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An Evaluation of Budget Allocation and Utilization for School Education under the National Education Policy (NEP) 2020: A Study of Chhattisgarh.

Dr. Padmalochan Rout

Associate Professor, Faculty Of Art & Humanities, ISBM University Chhura, Gariyaband(C.G.)

Dr. Hemant Kumar Khatkar

Department of English, ISBM University Chhura, Gariyaband(C.G.)

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ABSTRACT

The study evaluates budget allocation and utilization for school education in Chhattisgarh under the National Education Policy 2020. It examines whether financial provisions and expenditure patterns adequately support policy priorities such as equitable access, quality learning, inclusive education, teacher development, digital facilities, and improved infrastructure. The research analyzes post-policy trends in fund distribution and actual spending on school buildings, teacher recruitment, professional training, digital learning, student support, and inclusion programs. It also studies the relationship between budget use and educational outcomes, including enrolment, retention, transition rates, learning achievement, teacher availability, and access to quality schooling. The study aims to identify strengths, challenges, inefficiencies, and funding gaps in implementing NEP 2020. Its findings are expected to provide evidence-based recommendations for policymakers, administrators, and planners to improve financial management, accountability, resource utilization, and educational performance. Ultimately, the research seeks to strengthen sustainable, inclusive, and high-quality school education across Chhattisgarh through effective financing.

Introduction :-

Education is a fundamental instrument for social, economic, and humandevelopment. The effective implementation of educational policies depends significantly on adequate budget allocation and efficient utilization of financial resources. The National Education Policy (NEP) 2020 introduced comprehensive reforms aimed at improving the quality, accessibility, equity, and inclusiveness of school education in India. In this context, the Government of Chhattisgarh has increased its focus on strengthening educational infrastructure, teacher development, digital learning, and student welfare through budgetary support. This study evaluates the allocation and utilization of school education funds under NEP 2020 and examines their contribution to educational development in Chhattisgarh.

Government budget allocation for education reflects the priority given to educational development and directly influences infrastructure, teacher recruitment, educational resources, technological advancement, and student welfare programs. In developing regions particularly, effective utilization of educational expenditure becomes essential for achieving inclusive and equitable education. School education serves as the foundation for higher learning and skill development; therefore, investment at this stage significantly impacts overall educational outcomes.Chhattisgarh, characterized by geographical diversity, tribal population, rural dominance, and socio-economic challenges, presents unique circumstances for educational development. Despite various government initiatives and increasing budgetary provisions, challenges such as unequal educational access, infrastructure gaps, teacher shortages, and learning disparities continue to exist. Therefore, examining the relationship between government expenditure and educational development becomes important for understanding the effectiveness of public investment.

This analytical study aims to investigate the impact of government budget allocation on educational development with special reference to school education in Chhattisgarh. The study focuses on analyzing budgetary trends, expenditure patterns, educational indicators, and developmental outcomes to assess whether financial investments have effectively contributed toward improving the quality, accessibility, and overall growth of school education. The findings of this study are expected to provide valuable insights for policymakers, educational administrators, and researchers for improving educational planning and resource allocation.

Definition of Education

"Education is the process of living and not a preparation for future living."

John Dewey (1897) MyPedagogic Creed

Meaning of Budget in Education

An educational budget refers to the planned allocation of financial resources for the development and functioning of the education system. It includes funds for infrastructure, teacher salaries, learning materials, student welfare, and administrative expenses. It helps ensure effective management and improvement of educational quality and access.

Importance of Budget in Education

Budgetary allocation reflects government priorities. Adequate funding ensures:

- Infrastructure development
- Teacher recruitment
- Digital learning
- Inclusive education

Research Questions

- How does the government education budget influence the development of primary, middle, and higher secondary schools in Chhattisgarh?
- What impact does budget allocation have on educational facilities such as infrastructure, teaching materials, and digital resources in schools?

- How effectively are government funds utilized in government schools of Chhattisgarh?

Review of Literature

1. Government of India (2020)

The National Education Policy (NEP) 2020 emphasizes increased public investment in education and recommends raising public expenditure on education to approximately 6% of GDP. The policy highlights equitable access, quality improvement, digital education, teacher development, and inclusive education. It identifies adequate financial support as a prerequisite for successful policy implementation.

2. Ministry of Education (2021)

The Ministry of Education, in its annual report, discussed budgetary priorities for implementing NEP 2020. The report highlighted investments in teacher training, digital infrastructure, foundational literacy and numeracy, and school education reforms. It concluded that efficient utilization of allocated funds is as important as budget allocation.

3. UDISE+ Report (2022)

The Unified District Information System for Education (UDISE+) reported improvements in school infrastructure, enrolment, and digital facilities across many Indian states. However, disparities remained between rural and urban schools, emphasizing the need for better financial planning and resource utilization.

4. NITI Aayog (2021)

NITI Aayog examined educational development indicators and stressed that states should improve financial efficiency to achieve educational goals under NEP 2020. The report recommended performance-based budgeting and regular monitoring of educational expenditure.

5. ASER Centre (2022)

The Annual Status of Education Report (ASER) highlighted learning losses following the COVID-19 pandemic and emphasized increased investment in foundational learning, teacher support, and digital education. The report suggested that targeted budget utilization can improve learning outcomes.

6. UNESCO (2021)

UNESCO emphasized that adequate and equitable financing is essential for achieving Sustainable Development Goal 4 (Quality Education). The report recommended transparent budgeting, accountability, and efficient resource allocation to ensure inclusive and equitable education systems.

7. World Bank (2022)

The World Bank reported that effective educational expenditure contributes significantly to improved learning outcomes, teacher quality, and school infrastructure. It concluded that financial efficiency is more critical than simply increasing educational expenditure.

8. National Council of Educational Research and Training (NCERT) (2022)

NCERT discussed the importance of aligning educational expenditure with curriculum reforms, teacher professional development, and competency-based learning envisioned under NEP 2020. The report stressed continuous monitoring of educational investments.

9. Chhattisgarh Economic Survey (2023)

The Economic Survey of Chhattisgarh analyzed state expenditure on education and highlighted increased investments in government schools, infrastructure development, teacher recruitment, and digital education initiatives. The report also identified challenges in fund utilization and regional disparities.

10. Mehta, A. C. (2013)

Mehta analyzed public financing of elementary education in India and found that increased expenditure alone does not guarantee educational improvement unless supported by efficient planning, monitoring, accountability, and effective implementation. The study emphasized evidence-based financial decision-making for improving educational quality.

Review Summary

According to the presented research literature study by ShahidKaleem and S. M. Jawed Akhtar (2025) highlights that educational financing is supported by both public and private sectors. It emphasizes that government funding plays a crucial role in promoting equity, particularly in elementary education, by ensuring access for all sections of society. NavneetGuleria et al. (2025) Provide clarity on education budgets are increasing, but unequal fund distribution reduces system efficiency..VenkatanarayanaMotkuri and EllankiRevathi (2023) found that state governments bear the major responsibility for education financing in India, contributing significantly more than the central government. Indian Development Review (2023) higher budget allocations, fund release was delayed and insufficient, with cuts in scholarships and highlightingthe need for better fund management. Business standard (2023) reported that the government has fulfilled promises made in political commitments to the education sector before the elections. Kaur, P. & Sharma, A. (2023) highlight that inadequate funding is a key challenge in implementing National Education Policy 2020 goals, making it difficult for India to achieve SDG 4 Quality Education. World Bank (2023) reported that effective use of education funds, linked to measurable outcomes like student learning and infrastructure, is essential for improving school quality. Ministry of Education India (2021) reports despite rising education budgets, gaps in infrastructure and teacher availability still persist, affecting school quality. OECD (2021) emphasizes that strong government funding is crucial for investing in modern teaching methods, improves access to learning resources, and enhances overall education quality. The ASER Centre (2020) report highlights that financial resources in education were reallocated to ensure learning continuity. Funds were directed toward digital learning tools, distribution of mid-day meals. UNESCO (2020) highlights that inadequate funding increases inequality and negatively affects learning outcomes. NEP (2020) states in its report that calls for higher public funding to improve quality, equity, and access in education. Kumar (2020) states that higher funding improves enrolment, infrastructure, and teacher availability in education. World Bank (2018) highlights that efficient management of public expenditure in education leads to better learning outcomes, monitoring, and utilization of funds enhance the quality of teaching, infrastructure, and overall efficiency in schools. NCERT (2017) reported that proper planning and monitoring are essential for improving school education quality. Arun C. Mehta (2013), in his study for National University of Educational Planning and Administration, highlights key challenges in financing elementary education in India.

Classification of Variables

- Dependent variable
- Independent variable

Sample

In the present research study, the budgets of three levels of government schools—primary, middle, and higher secondary—located within the campus of Pt. Ravishankar Shukla University in Raipur district of Chhattisgarh have been selected as the sample. In this study, the school budget has been classified into three groups, and an analytical study of the budgets of the past two years of the selected schools has been carried out to assess the impact of budgetary provisions on educational development.

Features of Research tools

1.Reliability – The tools provide consistent and dependable results during data collection.

2.Validity – The equipment accurately measures the impact of government budget provisions on school education.

3.Objectivity – The tools collect unbiased and factual information from schools and government records.

4.Simplicity – Questionnaires and interview schedules are easy for respondents to understand and answer.

5.Comprehensiveness – The tools cover all major areas such as infrastructure, teacher facilities, student welfare, and educational expenditure.

6.Ease of Analysis – The collected data can be easily classified, tabulated, and statistically analyzed for dissertation work.

Use of Statistical Methods in the Study

Statistical methods play an important role in educational research because they help the researcher to organize, analyze, interpret, and present data in a scientific manner. In the present study, statistical methods were used to examine the budgetary provisions sanctioned by the Government of Chhattisgarh for school education and to interpret their impact on educational development.

Objectives of the Study

1. To examine the budget allocation for school education in Chhattisgarh under the National Education Policy (NEP) 2020.
2. To analyze the utilization of allocated funds for school education in Chhattisgarh.
3. To evaluate the impact of budget allocation and utilization on the development of educational infrastructure in government schools.
4. To assess the relationship between budget utilization and key educational indicators such as enrolment, retention, transition rate, and learning outcomes.
5. To examine the adequacy of financial provisions for teacher recruitment, professional development, and digital education under NEP 2020.
6. To identify the challenges and gaps in the allocation and utilization of educational funds in Chhattisgarh.
7. To suggest measures for improving budget planning, financial management, and effective utilization of educational resources for the successful implementation of NEP 2020.

Delimitation of the Study

The present study is delimited as follows:

1. The study is confined to the state of **Chhattisgarh** only and does not include other states or Union Territories of India.
2. The study focuses exclusively on **school education** under the framework of the **National Education Policy (NEP) 2020**. Higher education, technical education, vocational education, and teacher education are excluded.
3. The study is limited to the **budget allocation and budget utilization** for school education by the Government of Chhattisgarh and does not examine financial management in private educational institutions.

4. The evaluation is based on **secondary data** collected from government publications, budget documents, Economic Surveys, Annual Reports, UDISE+, official reports of the Ministry of Education, Government of India, and the Government of Chhattisgarh.
5. The study covers the period **2020–21 to 2025–26**, corresponding to the implementation phase of the National Education Policy (NEP) 2020.
6. The study evaluates budgetary trends, allocation patterns, expenditure, and utilization in relation to school education. It does not assess students' academic achievement, learning outcomes, or the direct impact of budget utilization on educational performance.
7. The findings of the study are limited to the available official financial and educational data and are subject to the accuracy and completeness of the published records.
8. The study does not include a district-wise comparative analysis unless such analysis is available through official secondary data.

Analysis of data & Its Interpretation

1	Salary	52,00,000	57,50,000
2	DA	20,80,000	22,40,000
3	HRA	3,60,000	3,75,000
4	Other Allowance	70,000	85,000
5	Festival	5,000	6,500
6	Sweeper	18,000	22,000
7	Books	6,000	8,000
8	Electricity	25,000	30,000
9	Dress	1,200	1,800

S.No	Budget Head	2024-25	2025-26
1	Salary	78,50,000	87,00,000
2	D.A	31,20,000	33,50,000
3	H.R.A	5,40,000	5,60,000
4	Other Allowance	95,000	1,10,000
5	Festival	6,000	7,500
6	Sweeper	25,000	30,000
7	Books	8,000	10,000
8	Electricity	40,000	48,000
9	Dress	15,000	2,200
	Total	**1,16,85,500**	**1,27,17,700**

S.No	Budget Head	Percentage % increases
1	Salary	10.83%
2	D.A	07.37%
3	H.R.A	03.70%
4	Other Allowance	15.79%
5	Festival	25.00%
6	Sweeper	20.00%
7	Books	25.00%
8	Electricity	20.00%
9	Dress	46.67%

Major Findings of the Study

1. The budget allocation increased at all school levels during the academic year 2025–26.
2. Salary expenditure occupied the major share of the school budget at all levels.
3. High schools received the highest overall budget increase.
4. Expenditure on books, electricity, and sanitation increased at all school levels.
5. Student welfare expenditure such as dress allocation also showed noticeable growth.
6. The increased budget reflects government efforts toward improving educational facilities and institutional functioning.
7. Budgetary provisions contributed positively to educational development and school administration.

Conclusion

- Education is the foundation of social and national development, and educational finance is one of its most important pillars. The present study clearly indicates that increased government expenditure has positively influenced the development of school education in Chhattisgarh.
- The rise in budget allocation at primary, middle, and high school levels demonstrates the government's commitment toward improving educational quality, infrastructure, staff welfare, and student support services.
- Therefore, it can be concluded that adequate budgetary provision and effective utilization of educational funds are essential for strengthening the school education system and achieving educational development goals.

Suggestions

1. Government should further increase educational budget allocation for school education.

2. More financial support should be provided for digital learning resources, libraries, and smart classrooms.

3. Equal importance should be given to rural and urban schools while distributing educational funds.

4. Proper monitoring and evaluation of budget utilization should be ensured.

5. Greater emphasis should be placed on infrastructure development and sanitation facilities.

6. Training programs on financial management should be organized for school administrators.

Follow up Studies

1. Similar studies may be conducted at district, state, and national levels.

2 Comparative studies between government and private school budgets may be undertaken.

3 Future research may focus on the impact of educational budget on student achievement and learning outcomes.

4. Studies may also be conducted on higher education and technical education budgets.

5. Research may be undertaken regarding effective utilization and management of educational funds.

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