



Centre for Distance and Online Education

Punjabi University, Patiala

Class : B.Ed.-I

Semester : 2

**Paper : IX (Educational Planning
and Policy in Contemporary India)**

Unit: 1

Medium : English

Lesson No.

- 1.1. Education Policy- Meaning & Policy Determinants
- 1.2. Policy formulation- Role of Ministry of Education (MoE), NCERT, NITI AAYOG
- 1.3. Educational Planning and financing: Concept, Need, types Approaches, Principles of financing
- 1.4. Educational Financing; Principles of Financing, Financial Participation of Centre & State: Samagara Shiksha Abhiyan, Mid Day Meal Scheme and Post-Matric Scholarship Scheme

website : www.pbidde.org

**PAPER- IX: EDUCATIONAL POLICY AND PLANNING IN
CONTEMPORARY INDIA**

SUBJECT CODE: EDUBED1202T

Max. Marks: 100

External: 70

Internal: 30

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept of Education Policy and its determinants.
- Understand the role of National bodies in Policy formulation such as MHRD, NCERT, NASSCOM.
- Understand the concept, need, types and approaches and principles of Education Planning and Financing.
- Know about the Educational Administration and Supervision and role of central, state and Non-governmental bodies in Educational Administration and Supervision.
- Know the Policy recommendations regarding school and higher education as suggested by National Education Commission (1964-66), NPE-(2020), National Knowledge Commission (2005).
- Know and understand the Birla Ambani report on privation of Higher education and Skill Development Mission (2014).

(B) SYLLABUS

SECTION-A

- (i) Education Policy-meaning and policy determinants.
- (ii) Policy formulation: Role of Ministry of Education (MOE), NCERT, NITIA YOG
- (iii) Education planning and Financing: concept, need, types, approaches, principles of financing.
- (iv) Educational Financing: Principles of Financing, Financial participation of centre and state: Smagar Siksha Abhiyan, Mid-day Meal Scheme and Post-Matric Scholarship.

SECTION -B

- (v) Policy recommendations regarding school Education - Education Commission (1964-66)
- (vi) Major recommendations of NPE (1986), POA (1992) and NPE (2020) regarding school education.
- (vii) National Knowledge Commission (2005): Policy recommendations.
- (viii) Birla Ambani report on privation of Higher education (2000).
- (ix) Skill Development Mission (2014)


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Activities (Any one of the following)

- (i) Preparing budget estimate for an elementary school with 200 students, 6 teachers and 4 supporting staff.
- (ii) Study of mid-day meal practices in the school and suggestions for further improvement.
- (iii) Study of the availability of the text books and students school bag contents.

(D) BOOKS RECOMMENDED

1. Hartwell, E. C. (2019). *The Teaching of History*. Maharashtra: Repro Books Limited, Mumbai.
2. Basu, Aparna (1972). *Essays in the History of Indian Education*. New Delhi: Concept.
3. Dharmpal (1983). *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. Delhi: Biblia Impex.
4. Naik, J.P. (1965). *Educational Planning in India*. New Delhi: Allied.
5. Drèze, J., and A.K. Sen (1995). Basic Education as a Political Issue, *Journal of Educational Planning and Administration*, 9 (1) (January): 1-26.
6. Government of India (1950). *Constitution of India*. New Delhi.
7. Government of India (1985). *The Challenge of Education*. New Delhi, Ministry of Human Resource Development (Mimeo).
8. Government of India (1986). *National Policy on Education 1986*. New Delhi: Ministry of Human Resource Development.
9. Government of India (1992). *National Policy on Education 1986 (Revised)*. New Delhi: Ministry of Human Resource Development.
10. Government of India (2001). *National Human Development Report 2001*. New Delhi: Planning Commission.
11. Rao, D.B. (2009). *Encyclopedia of Education-Planning and Development*. (Vol.I to II). Delhi: APH.

(E) EVALUATION

External Examination	70
Time	3 Hrs
Internal Assessment	30
Attendance	6
Written Assignment / Project work/ Response Sheet	12
Two Mid-term Examinations/ House Test	12

(F) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 12 marks each. Section C will consist of 11 questions of 2 marks each which will cover the entire syllabus uniformly and carry 22 marks in all.

(G) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

EDUCATIONAL POLICY-MEANING AND POLICY DETERMINANTS

1.1.0 Structure of the Lesson

- 1.1.1 Objectives
- 1.1.2 Introduction
- 1.1.3 Meaning and Definition of Education Policy
- 1.1.4 Educational Policy Formulation Agencies
- 1.1.5 Developments of Educational Policy In India
- 1.1.6 Determinants of Educational Policy
- 1.1.7 Suggestions
- 1.1.8 View Points (Vision) of New Education Policy 2016
- 1.1.9 Summary
- 1.1.10 Key Concepts
- 1.1.11 Suggested Questions
- 1.1.12 Questions for Self Evaluation
- 1.1.13 Suggested References

1.1.1 OBJECTIVES

After the study of this lesson, the student will be able to do the following:

- They will be able to coin the meaning of Education Policy.
- They will be able to conceptualize the different thinkers on Education Policy
- They will be able to understand the Formulation of agencies of Educational Policy.
- They will be able to understand the development of Educational Policy in India.
- They will be able to explain the Determinants of Educational Policy.

1.1.2 INTRODUCTION

Policies may be thought of as the main system which provides the framework for the accomplishment of intended objectives. Policy is very essential in administration, for it gives a concrete shape to the political and social objectives which the government lays down in the form of laws, rules, regulations, etc.

Policies may be looked upon as general guides to action. They may be verbal, written or implied. They set the overall boundaries for action by individuals or groups in an organizational setting. They indicate the framework within which executives may make decisions for the performance of organizational action.

1.1.3 MEANING AND DEFINITION OF EDUCATION POLICY

Educational Policy means the laying down of objectives and goals of education which may guide the planners, decision-makers and administrators of Education in carrying out educational administration for the promotion of education, which can "imbue people with the knowledge, the sense of purpose and the confidence essential for building a dynamic, vibrant and cohesive nation capable of providing its people with the wherewithal for creating better, fuller and more purposeful life."

Educational Policy need to be holistic and organic with well established vertical and horizontal linkages from Elementary Education to Higher Education, with well defined responsibilities from local to national level so that there may be a clear vision among all the personnel involved in Educational administration and process. Such an approach would avoid duplication, overlapping, confusion and help in conservation of resources. The Educational Policy should not be an arithmetic total of different aspects of Education-i.e. Higher Education, Secondary Education, Elementary Education, Technical Education, Adult Education, Distance Education, etc. but should reflect the total thrust, i.e., reinforcing each other for the benefit of the society.

Education Policy is thus an expression of goals for improving the Educational situation, the priorities among those goals and the main directions for attaining them within the cultural, social, economic, historical context of the country and at a 'cost' which the country and community can afford.

Educational Policy formulation is a complex process as it has to adjust itself to a large number of variables to ensure its relevance and quality.

Educational Policy is need to be developed in consonance with the internal and external environment impinging on educational development.

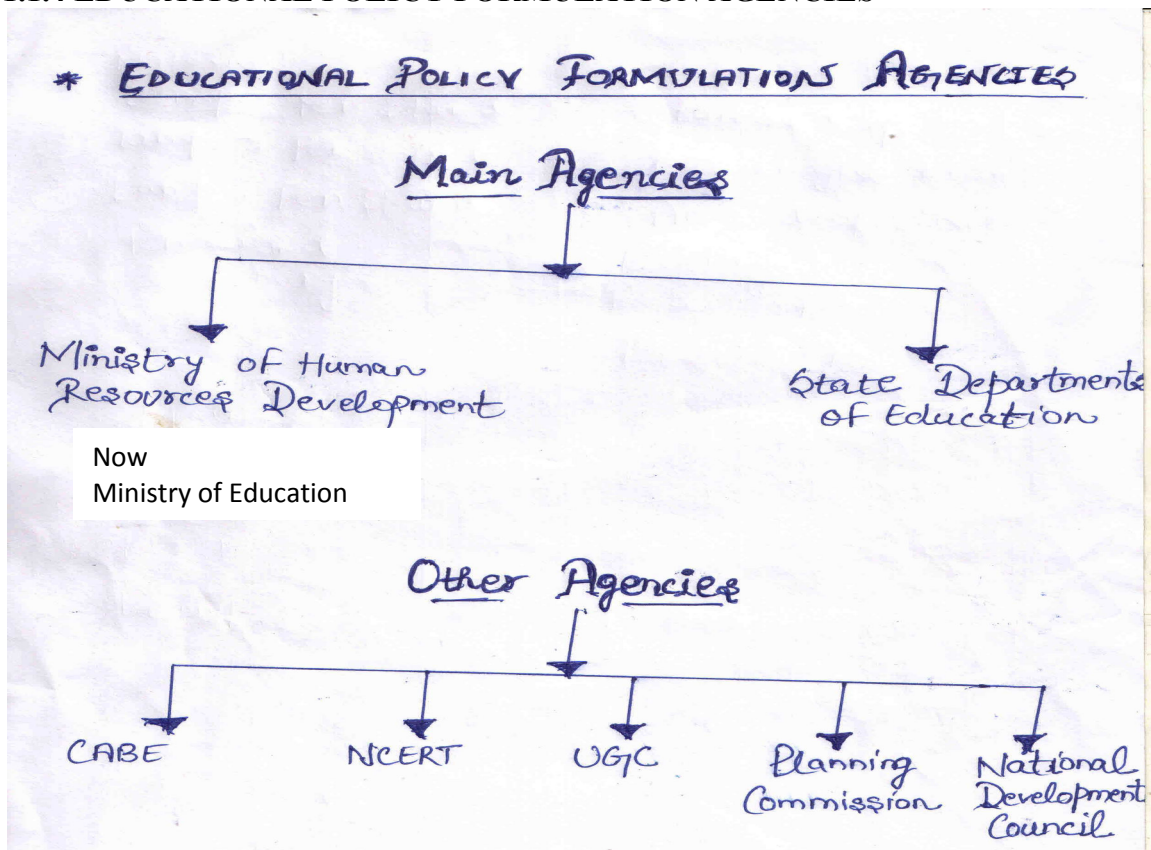
G. Harman (1984) defined education policy as "the implicit on explicit specification of courses of purposive actions being followed or to be followed in dealing with a recognized educational problems as matter of concerns and directed towards the accomplishment of some intended or desired set of goals."

According to James E. Mc Clellan (1968), Policy making is itself a rule-directed activity that generates the rules that governs the activities of office holders in (educational) institutions.

Herold Lasswall (2001), While defining it says that education policy, "is a projected programme of goals, values and practices, which means that there need to be a clear direction with clear objectives with both moral and economic attributes with clear plan."

P.V. Narasimha Rao, "Educational Policy must integrate the past, the present and the future into a new harmonization which could be uniquely Indian."

1.1.4 EDUCATIONAL POLICY FORMULATION AGENCIES



1.1.5 DEVELOPMENTS OF EDUCATIONAL POLICY IN INDIA

We shall discuss this under the following heads:

- i. Developments before the Formulation of Educational Policy in 1968.
- ii. Education Policy 1968.
- iii. National Educational Policy 1986.
- iv. Review of New Educational Policy.
- v. National Education Policy 2020.

i. Developments before the Formulation of Educational Policy in 1968

Since the inception of the Constitution, there have been large number of conferences, committees of educational experts, vice-chancellors, Directors of Education to examine the educational system in specific areas. The important Commissions appointed were Dr. Radha Krishnan Commission in 1948-49, the Secondary Education Commission (Dr. Mudaliar Commission) in 1952-53 and the Education Commission (Dr. Kothari Commission) in 1964-66. Kothari Commission was the first since independence to examine Educational developments from all angles. The Government of India realized that "what is

needed, therefore, is a synoptic survey and an imaginative look at education considered as a whole and not fragmented into parts and stages."

The Kothari Commission rightly stressed the role of education in the process of development. The Commission identified three aspects to inject educational revolution:

- internal transformation so as to relate it to the life, needs and aspirations of the nation;
- qualitative improvement so that the standards achieved are adequate, keep continually rising and, at least in a few sectors, become internationally comparable; and
- expansion of educational facilities broadly on the basis of manpower needs and with an accent of equalization of educational opportunities.

The commission recommended that the Government of India should issue a statement of the National Policy of Education to guide the State and Local authorities. As a follow-up, the Government of India constituted the committee of Members of parliament of Education in 1967 to prepare the draft of a statement on the National Policy on Education. The draft prepared by this committee was examined by Central Advisory Board of Education. As a result of these discussions and agreements, the statement of National Policy on Education was issued in 1968.

ii. Education Policy, 1968

The policy spelt out the details and stressed that the educational system must produce young men and women of character and ability committed to national service and development. When the Janta Government came to power in 1977, a draft National Policy on Education (1979) was prepared. But the very next year the Congress Government came to power again and the draft policy prepared by Janta Government came to an end.

The National Policy of 1968 marked a significant step in the history of education in post-independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all states, and gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

iii. National Educational Policy, 1986

The policy formulated in 1968 had served a useful purpose but could not accommodate the new developments. Besides, it was felt that a policy should accompany a detailed strategy of implementation accompanied by the financial and organizational support.

On January 5, 1985, the Prime Minister Rajiv Gandhi, suggested the development of New Education Policy. He remarked that "I would strongly emphasize education's organic link with the productive forces of society." On 19th August, 1985, the Education Minister K.C. Pant presented a status Report on Education to the Prime Minister entitled, "Challenges of Education - A Policy Perspective." This was put before the Parliament. A

wide discussion was done outside the Parliament by educationists. Based upon discussions, the National Policy of Education (NPE) was adopted by Parliament in May, 1986. The policy was followed up by an elaboration through the Programme of Action (POA) which was adopted by Parliament in August, 1986.

iv. Review of 1986 Educational Policy

Para 11.5 of NPE envisages a review of the implementation of various parameters of the policy every five years. The Union Government had, in May, 1990, appointed a Committee to review NPE, 1986 (NPERC), under the Chairmanship of Acharya Ramamurti. The Committee submitted its report on 26th December, 1990. The report was tabled in both the Houses of Parliament on 9th January, 1991.

The NPERC concentrated mostly on the following areas:

- Equity and social justice;
- Decentralization of educational management at all levels;
- Inculcation of values indispensable for creation of an enlightened and humane society; and
- Empowerment for work.

Important recommendations of NPERC which have policy implications

1. Enlarging the scope of Article 45 of the Constitution so as to cover Early Childhood care and education.
2. Non-formal Education (NFE)
3. Adult Education
4. Navodaya Schools
5. National Council for Higher Education (NCHE)

v. National Education Policy 2020

The National Education Policy (NEP) 2020 was released on July 30, 2020. The Ministry of Human Resource Development (MHRD) had constituted a Committee for drafting the National Education Policy (Chair: Dr. K. Kasturirangan) in June 2017. The Committee submitted a draft NEP for public consultation in May 2019. The NEP will replace the National Policy on Education, 1986. The change in education policy is made after a gap of a total of 34 years. But the change was necessary and the need for the time should have been made earlier.

New education policy visualizes the formation of a new curriculum and structure of education which will help the students at their different stages of learning. The change has to be done in the existing education system in order to make education reach up to all, ranging from urban to rural areas. It will be towards meeting sustainability by fulfilling Goal of quality education. The main motive is making a child learn along with becoming a skilled one, in whatever field they are interested. In this way, the learners are able to figure out their aim, and their capabilities. The learners are to be provided with integrated learning i.e. having the knowledge of every discipline. The same is applicable in higher education

too. The new education policy also lays emphasis on the reformation of teacher's education and training processes.

1.1.6 DETERMINANTS OF EDUCATIONAL POLICY

There are some factors which act as determinants for the formulation of education policy of a country. Out of these factors, Country Background, which includes location, geography, population, culture and social stratification patterns etc, have obvious implication for the formulation of education policy of a particular country. These factors are discussed here.

- i. **Geographical Factors:** The geography of any particular place is often natural, which means that it is undefined by man. Man in this respect ought to behave in accordance with the geography and nature in particular. In this regard, the education policy cum education system should adapt itself according to these geographical conditions. Geography of a particular region dictates the type of building and equipment, means and methods of transporting children to school.

In fact, there are three major geographical aspects that influence the education policy of a country. These are- climate conditions, population distribution and land configuration.

These three factors influence the content of studies. For example, training of doctors in the tropics is likely to emphasize more on tropical disease like malaria etc. Timings of examinations and vacations are also affected by these factors. In its educational policy, Australia has two systems of education- one for the urban areas and the other for rural areas. The land configuration influences the architectural structure of school building. It also determines settlement and location of schools.

All these factors determine the shape of education policy of a country.

- ii. **Economic Factors:** The type of education largely depends on the economic strength of any country. Formal education is possible where production exceeds consumption. In indigenous traditional education, people were trained depending on the economic conditions and needs of the community. If the economic condition is poor, education becomes backward in many aspects. If the economy of a country is strong, then educational aims and curriculum are given a special direction for making the country prosperous. For example, in the USA and Japan, education policies are patterned so as to make the individuals graduate, strong and capable enough to stand on his own feet after education. While in India, educated-unemployment exists.

For the growth of the capacities of individual citizens and national development, a good system of education is required. For it no-class distinction in the planning of education should be permitted. Social disparities should not exist. For all this, adequate economic resources should be there and education policy should be given shape accordingly.

iii. **The Historical Factors:** Each country of the world has its own history that shapes the nations aims, aspirations, activities and destiny. It should be reflected in its education policy. There is effect of colonization on Indian education. It must be replaced by our national factors in our education policies.

iv. **The Social and Cultural Factors:** Schools at large often and closely reflect the social patterns prevailing in a particular country. As such, the education policy must reflect the ethos of the people that it has to serve.

Efforts should be made to ensure cultural continuity through fostering the growth and development of national characteristics while formulating education policy. Cultural lag should be filled. Social values should be maintained and retained by the policy. In society message of equality of educational opportunity for all should be passed through it. Minorities should not suffer due to majority.

v. **Political Factors:** The political philosophy which controls the government of a country, often has its inevitable impact on education. This is also true in the case of education policy. The political factors dictate the kind of administration the system of education will have. They also underline the features in education system and the functioning of the same. It is very important determining factor for education policy. The ruling class introduces its ideology in education system through it.

There is also a close relationship between the national character and the national system of education maintained by education policy. For example the national character India is democratic as such its education system is democratic and strongly influenced by this factor.

vi. **Religion Factors:** Religion and beliefs have been known to influence and shape education policy of a country. Religion loyalties dictate aims, content and even methods of instruction in education. For example, school days are from Monday to Friday in most of the colonization countries. This is so because more people have their worship days as Saturday and others on Sunday.

vii. **Language Factor:** Language is a symbol of the people. Each community or group has an original Language of its own which often suits its environment and stage of cultural development. It is important in building the national character.

In a multi-linguistic country, language policy must take care of mother tongue and other prevalent languages in the country. It should try to strike a balance among them. This situation is very critical in India where many languages exist and our education policies have tried to solve this problem to a great extent.

viii. **Technological Factors:** The emergence of computer technology, internet technology and other discoveries have changed the face of modern education. Through information communication technology home learning has been made possible. Universities are also adopting projects like AUV and e-learning. Today the influence of technology in education cannot be ignored.

In the light of this, there is a challenge for the educational administrators and policy makers to see it that the education policy should be shaped and

formulated by including the technological changes suitably in it. Today, it is an important determinant of education-policy formulation.

- ix. New Trends & Challenges:** There are some new trends and challenges present in the world scene today, which are becoming strong determinants of education policy formulation.
- (a) Change in the world economy, the general dissatisfaction with the state of education in the 1980's and findings emerging from academic research on economic growth, returns to education and user fees, among many other phenomena, have diverted much to the impetus for education reforms.
- (b) In the recent years, a number of initiatives put forward by the international community have made education a priority on the development agenda. Through the World Conference on Education for All, held in Jomtien (Thailand), at the beginning of 1990's, and more recently the Internationally agreed Millennium Development Goals, the International Community has reaffirmed its commitment to universal primary education.
- x. Determinants Relevant to India:** In the context of Indian situations, following sartorial issues relevant to the country, should act as determinants for enacting education policy:
- Access to educational opportunities.
 - Equity in the distribution of educational services.
 - Structure of the education system.
 - Internal Efficiency.
 - External Efficiency, and
 - Institutional arrangement for the management of the education sector.

1.1.7 SUGGESTIONS

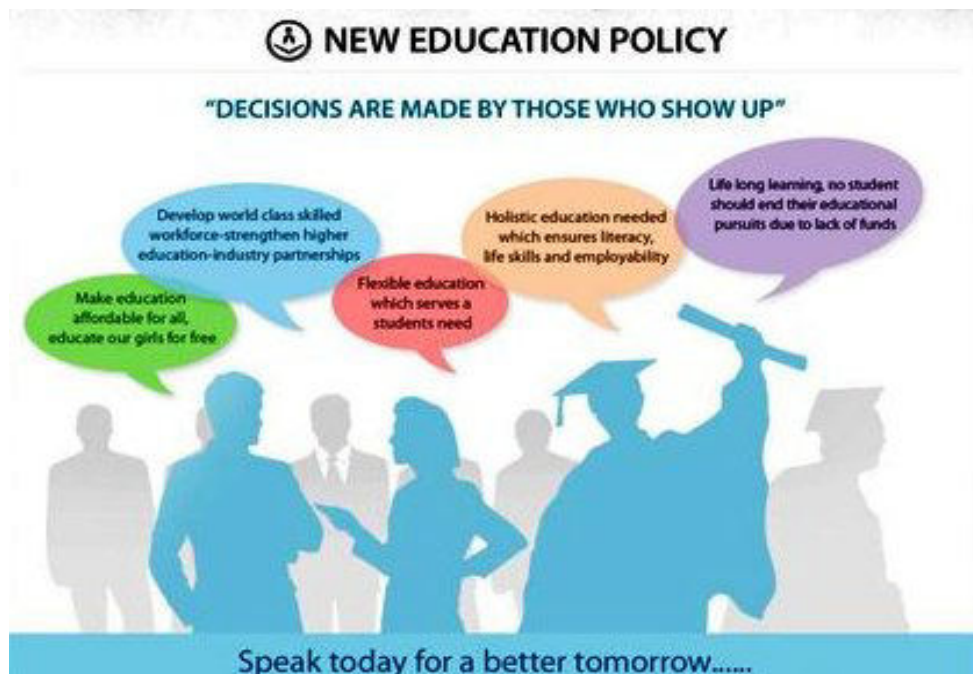
We suggest here the following to improve administrative apparatus in Educational Administration which has bearing on policy:

- i. Need of designing adequate Management Information System;
- ii. Micro-level research to pinpoint problem areas;
- iii. Continuous monitoring of the education programmers; and
- iv. Using O & M techniques to improve Educational System.

1.1.8 VIEW POINTS (VISION) OF NEW EDUCATION POLICY 2016

(Logo)

"Educate, Encourage, Enlighten"



- Developing world class skilled world force-strength higher education-industry partnership.
- Make education affordable for all and educate our girls for free.
- Flexible education which serves student's needs.
- Holistic education needed which ensures literacy, life skills and employability.
- Life-long learning as student should end their educational pursuits due to lack of funds.

SUGGESTIONS SAUGHT BY MHRD FOR THE FORMULATION OF NEW EDUCATIONAL POLICY 2016:-

MHRD Minister Smriti Zubin Irani is taking steps for formulation of new education policy 2016 in order to improve the educational condition of Indian society. She has asked the common people i.e. educationist, stake-holders, businessman, industrialists to come forward with their valuable suggestions to improve the current education system of India She has asked to come up with their suggestions on various issues of education i.e. girl education, higher education, technical education, adult education etc. She is looking forward to implement better plans for future generations.

1.1.9 Summary

An effective education policy includes returning authority of the States and empowering parents with the opportunity to choose an effective education for their

children from public, private, religious, on-line and home school opportunities. In the past, formal education was designed to prepare students for the industrial age. Today, globalization has made our world smaller, but it has also made the importance to that broad senses of education much greater. Policy makers in education filed must form these and above mentioned things as their basis for formulating policies.

1.1.10 Key Concepts

1. Education policy: Educational Policy means the laying down of objectives and goals of education which may guide the planners, decision-makers and administrators of Education in carrying out educational administration for the promotion of education.
2. Determinants of education Policy: The influencing factors of Educational Policies, Cultural Background and differences, Physical facilities, economics and political factors.

1.1.11 SUGGESTED QUESTIONS

- a) Define Education Policy with most suitable definition.
- b) Explain in detail the determinants of Education Policy.
- c) Discuss the developments of Education Policy in India.

1.1.12 QUESTIONS FOR SELF EVALUATION

- a) The Education Policy should not be an arithmetic total of different aspects of Education. Yes/No
- b) Dr. Radha Krishnan Commission was appointed in 1952-53. Yes/No
- c) The first Education Policy was implemented in 1986. Yes/No
- d) The full form of NFC is Non-Formal Education. Yes/No
- e) Article 45 of Constitution is related to Early childhood care and Education. Yes/No

Answer Key- a) Yes b) No c) No d) No e) Yes

1.1.13 SUGGESTED REFERENCES

- Education Policy and Administration: S.L. Goel, Aruna Goel.
- Teacher Education in India: Nizam Elehi.
- Principles, Problems and Prospects of Co-operative Administration: Dr. B.B. Goel.
- Educational Policy & Planning in Contemporary India: Inderdev Singh Nandra.
- New Education Policy 2016 by Sumriti Zubin Irani (Minister of MHRD)

**POLICY FORMULATION: - ROLE OF MINISTRY OF EDUCATION (MoE),
NCERT, NITI AAYOG**

1.2.0 Structure of the Lesson

1.2.1 Objectives

1.2.2 Introduction

1.2.3 Formulation of Educational Policy

1.2.4 Ministry of Education

1.2.4.1 Department of School Education and Literacy

1.2.4.2 Department of Higher Education

1.2.5 Objectives of Ministry of Education

1.2.6 Role of Ministry of Education in Policy Formation

1.2.7 The National Council of Educational Research and Training (NCERT)

1.2.7.1 Structure and Administration

1.2.7.2 Constituent Units of the NCERT

1.2.8 Role of NCERT in education Policy

1.2.9 NITI AAYOG

1.2.10 Role of NITI AAYOG

1.2.11 Summary

1.2.12 Key Words

1.2.13 Suggested Questions

1.2.14 Self Check Evolution

1.2.15 Suggested Readings

1.2.1 OBJECTIVES

After studying this lesson, the student will be able to do the following:

- They will be able to understand formulation of Education Policy.
- They will be able to explain the role of MoE.
- They will be able to explain the structure and Role of NCERT.
- They will be able to understand the functions of NITI AAYOG.

1.2.2 INTRODUCTION

Policy may be defined as a course of action that creates a desired objective in the interest of the masses or the people in a given country. It is a decision-making framework or course of action to achieve a desired effect or change.

Public policy has a clear and unique purpose which is seeking to achieve a desired goal that is considered to be in the best interest of all members of society, for example good health, an innovative economy, high educational achievement, improved literacy etc.

1.2.3 FORMULATION OF EDUCATIONAL POLICY

The Union Government has to play a dominant role in educational policy formulation because of the vital role of Education in Social and Economic development. Besides, it is also necessary for the Centre to ensure that the different regions of the country march together and no serious regional imbalances in educational development are created. To quote J.P. Naik, "In formulating educational policy, therefore, the Centre will necessarily have to play a more dominant role than what may be strictly justified on a literal interpretation of the Constitution, and the States will have to adjust their policies to some extent, not only in deference to the wishes of the Centre, but in deference to the other States as well."

The National Education Policy (NEP) 2020 was released on July 30, 2020. The Ministry of Human Resource Development (MHRD) had constituted a Committee for drafting the National Education Policy (Chair: Dr. K. Kasturirangan) in June 2017. The Committee submitted a draft NEP for public consultation in May 2019. The NEP will replace the National Policy on Education, 1986. The change in education policy is made after a gap

of a total of 34 years. But the change was necessary and the need for the time should have been made earlier.

The earlier system of education was basically focused on learning and giving results. The students were judged by the marks attained. This was a unidirectional approach to development. But the new education policy focuses on the relevance of a multi-disciplinary approach. It aims at all-round development of the student.

New education policy visualizes the formation of a new curriculum and structure of education which will help the students at their different stages of learning. The change has to be done in the existing education system in order to make education reach up to all, ranging from urban to rural areas. It will be towards meeting sustainability by fulfilling Goal of quality education. The main motive is making a child learn along with becoming a skilled one, in whatever field they are interested. In this way, the learners are able to figure out their aim, and their capabilities. The learners are to be provided with integrated learning i.e. having the knowledge of every discipline. The same is applicable in higher education too. The new education policy also lays emphasis on the reformation of teacher's education and training processes. The critical points regarding this policy can be highlighted as following:

- The new education policy focuses on the integrated development of the learners.
- It replaces the 10+2 system with 5+3+3+4 structure, which states 12 years of schooling and 3 years of pre-schooling, thus kids with the experience of schooling at an earlier stage.
- The examinations will be conducted in 3rd, 5th, and 8th grades only, others will go for the regular assessments. Board exams will also be made easier and, and held twice in a year so that each child gets two attempts.
- The policy envisages a multi-disciplinary and integrated approach to the undergraduate programmes with greater flexibility of exit from the course.

- The state and central government both will work together towards greater public investments by the public for education will give rise to GDP by 6%, at its earliest.
- The new education policy focuses on enhancing practical education instead of laying stress on books for learning.
- NEP allows for the development and learning of children by general interaction, group discussions, and reasoning.
- The NTA will conduct a common entrance exam for universities at a national level.
- The students will have the freedom to select the course they desire to learn along with the course subjects, thus promoting skill development.
- The government will be setting up new ways of research and innovations at the university and college level by setting NRF (National Research Foundation).

It can be said that there was a need for change to the existing education policy which was earlier implemented in 1986. The resulting change is the approval of the New Education policy. The policy has many positive features but the same can only be achieved by strictly making it happen. Mere consideration for the layout will not work efficiently instead of actions. The implementation of the language i.e. the teaching up to 5th grade to be continued in the regional languages is the utmost problem. The child will be taught in regional language and therefore will have less approach towards the English language, which is required after completing 5th grade. Moreover, kids have been subject to structural learning, which might increase the burden on their small minds.

1.2.4 MINISTRY OF EDUCATION

The existence of Ministry of Education came from the mother ministry was known as Ministry of Human Resource Development (MHRD) which was created on September 26, 1985, through the one 174th amendment to the Government of India (Allocation of

Business) Rules, 1961 working in the form of departments namely Department of Education and Literacy and the Department of Higher Education.

The new National Education Policy 2020 was passed on 29 July 2020 by the Union Council of Ministers. The NEP 2020 replaced the existing National Policy on Education, 1986. Under the NEP 2020, the name of the Ministry of Human Resource and Development (MHRD) was changed to Ministry of Education (MoE). Numerous new educational institutes, bodies and concepts were legislated under NEP 2020. Thus, during the implementation of Education Policy 2020, The Ministry of Education was made a ministry of the Government of India responsible for the implementation of the new policy. Similarly, this Ministry of Education comprised of two following departments:

1.2.4.1 Department of School Education and Literacy:

The department of school education and literacy is responsible for development of school education and literacy in the country, the Department of Higher Education take care of what is one of the largest Higher Education Systems of the world, just after the United States and China. The Department of School Education and Literacy has its eyes set on the universal access of education and making better citizens out of our young brigade. For this, various new schemes and initiatives are taken up regularly and recently, those schemes and initiatives have also stated paying dividends in the form of growing enrolment in school.

1.2.4.2 Department of Higher Education

The Department of Higher Education, on the other hand is engaged in bringing world class opportunities of Higher Education and Research to the country so that Indian Students are not finding lacking when facing an international platform. For this, the Government has launched joint ventures to help the Indian students benefit from the world opinion.

In addition to this, an Innovation Cell, known as MoE's Innovation Cell was established by Ministry of Human Resource Development at AICTE to systematically foster the culture of innovation, entrepreneurship and startups in all

major Higher Education Institutions in India. A Chief Innovation Officer is selected every term to look after the innovation affairs in this cell.

The National Institute of Educational Planning and Administration (NIEPA), New Delhi is a national level resource institution, specializing in problems of educational management. The University Grants Commission (UGC), New Delhi, coordinates and sets standards in the area of higher education. The All India Council for Technical Education (AICTE), New Delhi, which coordinates and sets standards in the area of technical education.

1.2.5 OBJECTIVES OF THE MINISTRY OF EDUCATION:

The main objectives of the Ministry of Education are as following:

1. Formulating the National Policy on Education and to ensure that it is implemented in letter and spirit.
2. Planned development, including expanding access and improving quality of the educational institutions throughout the country, including in the regions where people don't have easy access to education.
3. Paying special attention to disadvantaged groups like the poor, females and the minorities.
4. Provide financial help in the form of scholarship, loan subsidy etc to deserving students from deprived sections of the society.
5. Encouraging International cooperation in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country.

1.2.6 ROLE OF MOE IN POLICY FORMATION AND IMPLEMENTATION

The planning unit in the Ministry of education has the following functions:

- a) Compilation of national five-year education plan and supporting material;
- b) Development of strategy for getting plans accepted and financed;

- c) Preparation of the central, annual educational plan and discussions with the Planning Commission and the Ministry of Finance;
- d) Discussion and coordination with states on matters relating to planning, developments and the financing and implementation of plans; and
- e) Submission of progress reports on planning-schemes to the Planning Commission.

Apart from this, the implementation unit in the Ministry of Education has the following functions:

- 1. Taking Full Control of Policies, Decisions and Planning activities:** MoE ensures a strong grip and governance on the educational policies, regulation, educational systems across the country.
- 2. Regulation of New School Systems:** It is observed that every now and then a new school system is introduced in India claiming to be the best whereas no genuine efforts to meet the minimum acceptance criteria of a new schooling system. To ensure proper planning for curriculum setup, teaching faculties training, integration with existing school systems and compliance with local laws is the responsibility of MoE.
- 3. Resource Development:** MoE aims to provide best-in-class techniques, training, business collaborations, and new trends across the education industry. Every single school in the country has to be a member of this group. Through these apps MoE can perform surveys and seek opinions pertaining to existing policies or new ideas.
- 4. Effective Utilization of Educational Budget:** There could be so many possible expenses when it comes to allocation of budget. For example, new school opening, salary payments of staff, investment in science and technology, IT infrastructure upgrade, training, international memberships, marketing and media needs and so on. It is extremely important for the MOE to assign Subject Matter Experts with a strong analytical and visionary approach. Every single penny incorrectly spent will result in huge loss for the nation.

5. **Check on Educational Institutes:** MoE should provide macro level guidance to all educational institutes covering Marketing, HR, market dynamics, and industry trends.
6. **Universal access to Education Assurance:** MoE has established a dedicated committee supported by auditors who can consistently perform audits on whether compulsory education is being ensured.
7. **Scholarships:** The Ministry of education collaborates with international organizations across the globe to arrange scholarships for the bright students. There should be a dedicated section on the MoE's website where students are provided the details about all kinds of scholarships.
8. **Teaching Regulations:** MoE has established a mechanism for teacher appointment criteria that results in qualification of certain individuals to start teaching. The Ministry should maintain a database of all the teachers of the country and provide them online training about new teaching techniques, perform surveys, seek feedback and take annual exams of all teachers.
9. **Curriculum development:** The Ministry of education is involved in creating and distributing curriculum guidance in line with national interests and international trends. Schools are required to comply with such requirements and produce evidence of actions taken. Annual audits are also performed.

1.2.7 THE NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)

It was set-up on 1st September 1961 as an autonomous organization under the Societies Registration Act of 1860. It provides advice to the Department of Education, Ministry of HRD on all matters pertaining to School Education. It is financed by the Department of Education.

1.2.7.1 Structure and Administration

The NCERT is managed by the (i) General Body, and (ii) Executive Committee.

- i. **General Body:** The Union Minister of Human Resource Development is the President of the General Body of the NCERT. The members of the General Body include the Education ministers of all the States and the Union Territories. Other members of the General Body include the Chairman of the University Grants Commission (UGC), the Secretary to the Government of India, Ministry of Human Resource Development (Department of Education), four Vice-Chancellors of the Universities (one from each region), the Chairman of the Central Board of Secondary Education, the Commissioner of the Central Board of Secondary Education, the Commissioner of the Kendriya Vidyalaya Sangathan, the Director, Central Health Education Bureau, the Director of Training, Directorate General of Training and Employment, Ministry of Labour, representative of the Education Division, Planning Commission, all members of the Executive Committee (not included above) of the Council, and such other persons, not exceeding six, as the Government of India may nominate (not less than four of these shall be school teachers). The Secretary, NCERT acts as the convener of the General Body of the NCERT.
- ii. **Executive Committee:** The Union Minister of Human Resource Development is its president (ex-officio) and the Union Minister of State in the Ministry of Human Resource Development, is the ex-officio Vice-President. The other members of the Executive Committee are the Secretary to the Government of India, Ministry of Human Resource Development (Department of Education), the Director, NCERT, the Chairman of the University Grants Commission, four educationists with known interest in school education (two of whom shall be school teachers). The Joint Director, NCERT, three members of the faculty of the NCERT (of whom at least two shall be at the level of Professors and Head of the Department): one representative of the Ministry of Human Resource Development, and one representative of the Ministry of Human Resource Development, and one representative of the Ministry of Finance (who shall be the Financial Adviser of the NCERT). The Secretary, NCERT acts as the Convener of the Executive Committee.

The Executive Committee is assisted in its work by the following Standing Committees:

- i. Finance Committee.
- ii. Establishment Committee;
- iii. Building and Work Committee.
- iv. Managing Committee of the Regional Colleges of Education.
- v. Programme Advisory Committee.
- vi. Educational Research and Innovations Committee.

1.2.7.2 Constituent Units of the NCERT

The constituents of the NCERT are:

- National Institute of Education (NIE), New Delhi.
- Central Institute of Educational Technology (CIET), New Delhi.
- Regional College of Education (RCE), Ajmer.
- Regional College of Education (RCE), Bhopal
- Regional College of Education (RCE), Bhubaneshwar.
- Regional College of Education (RCE), Mysore.

Field Offices

Seventeen Field Offices have been established at the following place to provide effective liaison with the State/UT education authorities as well as with the State/UT-level institutions set up for providing academic and training inputs to the school education and teacher education systems in the State/Union Territories.

- i. Ahmedabad
- ii. Allahabad
- iii. Bangalore
- iv. Bhopal
- v. Bhubaneshwar

- vi. Calcutta
- vii. Chandigarh
- viii. Guwahati
- ix. Hyderabad
- x. Jaipur
- xi. Madras
- xii. Patna
- xiii. Pune
- xiv. Shillong
- xv. Shimla
- xvi. Srinagar/Jammu
- xvii. Thiruvananthapuram

1.2.8 ROLE OF NCERT IN EDUCATION POLICY

The NCERT is the nodal agency that deals directly with the formation and implementation of the National Education Policy. Main role played by this agency is describes a following:

1. Publication of Literature: NCERT is engaged in the publication of text books, work-books, teachers, guides, supplementary readers, research monographs in the field of school education and teacher education on a massive scale. The books are published on no profit no loss basis and made available throughout the country. These books are well written by experts and also serve source books. The publications broadly fall into the following major categories:

- i. School textbooks, workbooks and prescribed supplementary readers;
- ii. Teacher's Guides and other instructional materials;
- iii. Research reports and monographs; and
- iv. Educational journals.

Besides these books, six journals are published by NCERT:

- i. Indian Education Review (Quarterly);
- ii. Primary Teacher (Quarterly);
- iii. Journal of Indian Education (Bi-monthly);
- iv. School Science (Quarterly);
- v. Primary Shikshak (Quarterly in Hindi); and
- vi. Bhartiya Adhunik Shiksha (Quarterly in Hindi).

2. Promotion of Teaching of Science and Mathematics: NCERT has been implementing programmes of the promotion of science for which the agreement has been done between the Ministry of HRD and UNESCO and UNICEF. Recent efforts of NCERT for enriching the education of Science and Mathematics include the following:

- Development of Supplementary materials in Chemistry for the Secondary Stage.
- Identification and evaluation of the skills for a study of fractional work in Physics.
- Development of CAI Software for Learning Sound (in Physics) at Secondary Stage.
- Development of non-print materials in Mathematics at the Senior Secondary Level (through video mode).
- Development of self-learning materials on specific topics in Mathematics at +2 levels.

3. Research and Training: NCERT conducts training programmes for different categories of teachers. Besides conducting the pre-service and in-service teacher education programmes, the Regional Colleges of Education (RCEs) remained involved in research studies related to different aspects of school education and teacher education, development of instructional materials for use of teacher educators, teachers and teacher trainees and extension activities for qualitative improvement of school education and teacher education.

The Educational Research and Innovations Committee (ERIC) continued sponsoring research projects on different aspects of schools education and teacher education.

During 1922-1993, seven fresh research projects were approved by ERIC for financial assistance. The report on the "National Seminar of Baba Saheb Ambedkar and Strategies for Removal of Social Inequality in Indian society, Particularly Education" was brought out. The reports of the following 6 projects conducted with financial assistance from ERIC were received.

- i. A Critical Appraisal of the Navodaya Vidyalaya Scheme as implemented in Kerala.
- ii. The Public Understanding of Science.
- iii. A study into the extent of Stagnation and Drop-out in schools of Manipur.
- iv. Pattern of Students' participation in University Administration.
- v. Analysis of the Difference between Private and Public Schools on their Effectiveness on School Achievement.
- vi. A study of Learning Outcomes in terms of Objectives in Mathematics.

4. Promotion of Educational Technology: In 1973, the Centre for Educational Technology was set-up as one of the institutions of NCERT. Besides "In-House Production of ETV Programmes for INSAT Transmission", the Central Institute of Educational Technology (CIET) assigned 10 programmes to outside producers on turn key basis. Under the Educational Television (ETV) programme, the telecast of programmes was regularly monitored. Under the research study on "Comprehension of Educational Television and Radio Programme of CIET", field testing and analysis of data on two tests was done. The CIET developed "Integrated Transmission Schedules" and Programme Capsules and sent them to the Doordarshan Kendra for telecast.

5. National Talent Search Scheme: Under National Talent Search Scheme, the NCERT awards 750 scholarships including 70 scholarships for SC/ST candidates each year for identifying brilliant students and giving the financial assistance for getting good education to further develop their talent.

6. Educational and Vocational Guidance: The NCERT organizes a Diploma Course in Educational and Vocational Guidance which has been designed to train counselors to operate guidance services in Secondary Schools and personnel from various

organizations. Thus, NCERT is doing a good job in the field of Education especially School Education.

1.2.9 NITI AAYOG

The NITI Aayog also called National Institution for Transforming India serves as the apex is the public policy thinks of Government of India and the nodal agency tasked with catalyzing economic development of the country and igniting cooperative federal system through the involvement of State Governments in the policy-making process using a bottom up approach. NITI AAYOG was established in 2015, by the NDA government, in order to replace the Planning Commission which followed a top-down management approach. The NITI Aayog council composition is as following:

1. All the state Chief Ministers
2. The Chief Ministers of Delhi and Pondicherry
3. Lieutenant Governors of all UTs
4. Vice-chairman nominated by the Prime Minister
5. Additional members are selected from leading universities and research institutions
6. These members include a chief executive officer
7. Four ex-official members
8. Three part-time members.

NITI AAYOG initiatives include 15-year road map and a 7-year vision, strategy, and action plans regarding AMURAT and ATAL Innovation Mission, Medical Education Reform, agricultural reforms, Indices Measuring States' Performance in Health, Education and Water Management, Sub-Group of Chief Ministers on Rationalization of Centrally Sponsored Schemes, Sub-Group of Chief Ministers on Swachh Bharat Abhiyan and so on. Sub-group of chief ministers on skill development, task forces on agriculture and up of poverty and transforming india lecture series are again under control of NITI AAYOG.

In addition to this, finance Minister Arun Jaitley made the following observation on the necessity of creating NITI Aayog, The 65-year-old Planning Commission had become a redundant organization. It was relevant in a command economy structure, but not any longer. India is a diversified country and its states are in various phases of economic development along with their own strengths and weaknesses. In this context, a 'one size fits all' approach to economic planning is obsolete. It cannot make India competitive in today's global economy.

Various objectives associated to NITI AAYOG are enlisted below as mentioned on official website.

- To evolve a shared vision of national development priorities, sectors and strategies with the active involvement of States.
- To foster cooperative federalism through structured support initiatives and mechanisms with the States on a continuous basis, recognizing that strong States make a strong nation.
- To develop mechanisms to formulate credible plans at the village level and aggregate these progressively at higher levels of government.
- To ensure, on areas that are specifically referred to it, that the interests of national security are incorporated in economic strategy and policy.
- To pay special attention to the sections of our society that may be at risk of not benefiting adequately from economic progress.
- To design strategic and long-term policy and programme frameworks and initiatives, and monitor their progress and their efficacy. The lessons learned through monitoring and feedback will be used for making innovative improvements, including necessary mid-course corrections.

- To provide advice and encourage partnerships between key stakeholders and national and international like-minded think tanks, as well as educational and policy research institutions.
- To create a knowledge, innovation and entrepreneurial support system through a collaborative community of national and international experts, practitioners and other partners.
- To offer a platform for the resolution of inter sector and inter departmental issues in order to accelerate the implementation of the development agenda.
- To maintain a state-of-the-art resource centre, be a repository of research on good governance and best practices in sustainable and equitable development as well as help their dissemination to stake-holders.
- To actively monitor and evaluate the implementation of programmes and initiatives, including the identification of the needed resources so as to strengthen the probability of success and scope of delivery.
- To focus on technology up gradation and capacity building for implementation of programmes and initiatives.
- To undertake other activities as may be necessary in order to further the execution of the national development agenda, and the objectives mentioned above.

1.2.10 ROLE OF NITI AAYOG

The Education Vertical seeks to target a good learning environment through policy and programmes so that people can develop to their full potential and contribute towards the socio-economic development of the country. The Education domain of NITI AAYOG strives to facilitate school readiness, socio-emotional learning, critical and higher-order thinking, and grade-level competency amongst children. It seeks to empower youth with

employability skills, research temperament and subject matter expertise through high quality, accessible, equitable, accountable, and affordable education system. Role of NITI AAYOG in education policy planning and implementation can be discussed as hereunder:

- **Quality of Education:**

The main role of NITI AAYOG is to ensure the quality at Pre-primary, elementary, secondary, higher-secondary and higher education. Apart from this, NITI AAYOG takes care of improvement and innovation in technical education and teacher education across the nation.

- **Formal and non-formal education and adult literacy:**

NITI AAYOG works towards the upliftment and launch of new programmes for formal, non-formal as well as adult education.

- **Education for special groups:**

Education in areas of special focus such as education of girls, Scheduled Castes (SCs), Scheduled Tribes (STs), minorities, and children with special needs is again the concern of NITI AAYOG. In addition to this, new schemes and programmes are initiated for these.

- **Policy Analysis:**

Policy analysis before and after drafting the national education policy for risk analysis and effectiveness of policy are vital roles played by this agency in policy system of India. A rigorous evaluation of policy feasibility, effectiveness and vitality is being carried out by a dedicated committee of NITI AAYOG on the basis of Cabinet Notes, EFCs and SFCs from Line Ministries.

- **Benchmarking Educational Achievement of States:**

Designing numerous programs and initiatives is followed by the responsibility of NITI AAYOG to benchmark the performances of states and union territories in relation to latest education policy. Hence, an index is set up to track progress and infuse healthy competition among States to improve education is established by NITI AAYOG.

- **Research Studies:** The education vertical of NITI AAYOG takes up policy issues in the field of education to formulate recommendations through extensive research and consultations. Conclusions of these researches are thoughtfully used for education improvement at all levels across the nation.
- **Programme-Level Intervention:** The Education vertical of NITI AAYOG also takes up programme-level interventions to develop proof of concept to improve quality of education.

Thus, NITI AAYOG is developing itself as a state-of-the-art resource centre with the necessary knowledge and skills that will enable it to act with speed, promote research and innovation, provide strategic policy vision for the government, and deal with contingent issues. Moreover, it is involved in implementation of strategies to accomplish sustainable development goals hence, also a think tank for the government of India.

1.2.11 Summary

At the end, it can be concluded that MoE, NCERT and NITI AAYOG plays an important role in policy

formulation and implementation by conducting researches, designing new programs, implementing strategies, formulating boards and committees countrywide. Ministry of Education plays a significant and remedial role in balancing the socio-economic fabric of the country. Since students of India are its most valuable resource, our billion-strong nation needs the nurture and care in the form of basic education to achieve a better quality of life.

NITI AAYOG was evolved with a shared vision of national development priorities, sectors and strategies with the active involvement of the states in the light of national objectives. The vision of the NITI Aayog will then provide a framework for 'national agenda' for the Prime Minister and the Chief Ministers to provide impetus to. In addition to this, major contribution of NCERT and its constituent units are committed to undertake, promote and coordinate research in areas related to school education; prepare and publish model textbooks, supplementary material, newsletters, journals and develops educational kits, multimedia digital materials for enhancing quality of education.

1.2.12 Key Words

MOE- Ministry of Education: Ministry of Education established at India's independence. In 1985 rename Ministry of Human Resource Development (MHRD) in 2020 Renamed back to Ministry of Education.

NCERT- National Council of Education Research and Training.

NITI-AAYOG- National Institution for Transforming India.

1.2.13 SUGGESTED QUESTIONS

- a) What is the role of MoE in formulation of Education Policy?
- b) Write a note on NCERT.
- c) Discuss the role of NITI AAYOG in Education Policy?

1.2.14 Self Check Evaluation

Match the following A & B

A	B
i. MOE was created	1. 1 January 2015
ii. Head of MOE	2. Prime Minister of India
iii. NCERT established	3. 26 Sept. 1985
iv. Chairman of NCERT	4. Union Education Minister
v. NITI AAYOG launched	5. 1 Sept. 1961
vi. Chairman of NITI AAYOG	6. Prof. Dinesh Prasad Saklani.

Ans.: (i) 3, (ii) 4, (iii) 5, (iv) 6 (v) 1 (vi) 2

1.2.15 SUGGESTED Readings

- Administration of Personnel in co-operatives- B.B. Goel
- National Education Policy @ <https://www.education.gov.in/>
- NITI AAYOG @ <https://niti.gov.in/>
- Principles, Problems and Prospects- Govt. of India, Ministry of Education
- Education Policy and Administration- S.L. Goel, Aruna Goel
- New Education Policy 2016 by Sumriti Zubin Irani (Minister of MHRD)
- Government of India (1985). The Challenge of Education, New Delhi, Ministry of Human Resource Development.
- Government of India (1986). National Policy on Education 1986. New Delhi, Ministry of Human Resource Development.

Last updated on January, 2026

**Education Planning and Financing: Concept, Need, Types, Approaches,
Principles of Financing**

Structure of lesson

1.3.1 Objectives

1.3.2 Introduction

1.3.3 Education Planning

1.3.4 Education Financing

1.3.5 Need of Planning

1.3.6 Types of Planning

1.3.7 Approaches to Planning

1.3.8 Principles of Financing Education

1.3.9 Summary

1.3.10 key Concept

1.3.11 Suggested Questions

1.3.12 Self Check Evaluation

1.3.13 Suggested Readings

1.3.1 Objectives: after reading this lesson students will be able to:

1. Know the education planning and financing.
2. Understand the need of planning at different educational levels.
3. Know about types and approaches of educational planning.
4. Understand various principles of education financing.

1.3.2 Introduction

Planning is essential for development of every nation and according to which changes would have been brought in social, political, economic, cultural and educational sphere. Planning is the process of preparing a set of decisions for action in the future and directed towards realizing some goals by the best possible means. Hence, the main focus of planning is to assess possible operational alternatives and then selecting the best for executing the action. Dictionary meaning of Planning is to design some action to be done before. The planning selects among alternatives routes before travel begins and identifies probable outcomes of an action before the launch. According to Philips “Planning is regarded as the process of setting out in advance a pattern of action to bring about overall national policies by the closest possible articulation of means and ends.”

Education financing is a term used to describe the financial and in-kind resources available for education. The concept of education finance also addresses questions about how resources are allocated, used, and accounted for to achieve sustainable and quality education for all children and youth. It considers the public funding as money that national government set aside for education. Yet, public funding may also be international, from donors and multilateral institutions. In most cases, public financing for education comes overwhelmingly from partner country governments. This money is collected through taxes. In theory, as countries develop, their ability to collect taxes also improves

and there should be more money available to education. Unfortunately, this isn't always the case due to competing spending priorities. Private financing can also be domestic and international. While the private sector is frequently thought of as companies, foundations, and investors but private resources for education come overwhelmingly from individual households. Money sent from relatives working abroad, or remittances, contribute significantly. Blended finance refers to the strategic use of capital from public and philanthropic sources to mobilize private sector investment. Blended finance is critical to ensuring inclusive and quality education for all and promoting lifelong learning as outlined in the 2030 Agenda worldwide.

1.3.3 Education Planning

Planning is essential in the field of education entitled as "Educational Planning". Webster's International Dictionary defines planning as an act or process of making or carrying out plans. 'To plan' means to layout a method to achieve some goal. Planning focuses on 'What, 'Why' and 'How' of achieving goals. Planning is the process of preparing a set of decisions for actions in future directed towards realizing some specific goals by the best possible means. Planning is the process of setting out in advance a pattern of actions to bring about policies, at the local, regional, national or international level. Planning is the function that determines in advance what should be done.

Educational Planning is the process of designing and making available to the educational administrator, the possible means of making the optimum use of available resources for the realization of the educational aims and objectives of an organization. Educational Planning is defining events, conditions and needs of some future point in time. It is also a means of generating relevant present or future goals and objectives for the organization. Educational Planning is considered a kind of contingency anticipation or problem prevention. It provides a tool for achieving specific objectives of an organization

educational planning emphasizes that only the top administrator or the government should be involved in planning. Modern educational planning emphasizes involvement of representatives of most of the concerned sectors of the society in the process of planning. Educational Planning has following important characteristics:

- **Planning Contributes to The Objective** - Planning helps in achieving the objective. We cannot think of achieving any objective without any kind of planning. Planning is one of the foremost important primary steps in accomplishing the organisation.
- **Planning is The Primary Function of Management** - Planning is the first step that any manager or anyone adapts to use it to move towards any goal.
- **Pervasive** - Planning is universal. Planning is there in every organization, whether it is a small size, mid-size or large size or at whatever level it is, every manager, every individual employee plans on at his/her level.
- **Planning is Futuristic** - We do planning for the future. Hence it is called a futuristic process. We always stay in the present and plan for the future. Planning is never done for the past.
- **Planning is Continuous** - We plan to achieve any goal. We do the planning, staffing, directing, and then controlling. As soon as one goal is achieved, then we start planning for the next goal or objective. Hence it is called Continuous Process. All the time, planning is done at every level for the future course of action.
- **Planning Involves Decision Making** - In planning, function managers evaluate various alternatives and select the most appropriate way to manage things.

- **Planning is a Mental Exercise** - In planning, assumptions and predictions regarding the future are made by scanning the environment properly. This activity requires a higher level of intelligence.
- **Planning Provides Direction** - Planning provides us direction. How to work in the future includes planning. By stating in advance, how work has to be done, planning provides direction for action.
- **Planning Reduces the Risk of Uncertainties** - Uncertainty means any events in the future that change our course of action. Planning helps the manager to face uncertainty. We cannot remove such uncertainty from our life. However, due to planning, we can work on such uncertainty. Just like an unforeseen event is going to come in which we are going in loss. So, if we are already ready, we have made funds for it, and then we will be able to use it to fight that unforeseen situation.
- **Planning Reduces Overlapping and Wasteful Activity** - Overlapping means the working relationship has not been allocated specifically. If we plan, our time will not be wasted.
- **Planning Promotes Innovative Ideas** - If you are planning, then you get feedback from your senior managers or juniors, from there you can get innovative ideas. Besides, if you make your employees part of the decision making, then you can get new creative ideas from there too.
- **Planning Facilitates Decision** - Planning helps in decision making. The more efficient you plan, the more right you will be in the decision. With good planning, our decision making gets an accuracy, it gets feasible and it also gets improved.
- **Planning Establishes a Standard for Controlling** - Controlling is incomplete without planning and planning is incomplete without controlling. If you have

done the planning but you do not oversee that the thing is happening or not, then the planning is useless. In case, there is no planned output then the controlling manager will have no base to compare whether the actual output is adequate or not.

- **Focuses Attention on Objectives** - Through planning, efforts of all the employees are directed towards the achievement of organisational goals and objectives.

Educational planning is a major requirement in the contemporary education system. The complexities of the present scientifically developed and technologically advanced society have demanded special attention to the need for planning in education. In other words educational planning can be defined as a systematic design of action for realization of educational aims and objectives for individual and social development through maximum utilization of available resources. Educational planning is also defined as a process utilized by an administrator while performing the role of a leader, decision-maker, changing agent and so on. Hence, educational planning is essential for the best utilization of available resources. It is a sound method of solving educational problems by avoiding the trial and error method of doing things.

The NITI Aayog's precursor, the Planning Commission was established in March 1950 by a Government of India resolution with Prime Minister as Chairperson. The initial mandate was to establish heavy industries through public investment as a means for achieving rapid industrialization. The functions assigned to the Planning Commission were to assess and allocate plan resources, formulate plans and programs for area development, determine implementation methodology, identify resource constraints and appraise and adjust implementation.

The Planning Commission from 1950 to 2014 formulated twelve five year plans. The first and second plans aimed at raising public resources for investments in public sector, the third plan focused on increased emphasis on exports and the fourth Plan formulated at a difficult period of balance of payments crisis focused on agricultural development. The fifth plan provided enhanced allocations for social sector spending. The sixth and seventh plans were infrastructure plans focusing on raising plan resources for infrastructure spending. The eighth plan formulated in the midst of economic reforms achieved 6.7 percent growth. The ninth plan period witnessed a sharp decline in economic growth to 2.4 percent. The tenth and eleventh plans implemented in the 2004-2014 period witnessed economic growth trajectory of above 9 percent.

The NITI Aayog, established in 2015, is one of Indian democracy's youngest institutions. It has been entrusted with the mandate of re-imagining the development agenda by dismantling old style central planning. As the Indian economy rapidly integrated with the global economy contradictions arose between central planning and increasing private capital flows. The NITI Aayog was mandated to foster cooperative federalism, evolve a national consensus on developmental goals, redefine the reforms agenda, act as a platform for resolution of cross-sectoral issues between Center and State Governments, capacity building and to act as a knowledge and innovation hub. It represented a huge mandate for a nascent organization. In field of higher education NITI Aayog aims at designing world class universities, autonomy of higher institutions, reform of regulatory systems, system for research grants and increased focus on vocational education.

1.3.4 Education Financing

Education finance refers to governmental and organizational processes by which revenues are generated distributed, and expended for the operational and capital support of formal schooling. Scholars and professionals knowledgeable regarding economics, public

finance, school finance, budgeting, management, accounting, education law, and intergovernmental relations typically participate in this field. Education financing should not be considered exclusively as a technical field dominated by matters of arcane financial formulas and budget categories. Rather, it also involves public policy issues at the dynamic core of any society regarding equity, efficiency, and freedom of choice. Salient features of financing process have been discussed below:

1. Investment Opportunities:

A key feature of financing is to look forward for various investment opportunities in field of education. Finance is required to invest money in various educational programmes and activities. These are constructing building, arranging learning resources, hiring teachers, etc. all these activities require planning regarding finance in terms of expenditure and revenue.

2. Allocation and Utilization of Funds:

An important feature of finance to every process is that, it must guarantee that satisfactory funds are accessible from the available sources at the appropriate time. It needs to choose the method, strategies and types of finance to raising the capital, regardless of whether it is to be through the issue of securities or other sources. When funds are raised, next step is to allocate those funds to different ventures, projects, etc. Appropriate use of finance depends on investment strategies, techniques, decisions, control and management rules and policies for efficient results.

3. Decision Making:

Decision making is one of the primary features of finance. If financial planning is really good by the financial planners and it has been analysed well then it leads to better decision making. Firstly, financial plans should be prepared, secondly, finance management plans should be built and then at the right time right decision making should occur. Working with the help of knowledgeable administrators will keep on improving the decision making which will benefit in getting good returns on investment.

4. Financial Management:

The goals of finance management are to guarantee adequate finance and supply of funds available to the education process at any given time. Finance management helps by effective use of capital and resources to follow the rules of liquidity, productivity and limiting risk. It gives a clear picture of internal management, investment, planning and control decisions regarding education.

Education in India is primarily a state sponsored activity. Therefore, the pattern of educational development depends, to a great extent, on the availability of governmental resources for education. As noted earlier, there are three layers of control of education in India namely the central, the state and the district levels. Among these, districts are not constitutional or statutory units though they are important administrative units. Therefore, resource allocation mechanisms are based on centre-state partnership in educational endeavours. However, in the eighties, with the focus on decentralisation, the district is treated as the lowest viable unit for planning and devolution of financial resources and delegation of administrative powers. In this situation, some of the provincial governments have already initiated steps to constitute Commissions to evolve criteria for devolution of resources between state governments and district authorities, but this has not yet become a wide spread phenomena.

Education in India is financed by both central and state governments. The governments at these levels provide funds for their own institutions and to institutions set up by private individuals or societies to whom grants are made on the basis of grants-in-aid policies of the government. The state governments differ in terms of the system of grants and they also differ by levels of education. Generally, private institutions which come under the purview of grants-in-aid code are given recurring and non-recurring grants.

The financing of education in India grants include a building grant, an equipment grant, etc. Sometimes ad hoc grants are also given to these institutions for specific purposes such as the promotion of science and craft teaching, etc. The grants-in-aid policies also help to keep a check on and ensure certain levels of standards in terms of teacher qualifications, fees, maintenance of accounts, etc. Moreover, all the institutions receiving grants in-aid are subjected to governmental inspection and supervision. However, it should be noted that in practice, the grants-in-aid policies are hardly used to maintain quality in education.

1.3.5 Need of Planning

Educational planning and decision-making regarding finance, like planning in other social sectors, is a complex, interactive process involving many policy-making, technical, and administrative bodies at the national and provincial levels.

The general purpose of national educational planning in any country is to assist and facilitate the development of the educational system. At minimum, this task includes linking education to the economy, culture, and society; maintaining the integrity of the system in order that the different levels and kinds of education reinforce one another; and, developing a system which monitors its own performance and responds accordingly. The educational planning process typically includes the interaction of sets of activities and feedback loops, including: an articulated vision of the future education sector; creation of the setting of objectives; the review of existing educational policies and consideration of

needed new ones explication of programs, projects and targets; and, assessment of needed human, fiscal and physical resources. Need of planning can be discussed as given below:

1. **To select best method:** Through proper planning in education, education can be the best means by which society will preserve and develop its future value system, way of life of an individual, knowledge, skills and applications, and culture of the country.
2. **To save money and time:** Proper educational planning saves time, effort and money as planning in every field is a time-saving, an effort-saving and a money saving activity.
3. **Problem solving:** Educational planning is a sound way of solving educational problems by avoiding the trial and error method of doing things.
4. **Resource availability:** Educational planning is essential for the best utilization of available resources.
5. **Better administration:** Educational planning checks wastage and failure and contributes to the smoothness, ease and efficiency of the administrative process in the field of education.
6. **To involve stake holders:** Through proper educational planning, the means and ends of the society can be properly interacted through educational system. It implies that the educational system utilizes a large proportion of the country's educated talents and a major part of public expenditure.
7. **For directions:** Educational planning is highly essential for preparing a blueprint or plan of action for every programme of an educational institution or organisation.

8. **To achieve objectives:** Planning in education is necessary for making one's educational journey goal-oriented and purposeful.
9. **To Improving the quality of education.** This will include increased number and quality of qualified teachers, support facilities and infrastructure and Improvement in the text books, curriculum content etc.
10. **To expand the education system:** This will include an increase in the output of qualified manpower along with increase in the opportunities for general education.
11. **Development of planning and management capacities:** Capacities in the field of education such as school construction, staff training, textbook development, research projects, development of audio-visual aids etc.

1.3.6 Types of Planning

There are many types of educational planning in terms of physical infrastructure and money. Five main types have been discussed as below:

a) Academic Planning:

This type of educational planning refers to planning for smooth academic transaction of the syllabus for any course at any level of education. It encompasses planning on education in relation to needs and demands of the individual and society.

b) Co-academic Planning:

This planning of education is necessary for bringing total development of a student in one point and total development of an educational institution or organisation in another point. This planning includes planning for student welfare services, planning for sports and games, planning for social activities and programmes, planning for cultural activities and programmes, planning for hobbies etc.

c) Instructional Planning:

It includes planning for specification or instructional objectives, selection and organisation of learning activities, selection of appropriate means for presentation of learning experiences, monitoring of the learning or instructional progress, selection of suitable evaluation techniques for various learning outcomes etc.

d) Institutional Planning:

This type of educational planning gives a practical shape to the meaning of educational planning. In this context educational planning refers to the needs and requirements of every institution to be achieved through creation and maintenance of a planning atmosphere in the institution.

e) Administrative Planning:

This planning of education makes a detail plan on structure and organisation of education at different levels such as primary, secondary, higher secondary, higher or general, technical and professional. This planning prepares planning on duration of an educational programme, organisation and co-ordination of educational programmes, financial allocation or budget for the programme, engagement of educational officials in the programme, and smooth management of the programme etc.

1.3.7 Approaches to Planning

Educational Planning is the process of setting out in advance, strategies, policies, procedure, programmers and standards through which on educational objectives can be achieved. On the basis of time span Educational planning is of three types:

1. Short term Planning
2. Middle term Planning
3. Long term Planning

Apart from this planning is done on three levels namely Individual level, population level and area based level. Apart from this another three levels planning types can be described as following:

1) Micro level planning: Micro level planning is at local governmental level or institutional level. These types of planning aim at efficiency of process. This planning mainly focus on the input and processes of Educational practices. It tries to ensure appropriate combination of educational resources with processes.

2) Macro Level Planning: This planning is at national or state level. It is aimed at achieving national success and high productivity in education. It also aimed to ensure that the quantity and quality of resources produce high output at minimum cost. The components of macro planning include policy formulation, financing, reform and administrative strategies. It takes in account national perspective of education.

3) Grass root level planning: Grass root level planning is one which uses the people in the given region or community for planning in education. The main focus of grass root level planning is to focus on increasing mass participation in education process. Education affects community and is being affected by community. This type of planning brings education and community closer for better output.

Apart from above mentioned approaches, four possible approaches to planning are:

1. Reactive Approach (past oriented)

Reactive planning is an active attempt to turn back the clock to the past. The past, no matter how bad, is preferable to the present. And definitely better than the future will be. The past is romanticized and there is a desire to return to the "good old days." These people seek to undo the change that has created the present, and they fear the future, which they attempt to prevent.

2. Inactive Approach (present oriented)

Inactive planning is an attempt to preserve the present, which is preferable to both the past and the future. While the present may have problems it is better than the past. The expectation is that things are as good as they are likely to get and the

future will only be worse. Any additional change is likely to be for the worse and should therefore be avoided.

3. **Pre-active Approach (predict the future)**

Pre-active planning is an attempt to predict the future and then to plan for that predicted future. Technological change is seen as the driving force bringing about the future, which will be better than the present or the past. The planning process will seek to position the organization to take advantage of the change that is happening around them.

4. **Proactive Approach (create the future)**

Proactive planning involves designing a desired future and then inventing ways to create that future state. Not only is the future a preferred state, but the organization can actively control the outcome. Planners actively shape the future, rather than just trying to get ahead of events outside of their control. The predicted changes of the pre-active planner are seen not as absolute constraints, but as obstacles that can be addressed and overcome.

1.3.8 Principles of Financing Education

Principles serve as the guidelines to take certain important decisions on educational finance and are discussed below. *These are the essential principles of educational finance to be followed both at administrative and institutional level.*

1. **Transparency:** This principle refers to the disclosing of information of expenditure and revenue to the public in a simple and understandable manner. The government expenditure on education, budget allocation for educational

programmes has to be published in news papers, journals or websites, which maintains the transparency in educational finance.

2. **Accountability:** Educational finance is always made for goals and objectives to be achieved through educational policies and programmes. Accountability refers here to the responsibility of the institution in proper handling financial resources received from the government.
3. **Autonomy:** This principle refers to the decentralization of authority to the local management of the institution. Local peoples engaged with the management of the institution are more acquainted with the needs and priorities of the institution. So, government has to decentralize the autonomy of budgeting, spending, auditing and evaluating of institutional fund.
4. **Sustainability:** Sustainability refers here the continuity and timely receives of educational fund by the institutions. Sustainability of fund ensures the proper and effective implementation of educational programmes.
5. **Implementation:** The educational fund receives by the institutions has to be implemented on time. The delay of educational projects hampers the qualitative and quantitative expansion of education.
6. **Equity over equality:** Principle of equity over equality is the foundation of educational system. Equity refers to the need-base funding of educational programmes. The government has to ensure equity in funding to bring equal educational opportunities. If equity is maintained, the quality of education can be ensured. Equity of educational finance mainly focuses on equity for learners and equity among teachers.
7. **Stakeholder involvement:** Involvement refers to the participation of all category stakeholders in the decision making process of educational finance.

1.3.9 Summary

In conclusion, it can be said that planning may be described as the process of preparing a set of decisions directed at achieving by optimum means the predetermined goals. Planning includes predetermined objectives, optimum use of resources and decision making. Educational planning is making optimum use of resources for the realization of educational aims and objectives. It is needed at all levels. It is needed to ensure success of the enterprise. It saves time, effort and money. It is needed to keep pace with the time. In this world of competition, it is needed for survival. It helps decision makers and policy makers. It is very significant for efficient development. It reduces complexities of social structure. While planning for education the most important thing to be decided is priorities to be given to the different aspects of education.

Top priority should be given to the primary education and universal elementary education. Then quality of education should be emphasized. Adult education should also be given due importance. Secondary education should be vocation oriented. Health of new generator should also be paid attention. Human resources should be fully developed. While planning for education, the most important thing to be decided is priorities to be given to the different aspects of education. Priorities give preference or precedence or order of importance of various aspects of education. There are conflicting claims of various sectors of life and priorities tell which of these will receive first emphasis in the development and allocation of finances. In deciding priorities for education, two major questions arise, which are what percent of national income should be allocated to education. Decision of this percentage is generally a political one based on recommendations of economic and educational planners. Secondly, how should amount allotted to education be divided among the various branches and types of education that claim precedence and come-up for decision? Priorities differ from country to country. But

it is generally accepted that poorer countries should concentrate their resources on expanding primary education.

1.3.10 Key Concepts

Education Planning- It is a price of designing and making available to the educational administrator the possible means of making the optimum use of available resources for the realization of the educational aims and objectives of an organization.

Education financing: This term is used to describe the financial and it kind resources available for education.

1.3.11 Suggested Questions

- a) **Define educational planning. Discuss its need and importance.**
- b) **What is education financing? Give principles of financing in detail.**
- c) **Explain various approaches of planning in education.**
- d) **Differentiate between Academic Planning and Co-academic Planning.**

1.3.12 Self Check Exercise

1. Planning is one of the foremost importantthe organisation.
2. Planning activity requires a.....
3. Planning helps to manager to.....
4. Finance is required to invest money in various
5. Micro level planning is at.....

- Ans.-
1. Primary step in accomplishing
 2. a high level of intelligence
 3. face uncertainty
 4. educational programmes and activities.
 5. local governmental level.

1.3.13 Suggested Readings

- Educational Administration : Dr. R.P. Bhatnagar & Dr. Vidya Agrawal
- Educational Management : Y.P. Aggarwal
- Planing and Administration M.S. Sachdeva & Manjeet Kaur
- Educational Planning in India : J.P. Nayak
- Education Development Strategy : Sansul Huck

**EDUCATIONAL FINANCING: FINANCIAL PARTICIPATION OF CENTRE
AND STATE GOVERNMENT: SAMAGARA SHIKSHA ABHIYAN, MID-DAY
MEAL SCHEME AND POST-MATRIC SCHOLARSHIP SCHEME**

Structure

1.4.1 Objectives

1.4.2 Introduction

1.4.3 Educational financing

1.4.4 Role of Centre and State Governments

1.4.5 Samagra Shiksha abhiyan

1.4.6 Mid-Day Meal Scheme

1.4.7 Post-Matric Scholarship Scheme

1.4.8 Summary

1.4.9 Key Concepts

1.4.10 Suggested Questions

1.4.11 Self Check

1.4.12 Suggested Readings

1.4.1 Objectives: after reading this lesson students will be able to:

1. Know the education financing.
2. Understand the financial participation of Centre and State Government
3. Know about Samagara Shiksha abhiyan in India.
4. Understand about Mid-Day Meal Scheme.

5. To understand the financing of Post-Matric Scholarship scheme.

1.4.2 Introduction

Education financing is a term used to describe the financial and in-kind resources available for education. The concept of education finance also addresses questions about how resources are allocated, used, and accounted for to achieve sustainable and quality education for all children and youth. It considers the public funding as money that national government set aside for education. Yet, public funding may also be international, from donors and multilateral institutions. In most cases, public financing for education comes overwhelmingly from partner country governments. This money is collected through taxes. In theory, as countries develop, their ability to collect taxes also improves and there should be more money available to education. Unfortunately, this isn't always the case due to competing spending priorities. Private financing can also be domestic and international. While the private sector is frequently thought of as companies, foundations, and investors but private resources for education come overwhelmingly from individual households. Money sent from relatives working abroad, or remittances, contribute significantly. Blended finance refers to the strategic use of capital from public and philanthropic sources to mobilize private sector investment. Blended finance is critical to ensuring inclusive and quality education for all and promoting lifelong learning as outlined in the 2030 Agenda worldwide.

1.4.3 Educational financing

Education finance refers to governmental and organizational processes by which revenues are generated distributed, and expended for the operational and capital support of formal schooling. Scholars and professionals knowledgeable regarding economics, public finance, school finance, budgeting, management, accounting, education law, and intergovernmental relations typically participate in this field. Education financing should not be considered exclusively as a technical field dominated by matters of arcane financial formulas and budget categories. Rather, it also involves public policy issues at the dynamic core of any society regarding equity, efficiency, and freedom of choice.

1.4.3.1 Salient features of financing process have been discussed below:

i. Investment Opportunities:

A key feature of financing is to look forward for various investment opportunities in field of education. Finance is required to invest money in various educational programmes and activities. These are constructing building, arranging learning resources, hiring teachers, etc. all these activities require planning regarding finance in terms of expenditure and revenue.

ii. Allocation and Utilization of Funds:

An important feature of finance to every process is that, it must guarantee that satisfactory funds are accessible from the available sources at the appropriate time. It needs to choose the method, strategies and types of finance to raising the capital, regardless of whether it is to be through the issue of securities or other sources. When funds are raised, next step is to allocate those funds to different ventures, projects, etc. Appropriate use of finance depends on investment strategies, techniques, decisions, control and management rules and policies for efficient results.

iii. Decision Making:

Decision making is one the primary features of finance. If financial planning is really good by the financial planners and it has been analysed well then it leads to better decision making Firstly, financial plans should be prepared, secondly, finance management plans should be build and then at the right time right decision making should occur. Slowing with the help of knowledge administrators will keep on improving the decision making which will benefit in getting good returns on investment.

iv. Financial Management:

The goals of finance management are to guarantee adequate finance and supply of funds available to the education process at any given time. Finance management helps by effective use of capital and resources to follow the rules of liquidity, productivity and limiting risk. It gives a clear picture of internal management, investment, planning and control decisions regarding education.

Education in India is primarily a state sponsored activity. Therefore, the pattern of educational development depends, to a great extent, on the availability of governmental resources for education. As noted earlier, there are three layers of control of education in

India namely the central, the state and the district levels. Among these, districts are not constitutional or statutory units though they are important administrative units. Therefore, resource allocation mechanisms are based on centre-state partnership in educational endeavours. However, in the eighties, with the focus on decentralisation, the district is treated as the lowest viable unit for planning and devolution of financial resources and delegation of administrative powers. In this situation, some of the provincial governments have already initiated steps to constitute commissions to evolve criteria for devolution of resources between state governments and district authorities, but this has not yet become a wide spread phenomena.

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The financing of education in India grants include a building grant, an equipment grant, etc. Sometimes ad hoc grants are also given to these institutions for specific purposes such as the promotion of science and craft teaching, etc. The grants-in-aid policies also help to keep a check on and ensure certain levels of standards in terms of teacher qualifications, fees, maintenance of accounts, etc. Moreover, all the institutions receiving grants in-aid are subjected to governmental inspection and supervision. However, it should be noted that in practice, the grants-in-aid policies are hardly used to maintain quality in education.

1.4.4 Role of Centre and State Governments

The states only partially accept the financial responsibilities of Education sector. The opening of non-formal education centres, enrolment of handicapped students in the integrated schools, etc., is some of such activities. The financial contribution of the centre to such activities might vary from 25 percent to 100 percent of the total cost of these activities. The central grants of all these three kinds often lead to the decision making at the state level being replaced by central decision and to that extent such grants erode state autonomy. Centre, state and non governmental bodies contribute effectively towards education planning at different levels as given below:

1.4.4.1 Role of Centre Government in Financing Education

The Central Government intervenes in education in three main ways: the Central government has its own central sector in education, which includes, besides the sectors

listed in the Union List (List 1), the Central schools, the Regional Colleges of education, National scholarships, the programmes of the University Grants Commission (UGC) such as the creation of Centres for Advanced Study, etc. Administrative as well as financial functions of this sector are the total responsibility of the Central government. These activities are planned, implemented and financed exclusively by the Centre. Secondly, there is a sector known as centrally sponsored sector the responsibility of which the states do not accept on their own.

The central government could however persuade the state governments to accept the responsibility of their implementation. They constitute part of the central plan in respect of which the states act as executive agencies. They are designed and developed by the centre. The activities in this sector include promotion of Sanskrit, Hindi in non-Hindi speaking states, promotion of student's tours, etc. The central government takes care of the financial part of these activities. Then there is the centrally assisted sector which includes activities in the promotion of which the centre is actively interested though they are embodied in the state plans. Apart from this,

1. The contributions of the Central Government and State Governments have increased from time to time. The Central Government assists the states for educational development in different ways.
2. Central Government performs educational functions through NCERT, UGC, Central Universities, Central School organizations such as KVS, NVS, Army schools etc.
3. Central Government sponsors schemes fully financed by it but implemented by the States.
4. Central Government partially finances some programmes, planned and implemented by the State Governments.
5. The Central Government assists the state in realizing the constitutional provisions for providing compulsory primary education in the age group 6 to 14 years.
6. The Central Government has large resources for collecting finances. Central funds are to be utilized for providing equality of opportunity.

1.4.4.2 Role of State Government financing Education

Education in India is a state responsibility and the bulk of educational expenditure as discussed below:

1. The Finance Commission transfers adequate resources at the end of each plan to each State under many schemes. It is the responsibility of state to disburse and utilize these finances in good means:

(a) Share in Income-tax

The term income tax refers to a type of tax that governments impose on income generated by businesses and individuals within their jurisdiction. By law, taxpayers must file an income tax return annually to determine their tax obligations. Income taxes are a source of revenue for governments. They are used to fund public services like education, pay government obligations, and provide goods for citizens.

(b) Share in excise

An excise is any duty on manufactured goods that is levied at the moment of manufacture rather than at sale. Excises are often associated with customs duties levied on goods that came into existence. *Inland*. An excise is considered an indirect tax, meaning that the producer or seller who pays the levy to the government is expected to try to recover their loss by raising the price paid by the eventual buyer of the goods. Excises are typically imposed in addition to an indirect tax

(c) Grant-in-aid

A grant-in-aid is money coming from a central government for a specific project. Such funding is usually used when the government and the legislature decide that the recipient should be publicly funded but operate with reasonable independence from the state. In India both school and colleges work under grant in aid system.

2. The state recognizes schools and other institutions run by private bodies in accordance with set rules and regulations. It also provides them with suitable aids and grants to run efficiently and effectively. Financial aid is also given to Universities, functioning in the state.

3. State grants to local bodies on account of primary education should be based on a combination of the proportional grants, a special grant for backward areas and specific purpose grants. It would be in the interest of education to make it obligatory on municipalities to earmark a specified proportion of their net revenue for primary education. All funds thus earmarked for Primary Education should be entitled to receive grant-in-aid according to rules.

Local Bodies like Municipalities, Boards, District bodies, Zilla Parisads and Panchayats run schools in their respective area. They appoint staff, provide equipment and finance to these schools through local taxes and grants from the State government. Such educational institutions are directly under the control of these Local Bodies. A certain proportion of the income of the local village panchayat and a grant-in-aid fixed on the basis of equalisation

1.4.5 Samagra Shiksha Abhiyan:

The Union government has proposed to treat school education holistically without centre from pre-nursery to Class 12. For this, the Samagra Shiksha - an overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

This sector-wide development programme/scheme would also help harmonise the implementation mechanisms and transaction costs at all levels, particularly in using state, district and sub-district level systems and resources, besides envisaging one comprehensive strategic plan for development of school education at the district level. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes which will be the emphasis of the combined Scheme along-with incentivizing States towards improving quality of education.

1.4.5.1 The Major Objectives of Samagra Shiksha Abhyian

The major objectives of this programme are as following:

1. provision of quality education and enhancing learning outcomes of students;
2. Bridging Social and Gender Gaps in School Education;
3. Ensuring equity and inclusion at all levels of school education;
4. Ensuring minimum standards in schooling provisions;

5. Promoting vocationalisation of education;
6. Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009;
7. Strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as nodal agencies for teacher training.

In addition to this, the main outcomes of the Scheme are envisaged as Universal Access, Equity and Quality, promoting Vocationalisation of Education and strengthening of Teacher Education Institutions (TEIs).

The Scheme will be implemented as a Centrally Sponsored Scheme by the Department through a single State Implementation Society (SIS) at the State/UT level. At the National level, there would be a Governing Council headed by Minister of Human Resource Development and a Project Approval Board (PAB) headed by Secretary, Department of School Education and Literacy. The Governing Council will be empowered to modify financial and programmatic norms and approve the detailed guidelines for implementation within the overall Framework of the scheme. Such modifications will include innovations and interventions to improve the quality of school education. The Department will be assisted by a Technical Support Group (TSG) at Educational Consultants of India Limited (EdCIL) to provide technical support in functional areas pertaining to access, equity and quality education by merging the TSGs of the Schemes of SSA, RMSA and TE. States would be expected to bring a single Plan for the entire school education sector.

The major interventions, across all levels of school education, proposed under the scheme are: (i) Universal Access including Infrastructure Development and Retention; (ii) Gender and Equity; (iii) Inclusive Education; (iv) Quality; (v) Financial support for Teacher Salary; (vi) Digital Initiatives; (vii) RTE Entitlements including uniforms, textbooks etc.;(viii) Pre-school Education; (ix) Vocational Education; (x) Sports and Physical Education; (xi) Strengthening of Teacher Education and Training; (xii) Monitoring; (xiii) Programme Management; and (xiv) National Component. It is proposed that preference in the interventions would be given to Educationally Backward Blocks (EBBs), LWEs affected districts, Special Focus Districts (SFDs), Border areas and the 117 Aspirational districts.

The main emphasis of the Scheme is on improving quality of school education by focussing on the two T's – Teacher and Technology. The strategy for all interventions under the Scheme would be to enhance the Learning Outcomes at all levels of schooling. The scheme proposes to give flexibility to the States and UTs to plan and prioritize their interventions within the scheme norms and the overall resource envelope available to them. Funds are proposed to be allocated based on an objective criteria based on

enrolment of students, committed liabilities, learning outcomes and various performance indicators.

The Scheme will help improve the transition rates across the various levels of school education and aid in promoting universal access to children to complete school education. The integration of Teacher Education would facilitate effective convergence and linkages between different support structures in school education through interventions such as a unified training calendar, innovations in pedagogy, mentoring and monitoring, etc. This single scheme will enable the SCERT to become the nodal agency for conduct and monitoring of all in-service training programmes to make it need-focused and dynamic. It would also enable reaping the benefits of technology and widening the access of good quality education across all States and UTs and across all sections of the Society.

1.4.5.2 Funding of Samagra Shiksha Abhiyan

Samagra Shiksha is implemented as a centrally sponsored scheme where the central government invests in the funds while the state governments also support the funds within the state. The fund sharing pattern for the scheme between Centre and States is at present in the ratio of 90:10 for the 8 North-Eastern States viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and 3 Himalayan States viz. Jammu & Kashmir, Himachal Pradesh and Uttarakhand and 60:40 for all other States and Union Territories with Legislature. It is 100% centrally sponsored for Union Territories without Legislature. This is in accordance with the recommendations of the Sub-Group of Chief Ministers on Rationalization of Centrally Sponsored Schemes received in October, 2015.

Moving further, on budget 2023-24, Budget Allocation for FY 2023-24 in the Flagship Scheme of Samagra Shiksha has increased by Rs. 70.11 cr (0.18%) from Rs. 37383.36 cr in BE 2022-23 to Rs. 37453.47 cr in BE 2023-24.

Apart from this, the Aam Aadmi Party (AAP) government in Punjab gears up to give a push to education, the Union ministry of education has proposed an allocation of Rs. 1,181.30 crore for the state in the financial year 2023-24 under the centrally sponsored Samagra Shiksha programme for school education.

1.4.6 Mid-Day Meal Scheme

Mid Day Meal in schools has had a long history in India. In 1925, a Mid Day Meal Programme was introduced for disadvantaged children in Madras Municipal Corporation. By the mid 1980s three States viz. Gujarat, Kerala and Tamil Nadu and the UT of

Pondicherry had universalized a cooked Mid Day Meal Programme with their own resources for children studying at the primary stage by 1990-91 the number of States implementing the mid day meal programme with their own resources on a universal or a large scale had increased to twelve states.

With a view to enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995, initially in 2408 blocks in the country. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I -V of Government, Government aided and local body schools, but also children studying in EGS and AIE centres. Central Assistance under the scheme consisted of free supply of food grains at 100 grams per child per school day, and subsidy for transportation of food grains up to a maximum of Rs 50 per quintal.

Further, Mid-day meal (MDM) is a wholesome freshly-cooked lunch served to children in government and government-aided schools in India. On 28 November 2001, the Supreme Court of India passed a mandate directing the State Governments and Union Territories to implement the Mid Day Meal Scheme by providing every child in every Government and Government assisted Primary School with a prepared midday meal.

Mid-day meal scheme aims to:

- Avoid classroom hunger
- Increase school enrolment
- Increase school attendance
- Improve socialisation among castes
- Address malnutrition
- Empower women through employment

This pioneering move by the Government of Karnataka to make NGOs the implementing arm of the Government has been one of the major reasons for its success in reaching the programme's goals. The achievements of these private-public partnerships have even influenced the Central Government. By setting up and encouraging private-public partnerships, the Government is successfully leveraging the skills and resources of the private sector for the greater good. India's Midday Meal Scheme is one of the largest

school lunch programmes in the world benefiting 9.78-crore children in 11.40-lakh schools.

PM-Poshan (renamed mid-day meal scheme) received an outlay of INR 11,600 crore in 2023-24 from INR 10,233 crores in 2022-23; it was increased by 13 percent but it decreased as to the revised estimates.

Following this, The CCEA cleared the PM POSHAN (poshan shakti nirman) Scheme for providing one hot cooked meal in Government and Government-aided schools from 2021-22 to 2025-26, earlier known as 'National Programme for Mid-Day Meal in Schools.

Highlights of the decision that would improve the efficiency of the decision that would improve the efficiency and effectiveness of the scheme are as below:

1. The scheme is proposed to be extended to students studying in pre-primary or Balvatikas in Government and Government-aided primary schools in addition to all the 11.80 crore children from elementary classes.
2. The concept of Tithi Bhojan will be encouraged extensively. Tithi Bhojan is a community participation programme in which people provide special food to children on special occasions/festivals. School Nutrition Gardens in schools to give children first-hand experience with nature and gardening. The harvest of these gardens is used in the scheme providing additional micro nutrients. School Nutrition Gardens have already been developed in more than 3 lakh schools.
3. Social Audit of the scheme is made mandatory in all the districts. Special provision is made for providing supplementary nutrition items to children in aspiration districts and districts with high prevalence of Anemia.
4. Cooking competitions will be encouraged at all levels right from village level to national level to promote ethnic cuisine and innovative menus based on locally available ingredients and vegetables.
5. Vocal for Local for Atmanirbhar Bharat: Involvement of Farmers Producer Organizations (FPO) and Women Self Help Groups in implementation of the scheme will be encouraged. Use of locally grown traditional food items for a fillip to local economic growth will be encouraged.
6. Field visits for progress monitoring and inspections will be facilitated for students of eminent Universities / Institutions and also trainee teachers of Regional Institutes of Educations (RIE) and District Institutes of Education and Training (DIET).

1.4.6.1 Funding of Mid-Day Meal Scheme

Mid-Day Meal Scheme is a Centrally-Sponsored Scheme which covers all school children studying in Classes I-VIII in Government, Government-Aided Schools. The scheme covers about 11.80 crore children studying in 11.20 lakh schools across the country. During 2020-21, Government of India invested more than Rs. 24,400 crore in the scheme, including cost of about Rs. 11,500 crore on food grains.

The Cabinet Committee on Economic Affairs (CCEA), chaired by the Hon'ble Prime Minister has approved the continuation of the national scheme of PM POSHAN in Schools for the five-year period 2021-22 to 2025-26 with the financial outlay of Rs. 54061.73 crores from the Central Government and Rs. 31733.17 crore from State Governments & UT administrations. Central Government will also bear additional cost of about Rs. 45000 crore on food grains. Therefore, the total scheme budget will amount to Rs. 130794.90 crore.

In November 2022, the union government had released just 52% of the total funds earmarked for PM POSHAN in FY 2022-23, an analysis by the Delhi-based think-tank, Centre for Policy Research's Accountability Initiative shows.

The government had released just Rs 5,363.28 crore of the Rs 10,314 crore allocated to the Pradhan Mantri Poshan Shakti Nirman Scheme (PM POSHAN). The crucial mid-day meal scheme was subsumed within PM POSHAN in 2021.

The scheme's reliance on the education cess has also increased sharply. The Accountability Initiative analysis shows that as much as 98% of the funding for the mid-day meal programme under PM POSHAN came from the education cess in 2022-23.

PM POSHAN is the education ministry's second largest scheme, after Samagra Shiksha Abhiyan, accounting for 10% of the total Rs 1, 04,277 allocations to the ministry of education (MoE) in 2022-23. Both are implemented by the MoE's department of school education and literacy.

1.4.7 Post-Matric Scholarship Scheme

The Prime Minister's New 15 Point Programme for the Welfare of Minorities was announced in June, 2006. It provides that a post-matric scholarship scheme for meritorious students from minority communities would be implemented. The objective of the scheme is to award scholarships to meritorious students belonging to economically weaker sections of minority community so as to provide them better opportunities for higher

education increase their rate of attainment in higher education and enhance their employability.

The scholarship is to be awarded for studies in India in a government or private higher secondary school/college/university, including such residential institutes of the Government and eligible private institutes selected and notified in a transparent manner by the State Government/Union Territory Administration concerned. It will also cover technical and vocational courses in Industrial Training Institutes/ Industrial Training Centres affiliated with the National Council for Vocational Training (NCVT) of classes XI and XII level including Polytechnics and other courses.

The scholarships shall be provided for the entire course of the academic year. Maintenance allowance will be given as fixed lump sum amount in an academic year (as per para-9 below) for 2017-18 to 2019-20. The scheme is implemented through the National Scholarship Portal (NSP).

Scholarship will be awarded to the students who have secured not less than 50% marks or equivalent grade in the previous final examination and the annual income of whose parents/guardians from all sources does not exceed Rs.2.00 lakh.

Furthermore, 30% scholarship is earmarked for girls students of each minority community in a State/UT which is transferable to male students of that community in case of non-availability of female students in that community in the concerned State/UT. 30% is the floor and not the ceiling for eligible girl students.

If the physical target of scholarship for a particular minority community in a state/UT is not utilized, it will be distributed among the same minority Page 2 of 5 community in other States/UTs strictly in accordance with merit and without disturbing the national ratio. Any unutilized community quota shall be distributed amongst other communities again in accordance with merit and without affecting the overall national quota. A student residing in a particular State/UT will be entitled for scholarship under the quota of that State/UT only irrespective of his/her place of study.

1.4.7.1 Funding Of Post-Matric Scheme

The scheme is Central Sector Scheme and 100% funding is provided by the Ministry of Minority Affairs.

This year the government has slashed the budgetary allocation of the Ministry of Minority Affairs for the 2023-24 fiscal by 38 per cent from the previous year. The Budget estimate

has come down from Rs.5, 020.50 crore in 2022-23 to Rs.3, 097 crore. It must be mentioned that the revised allocation in 2022-23 was Rs.2, 612.66 crore, indicating an under-utilisation of nearly 48 per cent.

The total allocation for educational empowerment for minorities, which was Rs.2, 515 crore in 2022-23, has been reduced to Rs.1, 689 crore.

Pre-matric scholarships took the biggest hit this year, falling from Rs.1, 425 crore to Rs.433 crore. However, funds for post-metric scholarships got a boost, from Rs.515 crore to Rs.1, 065 crore. Meanwhile, a new scheme called Prime Minister-Virasat ka samvardhan (PM Vikaas) has been added to the Ministry's budget with an allocation of Rs.540 crore.

1.4.8 Summary

It can be concluded that financing of education is a very pensive affair. Direct and indirect funding of Samagra Shiksha, Mid-day meal scheme and post-matric scholarship are key initiatives of government in concern of students and their needs. Moreover, top priority should be given to the primary education and universal elementary education. Then quality of education should be emphasized. Adult education should also be given due importance. Secondary education should be vocation oriented. Health of new generator should also be paid attention. Human resources should be fully developed. While planning for education, the most important thing to be decided is priorities to be given to the different aspects of education. Priorities give preference or precedence or order of importance of various aspects of education. There are conflicting claims of various sectors of life and priorities tell which of these will receive first emphasis in the development and allocation of finances. In deciding priorities for education, two major questions arise, which are what percent of national income should be allocated to education. Decision of this percentage is generally a political one based on recommendations of economic and educational planners. Secondly, how should amount allotted to education be divided among the various branches and types of education that claim precedence and come-up for decision? Priorities differ from country to country. But it is generally accepted that poorer countries should concentrate their resources on expanding primary education.

1.4.9 Key Concepts

- SAMAGARA- Samagara Shiksha is an overarching programme for the school education sector extending from the pre School to class has been, therefore

prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes.

- Post-Metric Scholarship- It is meant to support the education of students who are looking for financial support to fund their higher education from after 10th grade to diploma, degrees, M.Phil. & Ph.D. Primarily for economically weaker or socially disadvantaged groups.
- Mid-Day meal scheme- MDMS is a centrally sponsored scheme of Government of India aimed at providing nutritious hot cooked meals to students from kindergarten to Grade 8 in government and government aided schools. It operates under the ministry of education and promotes both nutrition and education, thereby ensuring holistic development of children.

1.4.10 Suggested Questions

1. Explain Principles of Financing Education in detail.
2. Write a short note on funding of Samagra Shiksha program?
3. Explain the Mid-Day Meal Scheme in your words along with funding patterns.
4. What is Post-Matric Scholarship Scheme?

1.4.11 Self Check Questions

1. The states only.....accept the financial responsibilities of.....sector.
2. A.....is money coming from a central government for a specific.....
3. Samagra Shiksha sub subsumes the three schemes of....., and..... .
4. Central Assistance under the MDM scheme consisted of free supply of food grains at.....grams per child per.....day.
5. The objective of post-matric scholarship scheme is to.....to meritorious students belonging to.....of minority community. So as to provide them better opportunities for.....

Ans.: 1. Partially, education, and Teacher education. 2. Grant- in- aid, Project and Teacher education. 3. SSA, RMSA Award scholarship, economically weaker sections, education.

1.4.12 Suggested Readings

1. Verghese N.V. (1991) The Financing of Education in India.
2. Ackoff, R. (1981) Creating the Corporate Future: Plan or be Planned.

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<https://forms.gle/KS5CLhvpwrpgjwN98>

Note: Students, kindly click this google form link, and fill this feedback form once.