Between 4 and 14% of the Uttar Pradesh government's overall plan expenditures are designated for plan account expenses related to education. The percentage of plan expenditure was in the single digits in the early 1980s, improved in the late 1980s, and then sharply decreased once more at the start of the 1990s. One possible explanation for this could be the structural adjustment program, which got underway in the 1990s. There has been an improvement in the plan's allocation for education spending since the mid-1990s.

### **PLAN EXPENDITURE ON EDUCATION IN UTTAR PRADESH- 1985 TO 1992:**

The following table displays plan spending for the educational system since 1985. Overall, from 4.0 percent during the Seventh Plan period to 4.5 percent in the two-yearly plans, the portion of Plan expenditures allocated to the education sector has increased. The Eighth Plan period predictions indicate an acceleration of this trend to 6.5 percent. Scholarships included, education accounted for 5% of overall spending during the Seventh Plan and 4.9% of total spending throughout the two yearly plans of 1990 and 1991.

**TABLE-2: PLAN EXPENDITURES: EDUCATION SECTOR, UTTAR PRADESH 1985-1992**

<b>Level</b>	<b>1985-90</b>	<b>1990-91</b>	<b>1991-92</b>	<b>1992-93</b>	<b>8th Plan 1992-97</b>
Elementary	2952	1009	834	897	7037
(NFE)	173	62	101	55	242
Secondary	570	180	414	426	2207
Higher	258	102	67	61	1760

Adult	508	109	161	135	232
Other	43	6	107	48	321
Technical	491	144	208	221	2724
Total Ed	4823	1551	1792	1788	14281
SC/ST/OBC	1164	101	170	297	1743
Total Ed + SC/ST/OBC	5987	1652	1962	2085	16024
Total plan	119487	32082	41580	42444	220050
Total Ed as % of Total plan	4.0	4.7	4.3	4.2	6.5
Total Ed + SC/STs of total plan	5.0	5.1	4.7	4.9	7.3

Source: GOUP, Budget Books for 1985-86 to 1992-93, State Planning Institute. Uttar Pradesh

**NON PLAN EXPENDITURE ON EDUCATION IN UTTAR PRADESH:**

In the education industry, non-plan expenses outweigh plan expenses by multiple times. The ratio was roughly 11:1 throughout the seventh plan period. It was 13:1 in 1990–1991 and 11:1 in 1991–1992. Non-plan expenses are shown in the following table for the years 1986–1987 and 1992–1993. A significant compensation review and the back payment of increases led to the very big increase in 1990–1991 fiscal year. The proportions for education have fluctuated somewhat over the period due to changes in total State spending, which ranged from an 8 percent decline in 1992 to a 43 percent increase in 1989. The underlying tendencies, however, seem to have been upward in the late 1980s and have been rather difficult to sustain during the last few years at the higher levels that resulted.

**TABLE-3: NON PLAN EXPENDITURES 1986-1992: UTTAR PRADESH**

Level	1986	1987	1988	1989	1990	1991	1992
Elementary	41300	422230	58300	87890	111080	98190	99430
Secondary	3049	36080	43500	59380	62380	65200	38060
Higher	6690	7560	10060	12690	15390	17380	17550
Technical	1850	2400	2090	3210	3810	3610	3790
Other	210	210	240	270	980	790	820
Total Education	80540	88480	114190	163490	190210	181870	186650

Total State Expenditure	468020	533850	531410	762810	975930	1040290	960600
Total Education % Total State	17.2	16.6	21.5	21.4	19.5	17.5	19.4

Source: Budget Books, GOUP

If one limits their attention to solely elementary, secondary, and tertiary education, significant variations in growth rates become apparent. This will now show the elementary portion of the overall general education spending from 1986 to 1992. In 1986, 1987, 1988, 1989, 1990, 1991, and 1992, the percentage of overall general education spending that goes toward primary education is 52.6, 53.9, 53.9, 52.1, 59.6, 58.8, 54.2, and 53.7, in that order. At least a portion of the rise in 1989–1990 and 1990–1991 was caused by salary arrears being paid. With the exception of these years, primary education makes up roughly 53% of the total. It is significant that the majority of education's non-plan expenses are paid to teachers. Salary makes up 97% of the entire amount allotted for elementary education. The following table will now show the portion of Uttar Pradesh's budget that goes toward primary education.

**TABLE-4: SHARE OF ELEMENTARY EDUCATION IN THE BUDGET OF UTTAR PRADESH**

(Rs. In Crore)

Year	Basic Education	Secondary Education	Higher Education	Technical Education	Grand Total	State's Total Budget	% of State Budget on Education Budget	% Budget on Basic Education
2016-17	6315.88	2596.61	766.09		9678.58	64345.7	15.04	9.82
2017-18	7335.1	3280.86	799.65	190.25	11605.86	76482.66	15.17	9.59
2018-19	8834.47	2836.77	824.19	208.01	12703.44	88284.42	14.39	10.01
2019-20	9866.69	3783.58	922.66	299.43	14872.36	105898.1	14.04	9.32

2020-21	12617.99	5096.65	1212.12	578.37	19505.1	131539.2	14.83	9.59
20021-22	15175.13	6445.94	1947.26	640.51	24208.8	153199.3	15.8	9.91

Source: Budget Documents, Different Years, GOUP.

Within the state budget, elementary education is allocated between 8 and 13 percent of the total. There is variation among the years, particularly in the 1990s, which may be related to the fiscal crisis, the sluggish rise of income, and the influence of economic reforms and structural adjustment plans to some extent. In Uttar Pradesh, the percentage of overall education spending that goes toward elementary education varies from 39 to 64 percent. It ranges from 40 to 50 percent in several years. In several states, the intra-sectoral allocation for primary education was sixty percent throughout the 1990s, a time of increased resource mobilization and diverse initiatives aimed at realizing the ideals of education for all. Following this discussion, a breakdown of the total amount spent on both plan and non-plan expenses for schooling will be provided.

**CONCLUSION**

Educators assume a pivotal responsibility in delivering educational experiences to pupils within school settings. Large numbers of instructors are recruited in order to improve the pupil-teacher ratio and accommodate the demand of rising enrollment. However, teacher absenteeism, which causes instructors to be unavailable in the classrooms, has become a significant barrier to enhancing the standard of education. Within the North Eastern states, Manipur (ranked 25th) and Sikkim (ranked 24th) exhibited the lowest performance in terms of the Teacher Present Index on the day Pratham conducted the survey. On that particular day, only 70.8 percent and 78.7 percent of teachers were in attendance, respectively. In contrast, Kerala ranks fourth, Gujarat ranks first, Mizoram ranks second, Meghalaya ranks third, and Maharashtra ranks fifth in the category of states where teachers are currently present.

It is unnecessary to explain that factors such as the teacher-to-student ratio, the caliber of the faculty, the facilities, such as the building and instructional materials, etc., are the main determinants of academic performance; the students' home environments come in second. Our regression study uses the school's efficiency score as the primary explanatory variable to capture the influence of its features. The teacher-student ratio, government spending on fixed assets and variable capital, as well as per-student funding and

grants throughout the course of a year, are among the inputs that go into computing the efficiency index. Since there is no way to measure teacher quality and the majority of them have similar educational backgrounds, we did not take that into account. It is a reality, nonetheless, that household socioeconomic and educational characteristics have a significant impact on students' academic achievement.

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