

AN EXAMINATION OF THE ALLOCATION OF GOVERNMENT FUNDS TOWARDS EDUCATION IN INDIA

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ABSTRACT

Education is regarded as a "investment" in conventional economics. Research conducted on the economic benefits of education at an international level indicates three key findings. Firstly, education is considered to be one of the most advantageous investments that developing countries can make. Secondly, the economic returns on education are most significant at the primary schooling level and decrease as the level of education increases. Lastly, it has been observed that female education yields higher economic returns compared to male education. Research conducted on India yields comparable findings. For example, research conducted in Andhra Pradesh revealed that individuals with primary education earn twice as much as those who are illiterate. Primary education increases individual earnings by 20 percent, in comparison to basic literacy skills. An examination of recent National Sample Survey data for Madhya Pradesh and Tamil Nadu reveals that each additional year of schooling increases the productivity of males by 8 percent and the productivity of women by 10 percent. A separate study, which examines productivity and growth across different states, indicates that a one-year increase in the average educational level of the workforce leads to a 13% rise in output. In India, similar to other nations, the economic benefits of education are projected to be greater compared to other forms of investment. The biggest returns are observed at the primary level, while female education yields better returns than male education. Investing in basic education in India yields a direct economic return to society of over 20 percent. If India had made efforts to enhance the quality of education, the outcomes would have been significantly greater.

KEY WORDS: Education, Allocation, Government Funds, Education, India.

INTRODUCTION

The information presented in this chapter is the result of a thorough review of data pertaining to the economics of primary and elementary education in the United Provinces. Another high priority item on the national agenda is education. A number of targets and goals have been set in order to successfully support national

growth; their realization necessitates meticulous planning and the creation of successful programs. In order to achieve this national development goal, significant funding for the education sector is needed. A highly detailed and dependable statistical foundation is needed for any given educational plan, and the growing awareness of the critical role that education plays in socioeconomic development has made this solid foundation in education even more important. In addition to being vital for perspective planning, educational statistics are also essential for short-term planning. Comprehensive databases are necessary for planners and policy makers, and scholars studying education also want up-to-date, trustworthy, and comparable data and information across time and geography. Data on many elements of these phenomena are needed by researchers who are finding it difficult to explore issues such as educational performance levels, educational standards, educational status, etc. Rather than the actual variables under investigation, the phenomena are typically indicated by what are known as the indicators. Actually, the "information questionnaire" demand has taken over the life of education researchers. In such a situation, the researcher's ability to effectively find pertinent information and data and apply them to meaningful analysis rests on their skill and efficiency. Educational statistics serve the following four purposes:

- a) To create wise policies and efficient programs
- b) For effective management and administration;
- c) For research; and
- d) For information gathering and sharing.

Over the past two decades, the paradigm for development planning in the social sector has undergone significant change due to a shift in policy planners' ideas of the role of education in development, namely education as an investment. The type, quality, and extent of the education statistics system, as well as the procedures used in their collection and dissemination, have improved in the nation as a result of growing understanding of the importance of education in socioeconomic planning.

RESEARCH METHODOLOGY

Numerous organizations gather and disseminate educational statistics, which are then utilized in a variety of ways for research, planning, and other objectives. There are essentially two categories of organizations. Organizations that gather statistics from primary and secondary sources without being directly involved in any educational function are classified as non-educational. On the other hand, there are those that gather

statistics as part of their regular activities and those that are directly involved in making decisions about education or in providing technical support for decision-making. First-type organizations include the Department of School Education and Literacy (DSE&L), University Grants Commission (UGC), Planning Commission, National Council for Education Research and Training (NCERT), National University of Education Planning and Administration (NUEPA), and so on. Second-type organizations include the National Sample Survey Organization (NSSO), Directorate General of Employment and Training (DGET), and Office of the Registrar General of India (Census of India).

Regular educational statistics, such those released by the MHRD, NCERT, UGC, and other organizations, can be categorized as education statistics. The National Council of Applied Economic Research (NCAER), the Planning Commission, the Indian Council of Medical Research (ICMR), the All India Council for Technical Education (AICTE), and other organizations gather and publish adhoc educational statistics, while the Institute of Applied Man Power Research (IAMR), among others, primarily gathers purpose-specific educational statistics from secondary sources.

STATUS OF PRIMARY AND SECONDARY EDUCATION

Demography

With 19, 95, 81, 477 residents, Uttar Pradesh is the most populated state in India. With a land size of 2,40,928 square kilometers, consisting of 75 districts, 820 development blocks, and more than a lakh inhabited villages, it is also one of the largest states in India.

TABLE-1: DEMOGRAPHY PROFILE

Population (As per census 2011 Provisional data)	:	19,95,81,477
(a)Males (As per census 2011)	:	10,45,96, 415
b)Females (As per census 2011)	:	94, 985,062
Decennial Growth rate (2001-2011) (As per census 2011)	:	20.09 percent
Sex Ratio (As per census 2011)	:	908 per thousand
Density (persons per sq. km.) (As per census 2011)	:	828 per thousand

Child Population (0-6 years) (As per census 2011)	:	29,728,235
Child sex ratio (0-6 years) (As per census 2011)	:	899 per thousand
Total Literacy rate- Persons	:	69.72 percent
a)Male Literacy	:	79.24 percent
b)Female Literacy	:	59.26 percent

RESULTS AND DISCUSSION

Expenditure on primary schools during 11th 5 year plan:-

This study's current chapter focuses on data regarding the amount of money actually spent on primary education in Uttar Pradesh during the 11th Five Year Plan, including information on teachers, students, infrastructure, facilities, research and evaluation, distribution among categories, and actual spending. In addition to the financial statistics, information on other educators, students, and other heads of school is also included in an effort to provide a complete picture of both the past and future. Even if the data retrieved from sources lacked coherence, official publications—such as SCERT, which is the only organization that releases an audit report on the annual spending on primary education across all of Uttar Pradesh's heads—are utilized to verify the reliability of the information.

Number of Students Enrolled in Class 1 to Class 5:-

Based on data retrieved from the State Elementary Education Report Card for the years 2017–18 to 2021–22, the following table No. 1 displays the total number of pupils enrolled in classes 1 through 5. From class I to class V, there is a trend toward fewer students. However, the enrollment pattern in the following years is erratic. An analysis of the data shows that while the amount displayed in the previous year decreased, there was a little increase in the data in the 2021–22 year. The average enrollment during the course of the five-year plan is 24841706.8.

TABLE NO. 2: NO. OF STUDENTS ENROLLED

	Std.	2017-18	2018-19	2019-20	2020-21	2021-22
01	Grade I	5,658,796	5,291,217	5,249,900	5,161,149	5,688,783
02	Grade II	5,500,659	5,352,260	4,923,797	5,064,343	5,508,446
03	GradeIII	5,149,381	5,241,985	4,943,632	4,810,519	5,365,675
04	GradeIV	4,659,642	4,759,262	4,623,815	4,640,294	4,912,477
05	GradeV	4,133,429	4,298,645	4,192,103	4,364,903	4,713,422
	PR(I-V)	25,101,907	24,943,369	23,933,247	24,041,208	26,188,80,3

Source: DISE data, SSA, Uttar Pradesh

Enrollment in Government Primary Schools:-

Data about enrollment in Uttar Pradesh's government elementary schools, taken from state report cards, is provided in table.

TABLE -3: ENROLLMENT IN GOVERNMENT PRIMARY SCHOOLS

S.No.		2017-18	2018-19	2019-10	2020-21	2021-22
1	PS	18,437,765	17,286,133	15,662,777	15,246,717	14,853,169
2	PS+UPS	218,887	259,496	248,975	244,380	263,738
3	PS with H.Sec	39,807	37,867	36,500	37,607	79,217

Source: State report Card

The information is displayed by year with other tripartite groups in the United Province: primary schools plus upper primary schools and primary schools plus higher secondary schools. According to the data, the number of pupils enrolled in government primary schools has been gradually declining for single primary schools. This trend is also evident for combined primary schools, upper primary schools, P.S. with H.S., with the exception of terminal sessions, when enrollment has increased by 19358 and 41610. It is easy to see the bar graph beneath the table.

PERCENTAGE OF ENROLLMENT IN GOVERNMENT SCHOOLS:-

Table-4, displayed the data from Table in percentage terms, based on the Uttar Pradesh state report card for the relevant sessions, such as 2017–18, 18–19,... 2021–22. It improves the comprehensiveness and comprehensibility of data. Here, the percentage data starts at 77.9% and steadily declines to 63.3% in the years that follow. The same pattern is seen for primary schools that have upper primary schools; however, in the case of primary schools, there is a sudden 6.2% decrease in enrollment in 2021–22, while in the case of primary schools with higher secondary schools, there is an increase of 5.3 percentage in enrollment in the same year.

TABLE NO -4: PERCENTAGE OF ENROLLMENT IN GOVERNMENT SCHOOL

S. NO		2017-18	2018-19	2019-20	2020-21	2021-22
1	PS	77.9	74.6	71.2	69.5	63.3
2	PS+UPS	10.6	10.2	9.0	8.2	7.1
3	PS with H. Sec	15.2	13.0	13.4	14.1	19.4

Source: state report Card

NO. OF GOVERNMENT SCHOOLS RUNNING DURING 11TH 5 YEAR PLAN:-

According to the study, information regarding the number of government primary schools is shown in Table No. for the eleventh five-year plan's years. The number of primary schools—798, 2380, 1232, and 740—is increasing continuously. However, the number of schools with upper primary schools is decreasing—44, -33, and -26—in the subsequent years, and the number of schools with higher secondary schools is growing—but only for a single year (+191 in 2018–19) and in an irregular pattern (+15, -19, -3, +54 in consecutive years).

TABLE -5: NO. OF GOVERNMENT SCHOOLS

S. No		2017-18	2018-19	2019-20	2020-21	2021-22
1	PS	102,100	102,898	105,278	106,510	107,250
2	PS+UPS	911	972	928	895	869
3	PS with H. Sec	155	160	141	138	192

Source: state report Card

NUMBER OF TEACHERS WORKING IN PRIMARY SCHOOLS:-

The statistics regarding the number of male and female teachers in primary schools with upper primary schools, primary schools with higher secondary schools, and primary schools with single primary schools throughout the eleventh five-year plan is shown in table below. The number of teachers has gradually increased in previous years, with the exception of the second session (2018–2019), when there were 7311 fewer instructors than in 2017–2018.

TABLE-6: NO. OF TEACHERS WORKING IN PRIMARY SCHOOLS

Schools	2017-18		2018-19		2019-20		2020-21		2021-22	
	M	F	M	F	M	F	M	F	M	F
PS	198,234	92,862	187,420	91,202	199,317	110,136	206,313	119,159	224,570	135,728
PS+	23,030	14,096	25,863	16,244	28,389	17,664	30,378	18,861	35,208	23,507
UPS										
PS with H. Sec	3,067	1,572	3,207	1,596	3,036	1,681	2,924	1,715	3,383	2,519
Total	332861		325550		360223		379350		424915	

Source: State Report Card

NUMBER OF PARA TEACHERS:-

Data regarding the number of para teachers was taken from the state report card and is shown in table below. In nearly all elementary schools, the state government hired Shiksha Mitra on a contract basis in an effort to reduce the shortage of qualified regular teachers. Individuals from the same village or nyaya panchayat who had completed secondary education or above were deemed suitable, and these shiksha mitra were appointed with a certain honorarium upon the proposal of the local pradhan. This table clearly shows a tendency of increasing parateacher employment in the primary school sector over the course of the eleventh five-year plan, with the exception of 2017–2018 and the following session. The difficulty of a shortage of skilled teachers in elementary schools led to a gradual increase in the number of para teachers, who are hired annually to fill in for regular teachers who are absent. The simplistic explanation was that it was to prevent financial stress and the intricacy of the appointment procedure.

TABLE-7: NO. OF SHIKSHA MITRA

Std.	2017-18		2018-19		2019-20		2020-21		2021-22	
	M	F	M	F	M	F	M	F	M	F
PS	76,681	89,083	75,762	93,877	74,568	98,123	73,84	98,61	73,7	99,4
							0	5	55	29
PS+U PS	333	221	331	247	399	306	522	350	710	493
PS with H. Sec	36	16	59	28	41	35	72	41	88	80
Total	166370		170304		173472		173438		174555	

Source: State Report Card

STATUS OF SCHOOLS SANCTIONED AND OPENED:-

During the eleventh five-year plan, several primary schools were opened in order to guarantee the constitutional provision of free and obligatory education. Each primary school building that will be opened under the SSA program will cost Rs 2.59 lacks per unit. However, starting in 2017–18, the unit cost of the primary school building underwent an additional revision. The revised sum was Rs. 3.995 lacks, and VECs

completed the construction. The data pertaining to approved and operational schools is displayed in table no. 5.8 below.

TABLE-8: STATUS OF SCHOOLS SANCTIONED AND OPENED

Years	Primary schools		Upper Primary schools	
	Sanctioned	Opened	Sanctioned	Opened
2017-2018	813	813	5512	5509
2018-2019	3033	3014	4398	4398
2019-2020	827	827	1126	1126
2020-2021	0	0	1126	1126
2021-2022	10366	9781	1052	961
Total	15039	14435	13214	13120

Source: AWPB, SSA, Uttar Pradesh

In order to meet the goal of enhancing access, the SSA lists the establishment of new primary schools through 2021–22. While 13214 upper primary schools were sanctioned during the 11th five-year plan and nearly the same number of schools (13120) were opened, a total of 15039 primary schools were approved and 14435 schools were opened. Even yet, it wasn't enough given the rise in the total number of registered students.

PERFORMANCE INDICATORS

Percentage of single classroom schools:-

There is a real sense of dearth in the infrastructure and basic facilities of government schools, particularly in Uttar Pradesh's rural areas. Even though this topic is emphasized in a number of documents and education programs, the lack of adequate and bad resources available in schools is the subject of numerous surveys and government studies. At order to achieve the standard student-to-teacher ratio, more classrooms have been built at the schools that already exist. Between 2017–18 and 2021–22, a total of 291616 extra classroom constructions were approved; of those, 277700 classrooms were finished by March 31, 2012. Table displays the status of single classroom schools for the eleventh five-year plan. The dedication to improving the situation is evident in the following years, as seen by the data percentage decline in the first two and last two years, but

surprisingly, it gets worse in the middle of the 2019–20 year. The data for primary schools with upper primary schools and with higher secondary schools follow the same pattern.

TABLE-9: PERCENTAGE OF SINGLE CLASSROOM SCHOOLS

S. No.		2017-18	2018-19	2019-20	2020-21	2021-22
1	PS	0.7	0.6	1.0	0.9	0.8
2	PS+UPS	0.3	0.2	0.7	0.7	0.5
3	PS with H. Sec	0.4	0.4	1.0	0.5	0.8

Source: State Report Card

ANALYTICAL OVERVIEW OF PRIMARY SCHOOL EDUCATION DURING 11THFIVE YEAR PLAN

Let's examine the appearance and operation of an elementary school in Uttar Pradesh, as well as the facilities and characteristics that are offered: In Uttar Pradesh, almost 70% of elementary schools have more than 150 pupils and a head master or teacher. In Uttar Pradesh, any school can be reached by road at any time of year or season. There are typically 4.4 classrooms per primary school, with an average of 37 kids in each classroom. There are 56 of these districts in Uttar Pradesh, or the bulk of districts where there are more than 30 kids in each classroom. There are typically 226 instructional days in a year at the institution.

Approximately one out of every ten schools in the state, including the primary school, has a single teacher. This is based on an analysis of all the teachers working in the schools. In 78% of schools with more than two instructors, one of those teachers will be a female teacher. Approximately 51% of pupils in each class are male and 41% are female.

In a primary school, there is one teacher for every 46 pupils, according to the student teacher ratio. There are about 3.7 teachers per elementary school. Over thirty pupils for every teacher is the norm in sixty percent of government elementary schools. In 68 of Uttar Pradesh's 75 districts, there are more than 30 pupils for every teacher.

Data collected for grants that have been issued and data obtained from the first years of the 11th five-year plan to the most recent year 2017–18 have changed in format, according to facts and statistics published in

the SSA's Annual Report by SCERT. The amount for free textbooks and uniforms was not accessible in the first years, but in the following years, it was mentioned in the audit report. Despite the fact that state report cards contain data. The number of students enrolled in primary schools from grade I to grade V increased significantly in the eleventh five-year plan, from 25,101,907 to 26,188,803. This growth is noteworthy, but it is insufficient given that the goal of RTE is 100% enrollment. It is noteworthy, however, that enrollment in government primary schools decreases over time. Despite all the efforts made to provide easy access to education, the amount of data is declining. A thorough examination reveals why a variety of appealing campaigns, incentives, and programs were launched during this time and had such a positive impact on society that the number of instances outside of schools decreased. These days, it is steadily declining yearly. The percentage of enrolled pupils in Government Primary schools follows the same pattern, indicating that a significant proportion of students still require enrollment and appropriate instruction. The construction of school buildings costs a lot of money. It is the division where a significant portion of the building's structure is constructed.

The most startling information is to the honoraria and compensation of shikshamitra and teachers. The amount falls from 6 billion to 1.7 billion in the second year, and the overall expenditure fluctuates, which is not consistent with historical data. Primary teachers were specifically recruited in 2019–20 through a special BTC. This could be the cause of the unexpected increase in expenses from 2020 to 2021.

Additional table that lists the number of approved and operational schools; however, the audit report makes no mention of the amount of funding allotted to each school or how it was used. This number was unable to locate any other relevant resources. It has also been demonstrated that no elementary school was authorized or inaugurated in 2010–11.

Performance indicators can be used to illustrate how the enormous sum of money spent on primary education is having any kind of substantial impact on primary education. There are around eight one-room schools for every thousand. Yet, according to a report by ASER, among other sources, both the situation's actual state and its figures are worse. The single school teacher table, which shows that 36 schools out of 1,000 have just one teacher, illustrates the same situation. This indicates a bad condition that has to be changed. While the SSA has determined that a ratio of 1:30 is optimum for teachers to students, it is still important to consider other options in cases where enrollment is lower than thirty. Ironically, however, the state report card (1:44 to 1:55) records a high student-teacher ratio. In joint schools (that is, schools with UPS and Higher Secondary), the

average student-teacher ratio is greater than 55. Conversely, the average number of instructors per school, as determined by the U P for the 11th five-year plan, is greater than 3.5 for primary schools, which appears to be sufficient in the modern period.

The facilities and atmosphere that support efficient teaching and learning have a significant impact on the quality of education. The SSA Blackboard program has placed a strong emphasis on spending in this area. A significant portion of the funding was used annually for school buildings, classrooms, furnishings, restrooms, boundary walls, floors of ground and rooms, electric equipment, etc. because the primary school system is still built today, as per RTE. The expenditure on civil work in the eleventh five-year plan was recorded at Rs 37,912,986,743.00; however, the money was not distributed equally across the years of the plan. In compared to the first year and the last session of 2017–18, it was only half or less during the mid-year period. Unexpectedly, the number increases by more than 3.5 times (14,581,103,997.00) from 2009–2010. Typically, during the final plan term, grants are released and used quickly regardless of the circumstances. but the midterms were supposed to be when it peaked.

According to statistics, the proportion of schools designated for common restrooms falls until the middle of the fiscal year (from 90.4% to 39.4%), and then rises until the end of the session. While the availability of clean drinking water is satisfactory (99%), the number of separate restrooms for girls indicates that, throughout the course of the eleventh five-year plan, the greatest success rate in primary school was 80%. However, the actual amount spent on these categories is not disclosed or documented in reports.

Ramp building was started in order to provide barrier-free access, and the number of ramps built in subsequent years has increased steadily, reaching 77.9. However, the situation in primary schools that are connected to higher secondary schools is dire. The state of cooking shed construction in schools is likewise substandard. The 11th five-year plan's aim was about the same, at 63%, but the situation for primary schools and higher secondary schools is worse, with a dismal range (10–42.4), whose top limit is likewise a major source of concern.

The most crucial element is the quality improvement component, which includes teacher training while they are in service. The starting year percentages are very poor (18%–12%) and the female percentage is 20%–13.1%. However, the sudden increase in the number in 2017–18 shows that significant efforts were made to meet the target for teacher training. However, the data for female teachers' training indicates a very poor

situation. A significant portion of funding is allocated to training, managing the quality of education for BRCs and NPRCs, and providing guidance and monitoring. According to the report, there is an unequal distribution of funds in the different years. It increases from 2007–08 to 2008–09 up to five times and from 2007–09 to 2009–10 seven times. It then decreases over the following years, peaking in 2017–18 (Rs153,595,500). However, the NPRC's figures show a gradual decrease from 2019–20 to 2020–21 but a notable increase from 2020–21 to 2017–18 (Rs 218,825,077.00), and yet another decrease in the amount of money spent in the previous year.

CONCLUSION

A significant source of worry is the expenditure on children with special needs (CWSN), where crores of rupees have been spent and a lot of supporting equipment has been provided. The amount in this sector increased steadily from 2007–2008 to 2009–2010, although the subsequent years' increases were significantly larger than the prior years'. In terms of financial investment, innovation in the application of research findings to pedagogy is not insignificant. The numbers show nearly equal distribution, with expenditures in the first three sessions of 2017–2018 totaling around Rs 21 crore, and a 1.5 times rise in the last session of 2021–22. However, the 2017–18 record is missing. Since teaching materials play a significant role in improving the efficacy of instruction in the classroom, it was agreed to allocate Rs. 500.00 per teacher annually for this purpose. The allocation of the entire grant in this industry is extremely zigzag. The grant use was realized in the years 2017–18 and 2019–20, totaling Rs. 278,829,500.00; however, the growth of figure in the first year was relatively very low, at Rs. 15,343,000.00, or less than one-tenth of the funds used in the previous sessions. In this vein, teacher grants have an effect on both the quality of instruction and the facilities of schools. During the eleventh five-year plan, a lump sum equal expenditure of Rs 20 crore is allocated to this.

Numerous institutions, including DIET, SIEMAT, SCERT, and others, are involved in research and assessment related to the quality of elementary education. A substantial amount of money is spent on research, however over the course of five years, the distribution of funds is almost equal to Rs 3.4 crore, with the exception of 2018–19, when the amount is equal to Rs 58,342,988.00. This number seems little when compared to the need to raise the bar for basic education.

Recurrent funding is also allocated to the primary sector of education through school grants and school maintenance grants. Spending on school grants was significantly lower in 2017–18 than it was in subsequent

years. It is nearly a third of the upcoming year. Data reveals the truth regarding the grant's release and verifies the postponement in the fund's utilization and release processes. When compared to previous years, the school maintenance grant for the year 2018–19 shows a notable decline. It is inexplicable since it needs to be distributed annually and needs to rise in proportion as more schools open. Over the past three years, there has been a standstill in spending of, on average, Rs 9.5 crore. A district coordinator was appointed, together with their support network, to oversee the implementation of policy at the district level. This coordinator used a portion of the grant funding overall. Regretfully, there are no figures available for 2019–20 regarding expenditures. However, for the remaining years, it progressively rises, going from Rs 243,517,400.00 to Rs 393,452,291.00 in a row.

Performance funding is typically based on an input/output model of services, wherein government agencies subsidize services according to output metrics. Concerns about implementing public goods initiatives in a neoliberal setting surfaced when higher education entered a period of global competition. What impact will public goods theories have on modern higher education? Following a review of pertinent literature, this investigation noted modifications.

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