

AN ANALYSIS OF THE ALLOCATION AND UTILIZATION OF SAMAGRA SHIKSHA (SS) FUNDS IN TRIBAL AREAS OF ANDHRA PRADESH

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Abstract:

This analysis focuses on the allocation and utilization of Samagra Shiksha (SS) funds in tribal areas of Andhra Pradesh, India. The aim is to evaluate the effectiveness of the scheme in providing quality education and enhancing learning outcomes for children from marginalized communities. The analysis identified gaps or shortcomings if any in the allocation and utilization of SS funds and suggest remedies to improve the effectiveness of the scheme. Major thrust the analysis is how the state can contribute to improving the quality of education in tribal areas of Andhra Pradesh.

Context:

The Samagra Shiksha Scheme (SSS) is a centrally sponsored program launched in 2018-19 which announced that school education would be treated holistically and without segmentation from pre-primary to class XII. The Department of School Education and Literacy under the Ministry of Education (formerly known as the Ministry of Human Resource Development) in India. The scheme was launched in 2018 by merging three existing schemes - Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE) - into a single scheme. The objective of the scheme is to improve the quality of education from pre-school to senior secondary levels in the country. Samagra shiksha in 2018 by subsuming the erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). The Cabinet Committee on Economic Affairs has approved continuation of the Centrally Sponsored Scheme- Samagra Shiksha Scheme which is an integrated scheme for school education sector from 1st April 2021 to 31st March, 2026 with an estimated outlay of ₹ 2,94,283.04 crore.

Samagra shiksha (SS) provide quality education and enhance learning outcomes for all school-going children in India from primary to senior secondary level. The scheme aims to ensure inclusive and equitable quality education in accordance with the Sustainable Development Goal (SDG-4.1&4.5)¹ for education.

The analysis will evaluate the allocation of SS funds to tribal areas in Andhra Pradesh and compare it to other areas to ensure equity in distribution. The utilization of SS funds in tribal areas of Andhra Pradesh will be analyzed to determine if the funds are being effectively used to achieve the objectives of the scheme. The impact of SS funds on education outcomes in tribal areas of Andhra Pradesh will also be assessed, based on a sample survey.

Through this analysis, we aim to identify gaps or shortcomings in the current allocation and utilization of SS funds in tribal areas of Andhra Pradesh and provide recommendations for improving the effectiveness of the scheme. The findings of this analysis may contribute to improving the allocation and utilization of SS funds in tribal areas of Andhra Pradesh, thereby enhancing the quality of education for children from marginalized communities.

Introduction:

Education is a fundamental right that every child is entitled to, irrespective of their social, economic, or geographic background. The program has been restructured and renamed as Samagra Shiksha (SS)

¹ The **Goal SDG - 4.1** states that “By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Further the **SDG - 4.5** states that “By 2030, eliminate gender disparities in education and ensure equal access to all levels of Education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”

in 2018 to include secondary education and provide a comprehensive and integrated approach to school education. In India, the government has taken several steps to ensure that every child has access to quality education through programs such as Sarva Shiksha Abhiyan (SSA). These programs aim to provide universal access to education, improve learning outcomes, and promote inclusive education. However, the effectiveness of these programs in achieving their objectives depends on the allocation and utilization of the funds.

Tribal areas in India have historically been marginalized and have limited access to basic amenities such as education. The SSA programs have focused on improving education outcomes in these areas by allocating funds and resources to schools in these regions. This paper aims to analyze the allocation and utilization of SSA funds in tribal areas of Andhra Pradesh and identify areas for improvement.

The paper will begin by providing an overview of the SSA program and its objectives. It will then discuss the specific challenges faced by tribal areas in Andhra Pradesh in accessing education and the role of SSA in addressing these challenges. The study will use a mixed-methods approach, including document analysis and interviews with stakeholders, to analyze the allocation and utilization of funds in these areas. The paper will conclude by identifying areas for improvement and making recommendations for future policy and funding decisions. The study aims to provide insights into the effectiveness of SSA in improving education outcomes in tribal areas of Andhra Pradesh and inform future policy decisions to ensure that every child has access to quality education.

Brief (SSA):

Sarva Shiksha Abhiyan (SSA) is a flagship program of the Indian government that was launched in 2001 with the aim of providing quality elementary education to all children in the age group of 6-14 years. The program has been implemented in partnership with the state governments and aims to achieve universal elementary education (UEE) by providing access, enrolment, and retention of all children in schools.

The key objectives of SSA are:

- 1) Ensuring universal access to education: The SSA aims to ensure that every child in the age group of 6-14 years has access to education.
- 2) Enrolment of all children: The SSA aims to ensure that all children are enrolled in school and are able to complete their elementary education.
- 3) Quality improvement in education: The SSA aims to improve the quality of education provided in elementary schools by enhancing the quality of infrastructure, teaching-learning materials, and teacher training.
- 4) Focus on girls' education: The SSA focuses on reducing the gender gap in education and aims to ensure that girls have equal access to education.
- 5) Inclusion of disadvantaged groups: The SSA aims to ensure that children from socially and economically disadvantaged communities, such as SC/ST, OBC, and minorities, have equal access to education.

The SSA program has been successful in increasing the enrollment of children in schools and reducing the dropout rates in many parts of the country. The program has also contributed to improving the quality of education in elementary schools by providing infrastructure facilities, teacher training, and teaching-learning materials. The SSA has played a critical role in achieving the goal of universal elementary education in India.

Brief (RMSA) and (TE):

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a centrally-sponsored scheme launched by the Government of India in 2009 to improve the quality of secondary education in India. The scheme aims to provide access to secondary education for all children in the age group of 14-18 years, and to improve the quality of education by providing necessary infrastructure and teacher training.

Under the RMSA scheme, the government provides financial assistance to state governments for the establishment of new secondary schools and upgrading existing schools to ensure that all schools

meet the prescribed norms and standards. The scheme also provides for the appointment of additional teachers, training of teachers, and improvement of the curriculum.

The RMSA scheme also aims to increase the enrolment rate of students in secondary schools, reduce the dropout rate, and improve the overall learning outcomes of students. The scheme has a special focus on the education of girls and children from socially and economically disadvantaged backgrounds.

The Rashtriya Madhyamik Shiksha Abhiyan is a significant initiative to improve the quality of secondary education in India and provide better educational opportunities for all children in the country.

Brief Samagra Shiksha (SS)

Samagra Shiksha (SS) is a centrally sponsored scheme launched by the Government of India in 2018 to ensure quality education for all children from pre-primary to secondary levels. The scheme subsumes three previously existing schemes: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE). The Samagra Shiksha scheme aims to provide an integrated and comprehensive approach to education by addressing the needs of all levels of schooling.

The key objectives of the Samagra Shiksha scheme are:

- 1) Ensuring access to education: The scheme aims to ensure that all children have access to education, including children with special needs, girls, and children from marginalized communities.
- 2) Improving the quality of education: The scheme aims to improve the quality of education by providing access to high-quality teaching and learning materials, teacher training, and other resources.
- 3) Promoting equity and inclusion: The scheme aims to promote equity and inclusion by ensuring that all children have access to education regardless of their social or economic background.
- 4) Strengthening school infrastructure: The scheme aims to strengthen school infrastructure by providing support for the construction of new schools and the repair and maintenance of existing schools.
- 5) Promoting vocational education: The scheme aims to promote vocational education and skill development by introducing vocational courses at the secondary level.

The Samagra Shiksha scheme is being implemented in all states and union territories of India, and has been successful in improving the quality of education and increasing access to education for children. The scheme has also contributed to the reduction of dropout rates and the improvement of learning outcomes in schools. The Samagra Shiksha scheme is an important initiative in the field of education in India, and is expected to play a critical role in achieving the goal of providing quality education for all children in the country.

Literature of Review:

Several studies have examined the impact of the Samagra Shiksha scheme on the education outcomes of children in India. However, there is limited research on the allocation and utilization of SS funds specifically in tribal areas of Andhra Pradesh. One study by K. Balaramaiah and B. Venkata Ratnam (2019) analyzed the utilization of SSA funds in tribal areas of Andhra Pradesh and found that while the allocation of funds was adequate, there were several challenges in the utilization of funds due to administrative issues, lack of community participation, and inadequate monitoring and evaluation mechanisms.

Another study by D. Chandraiah (2018) examined the challenges faced by tribal children in accessing education in Andhra Pradesh and highlighted the need for targeted interventions to improve access to education, particularly for girls and children from remote areas. The study emphasized the importance of strengthening community participation in education planning and implementation and suggested the need for a multi-sectoral approach to address the complex socio-economic factors that affect tribal children's education outcomes.

A recent report by the Ministry of Tribal Affairs (2020) highlighted the need for better coordination between different government departments and agencies involved in the implementation of education programs in tribal areas. The report recommended the need for capacity building of local institutions, including ITDAs, to enhance their role in education planning and monitoring.

The literature highlights the need for a comprehensive approach to address the challenges faced by tribal children in accessing quality education in Andhra Pradesh. There is a need for targeted interventions that address the specific needs of tribal communities and involve community participation in education planning and implementation. Additionally, there is a need for effective monitoring and evaluation mechanisms to ensure the effective utilization of SS funds in tribal areas.

Objectives:

- 1) To examine the allocation and utilisation of SS funds to tribal areas in Andhra Pradesh
- 2) To assess the impact of SS funds on educational outcomes in tribal areas of Andhra Pradesh.
- 3) To provide recommendations for improving the effectiveness of the scheme in providing quality education and enhancing learning outcomes for children from marginalized communities.

Database & Methodology:

Database: Gathering data from the Ministry of Education, MHDR, CAG Reports, Andhra Pradesh State Education Department, Tribal Welfare Department, Scheduled tribes components, and relevant district education offices.

Data collection: The data collection for the study will involve both quantitative and qualitative methods. The quantitative data will be collected through a survey questionnaire administered to teachers, school administrators, and education officials. The questionnaire will gather information on the allocation and utilization of SS funds in schools, the infrastructure, and the quality of education outcomes. The qualitative data will be collected through in-depth interviews with key stakeholders such as education officials, school administrators, and community leaders.

Statistic Applied: Statistical used inferential statistics include t-tests, ANOVA, regression analysis, and chi-square tests.

Study Area & Sample size:

The study was conducted in six ITDA areas like Paderu, Seethampeta, Pravathipuram, Rampachodvaram, K R Puram and Srisailam, these ITDAs is a predominantly tribal region with a significant population of indigenous tribes such as the Konda reddy, Bagatha, Valmiki, Gadaba, Koya, Khond, Chenchu and Konda Kapus. Randomly selected one school and one intermediate colleges in each ITDA.

The survey was conducted on the basis of cross-sectional data collected from schools and college students parents. Drop out of school children, college children, teachers and School Management Committee (SMC). Primary data and information were collected from members six ITDAs each ITDA ten schools and two intermediate colleges. Total 100 sample were taken involving teachers and head masters of secondary and senior secondary government schools and colleges who are teaching under the scheme. ITDSs are deliberately selected with a focus on them High level of educational backwardness, Scheduled Tribes selection is also based on high, medium and low level performance Based on basic indicators of education in primary sector.

Reference Period for Primary Data Collection:

The required field work was conducted for a total of five months between December 2021 – April 2022. Field level works were undertaken on the basis of three seasons region wise.

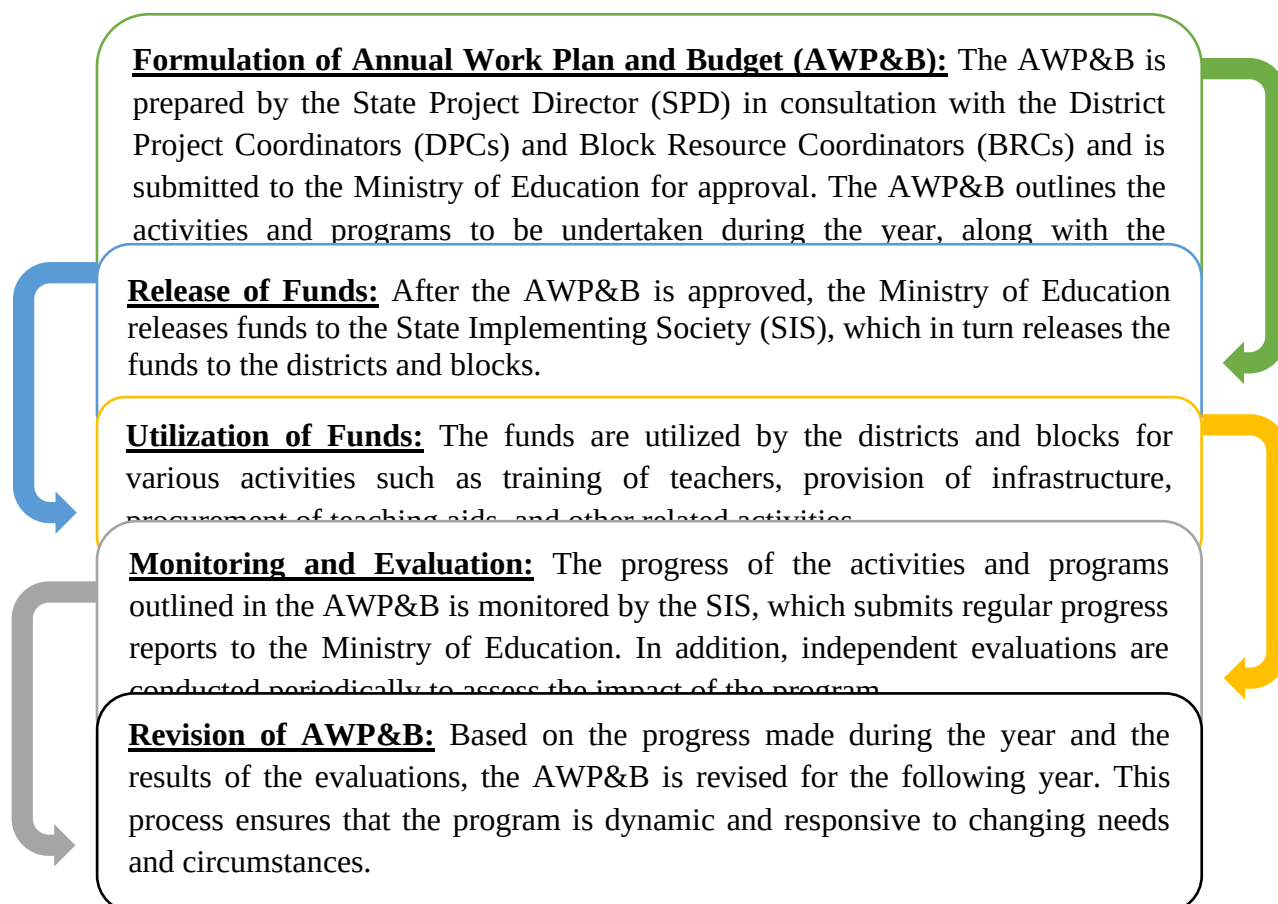
Limitations:

A study analyzing the allocation and utilization of Samagra Shiksha funds in tribal areas of Andhra Pradesh can provide valuable insights into the effectiveness of the scheme in improving education outcomes for tribal students. By acknowledging and addressing these limitations, researchers can

ensure that the study is conducted with rigor and provides useful information for policymakers and practitioners.

The study aims to collect information related to planning and budgeting for SS from ITDA areas. Another objective is to generate perspective on the performance of schemes and unique challenges in ITDA regions through bilateral discussions with ITDA officials. However, while interactions with education officials in ITDA areas were fruitful in gathering information about SS performance, they were reluctant to share district-specific scheme expenditure data.

Planning to Budgeting Stages of Samagra Shiksha



Financing of Samagra Shiksha Abiyan (SSA) : Role of Union / State Government

The policy discourse on schooling takes an integrated approach from pre-primary to higher secondary level instead of looking at the growth and development of primary and secondary education separately. As a result, the retention rate shows a gradual decline from primary to secondary and then from secondary to higher secondary level, despite expansion of schools and increase in enrollment separately at primary and secondary levels. Currently, there are more than 14.89 lakh schools in India, of which 26.52 crore students are enrolled in classes I-XII (UDISE+, 2021-22), while nearly 5.12 crore children in the age group of 6-17 years are out of school (NSO, 2021).

To ensure free and affordable school education and curb the dropout rate, the Central Advisory Board of Education (CABE) Committee was constituted by the MHRD in 2005. This committee recommended universalization of secondary education after 2006-07. In 2011, another CABE committee was formed to explore the possibilities of bringing pre-school and secondary education under the ambit of the RTE Act, thereby expanding the reach of free education to children across India (MHRD, 2013). Instead of enshrining it in law, the central government proposed comprehensive schooling as a schematic intervention. The Union Budget 2018-19 announced a comprehensive development of the education system from pre-nursery to class 12, removing the

division of pre-primary, primary, upper primary and secondary from the school education system. In this context, MHRD's concept note to merge Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamika Shiksha Abhiyan (RMSA) and Reorganization and Reorganization Scheme (TE) of Teacher Education for universalization of primary and secondary education was shared with the state governments. In the middle of 2018-19, the Government of India launched the Comprehensive Shiksha Abhiyan (SMSA) linking SSA, RMSA and TE. In the Union Budget 2021-22, resources are expected to flow in bulk to SMSA in general and TE in particular. However, like SSA and RMSA, SMSA has been underfunded since its inception.

The under-allocation is glaring compared to what MHRD has committed to allocate as central share for SMSA to States in Annual Work Plan and Budget. As per the Parliamentary Standing Committee reports, in the Project Approval Board meeting of SMSA, the Cabinet Committee on Economic Affairs (CCEA) had approved Rs. 34,334 crore, Rs. 36,472 crore, Rs. 38,350.00 and Rs. 31,050 Crore to MHRD for 2018- 19, 2019-20, 2020-21 and 2021-22 respectively. Against this approval, Ministry of Finance Release Rs. 30,757 crore, Rs. 36,037 crore, and Rs.37,070 crore in these three years respectively. This implies a shortfall of 1.23 per cent, 1.31 per cent and 1.06 per cent fund from the total approved fund in 2018-19, 2019-20 and 2020-21 respectively (Table 1).

Table 1: Allocation, Release & Expenditure of Samagra Shiksha Abhiyan (SSA) in India

(Rs. In Cr)

S.No	Years	Samagra Shiksha		
		Allocation	Release	Utilization
1	2018-19	34,334.00 (1.41%)	30,757.00 (1.43%)	30,301.00 (1.23%)
2	2019-20	36,472.00 (1.31%)	36,037.00 (1.34%)	34,412.00 (1.31%)
3	2020-21	38,350.00 (1.26%)	37,466.00 (1.09%)	37,070.00 (1.06%)
4	2021-22	31,050.00 (1.19%)	-	-
Total		1,40,206.00 (1.38%)	1,04,260.00 (0.89%)	1,01,783.00 (0.85%)

Source: Ministry of Education, MHRD, CAG, GoI; () : Share in Union Budget

In 2018-19, SMSA was launched as a holistic programme towards school education extending from pre-school to class XII. Following the circular of MHRD, GOI, Andhra Pradesh Government revamped the school education system, merging the three existing schemes - *Sarva Shiksha Abhiyan* (Rajiv Vidhya Mission), *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) and Teacher Education.

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). Towards this direction, Andhra Pradesh government organised the scheme under 11 pillars of education including Access and Retention, RTE entitlement, Quality improvements, Teacher education, Salary of teachers, Gender & equity, Inclusive education, Vocational education, Sports and Physical Education, Monitoring of the scheme and Programme management (MHRD, 2019).

To understand how the Andhra Pradesh government allocates resources for SMSA; which components of the scheme get priority; whether there are adequate interventions for adolescent children etc., three financial indicators need to be analysed, viz. approved budget for SMSA by the PAB, total allocation for the scheme by Centre and respective States and pattern of spending by the State. "Approved Budget" available in programmatic document shows the amount of money approved by Project Approval Board to run a program based on the annual work plan submitted by States, whereas 'Allocation' is available in the budget documents, which is amount of money approved by Ministry of Finance to the line ministry to run the program.

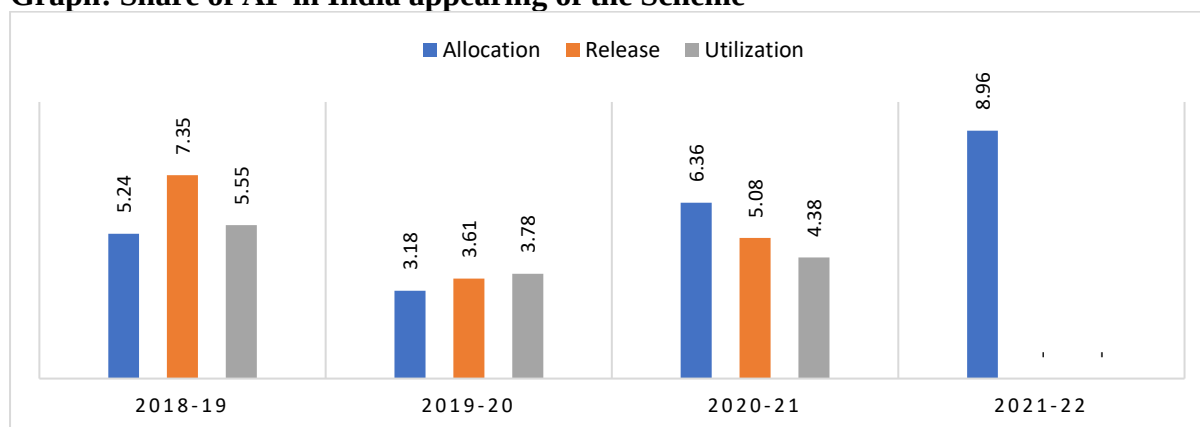
Both for 2018-19 and 2019-20, the PAB meetings for SMSA in Andhra Pradesh were held in May where the State presented its annual plan and budgets for implementation of the scheme for the respective financial years to PAB. On the basis of their proposed budgets the PAB has approved a budget to run the program (Table 2).

Table 2: Allocation, Release & Expenditure of Samagra Shiksha (SS) in Andhra Pradesh
(Rs. In Cr)

S.No	Years	Samagra Shiksha		
		Allocation	Release	Utilization
1	2018-19	1,799.31 (0.94%)	2,260.70 (3.03%)	1,680.91 (2.28%)
2	2019-20	1,158.07 (0.51%)	1,302.28 (1.51%)	1,302.28 (1.54%)
3	2020-21	2,437.20 (1.08%)	1,903.37 (1.56%)	1,624.27 (1.34%)
4	2021-22	2,780.93 (1.21%)	2,066.83 (1.69%)	-
Total		8,175.51 (0.94%)	7,533.18 (1.86%)	4,607.46 (1.15%)

Source: AP Budget Volumes, APTW ; () : Share in Andhra Pradesh State Budget

Graph: Share of AP in India appearing of the Scheme



DATA ANALYSIS & INTERPRETATION**Table 1: Reasons for Non-Enrolment/Discontinuance From School**

S. No	Reasons for discontinuance	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean (6)	Rank (7)
1.	Poor economic condition	0	3	26	27	44	4.12	I
2.	Children Unwilling to go to school	0	13	13	34	40	4.01	V
3.	Disinterested atmosphere	24	30	30	15	1	2.39	XII
4.	School location not suitable	33	42	20	3	2	1.99	XIV
5.	Teachers behaviour with student is not good	25	30	40	3	2	2.27	XIII
6.	Need to take care of sibling	0	7	50	20	23	3.59	IX
7.	Needs help in household works	12	10	14	58	6	3.36	X
8.	Supplement in family income by job	0	0	28	40	32	4.04	IV
9.	Parents unwillingness to send village to school	0	1	25	36	38	4.11	II
10.	Occasional engagement in parental occupation	1	1	26	33	39	4.08	III
11.	Disinterest in village education for maintaining their traditional livelihood	1	4	28	37	30	3.91	VII
12.	Insecurity of getting a job / service	4	5	21	33	37	3.94	VI
13.	Child suffers from some disability or poor health	11	11	30	31	17	3.32	XI
14.	Early Marriage, especially for Girls	14	4	22	26	34	3.62	VIII

Source: field study, 2022

Factors Influencing Non-Enrollment and Discontinuance from School:

1) The most significant reason for non-enrollment or discontinuance from school is the poor economic condition of families. With a mean score of 4.12, it ranks as the primary factor. This reflects the challenges many families face in affording school-related expenses, including transportation costs. Consequently, children often find themselves forced to drop out or never enroll in the first place due to financial constraints.

2) The second most significant reason is parents' reluctance to send their children to school, scoring an average of 4.11. This reluctance may be rooted in cultural or traditional beliefs, a lack of understanding of the importance of education, or personal reasons that deter parents from sending their children to school. This highlights the need for awareness campaigns and community engagement to address this critical issue.

- 3) Occasionally, children engage in their parents' occupation, particularly prevalent in rural or agricultural communities, scoring 4.08. This engagement can disrupt regular school attendance as children must support their family's livelihood through work, prioritizing work over education.
- 4) The need to supplement family income by taking a job is another significant reason, ranking fourth with an average score of 4.04. In situations where families face financial hardship, children may be required to work and contribute to the family income, often prioritizing income over education.
- 5) Children's unwillingness to attend school ranks fifth in importance, with an average score of 4.01. This suggests that some children themselves may not see the value in education or may face personal barriers to school attendance.
- 6) Concerns about the future job or service prospects rank sixth, with an average score of 3.94. Families may doubt that education will lead to better job opportunities, raising questions about the value of sending their children to school.
- 7) Seventh is disinterest in village education for maintaining their traditional livelihood, scoring 3.91. Some communities prioritize traditional skills and practices over formal education, posing a challenge to enrollment.
- 8) Early marriage, especially for girls, ranks eighth with an average score of 3.62. In some areas, cultural norms or economic pressures may lead to girls being married at a young age, resulting in the discontinuation of their education.
- 9) The need to take care of younger siblings is the ninth most significant reason, with an average score of 3.59. In some cases, older children are required to look after younger siblings, making regular school attendance challenging.
- 10) Child health-related issues, including disabilities and poor health, rank tenth with an average score of 3.32. These challenges can create obstacles in attending school regularly.
- 11) The need to assist with household chores is the tenth most significant reason, scoring 3.36. Some children are expected to help with domestic responsibilities, which can affect their school attendance.
- 12) The disinterested atmosphere at school ranks twelfth with an average score of 2.39. This suggests that the school environment may not be engaging or motivating for students, leading to disinterest in attending.
- 13) Poor teacher-student relations rank thirteenth with an average score of 2.27. Negative interactions with teachers can discourage students from attending school regularly.
- 14) The suitability of the school location ranks lowest in significance, scoring 1.99. This may indicate that the physical location of the school is not a major barrier to enrollment or attendance.

Table 2: Parents attitude towards the discontinues

S. No	Reasons	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean (6)	Rank (7)
1.	People aware of the Samaghra Shiksha Scheme ?	17	42	31	6	4	2.38	IV
2.	Lack of Poor condition socio-economic development after SS implementation	10	13	19	46	12	3.37	III
3.	Lack of awareness about SMDC meeting held in the school	4	5	22	33	36	3.92	I
4.	No improvement in education level after S.S implementation	38	41	12	5	4	1.96	VI
5.	No improvement in girl's education level after KGBV implementation	31	44	20	3	2	2.01	V
6.	Samaghra Shiksha handily affect social development	8	6	12	58	16	3.68	II

Source: field study, 2022

Awareness and Perceptions of the Samagra Shiksha Scheme:

- 1) The data reveals that a significant portion of respondents, expressed through a mean score of 2.38, are aware of the Samaghra Shiksha Scheme. This demonstrates a notable level of familiarity among the surveyed population, indicating that the scheme has gained recognition and attention.
- 2) Concerns regarding the absence of substantial socio-economic development despite the implementation of the Samaghra Shiksha Scheme hold a prominent place in the data. With a mean score of 3.37, this issue ranks third in importance. It suggests that some respondents believe that the program may not have delivered the anticipated socio-economic benefits, highlighting the need for further assessment and potential improvements in the program's impact on social development.
- 3) A lack of awareness about School Management and Development Committee (SMDC) meetings held in schools takes the top position in the ranking, with a mean score of 3.92. This signifies a critical issue where respondents believe that information about SMDC meetings has not been adequately disseminated. Enhancing awareness about such meetings is essential for effective community engagement and participatory decision-making in education.
- 4) There is a prevailing sentiment among respondents that there has been no discernible improvement in the education level after the implementation of the Samaghra Shiksha Scheme. This sentiment is reflected in the data's low mean score of 1.96, ranking it sixth in importance. It suggests a perception that the scheme may not have had the intended impact on educational outcomes.
- 5) Similarly, there is skepticism among respondents regarding the improvement in girls' education levels following the implementation of the Kasturba Gandhi Balika Vidyalaya (KGBV) program, with an average score of 2.01. This ranks fifth in significance and indicates concerns about the effectiveness of the KGBV program.
- 6) The respondents generally agree that the Samaghra Shiksha Scheme has had a significant impact on social development. With an average score of 3.68, this perception ranks second in

importance. It suggests that many respondents see the scheme as a catalyst for positive social change, which aligns with the program's objectives and aims.

Table 3: Perception of Teachers towards the Role of SS on Socio- Economic Development

S. No	Aspects	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean (6)	Rank (7)
1.	Are people aware of the Samaghra Shiksha Scheme ?	0	0	22	29	49	4.27	III
2.	Children getting free and compulsory education	0	1	15	41	43	4.26	IV
3.	Children getting quality education	1	2	7	37	53	4.39	I
4.	Improvement in education level after S.S.A implementation	1	0	8	42	49	4.38	II
5.	Improvement in girls education level after KGBV implementation	0	2	19	32	47	4.24	V
6.	Samaghra Shiksha affect social development can impact	2	6	17	32	43	4.08	VI
7.	Improvement in level of economic development after S.S implementation	1	4	7	51	37	4.19	VII
8.	Dropouts decline at elementary school level after S.S implementation	4	6	19	31	40	3.97	IX
9.	People know about SMDC meeting held in the school	2	1	20	40	37	4.09	VIII

Source: field study, 2022

Education and Awareness of Government Schemes

a) Awareness of the Samaghra Shiksha Scheme. The data indicates a high level of awareness among the respondents regarding the Samaghra Shiksha Scheme. With a mean score of 4.27, this suggests that a significant portion of the surveyed population is well-informed about this government initiative. This awareness is crucial as it signifies that the scheme has gained recognition and attention, which can be attributed to effective communication and outreach efforts.

b) Children Receiving Free and Compulsory Education, Respondents express a strong positive sentiment about children's access to free and compulsory education. The mean score of 4.26 indicates that a substantial majority of respondents believe that children are indeed benefiting from this fundamental right. This finding underscores the success of the government in ensuring that all children have access to education without financial barriers.

c) Children Receiving Quality Education, The data reveals an overwhelmingly positive perception regarding the quality of education being provided to children. The high mean score of 4.39 signifies a strong consensus among respondents that the education being offered is of a high standard. This is a significant achievement, as quality education is essential for the overall development of students and the long-term success of educational programs.

d) Improvement in Education Level after S.S.A. Implementation Respondents widely agree on the improvement in education levels following the implementation of the Sarva Shiksha Abhiyan (S.S.A.) program. The high mean score of 4.38 indicates a strong consensus that the program has had a positive impact on the educational outcomes of students. This reflects the effectiveness of the S.S.A. program in achieving its objectives.

e) Improvement in Girls' Education Level after KGBV Implementation While slightly lower than other aspects, the data still reflects a positive perception of the Kasturba Gandhi Balika Vidyalaya (KGBV) program's impact on improving girls' education levels. The mean score of 4.24 suggests that respondents generally believe that the KGBV program has been effective in enhancing girls' access to quality education.

f) Samaghra Shiksha Affecting Social Development, The data indicates agreement among respondents regarding the positive impact of the Samaghra Shiksha Scheme on social development. With a mean score of 4.08, respondents see the program as contributing to broader societal development beyond just education. This reflects the government's success in aligning education initiatives with broader social objectives.

g) Improvement in the Level of Economic Development after S.S. Implementation, Respondents generally agree with the notion that the implementation of the Sarva Shiksha Abhiyan (S.S.A.) program has led to improvements in economic development. The mean score of 4.19 suggests that the program is perceived as positively impacting not only education but also the economic well-being of the communities it serves.

h) Decline in Dropouts at Elementary School Level after S.S. Implementation, While still positive, the data shows a slightly lower level of agreement regarding the decline in dropouts at the elementary school level after the implementation of the Sarva Shiksha Abhiyan (S.S.A.). The mean score of 3.97 indicates that respondents have some reservations or may require further evidence of the program's effectiveness in reducing dropouts.

i) Awareness of SMDC Meetings in Schools, Respondents are reasonably aware of School Management and Development Committee (SMDC) meetings held in schools. The mean score of 4.09 indicates that respondents generally have knowledge of these meetings. This awareness is essential for effective community engagement and participatory decision-making in education, which aligns with the principles of transparency and accountability.

Conclusion:

The Samagra Shiksha program was introduced by the Indian government in 2018 to address the gaps and shortcomings of the previous education schemes such as Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE). The changes made through the implementation of the Samagra Shiksha program are aimed at providing a more comprehensive and integrated approach to education, with a focus on improving the quality of education, infrastructure, and outcomes for all students.

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