A STUDY OF SAMAGRA SHIKSHA ABHIYAN: AN INITIATIVE TO ENHANCE DIGITAL EDUCATION IN AREA OF PRATAPGARH DISTRICT RAJASTHAN

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ABSTRACT

Digitalisation of education is one such mechanism for each nation that acts as a catalyst towards achieving the aim of quality inclusive education. Recently digital initiatives have been included as an important component under the universal integrated scheme "Samagra Shiksha Abhiyan" by Government of India and Ministry of Human Resource Development on 24 May 2018.The purpose of this paper is to assess and find out the extent to which Samagra Shiksha Abhiyan has been able to achieve its digitalisation objectives and related targets from launching till now in the Pratapgarh district of Rajasthan and find out the constraints in implementation as well as teachers awareness towards digitalisation. Descriptive analysis was used and data were collected from 50 teachers of secondary and senior secondary government schools from all five blocks of Pratapgarh. The results obtained from study reflect that the scheme's plan are effectively implementing in achieving digitalizing goal in the district. Poor internet connection, lack of adequate material for teaching, insufficient technical support for teachers and small size of classrooms and short furniture in the schools are some constraints. The crux of the study that Samagra Shiksha Abhiyan playing important role in enhancing digital education in the area. At the end suggestive framework is also given.

Keywords - Digital Education, Samagra Shiksha Abhiyan, MHRD.

INTRODUCTION

Now a day the world is transforming from knowledge centric to techno centric structure. Every field of the human life is changing because of daily up-gradation and emergent of newtools and technology whether it is business, economic, social, political & legal etc. These changes also turn traditional education into digital education only because learning tools and technology increases efficiency and productivity of students as well as teachers both and enables them more knowledgeable, skillful and versatile. A qualitative education system makes a nation strong with high economic growth and prosperity.

Technology can become the "wings" that will allow the educational world to fly further and faster than any before, if we will allow it. - Jenny Arledge.

For making school education qualitative and raising learning achievement, recently the government of India and Ministry of Human Resource Development took an initiative – Samagra Shiksha Abhiyan (Sabko shiksha achhi shiksha). In whole scheme one of the important objective is to promote digital education from class VI to XII in government and government aided schools. Following are the focused points of the scheme.

- Support 'Operation Digital Board' in all secondary

schools over a period of 5 years, which will revolutionize education- easy to understand, technology based learning classrooms will become flipped classrooms.

- Enhanced use of digital technology in education through smart classrooms, digital boards and DTH channels.
- Digital initiatives like Shala Kosh, Shagun, Shaala Saarthi to be strengthened
- Strengthening of ICT infrastructure in schools from upper primary to higher secondary level.
- "DIKSHA", digital portal for teachers to be used extensively for upgrading skills of teachers.
- Enhanced Use of Technology to improve access and provision of quality education – 'Sabko Shiksha Achhi Shiksha'.

REVIEW OF LITERATURE

- Kanoongo (2018) Study made an attempt to examined the impact of digitalisation in education of Zilla Parishad schools through community participation in district Dhule, Maharashtra. For the study 5% of the total 1103 digitalised Zila Parishad schools were selected across four blocks of district and data were collected through survey method from stakeholders such as Headmasters, Teachers, Parents, and Students. Study concluded that digitalisation of schools have positive impact on education of children. Students prefer multimedia education as compared to traditional lecture method and areenjoying more. Their concentration in school and understanding of what is being taught in the class has increased along with their learning skills. For teachers, technology aided education is a convenient manner of instruction. There is also increase in enrolment and attendance in the class.
- Gond and Gupta (2017) The study is primarily based upon the secondary data. The objective of the study is to give overview of digital education, its components and benefits in India and analyse the future scope and possible challenges of an Indian society for moving towards digital education. One of the findings highlighted the different challenges like resource and internet connectivity related challenges, shortage of trained teachers, language and content related Challenge, poor maintenance and upgradation of digital equipment, insufficient funds of digital education in India.
- M.-H. Lin et al. (2017) Study based on understanding the opinions about digital learning on learning motivation and learning outcome. For this quasi-experimental research is applied and 116 students in 4 classes are selected where 2 classes (58 students) in the experimental group are proceeded digital learning and the other 2 classes (58 students) in the control group remain traditional teaching method of lectures. The 32-week instructional research is preceded for 3 hours per week (total 96 hours). The research results conclude that-
    1. Digital learning presents better positive effects on learning motivation than traditional teaching does
    2. Digital learning shows better positive effects on learning outcome than traditional teaching does
    3. Learning motivation reveals significantly positive effects on learning effect in learning outcome, and
    4. Learning motivation appears remarkably positive effects on learning gain in learning outcome. It is expected to combine with current teaching trend and utilize the advantages of digital learning to develop practicable teaching strategies for the teaching effectiveness.
- Kumar et al. (2008) Their research is based on the relationship between actual usage of computer (AUC) and technology acceptance constructs among secondary school Mathematics, Science and English language (MSE) teachers in Malaysia. The main purpose of the research is to examine the factors affecting teachers' computer use and its implications to teachers' professional development strategies. Overall, the study found that the AUC among MSE secondary school teachers were at the moderate level.Meanwhile, the constructs of attitude, perceived usefulness, perceived ease of use, job relevance, and computer compatibility showed significant positive relationship with AUC. Practical recommendations for school administrators and teachers been discussed.
- Dua et al., (2016) Research attempt to study the different issues, trends and challenges of digital education in India and suggested the empowering Innovative classroom model for learning. The future trend of digital education includes digitalised classroom, video based learning, and game based

learning and so forth. They have pointed out different challenges of digital education in India and suggested measures to overcome these challenges. Constant reforms required in schools and teacher for the development of digital education in India.

- Goswami (2014) The study revealed the future need of Indian economy that education technologies must aimed at preparing students for the job market. To enable technology in India, computer based learning system must be introduced from the junior level so that the students become computer savvy from very young age and are not afraid of using Education Technology when actually needed.
- Almasi et al., (2017) study explored the effects of internet uses among secondary school students and its effects on their learning at Ilala District of Dar Salaam city in Tanzania. For this Mixed methods research with the descriptive design was employed and data were collected from 310 students using questionnaires, semi-interviews and observation. The results exposed that internet uses for educational purposes had improved among secondary school students most of them used the internet as a social media for chatting and socializing, watching movies and listening to music. Wastage of time, delay on schoolwork submission, poor academic results and school dodging were reported among effects associated with the internet uses among secondary students. However, educational related websites widely used was the National Examination Council of Tanzania (NECTA), e-SHULE, and e-School programme.

SCOPE OF THE STUDY

It is a general acceptance that digital education can enhance the quality of a learner and a teacher. In India it is at the grass root step in government schools. Moreover, it helps in removing the poor and rote learning and make learner more skillful and knowledgeable. It has been observed from the reviews that the digital education is a significant concept in the Indian governmental education system. As in recent the initiative "Samagra Shiksha Scheme" taken by government to make education qualitative has become an essential need andrequirement and attractive area of the research. Keeping in mind the theme study undertook to assess the effect of Samgra scheme's digital education status on government schools of Pratapgarh district Rajasthan. It is believed that the findings and suggestions made in the current study will be useful to the large spectrum of analysts, researchers, academicians and experts in drawing and understanding the functional feasibility in the general region as well as in the Tribal Sub Plan region.

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. The sample were taken across 5 blocks of Pratapgarh district - Chhotisadri, Arnod, Pipalkhunt, Dhariyawad and Pratapgarh (10 schools from each block).

SOURCES OF DATA AND INFORMATION

Primary data : The data were collected (from10th March to 17th March 2019) through a well structured questionnaire from the headmasters & teachers of schools. And conversation with district level Assistant executive officers of Samagra Shiksha Abhiyan at Pratapgarh.

Secondary data : The study uses secondary data to support and substantiate primary data and also to form a strong theoretical base. The secondary data were collected from Research papers, research journals, articles, MHRD circulars, and published data of Department of School Education & Literacy and from Samgra Shiksha websites.

Analysis of data : Collected data from the survey were tabulated category wise then Descriptive analysis was used for the study.

Table – 1: Response about facility provided under the scheme and its benefit.

Facilities	Frequency (F) of response						Total
	Yes	(F) in %	No	(F) in %	Don't know	(F) in %	
Are ICT Lab and its contents provided in your school?	40	80%	8	16%	2	4%	50
Are all the course contents and videos available on the provided digital portal?	38	76%	12	24%	0	0%	50
Is it helpful and effective in teaching by DTH channel and portal contents?	45	90%	02	4%	3	6%	50
Have the prformance skills and knowledge of students been improved ?	43	86%	04	8%	3	6%	50
can you give equal attention to all students from this?	38	76%	10	20%	2	4%	50
Are the number of computers compatible with the number of students in your school?	14	28%	36	72%	0	0%	50
Allen class, SVC (Smart Vertual Class) are taught for Science classes in your school?	11	22%	35	70%	4	8%	50

It is evident from above the Table-1 that 45 teachers (90%) are agree that the DTH channel and portal contents provided under the scheme are very effective and helpful in teaching. 86% response in "Yes" category show that the performance, skills and knowledge of students have been improved from this. It was found that 8 schools (16%) of study have no ICT labs and related materials. These were mostly Upper Primary Schools (UPS- from 1st to 8th class). 70% of total study responsed that there are no Allen class or SVC provided for science stream. And 72% teachers response about the no. of computers which are less than the no. of students in the school.

Table 2: Response of Awareness in teachers about scheme's plan - Shala Sarthi, Shala Kosh, DTH channel, SIQE, Allen class.

Awareness	Frequency of response	Total
Yes from all	**24** (48%)	50
From few	**24** (48%)	
Don't know	**02** (04%)	
Response on time saving and increase in qualitative education via smart class.		
Various response	**Frequency of response**	**Total**
Yes	**28** (56%)	
No	**0** (0%)	

Less than the old education	**04** (08%)	
More than the old education	**18** (36%)	50
Response about parents views on digital education in the school.		
Various response	**Frequency of response**	**Total**
They are happy from the result and performance of their children.	**14** (28%)	50
They do not see any change in result and performance of their children.	**02** (04%)	
Children are heavily influenced by social media.	**10** (20%)	
They are happy but need more changes.	**24** (48%)	
Response about Ease of administrative work after digitalization in the school.		
Various response	**Frequency of response**	**Total**
Yes	**25** (50%)	
Work load have been increased	**06** (12%)	
Problem in operating.	**07** (14%)	
Poor internet connection	**12** (24%)	50
Response about language in which e -contents are provided by teachers.		
Language contents	**Frequency of response**	**Total**
Hindi	**30** (60%)	
English	**04** (08%)	
Local language	**02** (04%)	
In all three	**14** (28%)	50
Response about teacher's Satisfaction from their digital experience.		
Likert Scale	**Frequency of response**	**Total**
Extremely satisfied	**04** (08%)	
Very Satisfied	**15** (30%)	
Slightly more satisfied	**17** (34%)	
A little satisfied	**13** (26%)	
Not satisfied	**01** (02%)	50
Response about Ranking to Samgra Shiksha Abhiyan in enhancing quality of education.		
Ranking	**Frequency of response**	**Total**
100% Rank	**15** (30%)	
50% Rank	**11** (22%)	
90% Rank	**24** (48%)	
0% Rank	**0** (0%)	50

From the above Table – 2, it is cleared that there are same ratio about the awareness of teachers for scheme's plan. 48% of respondents were aware from all the plans and other 48% (24 teachers) were aware from few. While 4% (02 respondents) were unaware. 56% teachers responsed that smart class increases quality of education and saves time. 28% responsecover positive view of parents that they are happy from the result and performance of their children. While other 48% responsed about happy and need more changes. 50% respondents were agree on ease of admistrative work while other 24 % showed problem of poor internet connection. There are 60% majority of teachers who provide e-contents in hindi language and 28% teavhers provide in Hindi, English and local language. The satisfaction level of teachers from their digital experience is shown on likert scale. High range is frequent between 30% to 34% that shows very satisfied and slightly more satisfied. And 30% of total respondents ranked to SMSA 100% rank in enhancing quality of education in Pratapgarh district.

Table 3:Response about Importance of suggestions to enhance quality in digital education.

Importance	Frequency of response on Likert scale					Total
	No significance	Little significance	Important	Much important	very important	
Better access to technical equipments	**03** (06%)	**03** (06%)	**10** (20%)	**22** (44%)	**12** (24%)	50
Reliability of equipments.	**03** (06%)	**02** (04%)	**04** (08%)	**21** (42%)	**20** (40%)	50
Training and Courses in Academic Use of ICT	**01** (02%)	**02** (04%)	**08** (16%)	**15** (30%)	**24** (48%)	50
Response about frequency in uses of teaching devices						
Various teaching devices	**Frequency of response on likert scale**					**Total**
	Never	**Weekly**	**Monthly**	**A few times in a month**	**A few times in a year**	
Personal computer	**08** (16%)	**22** (44%)	**01** (02%)	**11** (22%)	**08** (16%)	50
White board	**06** (12%)	**24** (48%)	**03** (06%)	**17** (34%)	**0** (0%)	50
Audio device	**08** (16%)	**22** (44%)	**02** (04%)	**15** (30%)	**03** (06%)	50
Allen class/ SVC(Smart Vertual Class)	**39** (78%)	**11** (22%)	**0** (0%)	**0** (0%)	**0** (0%)	50
Digital photo	**02** (04%)	**36** (72%)	**03** (06%)	**09** (18%)	**0** (0%)	50
Digital video	**0** (0%)	**38** (76%)	**01** (02%)	**04** (08%)	**07** (14%)	50
Mobile phone	**12** (24%)	**16** (32%)	**06** (12%)	**08** (16%)	**08** (16%)	50
Projector system	**21** (42%)	**13** (26%)	**02** (04%)	**11** (22%)	**03** (06%)	50
Other	**0** (0%)	**0** (0%)	**0** (0%)	**0** (0%)	**0** (0%)	50

From the above data in Table -3, according to 48% of total teachers the training and courses in academic use of ICT are very important suggestion to enhance quality in education. The highest frequency in uses of teaching device were found in personal computer, white board, digital photo & video at weekly. whereas 78% schools of total study were found deprived from Allen Class & SVC.

Table 4 : Response about reasons for which digital education is adversly affected in the school.

Various reasons	Frequency of response on Likert scale					Total
	Not at all	Little	Partially	More	Very much	
Inadequate no. of computers	**15** (30%)	**5** (10%)	**05** (10%)	**12** (24%)	**13** (26%)	50
Insufficient number of computers connected to the Internet	**03** (06%)	**11** (22%)	**04** (08%)	**14** (28%)	**18** (36%)	50
Poor internet connection /poor speed	**04** (08%)	**09** (18%)	**06** (12%)	**13** (26%)	**18** (36%)	50
Insufficient number of white board	**18**(36%)	**02** (04%)	**05** (10%)	**15** (30%)	**10** (20%)	50

Computers are outdated or need of repairments	**22** (44%)	**02** (04%)	**08** (16%)	**08** (16%)	**10** (20%)	50
Lack of digital skills in teachers.	**0** (0%)	**17** (34%)	**11** (22%)	**13** (26%)	**09** (18%)	50
Insufficient technical support for teachers.	**13** (26%)	**06** (12%)	**08** (16%)	**06** (12%)	**17** (34%)	50
Lack of adequate material for teaching	**15** (30%)	**06** (12%)	**04** (08%)	**07** (14%)	**18** (36%)	50
Lack of contents in national language.	**18** (36%)	**06** (12%)	**08** (16%)	**09** (18%)	**09** (18%)	50
Lack of training regarding digitalization.	**08** (16%)	**11** (22%)	**09** (18%)	**14** (28%)	**08** (16%)	50
Fixed course timing	**01** (02%)	**08** (16%)	**20** (40%)	**15** (30%)	**06** (12%)	50
Internal structure of school(size & area of class,furniture etc.	**05** (10%)	**04** (08%)	**13** (26%)	**13** (26%)	**15** (30%)	50

Above Table - 4 showing the main reasons for which digital education is adversaly affected in the schools under the scheme in district. In the major problems poor internet connection, lack of adequate material for teaching, insufficient technical support for teachers and internal structure of school have high frequency.

FINDINGS

From the above data analysis and keeping in mind the objectives, the study arrives at the following findings.

- The scheme's plan are effectively implementing in achieving digitalizing goal to enhance qualitative education in Pratapgarh district. Mostly schools have provided 85 ICT lab and contents under the scheme. All the available course contents on DTH Channel and portal are very effective and helpful in teaching. The performance, knowledge and skills of students have been improved after digitalization.
- The study found some constraints like poor internet connection, lack of adequate material for teaching, insufficient technical support for teachers and small size of classrooms and short furniture in the schools.
- Teachers are slightly more satisfied with digital education in their teaching experience. Mostly teachers are aware from the all plans of samagra scheme like Shala Sarthi , Shala Kosh, DTH Channel and SIQE.
- From discussing with District education officers it is found that from total 203 secondary and senior secondary schools there are 201 schools have been facilited with ICT labs. And there are total 11 schools in which children are taught with Allen class & Smart Vertual Class.
- In total sample Upper Primary Schools (1st to 8th class) are also included. Under the scheme mostly all secondary and senior secondary schools have ICT labs and related contents been provided but in UPS there are no such facilty is seen in the schools. It was seen in the survey that mostly UPS teachers uses their own laptops in teaching.

SUGGESTIONS AND CONCLUSIONS

From the all above data analysis and findings the study concluded that the initiative taken by MHRD's Samagra Shiksha Abhiyan are playing a key role in enhancing qualitative education in government schools. Either it have not been completed 1 year after launching (24 may 2018), but the plan is implemented effectively in Pratapgarh district. From the view of teachers and on the basis of observed constraints following suggestions can be made.

- Digital education should be added to the curriculum from the primary level of education. It should not be merely a nominal subject. Based on the experience of the children at the grassroots level in school, teachers can teach it with the best way.
- The schools should have adequate class room, furniture, Safe & effective Computer Lab, skilled teachers and permanent & fast internet facility for students.
- By regular practice to teachers, sufficient modern means & facilities, provining adequate technical

support to teachers , developing effective and interesting digital app related to the subject matters, a radical changes can be made in the field of digital education.

- The need of the ICT lab should also be completed in Upper Primary Schools in the district.

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