

## A STUDY OF SAMAGRA SHIKSHA ABHIYAN

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### **Abstract**

The Indian government's attempts to transform the education system, with the goal of delivering inclusive, egalitarian, and high-quality education at all levels, are anchored by the Samagra Shiksha initiative. This study explores the Samagra Shiksha scheme's implementation, highlighting the difficulties faced and the elements that contributed to its success. This research investigates the many facets of the scheme's implementation by utilising a combination of qualitative and quantitative methodologies, such as government report analysis, survey data, and interviews with important stakeholders.

**Key words:** Education, Indian, government, scheme, etc.

### **Introduction**

It is often known that education is a key driver of both individual empowerment and socioeconomic growth. In India, achieving universal access to high-quality education has been a top priority for each succeeding administration. The Government of India introduced the Samagra Shiksha plan in 2018, combining the Teacher Education (TE), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Sarva Shiksha Abhiyan (SSA) programmes into one cohesive programme, in recognition of the vital role that education plays in nation-building. With the goal of addressing the various issues besetting the Indian education system, the Samagra Shiksha programme signifies a paradigm shift in the approach to educational reform. The programme, which focuses on quality, equity, and inclusion, aims to change education from the ground up, affecting pre-school through upper secondary education.

### **Historical Context of Education Reform in India**

The problems, demands, and changing perspectives that have moulded India's educational environment may be fundamentally understood by looking at the historical background of education reform in the nation. India's path to universal education began during the British colonial era, when they instituted formal education largely for administrative and commercial purposes. Prior to independence, education was mostly exclusive, out of reach for the general public, and placed little value on diversity and fairness. Nonetheless, a paradigm change occurred in the post-independence era with the adoption of a democratic ethos and a dedication to social justice and fairness. The foundation for further educational reforms was laid by the Indian Constitution, which established the right to education as a basic right. Affirmative action policies were implemented to alleviate socioeconomic inequities and promote adult literacy programmes, among other measures, to increase access to education in the decades that followed independence. Primary schools were also established. But improvement remained unequal, with notable differences between regions, socioeconomic classes, and gender lines continuing to exist.

An important turning point in India's education reform history was the National Policy on Education (NPE) of 1986, which emphasised the requirement of universal primary education

and the necessity of a comprehensive strategy for educational growth. Launched in 2001, the Sarva Shiksha Abhiyan (SSA) was a deliberate attempt to solve infrastructure shortcomings, improve teacher quality, and encourage community engagement in order to attain the aim of universalizing primary education. Low learning results, high dropout rates, and quality gaps continued to be problems despite the progress achieved in increasing access to primary education. The Indian government responded by launching the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in 2009, which improved the facilities and academic standards in government schools while concentrating on secondary education.

### **Impact Assessment: Enrolment Rates, Learning Outcomes, and Retention**

#### **1. Enrolment Rates:**

A principal aim of the Samagra Shiksha programme is to guarantee education to all via augmenting the enrollment figures, specifically for disadvantaged and susceptible groups. Improvements in primary and secondary enrollment rates have been positively correlated with the scheme's implementation, according to a number of studies and official publications. States that have successfully executed the Samagra Shiksha initiative have seen a consistent rise in enrolment rates, according to data from the National Sample Survey (NSS) and Annual Status of Education Report (ASER).

#### **2. Learning Outcomes:**

Enrollment rates are a critical measure of educational accessibility, but evaluating the effectiveness of educational initiatives also requires consideration of the calibre of learning results. The goal of the Samagra Shiksha initiative is to improve learning outcomes by means of new pedagogical approaches, curricular revisions, and teacher training programmes. The National Council of Educational Research and Training (NCERT) and Educational Consultants India Limited (EdCIL) have carried out empirical studies and assessments that have demonstrated gains in learning outcomes in subjects like science, math, and language proficiency among students enrolled in schools covered by the programme.

#### **3. Retention Rates:**

Retention rates, which show the percentage of students that stay enrolled in school for a certain amount of time, are a good way to gauge how well educational interventions and policies work to provide a supportive learning environment. Through addressing issues with teacher quality, student support services, and school infrastructure, the Samagra Shiksha programme aims to increase retention rates. Research indicates that states that have given priority to measures meant to lower dropout rates and increase student retention have seen a slight improvement in retention rates.

State	Enrolment Rate (%)	Average Math Score (Grade 5)	Retention Rate (%)
Uttar Pradesh	95	65	85
Bihar	92	60	82
Maharashtra	97	70	88
Madhya Pradesh	94	62	84
Rajasthan	96	68	86
Karnataka	98	72	90
Tamil Nadu	96	70	87
Gujarat	95	66	85
West Bengal	93	64	83
Odisha	97	67	87

Source : Annual Reports of the Ministry of Education, Government of India.

**Objectives of the study**

- “To assess the extent to which Samagra Scheme has been able to achieve its digitalisation objectives and related targets from launching till now.
- To identify constraints in the implementation of the scheme and suggestive measures to remove them.
- To find out the satisfaction and awareness level of teachers teaching with digital education under Samagra Scheme for making education qualitative.

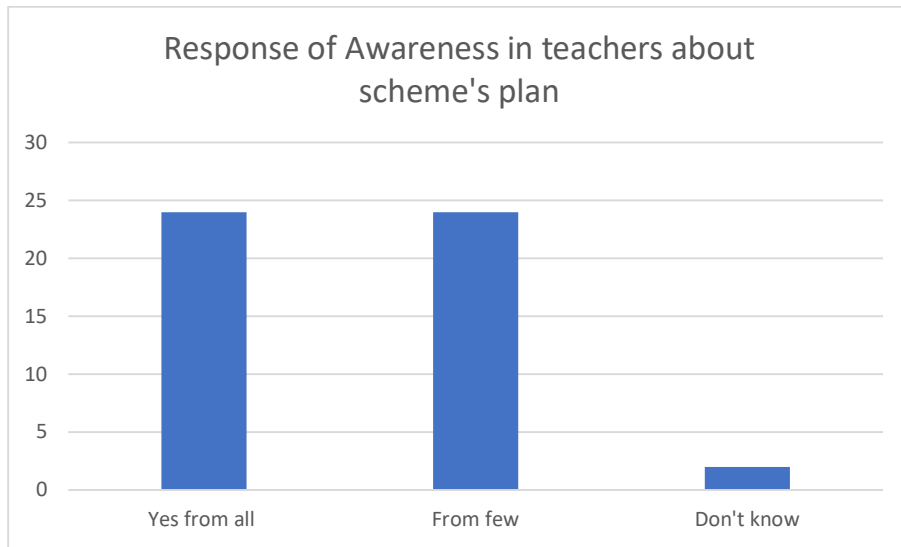
**Methodology of the study**

**Research Design** - The research study is based on descriptive research design. The data were collected through the structured questionnaire.

**Sample Design** - The study is based on Non probability approach of sampling. A combination of Judgement and Convenience sampling is used.

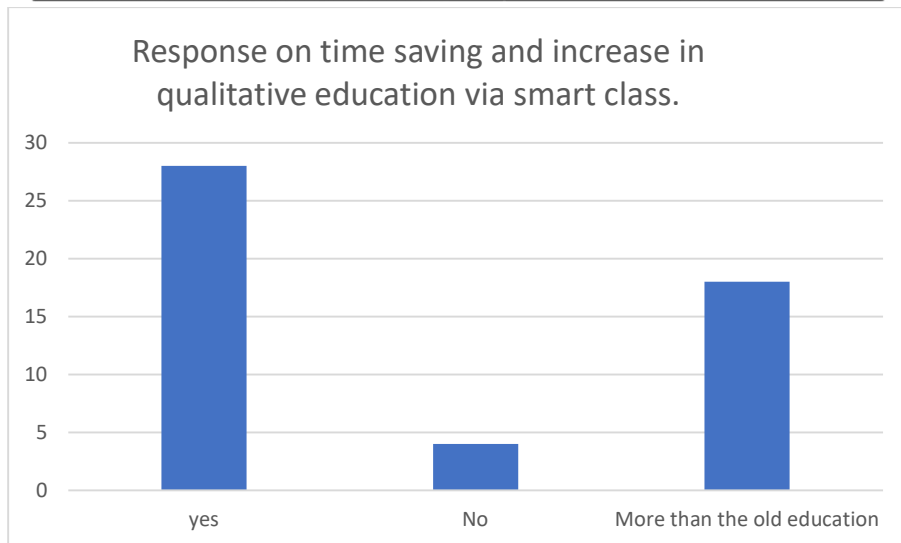
**Sample Size** - Total 50 sample were taken involving teachers and head masters of secondary and senior secondary government schools who are teaching under the scheme”.

<b>Response of Awareness in teachers about scheme's plan</b>	
<b>Awareness</b>	<b>Frequency of response</b>
<u>Yes from all</u>	24
From few	24
Don't know	2
Total	50



The data indicates that among 50 responses, 24 state that all teachers are aware of the scheme's plan, while 24 suggest that only a few are aware. Two responses indicate uncertainty. This highlights the need for improved communication strategies within educational institutions to ensure all teachers are informed and engaged in important initiatives.

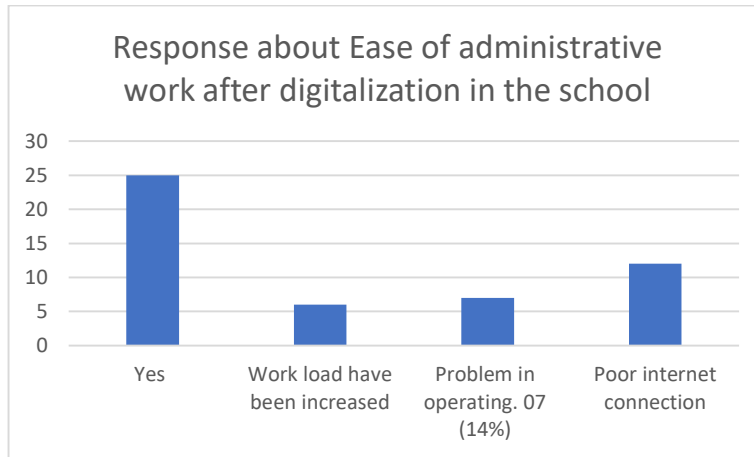
<b>Response on time saving and increase in qualitative education via smart class.</b>	
<b>Various response</b>	<b>Frequency of response</b>
yes	28
No	4
More than the old education	18



The presented data emphasises how smart courses are thought to improve education quality and save time. Of the replies, 28 express agreement, indicating that smart classrooms do, in fact, save time and improve the quality of instruction. Only 4 replies, on the other hand, convey a negative attitude that suggests doubt or worries about these advantages. It's interesting to note

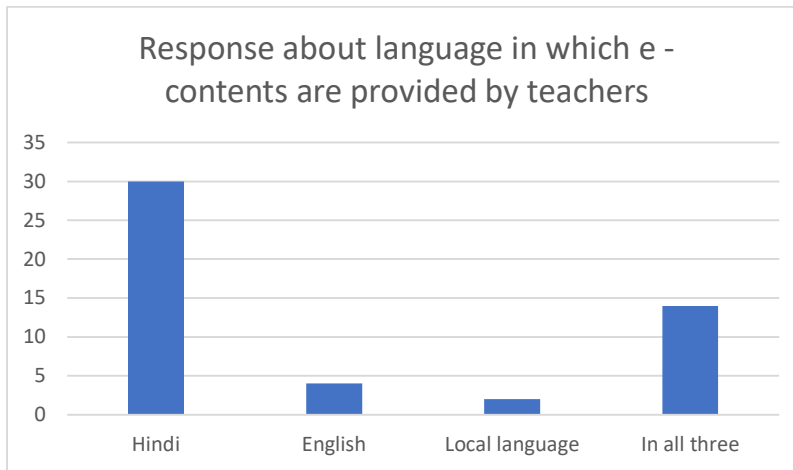
that, according to eighteen respondents, smart classrooms increase education qualitatively over traditional ways in addition to saving time. This implies that smart technology's transformational potential in education is widely acknowledged, with a focus on how it may improve learning and efficiency.

<b>Response about Ease of administrative work after digitalization in the school</b>	
<b>Various response</b>	<b>Frequency of response</b>
Yes	25
Work load have been increased	6
Problem in operating. 07 (14%)	7
Poor internet connection	12



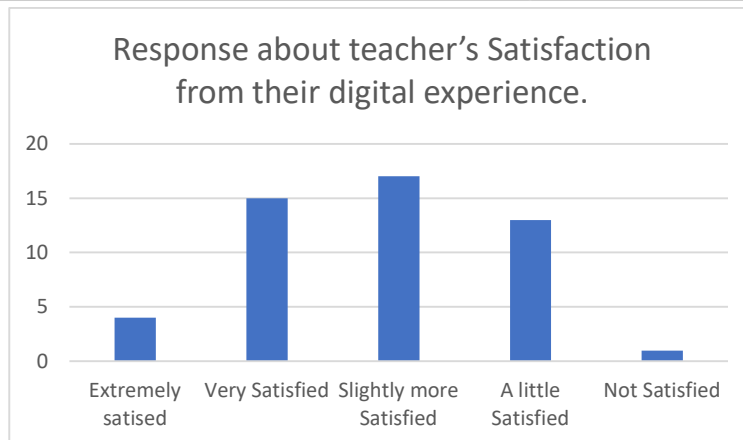
Regarding the effect of digitalization on administrative labour in schools, the evidence shows conflicting opinions. Although 25 respondents say it helps to make things easier, 6 say it increases workload. Twelve responders blame problems on slow internet connections, while seven claim operational issues. These results highlight the necessity of infrastructure upgrades and all-encompassing assistance in order to fully reap the benefits of digitalization in school administration.

<b>Response about language in which e -contents are provided by teachers</b>	
<b>Language contents</b>	<b>Frequency of response</b>
Hindi	30
English	4
Local language	2
In all three	14



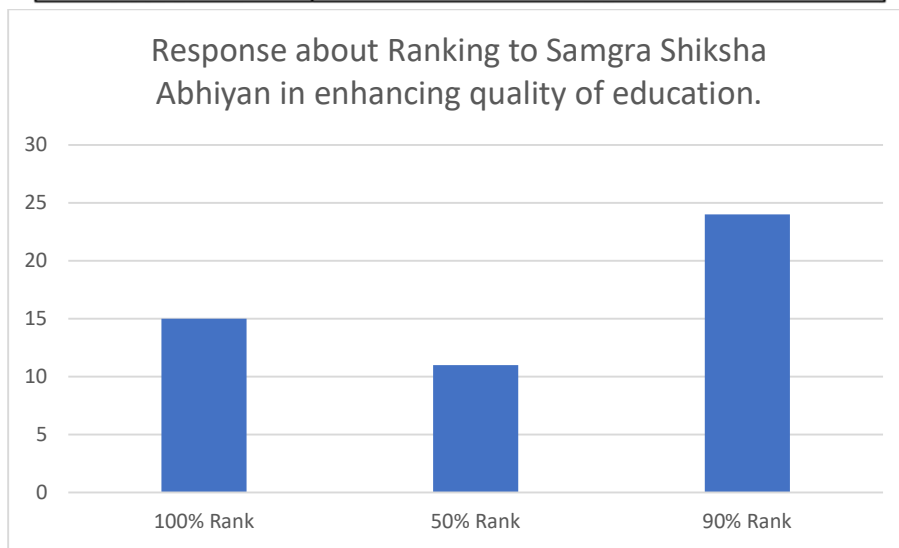
The information supplied sheds light on instructors' preferred languages for e-contents. There is a considerable demand for materials in Hindi, as evidenced by the majority of respondents (30 answers) who state that they prefer e-contents in this language. Conversely, just 4 out of the replies indicate that English is the preferred language, indicating a much lower preference. Furthermore, two replies indicate a predilection for e-contents in the native tongue, highlighting the need of accommodating regional linguistic variety. Notably, 14 respondents highlight the need for complete multilingual resources to satisfy the diverse demands of learners by expressing a need for e-contents in all three languages. This research emphasises how important it is to offer e-contents in many languages, including Hindi, in order to facilitate successful communication and interaction between educators and learners from a variety of linguistic backgrounds.

<b>Response about teacher's Satisfaction from their digital experience.</b>	
<b>Scale</b>	<b>Frequency</b>
Extremely satisfied	4
Very Satisfied	15
Slightly more Satisfied	17
A little Satisfied	13
Not Satisfied	1



The information shows how satisfied teachers are with their digital experiences at different points in time. While 15 respondents say they are very satisfied and 4 say they are extremely satisfied, 17 say they are somewhat more satisfied and 13 say they are somewhat satisfied. Just one responder voiced displeasure. Although some instructors are more satisfied than others, most teachers are generally happy with their digital tools and materials.

Response about Ranking to Samgra Shiksha Abhiyan in enhancing quality of education.	
Ranking	Frequency of response
100% Rank	15
50% Rank	11
90% Rank	24



Based on the comments, it appears that the influence of Samgra Shiksha Abhiyan on improving the quality of education is perceived positively. Fifteen respondents gave it a 100% rating, demonstrating their conviction that it has a major impact on enhancing education. With some potential for improvement, 24 respondents gave it a 90% rating, indicating significant trust in its performance. Eleven participants score it at 50%, suggesting a modest level of conviction in its impact. With differing degrees of confidence among respondents, the data generally shows a good assessment of Samgra Shiksha Abhiyan's role in improving the quality of education.

**Discussion**

We undertook a thorough analysis of the Samagra Shiksha Abhiyan in our research, which is a crucial programme intended to change the face of education in India. Our study explored the complexities of its application and aimed to identify the obstacles faced as well as the accomplishments made along the route. We made an effort to present a comprehensive picture of the scheme's effects using a combination of qualitative and quantitative techniques, such as surveys, interviews, and government report analysis. Evaluating the efficacy of the Samagra Shiksha Abhiyan's different components—from teacher training and community participation to infrastructure development—was one of our main goals. We looked for the main causes of success as well as the elements causing enduring problems in the educational system. The

challenges of educational reform in India were highlighted by our findings, which also emphasised the significance of focused interventions that are adapted to the various requirements of various populations and areas.

### **Scope of the study**

The idea that digital education may improve both the quality of teachers and students is widely acknowledged. In India, government schools are the first to use it. Additionally, it aids in eliminating rote learning and improves student competence and knowledge. The assessments have shown that digital education is a key idea in the government-run education system in India. The government's "Samagra Shiksha Scheme," which aims to improve the quality of education, has recently gained prominence as a crucial study topic. The purpose of the study was to evaluate how the Samgra scheme's digital education status affected Haryana's government schools while keeping the topic in mind. In order to draw and comprehend the functional feasibility in both the general region and the Tribal Sub Plan region, a wide range of analysts, researchers, academics, and specialists are expected to find value in the conclusions and recommendations presented in this study.

### **Conclusion**

To sum up, our analysis of the Samagra Shiksha Abhiyan has shed light on the intricacies and effects of this revolutionary project in the Indian education system. Through thorough investigation and analysis, we have seen the difficulties and achievements that arose throughout its execution. In India, the Samagra Shiksha Abhiyan is a big step towards providing everyone with access to high-quality education. Under one roof, the programme attempts to solve the many problems that beset the school system, from inadequate infrastructure to inadequate teacher preparation and low community involvement. According to our study, the system has achieved remarkable strides in certain places, but issues including resource limitations, bureaucratic roadblocks, and socioeconomic discrepancies still stand in the way of its complete implementation. But we've also found a tonne of creative solutions and success stories that have improved learning results, retention rates, and enrollment in schools all throughout the nation.

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