



An Analytical Study of the Impact of Government Budget on Educational Development with Special Reference to School Education in Chhattisgarh

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ORIGINAL ARTICLE



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Received on : 06/04/2026
Revised on : 07/06/2026
Accepted on : 16/06/2026
Overall Similarity : 00% on 08/06/2026



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ABSTRACT

This study, titled “An Analytical Study of the Impact of Government Budget on Educational Development with Special Reference to School Education in Chhattisgarh,” presents an analytical examination of the influence of Government budget allocation on educational development in school education in Chhattisgarh. The primary objective of this research is to understand how Government expenditure, budget allocation, and financial policies affect the quality, accessibility, infrastructure, enrollment rates, and academic performance in school education. The study analyzes. It particularly focuses on the school education system in Chhattisgarh and attempts to evaluate how increasing or decreasing Government expenditure impacts students, teachers, and educational resources. Education plays a significant role in the social and economic development of a state, and Government budget allocation is one of the major factors influencing educational growth. This study analytically examines the impact of Government budget provisions on educational development with special reference to school education in Chhattisgarh. The research focuses on understanding how budgetary allocations influence educational infrastructure, teacher availability, enrollment rates, learning outcomes, and overall quality of school education. The study analyzes Government expenditure patterns, policy implementation, and educational indicators to identify the relationship between financial investment and educational progress. Chhattisgarh, being a developing state with diverse geographical and socio-economic conditions, presents unique challenges and opportunities in school education. The research explores whether increased financial allocation has effectively contributed to improving accessibility, equity, and

quality of education. The findings of this study may help policymakers, educational administrators, and researchers understand the effectiveness of Government spending and suggest measures for better resource utilization and sustainable educational development in school education.

KEY WORDS

Government Budget, School Education, Education Development.

INTRODUCTION

Education is widely recognized as one of the most significant instruments for social transformation, economic development, and human resource advancement. A strong educational system contributes to the creation of skilled individuals, promotes social equality, and strengthens national growth. Among the various factors influencing educational progress, Government financial support through budget allocation plays a crucial role in ensuring accessibility, quality, and sustainability in education systems.

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.

Meaning of Education

Education is a continuous process of acquiring knowledge, skills, values, attitudes, and habits that help individuals develop intellectually, socially, morally, and emotionally. The word "Education" is derived from the Latin words *Educare* meaning "to bring up" or "to nourish," and *Educere* meaning "to draw out" or "to lead forth." Therefore, education means developing the inner potential and abilities of an individual.

Education is not limited only to classroom teaching; it is a lifelong process that begins from birth and continues throughout life. It helps individuals understand society, develop critical thinking, improve decision-making abilities, and become responsible citizens. Education contributes to personal growth as well as social, cultural, and economic development. In a broader sense, education is regarded as a process through which knowledge, experiences, values, and skills are transferred from one generation to another for the overall development of society.

Definition of Education

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

John Dewey (1897) My Pedagogic 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

1. How does the Government education budget influence the development of primary, middle, and higher secondary schools in Chhattisgarh?
2. What impact does budget allocation have on educational facilities such as infrastructure, teaching materials, and digital resources in schools?
3. How effectively are Government funds utilized in Government schools of Chhattisgarh?

Concept of Budgetary Provision

Budgetary provision refers to the allocation of financial resources by the Government to various sectors. In education, it includes:

- Revenue expenditure (salaries, maintenance)
- Capital expenditure (buildings, infrastructure)

Related Literature

The previous research work related to the present study is as follows:

Centre for Educational and Social Studies (2025) showed that India's school education budget has significantly increased from 42,000 crore (2015) to over 78,000 crore (2025). The study also noted a shift towards digital education and skill development after the implementation of NEP 2020.

PRS India (2024–25 BE Analysis) highlights that education constituted 17.2% of total state expenditure in 2024–25—well above the national average of 14.7%. This demonstrates Chhattisgarh's sustained prioritization of educational funding among Indian states.

Udayakumar K. (2024) highlighted that although India aims to spend 6% of GDP on education, the actual expenditure remains lower. This gap affects the quality and accessibility of school education, especially in developing regions.

India's education budget (2024) show that Government spending on education is increasing annually, with allocations exceeding ₹ 1.2 lakh crore. Despite this growth, education accounts for only a small share of total national expenditure, indicating scope for further investment.

Indian Development Review (2023) critically reviews the Union Budget 2023–24, noting that despite increased allocations to schemes like PM SHRI and Samagra Shiksha, actual fund releases were delayed with only ~51% disbursed by late 2022. It points out cuts in pre-matric scholarships and the absence of dedicated funding for digital initiatives tied to foundational literacy programs, calling for more efficient and prioritized school-level budgeting.

UNESCO Reports (2020) UNESCO emphasizes that adequate public funding is essential to achieve equity, inclusion, and quality education, especially in developing regions. It also stresses that insufficient funding leads to inequality and poor learning outcomes.

NEP (2020) highlights the need for increased public investment in education and aims to improve quality, equity, and access.

Kumar (2020) highlights the studies emphasize that increased allocation to primary and secondary education improves enrolment rates, infrastructure, and teacher availability.

World Bank (2018) reported that effective public expenditure management improves learning outcomes and school efficiency.

NCERT (2017) emphasized that effective planning and continuous monitoring are crucial for improving the quality of school education, as they help ensure better use of resources, accountability, and improved learning outcomes.

Review Summary

According to the presented research literature study by Shahid Kaleem 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. Navneet Guleria et al. (2025) Provide clarity on education budgets are increasing, but unequal fund distribution reduces system efficiency.. Venkatanarayana Motkuri and Ellanki Revathi (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 highlighting the 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.

Research Gap

From the study of the presented literature it becomes clear that the amount is allocated in the budget in full but its expenditure is not as per the budget. The analytical study of the budget approved by the Chhattisgarh Government has not been done specifically in the context of school education, so it is necessary to do research in this context.

Components of Research Design

Variable is a characteristics which can take the different values for different sample subjects.

Classification of Variables

- Dependent variable.
- Independent variable.

Meaning of Survey Method

The survey method is a research technique used to collect data from a group of people by asking questions through questionnaires or interviews. It helps gather information about opinions, behaviours, and facts. This method is widely used in education, social sciences, and market research for analyzing trends and patterns.

Characteristics of Survey Method

- Uses structured tools like questionnaires.
- Provides current and factual information.

- Helps in comparison and analysis.
- Supports decision-making and planning.

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.

Analysis of Data & Interpretation

S. No	Budget Head	2024-25	2025-26
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.

Objectives of the Study

1. To study the concept and importance of educational budget in school education.
2. To analyze the budgetary provisions provided by the Government for primary, middle, and high schools in Chhattisgarh.
3. To compare the educational budget allocation for the academic years 2024–25 and 2025–26.
4. To examine the expenditure pattern under different budget heads such as salary, allowances, books, electricity, sanitation, and student welfare.
5. To study the impact of Government budget on educational development and school administration.
6. To analyze the role of educational finance in improving infrastructure, teaching-learning

Delimitations of the Study

The present study entitled “An Analytical Study of the Impact of Government Budget on Educational Development with Special Reference to School Education in Chhattisgarh” was delimited as follows:

1. The study was limited only to school education in Chhattisgarh.
2. The study covered only three levels of schools, namely primary school, middle school, and high school.
3. The study was confined to the budget records of the academic years 2024–25 and 2025–26 only.
4. The study focused only on selected budget heads such as salary, DA, HRA, books, electricity, sanitation, festival expenditure, and dress expenditure.
5. The study was limited to Government school budgetary provisions only and did not include private schools.
6. The study was based on descriptive and comparative analysis of budget data.

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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