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Strategic Assessment of Government Funding in Samagra Shiksha Schemes: Analyzing Current Status, Mitigating Challenges, and Proposing Future-Ready Financial Frameworks for Educational Empowerment in India

Abstract

This research explores the intricate landscape of financial allocations and expenditures for Information and Communication Technology (ICT) Labs and Smart Classrooms within the framework of the Samagra Shiksha scheme across Indian states. Covering fiscal years 2018-2019 to 2021-2022, the study dissects state-wise trends, revealing nuanced patterns in budgetary decisions and expenditure outcomes. The analysis delineates the educational technology trajectory of each state, highlighting the consistency or fluctuations in allocations for ICT Labs and Smart Classrooms. It unravels disparities in expenditure patterns, emphasizing the significance of efficient resource utilization. Notably, the introduction of Smart Classrooms in 2020-2021 marks a pivotal transition, necessitating scrutiny of readiness, challenges, and successes in their implementation. Beyond statistical scrutiny, the research offers a holistic perspective by linking financial decisions to educational impacts. It investigates the correlation between budgetary choices and learning outcomes, student engagement, and technological accessibility. By doing so, the study bridges the gap between financial strategies and the tangible benefits reaped by the education sector. Furthermore, the research encapsulates a diverse array of state-wise scenarios, allowing

for the identification of best practices and areas needing improvement. It culminates in evidence-based policy recommendations aimed at optimizing financial allocations, improving expenditure efficiency, and facilitating a seamless integration of ICT in education. This research serves as a comprehensive guide for policymakers, educators, and stakeholders, fostering an informed dialogue to shape the future of educational technology in India. Its multidimensional approach, blending financial, educational, and policy perspectives, positions it as a pertinent and impactful contribution to the evolving landscape of Indian education.

Keywords: *Samagra Shiksha, Government Funding, Educational Empowerment, Financial Frameworks, Utilization Efficiency.*

"A quality education can transform lives by empowering people and helping overcome poverty, inequality and discrimination. It's also a human right." -UNESCO 2021

Introduction

The Samagra Shiksha scheme stands as a pivotal component of India's educational initiatives, striving to ensure inclusive and high-quality education. This paper focuses on scrutinizing the financial dimensions of the scheme to assess the efficacy of fund utilization. Despite the passage of fifty years, Article 45 of the Indian Constitution, guaranteeing free and compulsory education for children up to the age of fourteen, remains largely unfulfilled. Despite the implementation of various programs since the late 1980s and the emphasis on early goal attainment in the New Education Policy of 1986, and its revision in 1992, the overarching objective is still distant. Launched during the conclusion of the Ninth Five Year Plan, the Sarva Shiksha Abhiyan aims to provide five years of education to every child aged six to eleven by 2007 and eight years of education by 2010 (Government of India 2003:30). Achieving this target, especially in vulnerable and educationally disadvantaged communities, demands significant efforts. India initiated a multitude of programs towards the Universalization of Elementary Education (UEE) with the inception of the National Policy on Education (NPE) in 1986. Operational initiatives such as Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P. Basic Education Project (UPBEP), Mahila Samakhya (MS), Lok Jumbish Project (LJP), District Primary Education Programme (DPEP), and the Sarva Shiksha Abhiyan (SSA) – the nation's premier Centrally Sponsored Scheme for UEE – intensified these efforts during the 1980s and 1990s. The commitment to elementary education was

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further underscored in 2002 with the passage of the 86th Constitution Amendment Act, which made elementary education a fundamental right. Subsequently, the Right of Children to Free and Compulsory Education (RTE) Act of 2009 mandated that all children between the ages of 6 and 14 receive free and compulsory elementary education. The Centrally Sponsored Scheme of SSA played a crucial role in assisting states and union territories in implementing the RTE Act of 2009, ensuring compliance with its provisions by September 2010.

On May 24, 2018, the Samagra Shiksha Scheme made its debut, presenting a holistic educational continuum from pre-school to senior secondary levels within an integrated framework. This visionary initiative aimed to amalgamate centrally financed programs such as Teacher Education (TE), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Sarva Shiksha Abhiyan (SSA) to address education comprehensively without segmentation. Serving as a comprehensive program spanning pre-kindergarten through class twelve, the scheme stands as a flagship initiative focused on fostering students' holistic development and enhancing school performance, as evidenced by equitable learning outcomes and educational opportunities. Aligned with the National Education Policy (NEP) of 2020 and the Sustainable Development Goal (SDG) for Education, the scheme's primary objective is to ensure inclusive, egalitarian, high-quality, and comprehensive education from preschool to senior secondary school. Initially approved for implementation during the academic years 2018–19 and 2020–21, the program has undergone subsequent updates and extensions until 2025–2026. These revisions aim to align the scheme with the National Education Policy of 2020, officially unveiled on July 29, 2020, incorporating significant adjustments to enhance its effectiveness and relevance.

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".

General Objective

To conduct a comprehensive strategic assessment of government funding in the Samagra Shiksha schemes, analyzing the current status, mitigating challenges, and proposing future-ready financial frameworks for educational empowerment in India.

Strategic Assessment of Government Funding in Samagra Shiksha Schemes 3.1 Data Collection: The research employs a comprehensive approach to data collection, utilizing state-wise budgetary data sourced from Lok Sabha reports. The study focuses on the fiscal years 2020-2021 to 2022-2023, ensuring a current and relevant dataset up to 21.07.2022. The Lok Sabha reports provide a robust foundation for understanding the financial landscape of Samagra Shiksha schemes, specifically ICT Labs and Smart Classrooms. The key variables for data collection include financial allocation (approval), actual expenditure, and unspent balances. State-wise granularity ensures a detailed examination of the variations in funding patterns and expenditure trends across different regions.3.2 Analysis: Quantitative Analysis: The research employs quantitative methods to analyze funds released, actual expenditure, and unspent balances. Through statistical tools and data visualization techniques, the study aims to identify patterns, disparities, and outliers in the financial allocation and expenditure of ICT Labs and Smart Classrooms. This phase provides a quantitative foundation for subsequent qualitative assessments. Qualitative Assessment: Building on the quantitative findings, the study conducts a qualitative assessment to delve deeper into state-wise trends. This involves a comprehensive review of contextual factors influencing funding decisions and expenditure patterns. Interviews with relevant stakeholders, including state education officials and policymakers, supplement the quantitative analysis. Qualitative insights contribute to a holistic understanding of the challenges and successes in the implementation of Samagra Shiksha schemes. Integration of Findings: The quantitative and qualitative analyses are integrated to provide a nuanced interpretation of the government funding landscape in Samagra Shiksha schemes. By triangulating data from Lok Sabha reports, statistical analyses, and qualitative insights, the research aims to offer a comprehensive overview that goes beyond numerical figures. This integration facilitates a more robust understanding of the complexities surrounding the financial aspects of ICT Labs and Smart Classrooms. Ethical Considerations: The research adheres to ethical standards in data collection and analysis. All data are anonymized, and confidentiality is maintained, especially in qualitative interviews. The research respects the privacy and sensitivity of the financial information obtained and ensures compliance with relevant ethical guidelines. Conclusion: The chosen methodology combines quantitative rigor with qualitative depth,

aiming to uncover the intricacies of government funding in Samagra Shiksha schemes. This dual approach is essential for providing evidence-based insights that can inform future policy decisions and contribute to the enhancement of educational empowerment in India.

Findings: and Analysis of the data

Table 1: Number of Government Elementary and Secondary Schools Approved, Funds Allocated/Expenditure Incurred on Rani Laxmi Bai Aatma Raksha Prashikshan under Samagra Shiksha Scheme in India (2019-2020 to 2022-2023) (Rs. in Lakh))

	Elementary		Secondary	
	Approvals	Expenditure	Approvals	Expenditure
Year	No.of Schools Financial	No.of Schools Financial	No.of Schools Financial	No.of Schools Financial
2019 2020	180160 15346.26	124287 7684.41	81800 6656.36	42241 3071.11
2020 2021	147784 13300.56	44721 1486.85	81438 7329.42	38300 2120.9
2021 2022	163045 8320.49	36381 1125.52	56869 3337.27	8457 350.34
2022 2023	188005 23106.85	188005 -	83031 9082.63	83031 -

Note: 1: In the year 2021-22, funds approved only for one month due to COVID-19 pandemic. Source: Lok Sabha Unstarred Question No. 1208, dated on 25.07.2022.

Elementary Schools: Approvals: The number of government elementary schools approved has increased over the years: 180,160 in 2019-2020, 147,784 in 2020-2021, 163,045 in 2021-22, and 188,005 in 2022-2023. There is a continuous upward trend in the approvals for elementary schools. Expenditure: The financial expenditure has fluctuated. It was Rs. 15,346.26 lakh in 2019-2020, Rs. 13,300.56 lakh in 2020-2021, and a significant increase to Rs. 23,106.85 lakh in 2022-2023.The expenditure appears to have increased substantially in 2022-2023 compared to the previous years. Secondary Schools: Approvals: Similar to elementary schools, the number of government secondary schools

approved has increased: 124,287 in 2019-2020, 44,721 in 2020-2021, and 36,381 in 2021-22, maintaining a consistent decrease in approvals. The number of approvals for secondary schools has increased again to 188,005 in 2022-2023.Expenditure: The financial expenditure on secondary schools has shown variations. There was an increase from Rs. 7,684.41 lakh in 2019-2020 to Rs. 1,486.85 lakh in 2020-2021, followed by a decrease to Rs. 1,125.52 lakh in 2021-22, and a substantial increase to Rs. 9,082.63 lakh in 2022-2023.The expenditure has experienced fluctuations, but it increased significantly in 2022-2023.Observations: Elementary vs. Secondary: Elementary schools consistently receive more approvals and have higher expenditure compared to secondary schools. Yearly Trends: Overall, there is an increasing trend in the number of approvals for both elementary and secondary schools. The financial expenditure has also seen an increasing trend, with a significant jump in 2022-2023.COVID-19 Impact: The note mentions that in 2021-22, funds were approved only for one month due to the COVID-19 pandemic. This could explain the lower figures for that year. Data Discrepancy: There seems to be a discrepancy in the data for 2022-2023 for secondary schools, with "Financial" for approvals and expenditures being the same. Recommendation: Further investigation is needed to understand the reasons behind fluctuations and the impact of COVID-19 on approvals and expenditure. This analysis provides an overview of the trends in approvals and expenditure for government elementary and secondary schools under the Rani Laxmi Bai Aatma Raksha Prashikshan program.

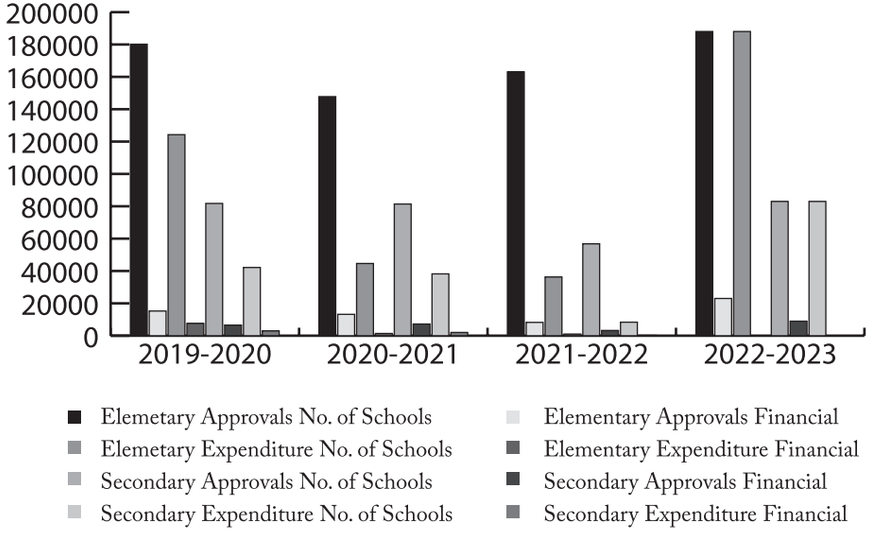


Table 2: State-wise Number of Schools Provided Library Grant under Samagra Shiksha in India (2019-2020 to 2022-2023)

States/UTs	2019-2020	2020-2021	2021-2022	2022-2023
Andaman & Nicobar Islands	328	328	329	329
Andhra Pradesh	36356	44682	44802	44998
Arunachal Pradesh	3062	2855	2896	2848
Assam	49678	45966	45860	45810
Bihar	72534	72475	72467	75424
Chandigarh	114	114	114	114
Chhattisgarh	48301	48298	48255	48291
Delhi	2735	2732	2713	2697
Dadra and Nagar Haveli and Daman and Diu	402	400	400	397
Goa	838	824	818	812
Gujarat	35046	35035	34946	34805
Haryana	14355	14400	14386	14477
Himachal Pradesh	15399	15368	15334	15328
Jammu & Kashmir	22451	22247	22250	22225
Jharkhand	14219	35447	35349	35331
Karnataka	43153	14945	39543	47959
Kerala	4723	4619	4728	4602
Ladakh	856	845	821	807
Lakshadweep	43	43	43	36
Madhya Pradesh	119518	119106	98883	98634
Maharashtra	64914	64364	65158	65610
Manipur	2977	3023	2829	2831
Meghalaya	7778	7754	7761	7755
Mizoram	2541	2551	2529	2558
Nagaland	2060	1955	1953	1923
Odisha	54953	54503	53036	49960
Puducherry	414	412	412	412

Punjab	18950	19173	19145	19135
Rajasthan	66641	67267	67359	68455
Sikkim	764	769	839	838
Tamil Nadu	9582	37114	37391	37392
Telangana	28803	28646	28449	26306
Tripura	4301	4294	4258	4239
Uttar Pradesh	161190	161261	136943	2359
Uttarakhand	17153	16632	16446	16380
West Bengal	82225	82230	82749	82731
India	1009357	1032677	1012194	884808

Source: Lok Sabha Unstarred Question No. 17, dated on 18.07.2022.

State-wise Library Grants under Samagra Shiksha: State-wise Changes (2019-2020 to 2022-2023):The number of schools provided library grants varies across states and Union Territories (UTs) over the years. Some states show an increase, while others show a decrease in the number of schools receiving library grants. States with Significant Changes: Uttar Pradesh shows a notable decrease in the number of schools receiving library grants from 161,190 in 2019-2020 to 2,359 in 2022-2023. There may be a data discrepancy or a specific reason for this sharp decline. Other states like Madhya Pradesh, Karnataka, and Rajasthan also exhibit notable changes in the number of schools receiving library grants. National Overview: Nationally, the total number of schools receiving library grants decreased from 1,009,357 in 2019-2020 to 884,808 in 2022-2023.Regional Trends: Northern states such as Punjab, Haryana, and Himachal Pradesh generally maintain a consistent number of schools receiving library grants. Southern states like Kerala, Tamil Nadu, and Karnataka show fluctuations, with changes in the number of schools receiving library grants over the years. Potential Factors: Factors influencing these changes could include shifts in educational policies, budget allocations, or changes in the criteria for granting library funds. The impact of the COVID-19 pandemic on educational activities may also be a factor, especially in the academic years 2020-2021 and 2021-2022.Recommendation: Further investigation into the significant changes observed in specific states, especially the sharp decline in Uttar Pradesh, would provide more insights. It would be beneficial to understand the criteria and process for allocating library grants and how they may have changed over the years. This analysis provides an overview of the state-wise distribution of schools receiving library grants under the Samagra Shiksha Scheme in India.

State-wise Number of School Provided Library Grant under Samagra Shikasha in India

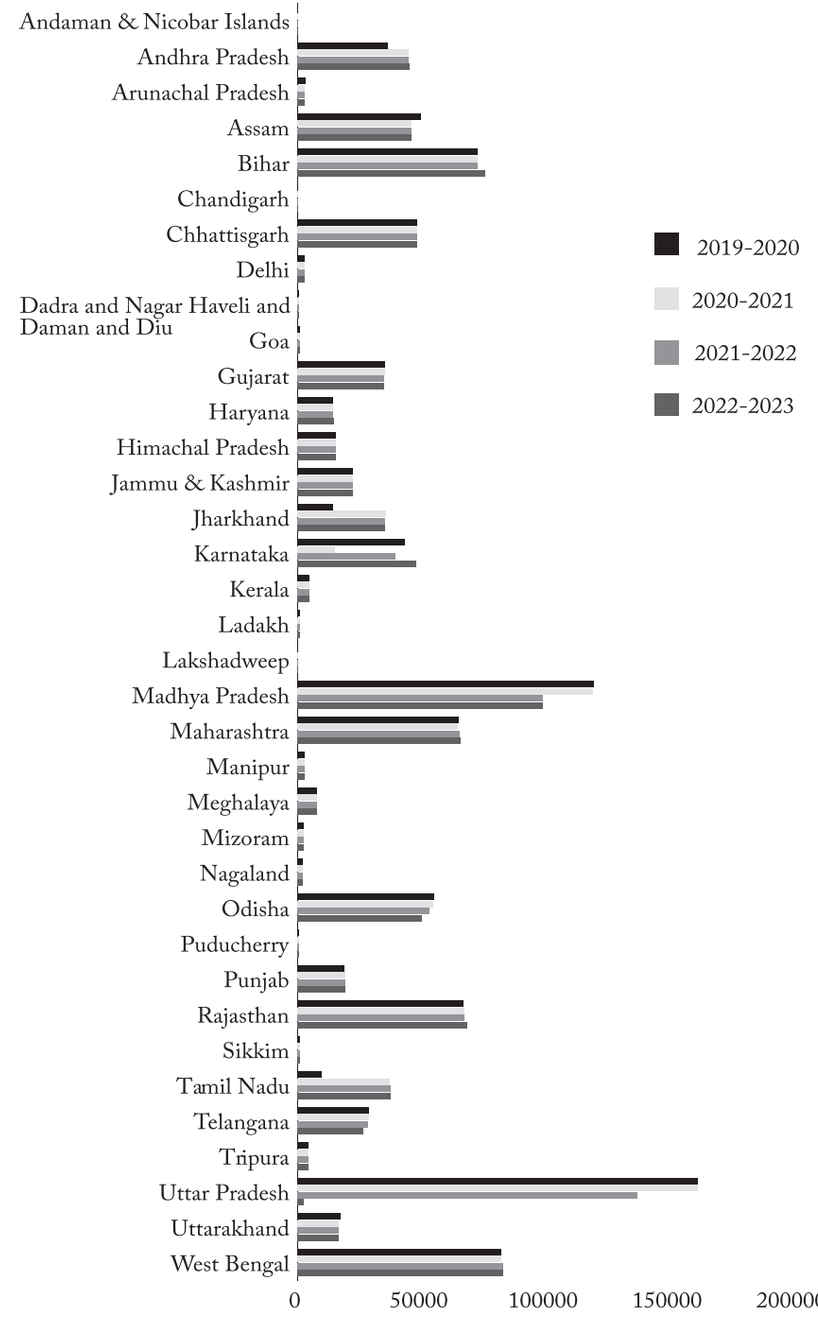


Table 3: State-wise Number of Schools Provided Sports/Equipments under Samagra Shiksha in India (2019-2020 to 2022-2023)

States/UTs	2019 2020	2020 2021	2021 2022	2022 2023
Andaman & Nicobar Islands	328	328	329	329
Andhra Pradesh	25811	44682	44802	44998
Arunachal Pradesh	3062	2855	2896	2848
Assam	50132	45967	45860	45810
Bihar	72534	72475	72467	75424
Chandigarh	311	351	114	114
Chhattisgarh	48339	48299	48255	48292
Delhi	2765	2761	2719	2707
Dadra and Nagar Haveli and Daman and Diu	402	400	400	397
Goa	838	740	818	812
Gujarat	35046	35035	34946	0
Haryana	14355	14400	14386	14477
Himachal Pradesh	15402	15368	15334	15328
Jammu & Kashmir	22451	22315	22250	24758
Jharkhand	30884	35447	35349	15996
Karnataka	43493	10213	9350	47959
Kerala	4723	4618	4728	4602
Ladakh	856	845	821	807
Lakshadweep	43	43	43	36
Madhya Pradesh	119518	119106	98883	98634
Maharashtra	66552	0	65720	65610
Manipur	2977	3023	2829	2831
Meghalaya	2292	7767	7776	7755
Mizoram	2549	2559	2529	2558
Nagaland	2060	1955	1953	1923
Odisha	54953	54503	53036	49960
Puducherry	414	413	412	412
Punjab	19243	19167	19103	19135
Rajasthan	66641	60166	67359	68455
Sikkim	767	769	839	766
Tamil Nadu	1764	37112	37391	37392
Telangana	28803	28646	28449	26306
Tripura	1830	4303	4258	4248
Uttar Pradesh	161030	2235	136884	2359
Uttarakhand	17153	16634	16446	16380
West Bengal	82225	82256	82749	82731
India	1002546	797756	982483	833149

Source: Lok Sabha Unstarred Question No. 17, dated on 18.07.2022.

State-wise Schools Provided Sports/Equipments under Samagra Shiksha:State-wise Changes (2019-2020 to 2022-2023):The number of schools provided sports/equipment varies across states and Union Territories (UTs) over the years. Some states show an increase, while others show a decrease in the number of schools provided sports/equipment. States with Significant Changes: Some states exhibit notable changes. For example, Gujarat shows a substantial decrease from 34,946 schools in 2021-2022 to 0 schools in 2022-2023. This may indicate a data discrepancy or a specific reason for this change. Karnataka shows a significant decrease from 43,493 schools in 2019-2020 to 9,350 schools in 2021-2022, followed by a notable increase to 47,959 schools in 2022-2023.States with Consistent Trends: States like Madhya Pradesh, Maharashtra, and Tamil Nadu show fluctuations in the number of schools provided sports/equipment over the years. National Overview: Nationally, the total number of schools provided sports/equipment decreased from 1,002,546 in 2019-2020 to 833,149 in 2022-2023.Impact of COVID-19The data for 2020-2021 may be influenced by the COVID-19 pandemic, as there's a noticeable decrease in the total number of schools provided sports/equipment during that period. Recommendation: Further investigation is needed to understand the reasons behind significant changes in specific states, such as the complete absence of schools receiving sports/equipment in Gujarat in 2022-2023.It would be beneficial to explore whether there were changes in policies, budget allocations, or reporting methodologies that could explain these fluctuations. This analysis provides an overview of the state-wise distribution of schools provided sports/equipment under the Samagra Shiksha Scheme in India.

Table 4: State-wise Physical and Financial Progress of ICT Labs and Smart Classrooms under Samagra Shiksha in India (2021-2022 and 2022-2023) (Rs. in Crore)

States/ UTs	Information & Communication Technology (ICT) Lab				Smart Classroom			
	Physical		Financial		Physical		Financial	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
Andaman & Nicobar Islands	2	8	3	3.5	0	0	0	0
Andhra Pradesh	917	710	59.3	60.5	1096	435	26.9	11.6
Arunachal Pradesh	43	39	5.6	7	0	107	0	0
Assam	1859	645	155	108.2	3643	240	87.4	12.7
Bihar	0	2454	0	180.9	2739	126	65.7	8.2
Chandigarh	2	0	0.3	0.2	89	95	2.1	0.6
Chhattisgarh	67	0	13.8	0	2714	0	70.9	5.8
Dadra and Nagar Haveli and Daman and Diu	28	25	2.2	3.2	84	51	2	1.5
Delhi	0	7	0	0.5	895	45	21.5	1.1
Goa	0	0	0.2	0.2	0	0	0	0
Gujarat	0	0	0	0	4335	0	104	0
Haryana	232	113	18.3	23	1154	342	29	18.4
Himachal Pradesh	480	282	35.7	32.2	1632	616	39.2	19.1
Jammu & Kashmir	220	203	51.8	60.5	518	834	12.4	22.6
Jharkhand	896	504	79.1	95.2	519	121	12.5	3.7
Karnataka	764	0	63.7	0	0	1768	0	42.4
Kerala	0	0	0	0	115	257	2.8	6.4
Ladakh	6	16	2.1	3.4	38	8	0.5	0.1
Lakshadweep	0	0	0.3	0.3	0	0	0.2	0
Madhya Pradesh	441	0	28.2	0	700	658	16.8	19.4
Maharashtra	0	0	0	0	887	2405	21.3	57.7
Manipur	28	34	10	11.5	311	140	7.4	4.8
Meghalaya	25	28	5.7	8.5	0	14	0	0.4
Mizoram	0	62	0.8	5.7	201	28	4.8	1.1
Nagaland	0	0	0	0	74	47	2.7	1.2
Odisha	302	0	43.4	0	4471	2119	107.3	50.9
Puducherry	6	0	1.1	0	100	45	2.4	1.1
Punjab	435	559	37.5	45.4	2872	649	68.9	15.6
Rajasthan	398	412	38.1	55.4	5509	408	66.1	12.9
Sikkim	82	0	8.9	4.6	238	32	5.7	1.6
Tamil Nadu	1893	2211	149.9	185.4	865	0	20.8	2.5
Telangana	0	94	39.1	19.6	3010	0	72.2	0
Tripura	239	294	22.8	32.8	249	563	6	15.1
Uttar Pradesh	0	289	0	18.5	543	18444	13	442.7
Uttarakhand	240	0	34.6	22.1	709	195	17	6.6
West Bengal	1173	0	93.3	0	0	0	0	0
India	10778	8989	1003.8	988.2	40310	30792	909.6	787.4

Source: Lok Sabha Unstarred Question No. 18, dated on 18.07.2022.

State-wise Physical and Financial Progress of ICT Labs and Smart Classrooms:

Information & Communication Technology (ICT) Lab: Physical Progress: States like Andhra Pradesh, Assam, Bihar, Delhi, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Rajasthan, Tamil Nadu, and Uttar Pradesh show varying levels of physical progress in ICT Labs. Some states, such as Gujarat, Haryana, and Telangana, have reported zero physical progress. Financial Progress: Financial progress in ICT Labs varies across states. Andhra

Pradesh, Assam, Bihar, Delhi, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Odisha, Punjab, Rajasthan, Tamil Nadu, Telangana, Tripura, and Uttar Pradesh have reported financial progress. States like Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Punjab, and Telangana show zero financial progress in ICT Labs. Smart Classroom Physical Progress: States like Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli and Daman and Diu, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Ladakh, Lakshadweep, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, and West Bengal show varying levels of physical progress in Smart Classrooms States like Gujarat, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, and Telangana show zero physical progress. Financial Progress: Financial progress in Smart Classrooms varies across states. Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli and Daman and Diu, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Ladakh, Lakshadweep, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tripura, Uttar Pradesh, Uttarakhand, and West Bengal have reported financial progress. States like Gujarat, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, and Telangana show zero financial progress in Smart Classrooms. Observations Physical vs. Financial Progress There are instances where there is physical progress but no financial progress and vice versa. This could be due to delays in fund allocation, utilization, or reporting discrepancies. Discrepancies: Some states report zero progress in both physical and financial terms for certain components. This may require further investigation to understand the reasons behind such discrepancies. State-wise Variations: States show varying degrees of progress in ICT Labs and Smart Classrooms, indicating differences in implementation timelines and resource utilization. Zero Progress Instances: Several states report zero progress in certain categories, raising questions about the effectiveness of the implementation of ICT Labs and Smart Classrooms in those regions. Recommendations: Further Investigation: Detailed investigations are needed to understand the reasons behind zero progress in some states and whether there are systemic issues affecting implementation. Streamlining Processes: States reporting progress in only one aspect (physical or financial) may need to streamline their processes to ensure both physical and financial

aspects progress in tandem. Policy Evaluation: Policy makers should evaluate the effectiveness of the program in states where progress is reported and identify areas for improvement. This analysis provides insights into the state-wise physical and financial progress of ICT Labs and Smart Classrooms under the Samagra Shiksha Scheme in India.

Table 5: State-wise Financial Allocation/Approval and Expenditure of Information and Communication Technology (ICT) Labs and Smart Class Rooms under Centrally Spon-sored Scheme of Samagra Shiksha in India (2018-2019 to 2021-2022-upto 31.01.2022) (Rs. in Crore)

States/ UTs	Approval						Expenditure			
	2018-2019	2019-2020	2020-2021		2021-2022		2018-2019	2019-2020	2020-2021	
	ICT Lab	ICT Lab	ICT Lab	Smart Class Room[1b]	ICT Lab	Smart Class Room1	ICT Lab	ICT Lab	ICT Lab	Smart Class Room1
Andaman & Nicobar Islands	4.7	0.7	2.7	4.1	3	0	1	3.5	3.6	4
Andhra Pradesh	30	48.5	33.1	0	59.3	26.9	0	24.3	0	0
Arunachal Pradesh	2.3	2.1	4.4	0	5.6	0	0	8	0	0
Assam	18.1	40.5	71	0	155	87.4	22	43.3	40.2	0
Bihar	46.2	30.8	11.9	0	0	65.7	0	0	0	0
Chandigarh	1	0.5	0.7	0	0.3	2.1	0.9	0.8	0.7	0
Chhattisgarh	24.2	0	1	63	13.8	70.9	3.3	27.7	0.5	36.7
Daman and Diu & Dadra and Nagar Haveli	0.4	0	0.9	0	2.2	2	0.3	0	0.6	0
Delhi	1.4	0	10	0.9	0	21.5	18.2	10	9.2	0
Goa	0	14.8	0.2	0	0.2	0	0.3	0	0	0

Gujarat	0.3	0	0	43.5	0	104	0	10.8	10.2	0
Haryana	32	22.8	0	36.5	18.3	29	17	0	39.5	29.9
Himachal Pradesh	59.3	0	55.6	0	35.7	39.2	57.1	40	10.3	0
Jammu & Kashmir	49.1	45.3	26.1	0	51.8	12.4	26.7	12.6	56	0
Jharkhand	51	24.4	73.1	0	79.1	12.5	15.2	31.2	25.9	0
Karnataka	15.1	50.8	76.2	0	63.7	0	33.4	0	0	0
Kerala	47.6	12.5	0	0	0	2.8	0	0	0	0
Ladakh	0	0	4.4	0	2.1	0.5	0	0	0	0
Lakshadweep	1.2	0	0.3	0	0.3	0.2	0	0	0	0
Madhya Pradesh	9.7	0	0	0	28.2	16.8	0	0	0	0
Maharashtra	110.7	154.9	35	0	0	21.3	110.7	42.1	34.5	0
Manipur	7.8	12.3	15.6	0	10	7.4	6.5	13.5	23.1	0
Meghalaya	0	2.8	12.4	0	5.7	0	3.3	0.1	5	0
Mizoram	0.9	0	3.3	0	0.8	4.8	0.8	0	2.6	0
Nagaland	0.9	0.5	0	11.4	0	2.7	0.9	0	0.4	0
Odisha	233	98.8	120.2	9.2	43.4	107.3	131.1	148.1	150.1	9.2
Puducherry	4.8	2.5	3.4	0	1.1	2.4	6.7	2.5	4.3	0
Punjab	6.6	0	12.5	0	37.5	68.9	6.6	42.1	19.3	0
Rajasthan	69.1	36.4	42.5	39.9	38.1	66.1	50.8	33.8	48.2	0.1
Sikkim	6.7	4.1	3.6	0	8.9	5.7	2.2	5.9	3.2	0
Tamil Nadu	0	104.3	54.3	0	149.9	20.8	214.4	77.8	53.1	0

Telangana	52.7	40.5	13.5	0	39.1	72.2	26.7	0	70	0
Tripura	0	5.7	4.5	0	22.8	6	0	0	18.4	0
Uttar Pradesh	37.4	1.1	0	50.4	0	13	0	0	0	0
Uttarakhand	0	1.3	12	27.4	34.6	17	0	33	10.3	9.6
West Bengal	0	0	8	0	93.3	47.2	0	0	0	0
India	924.2	759.1	712.6	286.2	1003.8	956.8	756	611.1	639	89.7

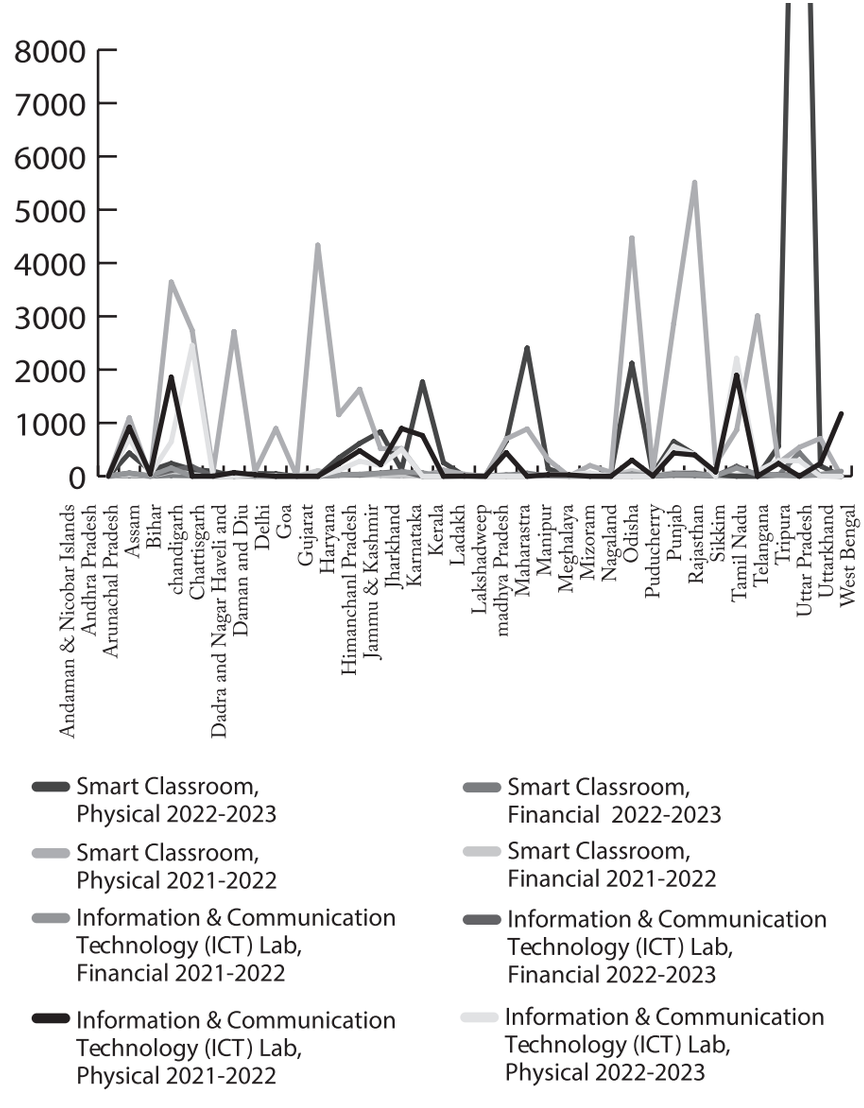
Source: Lok Sabha Unstarred Question No. 1908, dated on 14.03.2022.

Note: 1: Provision for Smart Classrooms introduced in Samagra Shiksha in 2020-2021.

State-wise Financial Allocation/Approval and Expenditure of ICT Labs and Smart Classrooms: Key Points: Financial Allocation and Expenditure: The table presents the financial allocation (approval) and expenditure for Information and Communication Technology (ICT) Labs and Smart Classrooms across states/UTs.Year-wise Overview: The data covers the fiscal years 2018-2019 to 2021-2022 (up to 31.01.2022).State-wise Analysis: Andaman & Nicobar Islands: Consistent allocation for both ICT Labs and Smart Classrooms. Expenditure increased for Smart Classrooms in 2021-2022.Andhra Pradesh: Varied allocation over the years. Significant unspent amount for Smart Classrooms in 2020-2021.Arunachal Pradesh: Increasing allocation for ICT Labs. Minimal or no expenditure on Smart Classrooms. Assam: Substantial allocation for both ICT Labs and Smart Classrooms. Significant unspent amount for Smart Classrooms in 2020-2021.Bihar: Fluctuating allocation for ICT Labs. Expenditure focused on Smart Classrooms, especially in 2019-2020.Chandigarh: Moderate allocation for both ICT Labs and Smart Classrooms. Steady expenditure pattern. Chhattisgarh: Allocation for ICT Labs with minimal expenditure. High allocation and expenditure for Smart Classrooms. Daman and Diu & Dadra and Nagar Haveli: Consistent allocation for both ICT Labs and Smart Classrooms. Steady expenditure pattern. Delhi: Fluctuating allocation for both ICT Labs and

Smart Classrooms. Higher expenditure for Smart Classrooms in 2021-2022.Goa: Allocation concentrated on Smart Classrooms. Steady expenditure pattern. Gujarat: Significant allocation for Smart Classrooms. Minimal or no expenditure on ICT Labs. Haryana: Varied allocation for both ICT Labs and Smart Classrooms. Consistent expenditure pattern. Himachal Pradesh: Allocation and expenditure focus on ICT Labs. Minimal allocation and expenditure for Smart Classrooms. Jammu & Kashmir: Varied allocation for both ICT Labs and Smart Classrooms. Moderate to low expenditure across years. Jharkhand: Allocation and expenditure concentrated on ICT Labs. Limited allocation for Smart Classrooms. Karnataka: Allocation and expenditure concentrated on ICT Labs. Limited allocation for Smart Classrooms. Kerala: Allocation focused on ICT Labs. Limited allocation and expenditure for Smart Classrooms. Ladakh: Minimal allocation and expenditure for both ICT Labs and Smart Classrooms. Lakshadweep: Minimal allocation and expenditure for both ICT Labs and Smart Classrooms. Madhya Pradesh: Allocation and expenditure focused on ICT Labs. No allocation for Smart Classrooms. Maharashtra: Varied allocation for both ICT Labs and Smart Classrooms. Significant expenditure for Smart Classrooms in 2021-2022.Manipur: Allocation and expenditure focused on ICT Labs. Limited allocation for Smart Classrooms. Meghalaya: Allocation focused on ICT Labs. Limited allocation and expenditure for Smart Classrooms. Mizoram: Allocation and expenditure focused on ICT Labs. Limited allocation for Smart Classrooms. Nagaland: Allocation concentrated on Smart Classrooms. Minimal allocation and expenditure for ICT Labs. Odisha: Allocation for both ICT Labs and Smart Classrooms. Steady expenditure pattern. Puducherry: Allocation concentrated on ICT Labs. Limited allocation and expenditure for Smart Classrooms. Punjab: Allocation and expenditure focused on Smart Classrooms. No allocation for ICT Labs. Rajasthan: Allocation and expenditure focus on ICT Labs. Limited allocation for Smart Classrooms. Sikkim: Allocation and expenditure focus on ICT Labs. Limited allocation for Smart Classrooms. Tamil Nadu: Significant allocation and expenditure for both ICT Labs and Smart Classrooms. Telangana: Allocation concentrated

on ICT Labs. Minimal allocation and expenditure for Smart Classrooms. Tripura: Allocation and expenditure focus on ICT Labs. Limited allocation for Smart Classrooms. Uttar Pradesh: Varied allocation and expenditure for both ICT Labs and Smart Classrooms. Uttarakhand: Allocation and expenditure focus on ICT Labs. Limited allocation for Smart Classrooms. West Bengal: Allocation concentrated on Smart Classrooms. No allocation for ICT Labs. Overall Observations: Allocation



Trends: States exhibit varied trends in allocating funds for ICT Labs and Smart Classrooms. Expenditure Patterns: Expenditure patterns vary across states, with some focusing on ICT Labs, Smart Classrooms, or a balanced approach. Smart Classroom Provision: The provision for Smart Classrooms was introduced in 2020-2021.This analysis provides an overview of the financial allocation and expenditure for ICT Labs and Smart Classrooms under the Samagra Shiksha scheme, highlighting state-wise variations and trends over the specified years.

Table 6: Funds Released and Expenditure under Samagra Shiksha in India (2018-2019 to 2021-2022) (Rs. in Crore)

Year	Release	Expenditure
2018-2019	29239.95	44875.43
2019-2020	32326.82	48116.28
2020-2021	27759.5	45586.12
2021-2022	24873.18	43413.18
Source: Lok Sabha Unstarred Question No. 3496, dated on 08.08.2022		

Note : Expenditure Includes Expenditures against funds released by Central Government, State Share, unspent balances of previous years etc.

Funds Released and Expenditure under Samagra Shiksha: Yearly Trends: Release (in Crore): Funds released under the Samagra Shiksha scheme show a fluctuating pattern over the years. There was an increase from 2018-2019 to 2019-2020, followed by a decrease in 2020-2021 and 2021-2022.Expenditure (in Crore): Expenditure follows a similar pattern, with an increase from 2018-2019 to 2019-2020, followed by a decrease in 2020-2021 and 2021-2022. Comparison of Release and Expenditure: The funds released in each year are higher than the corresponding expenditure, indicating that not all allocated funds are spent. This suggests underutilization of allocated funds in each fiscal year. Decrease in 2021-2022: Both funds released and expenditure saw a decrease in 2021-2022 compared to the previous year. This could be due to various reasons such as budget constraints, changes in priorities, or the impact of

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external factors. Recommendation: Further analysis is needed to understand the reasons behind the decrease in funds released and expenditure in 2021-2022 and whether it reflects a shift in priorities or challenges in fund utilization. Overall Observations: Utilization Efficiency: The data suggests that there is room for improving the utilization efficiency of allocated funds. Understanding the reasons behind the underutilization can help policymakers in optimizing resource allocation. Budget Planning: Policymakers may need to review budget planning processes to ensure that the allocated funds are aligned with the actual needs and are effectively utilized for the intended purposes. Impact Assessment: Further investigation into the outcomes achieved with the released and expended funds can provide insights into the effectiveness of the Samagra Shiksha scheme in improving education outcomes. This analysis provides an overview of the funds released and expenditure under the Samagra Shiksha scheme in India, highlighting trends and potential areas for further investigation and improvement.

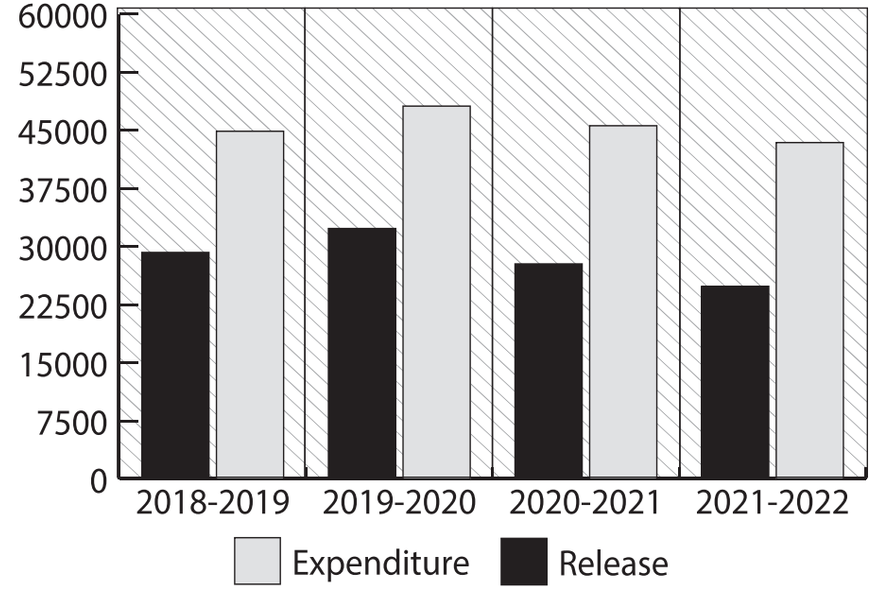

Table 7: State-wise Budget Approved, Central Share Released, Expenditure Incurred and Unspent Balance under Samagra Shiksha in India (2020-2021 to 2022-2023-Upto 21.07.2022) (Rs. in Lakh)

fig 5 Funds Released and Expenditure under Samagra Shiksha in India (2018-2019 to 2021-2022

States/UTs	2020-2021			2021-2022			2022-2023		
	Budget Approved	Central Share Released	Expenditure Incurred by State/UT Including its Share as Reported in PRABANDH Portal	Unspent Balance (Including State Share) as Reported in PRABANDH Portal	Budget Approved	Central Share Released	Utilization of Funds (Including State Share)	Budget Approved	Central Share Released upto 21.7.2022
Andaman & Nicobar Islands	5545.59	4037.43	4466.32	1207.89	5637.45	3152.32	3981.31	7162.15	0
Andhra Pradesh	134853.54	86975.09	108556.12	28215.12	134853.54	68301.36	147631.69	164184.2	0
Arunachal Pradesh	44215.86	33964.52	28533.15	9160.97	44215.86	27996.24	37227.28	47018.88	0
Assam	197702.88	159429.09	189295.95	7101.48	197702.88	156156.4	180164.8	240703.28	0

Bihar	382755	282822.81	518977.57	221855.32	382755	340608.45	521636.02	466004.21	0
Chandigarh	9552.71	7115.42	8680.96	1667.84	10024.09	10804.09	9197.53	12422.81	2140.36
Chhattisgarh	88790.33	35068.41	106813.12	60496.16	88790.33	33236.78	112146.81	108102.23	0
Dadra and Nagar Haveli and Daman and Diu	6717.8	3493.77	4190.87	764.45	6740.66	2092.45	25427.67	8554.52	0
Delhi	31521.04	14926.44	36788.81	9404.65	31521.05	14588.04	4144.6	37727.38	0
Goa	1861	1788.38	2718.32	808.06	1861	1102.19	2874.14	2265.77	0
Gujarat	104183.92	97632.8	179496.77	31064.94	100974.38	89375.71	181959.6	122936.31	0
Haryana	85755.82	74570.72	122298.83	20315.01	82538.73	51709.18	105383.82	90620.71	0
Himachal Pradesh	58166.16	49230.46	41213.38	28181.26	58166.16	31910.05	47097.56	69488.17	0
Jammu & Kashmir	147213.74	38557.43	118456.76	60962.12	132021.74	87398.83	77090.75	160736.47	0
Jharkhand	90018	86561.21	144324.65	2214.72	90018	85897.13	155085.48	109596.92	0
Karnataka	70761.11	61010.01	88580.17	15452.69	70761.11	47451.63	121523.59	86151.66	0
Kerala	25221.99	23838.59	43630.97	366.77	25221.99	22512.79	44557.1	30707.77	0
Ladakh	10203.97	5806.39	2042.92	7827.62	9999.72	5717.55	2395.54	12108.66	0
Lakshadweep	826.16	254.63	261.64	283.08	573.33	216.15	343.53	786.86	0

Madhya Pradesh	294630.92	246219.48	430851.72	69298.68	294630.92	229279.75	425514.18	358607.45	0
Maharashtra	101370.47	63559.58	100541.69	8188.24	101370.47	69302.88	67536.59	123418.55	0
Manipur	38242.09	32364.84	32954.52	14206.83	37042.52	18250.19	32168.53	45099.28	0
Meghalaya	42339.28	28355.68	40517.59	-188.82	30584.23	27171.38	43476.36	37236.3	0
Mizoram	23310.22	18855.02	18739.32	10260.54	22559.99	17968.14	19574.87	27466.79	0
Nagaland	25624.49	21347.11	17667.02	20133.09	21808.76	13734.16	23804.32	26552.17	0
Odisha	149745.39	130145.67	276836.93	37418.73	145334.43	123807.39	226818.78	176944.67	0
Puducherry	1514	972.44	2326.1	498.39	1514	1397.54	1946.51	1843.3	0
Punjab	57209.85	53143.13	127385.3	66761.14	54353.29	50127.01	97085.11	66175.13	0
Rajasthan	273019.53	225943.67	425873.85	123069.93	273019.53	240582.13	444355.54	330877.36	0
Sikkim	12749.33	6451.72	9115.62	1030.7	12249.29	10012.46	9904.14	14913.51	0
Tamil Nadu	164996.07	162153.74	271492.84	3288.92	164996.07	159882.18	279038.58	197417.85	0
Telangana	88061.36	34807.36	105952.79	16845.36	88061.36	55327.91	95397.23	107214.72	0
Tripura	42642.69	40371.19	31565.04	13948.38	31820.19	22692.81	36168.05	38741.08	0
Uttar Pradesh	553308.53	457185.61	667843.1	324901.89	512311.236	204497.1	463207.76	583123.97	0
Uttarakhand	78773.29	54149.33	58187.33	38786.7	67262.62	32083.6	57072.76	80124.06	0
West Bengal	133877.32	132743.02	191443.12	41275.34	133877.32	130974.48	238380.34	162995.64	0
India	3577281.44	2775852.18	4558621.16	1063698.73	3467173.24	2487318.43	4341318.47	4156030.79	2140.36

Source: Lok Sabha Unstarred Question No. 2125, dated on 02.08.2021, Lok Sabha Unstarred Question No. 2872, dated on 21.03.2022 & Lok Sabha Unstarred Question No. 2335, dated on 01.08.2022.Source**:** Lok Sabha Unstarre

State-wise Budget Approved, Central Share Released, Expenditure Incurred, and Unspent Balance under Samagra Shiksha: Key Points: Budget Approved vs. Central Share Released: For each state/UT, the Central Share Released is a portion of the Budget Approved. In most cases, the Central Share Released is less than the Budget Approved, indicating that not all approved funds are released. Expenditure Incurred: The Expenditure Incurred by the state/UT includes its share as reported in the PRABANDH portal. This represents the actual spending on Samagra Shiksha activities. Unspent Balance: The Unspent Balance (including State Share) is the difference between the Budget Approved and the Expenditure Incurred. A positive unspent balance suggests that funds allocated have not been fully utilized. Year-wise Overview: The table provides data for three years: 2020-2021, 2021-2022, and 2022-2023 (up to 21.07.2022). State-wise Analysis: Andaman & Nicobar Islands: Notable unspent balance in 2020-2021 and 2021-2022. Andhra Pradesh: Large unspent balance in 2021-2022. Arunachal Pradesh: Unspent balance decreased from 2020-2021 to 2021-2022. Assam:Significant unspent balance in 2020-2021.Bihar:Substantial unspent balance in 2020-2021 and 2021-2022.Chandigarh:Unspent balance decreased from 2020-2021 to 2021-2022.Chhattisgarh:Large unspent balance in 2020-2021 and 2021-2022.Dadra and Nagar Haveli and Daman and Denotable unspent balance in 2020-2021 and 2021-2022.Delhi:Large unspent balance in 2020-2021.Goa:Unspent balance increased in 2021-2022.Gujarat:Significant unspent balance in 2021-2022.Haryana:Large unspent balance in 2020-2021 and 2021-2022Himachal Pradesh: Unspent balance decreased from 2020-2021 to 2021-2022.Jammu & Kashmir: Notable unspent balance in 2020-2021.Jharkhand:Unspent balance increased in 2021-2022. Karnataka:Large unspent balance in 2020-2021 and 2021-2022. Kerala:Unspent balance increased in 2021-2022.Ladakh:Unspent balance increased in 2021-2022.Lakshadweep:Unspent balance increased in 2021-2022.Madhya Pradesh: Notable unspent balance in 2020-2021 and 2021-2022.Maharashtra:Large unspent balance in 2021-2022.Manipur:Unspent balance decreased from 2020-2021 to 2021-2022. Meghalaya: Unspent balance increased in 2021-2022. Mizoram:Unspent balance decreased from 2020-2021 to 2021-2022.

Nagaland:Unspent balance increased in 2021-2022. Odisha:Notable unspent balance in 2020-2021. Puducherry:Unspent balance increased in 2021-2022. Punjab:Large unspent balance in 2020-2021 and 2021-2022. Rajasthan:Large unspent balance in 2020-2021 and 2021-2022. Sikkim:Unspent balance increased in 2021-2022. Tamil Nadu: Large unspent balance in 2020-2021 and 2021-2022. Telangana:Large unspent balance in 2020-2021 and 2021-2022. Tripura:Notable unspent balance in 2020-2021. Uttar Pradesh: Large unspent balance in 2020-2021 and 2021-2022. Uttarakhand:Notable unspent balance in 2020-2021 and 2021-2022. West Bengal: Large unspent balance in 2020-2021. Overall Observations: Unspent Balance: Many states/UTs have a substantial unspent balance in both 2020-2021 and 2021-2022, indicating a challenge in fully utilizing the allocated Overall Observations: Unspent Balance: Many states/UTs have a substantial unspent balance in both 2020-2021 and 2021-2022, indicating a challenge in fully utilizing the allocated funds. Yearly Changes: Some states show a decrease in unspent balances from 2020-2021 to 2021-2022, while others exhibit an increase. Utilization Challenges: The data suggests that there may be challenges in the efficient utilization of allocated funds by some states/UTs. Further investigation is needed to understand the reasons behind the unspent balances. Policy Implications: Policymakers may need to review the budget allocation and utilization processes to ensure optimal utilization of funds for educational initiatives under Samagra Shiksha. Reporting and Monitoring: The monitoring and reporting mechanisms for fund utilization should be strengthened to ensure timely and effective expenditure. This analysis provides insights into the budgeting and expenditure patterns across states/UTs under the Samagra Shiksha scheme, highlighting areas that may require attention for improved fund utilization.

Recommendations: Strategic Enhancement of Government Funding in Samagra Shiksha Schemes

6.1 Utilization Efficiency: The research underscores the critical importance of maximizing the efficient use of allocated funds for Samagra Shiksha schemes, particularly in the context of ICT Labs and Smart Classrooms. To achieve this, the following strategies are recommended:

Capacity Building: Invest in training programs for educators and administrators to enhance their capacity in utilizing technological resources effectively. This ensures that the allocated funds translate into tangible benefits in the learning environment. Monitoring Mechanisms:

Establish robust monitoring mechanisms at the state level to track the utilization of funds. Implement regular audits and evaluations to identify inefficiencies, bottlenecks, and areas for improvement. Real-time tracking can enhance accountability and transparency in fund utilization. Stakeholder Collaboration: Foster collaboration between state education departments, schools, and technology providers. Engaging stakeholders in the decision-making process ensures that the allocated funds align with the actual needs of educational institutions, thereby optimizing resource utilization.6.2 Budget Planning: Effective budget planning is fundamental to the success of Samagra Shiksha schemes. The research recommends the following initiatives to refine and optimize budget planning processes: Needs Assessment: Conduct a comprehensive needs assessment at the grassroots level to understand the specific requirements of schools and educational institutions. Tailor budget allocations based on these assessments to ensure targeted and impactful investments. Long-Term Planning: Shift towards long-term budget planning cycles, allowing for more strategic allocation of funds. This approach provides stability and allows for sustained initiatives, fostering the development and maintenance of ICT Labs and Smart Classrooms over an extended period. Flexibility in Allocation: Introduce flexibility in budget allocations, enabling schools to adapt to evolving technological needs. A more agile budget planning process accommodates unforeseen circumstances and technological advancements.6.3 Impact Assessment: Conducting a thorough impact assessment is crucial for understanding the effectiveness of Samagra Shiksha schemes. The following recommendations are proposed for a comprehensive impact assessment: Educational Outcomes: Evaluate the impact of ICT Labs and Smart Classrooms on educational outcomes, including student performance, engagement, and digital literacy. Linking outcomes to specific interventions allows for targeted improvements. Feedback Mechanisms: Establish feedback mechanisms involving teachers, students, and parents to gather qualitative insights into the impact of technology integration. This qualitative data complements quantitative assessments, providing a holistic understanding of the scheme's effectiveness. Continuous Improvement: Use impact assessment findings as a basis for continuous improvement. Identify successful strategies and best practices, disseminating this information across states for mutual learning and replication of successful models. The recommendations outlined above aim to guide policymakers, education officials, and stakeholders in optimizing government funding for Samagra Shiksha schemes. By focusing on utilization efficiency, budget planning, and impact assessment, these strategies seek to contribute to the sustainable enhancement of educational empowerment in India.

Overall Observations: Enhancing Fund Utilization in Samagra Shiksha Schemes

7.1 Utilization Challenges: The analysis of state-wise financial allocation and expenditure for ICT Labs and Smart Classrooms under the Samagra Shiksha scheme reveals several challenges in fund utilization. Understanding and addressing these challenges are crucial for optimizing the impact of government funding. Key observations include: Inconsistent Allocation Patterns: Several states exhibit inconsistent allocation patterns, with fluctuations in funding for ICT Labs and Smart Classrooms. This inconsistency can lead to challenges in long-term planning and sustained initiatives. Unspent Balances: Notable instances of unspent balances, especially in Smart Classrooms, raise concerns about the efficient utilization of allocated funds. Identifying the root causes of unspent balances is essential to prevent wastage and ensure funds are directed toward intended purposes. Limited Focus on Smart Classrooms: Some states allocate minimal resources to Smart Classrooms, impacting the widespread adoption of technology-enabled learning. Addressing this imbalance is crucial to harness the full potential of digital education tools. Lack of Needs-Based Allocation: The absence of needs-based allocation is evident in certain states, where the allocation does not align with the specific requirements of schools. Tailoring fund allocation based on a thorough needs assessment can address this challenge.7.2 Policy Implications: To overcome the observed challenges and enhance fund utilization in Samagra Shiksha Schemes, the following policy implications are recommended: Standardized Allocation Guidelines: Introduce standardized guidelines for fund allocation, considering the diverse needs of states. These guidelines should emphasize a balance between ICT Labs and Smart Classrooms, ensuring a comprehensive approach to educational technology. Capacity Building Initiatives: Implement capacity building programs for state education departments to enhance their planning and execution capabilities. This includes training in needs assessment, budget planning, and monitoring mechanisms to promote effective fund utilization. Performance-Based Incentives: Explore the possibility of introducing performance-based incentives for states that demonstrate efficient fund utilization. This approach encourages states to focus on impactful initiatives and ensures a continuous improvement mindset. Periodic Review Mechanisms: Establish periodic review mechanisms to assess fund utilization at both state and national levels. Regular reviews facilitate the identification of challenges, sharing of best practices, and the implementation of corrective measures. In conclusion, the overall observations highlight the need for a strategic

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approach to overcome utilization challenges and provide actionable policy implications for policymakers. By addressing these challenges, the Samagra Shiksha scheme can achieve more efficient and impactful utilization of government funding, ultimately contributing to the enhancement of educational empowerment in India.

Conclusion: Charting the Future Course for Educational Empowerment through Samagra Shiksha Schemes

The comprehensive analysis of state-wise financial allocation and expenditure for ICT Labs and Smart Classrooms under the Samagra Shiksha scheme provides valuable insights into the current status and challenges faced in the realm of educational funding. The key findings and observations pave the way for a conclusive summary and propose a roadmap for future-ready financial frameworks. The following points encapsulate the essence of the research: Diverse Allocation Trends: The research uncovered diverse trends in fund allocation across states, reflecting the varied priorities and challenges faced by different regions. Understanding these variations is crucial for formulating nuanced strategies that cater to the unique needs of each state. Strategic Focus on Smart Classrooms: The introduction of Smart Classrooms in 2020-2021 marked a significant step toward integrating technology into education. However, the analysis revealed a varying emphasis on Smart Classrooms, necessitating a strategic approach to ensure equitable access and adoption. Utilization Challenges and Opportunities: The study identified challenges in fund utilization, including inconsistent patterns, unspent balances, and limited focus on specific components. These challenges present opportunities for targeted interventions to enhance efficiency and drive meaningful impact. Policy Implications for Improvement: The research suggests policy implications aimed at addressing utilization challenges. Standardized allocation guidelines, capacity building initiatives, performance-based incentives, and periodic review mechanisms emerge as key strategies to optimize fund utilization and drive positive outcomes. RoadMap for Future-Ready Financial Frameworks: Holistic Planning: Develop a holistic planning framework that considers the diverse educational landscapes of states. Tailor allocations to meet specific needs, ensuring a balanced approach between ICT Labs and Smart Classrooms. Technology Integration: Emphasize technology integration in education by promoting Smart Classroom initiatives. Encourage states to allocate resources for digital infrastructure, teacher training, and content development to harness the full potential of educational technology. Efficiency Enhancement: Implement measures to enhance fund utilization efficiency, including capacity building programs, standardized guidelines, and

performance-based incentives. These efforts can contribute to a more streamlined and impactful execution of the Samagra Shiksha schemes. Collaborative Efforts for Sustainable Impact: Recognizing that educational empowerment requires collaborative efforts, the conclusion advocates for sustained collaboration between central and state governments, educational institutions, and other stakeholders. A collective commitment to implementing the proposed strategies will pave the way for a more robust and sustainable educational ecosystem. In conclusion, this research not only sheds light on the intricacies of financial allocation and expenditure but also provides a roadmap for future-ready financial frameworks. By addressing the identified challenges and leveraging strategic opportunities, the Samagra Shiksha schemes can evolve into a transformative force, empowering education across India and paving the way for a brighter and more inclusive future.

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Impact of Social Media on Secondary School Students

Abstract

This study investigated the impact of social media on secondary school students, focusing on gender and location as potential factors influencing this impact. The research was conducted among 306 secondary school students, selected using a simple random sampling technique. A descriptive survey method was adopted, and data were collected using the Impact of Social Media Assessment Tool (2023). The results of the data analysis indicated no significant difference in the impact of social media on secondary school students based on gender or location. The findings suggest that the impact of social media remains consistent across gender and location among secondary school students.

Keywords: *Social Media, Secondary School Students, influence*