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Impact of Samagra Shiksha Abhiyan in Tamenlong District

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Abstract: Samagra Shiksha abhiyan was formed by subsumes the three programme of Sarva Shiksha Ahiyan (SSA), Rashtriya madhyamik shiksha (RMSA) and teacher education (TE), to ensure and integrated and holistic school education. **Objectives and Methodology:** To explore whether the progress of the civil works with regard to infrastructure: (a) Additional classroom (b) Maintenance and repair of school building (c) Toilet (d) Drinking facilities. The researcher randomly selected 200 government primary schools from the total number of population i.e. 298 (50 government primary schools from each of the block of Tamenglong district). **Findings:** The study also found out that Tamenglong district is a hilly terrain and harsh weather condition challenges for all school infrastructures. The finding indicated the resilience of schools in maintaining infrastructure even without consistent financial aid while at the same time; it emphasizes the need for regular and reliable grants to ensure sustainability

Keywords: Samagra Shiksha abhiyan, tamenlong, district, teacher, education

Introduction

Samagra Shiksha abhiyan was formed by subsumes the three programme of Sarva Shiksha Ahiyan (SSA), Rashtriya madhyamik shiksha(RMSA) and teacher education (TE), to ensure and integrated and holistic school education. It focuses on improving the quality education at all levels by two T'S – Teacher and Technology. The program covers 1.6 million schools, more than 156 million students and 5.7 million teachers of government and aided schools (from pre-primary to secondary stage). The scheme also places an important highlight on digital learning; make sure students to access digital technology and innovative teaching methods in the schools. Its actively foster inclusive education to make sure that child with special needs receive with equal opportunities to learn and grow.

The program has important contributed to increase enrollment rates, especially among children's with special need, those from disadvantaged community and girls. With the expansion of school infrastructure facilities, separate toilets for boys and girls, additional classroom and developed access to learning materials. The program has made schools improved inclusive and welcoming by making sure that every child promotes equal education for all the students regardless of gender. The scheme took up special initiative like awareness campaign, providing free textbooks, encouraging the community participate programs and reduced dropout rates. With this result, many children are now able to make education accessible to all at every level.

The programme focuses on the overall development of a child, going beyond just academic learning. It aims is to cover academic, emotional, physical and social aspects and make sure that school students become well-rounded individuals. This approach highlight critical thinking, creativity and life skills and also foster value, emotional intelligence and social responsibility. It treats school education as a continuum from pre-school to class 12. The schemes supported states to initiate pre-primary education; it is also inclusion of senior secondary levels and pre-school levels is support for school education for the first time in India.

Tamenglong district has the distinction of having the first sub-divisional office/head quarters in Manipur hills. Even since the time of British India since 1919. It also was the distinction of being connected with the outsides

world through old Cachar road linking Manipur with the rest of the country while most of the hills districts were not connected then. It becomes a fully fledged district in 1969.

Objectives

I. To study whether the progress of the civil works with regard to infrastructure: (a) Additional classroom (b) Maintenance and repair of school building (c) Toilet (d) Drinking facilities

II. To study the achievement of students under the impact of the Samagra Shiksha abhiyan

Research Methodology

Descriptive research method is adopted for the study. The researcher randomly selected 200 government primary schools from the total number of population i.e. 298 (50 government primary schools from each of the block of Tamenglong district) the researcher selected random sampling because schools for the study were random as per the convenience for the researcher and grant of permission by the headmaster and headmistress of the schools. Some of head of the schools cooperated well in providing the data whereas some of the schools were not up to date.

Results And Discussion

Table 1. Distribution of Classroom Condition

Variable		Statistics
Condition of Class-Room	Not Good	84 (42.00%)
	Good	116 (58.00%)
	Total	200 (100.00%)

From the above table no. 1 it shows that 58% found that their classrooms as “Good,” indicating high level so utilization and care. This distribution suggests that although most schools have functional classroom infrastructure, a considerable number still face difficulties in providing conducive learning environments, underscoring the need for targeted interventions to maintain, repair, and enhance classroom facilities.

Table 2. Comparison between the Classroom Conditions with Block Wise

Variable		Blocks				Total
		Nungba	Tamei	Tamenglong	Tousem	
Condition of Classroom	Not Good	26 (30.95%)	21 (25.00%)	24 (28.57%)	13 (15.48%)	84 (42.00%)
	Good	34 (29.31%)	24 (20.69%)	36 (31.03%)	22 (18.97%)	116 (58.00%)
Total		60 (30.00%)	45 (22.50%)	60 (30.00%)	35 (17.50%)	200 (100.00%)

The above table no.2 shows the comparison of classroom conditions across blocks using the SSA technique suggests that overall, 42% of schools judged their classrooms as “Not Good,” while 58% defined them as “Good.” Block-wise, Tamenglong had the highest proportion of Good” classrooms (31.03%), followed closely by Nungba (29.31%), while Tamei (20.69%) and Tousem (18.97%) recorded fewer. On the other hand, Nungba (30.95%) and Tamenglong (28.57%) accounted for the greatest percentage of “Not Good” courses, with Tamei

(25%) and Tousem (15.48%) contributing less. Thus, the distribution highlights that while a majority of classrooms are in satisfactory condition, significant challenges remain, particularly in Nungba and Tamenglong, where a notable proportion of schools still face infrastructural inadequacies, underscoringtheneed for targeted maintenance and repair efforts in these blocks.

Table 3. Maintenance and Repair of School Building

Variable		**Frequency**
Get any grants for maintenance and repair of school buildings	No	131 (65.50%)
	Yes	69 (34.50%)
Think that your school is well maintained	No	0 (0.00%)
	Yes	200 (100.00%)

The table no.3 shows on care and repair of school buildings under the SSA system show a diverse reality. A majority of schools (65.5%) reported not obtaining any cash for maintenance and repair, while only 34.5% reported receiving such aid. Despite this variation in financial support, all respondents (100%) said their schools are adequately maintained, suggesting that schools may rely on other resources, community support, or internal activities to maintain them. This shows both the resilience of institutions in maintaining infrastructure and the necessity of more regular grant distribution to promote sustainability and minimize reliance on non-SSA sources.

Table 4. Comparison Based on the Blocks with Maintenance and Repair of School Building

Variable		**Blocks**				**Total**
		Nungba	**Tamei**	**Tamenglong**	**Tousem**	
Get any grants for maintenance and repair of school buildings	No	39 (29.77%)	31 (23.66%)	36 (27.48%)	25 (19.08%)	131 (65.50%)
	Yes	21 (30.43%)	14 (20.29%)	24 (34.78%)	10 (14.49%)	69 (34.50%)
Think that your school is well maintained	No	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
	Yes	60 (30.00%)	45 (22.50%)	60 (30.00%)	35 (17.50%)	200 (100.00%)

From the above table no.4 the comparison of maintenance and repair of school buildings across blocks under the SSA plan suggests that a majority of schools (65.5%) did not receive funds, while only 34.5% reported receiving them. Block-wise, the greatest proportion of “No” answers came from Nungba (29.77%) and Tamenglong (27.48%), followed by Tamei (23.66%) and Tousem (19.08%). Among those who won grants, Tamenglong accounted for the largest proportion (34.78%), with Nungba (30.43%), Tamei (20.29%), and Tousem (14.49%) contributing smaller shares. Despite these disparities in budget distribution, all respondents (100%) across every block said that their schools are appropriately maintained.

Table 5. Distribution on Toilet Facility

Variable		**Statistics**
Any sanitary problems found in your School	No	11 (5.50%)
	Yes	189 (94.50%)
School have toilet facility	No	0 (0.00%)
	Yes	200 (100.00%)
The boys and girls have separate toilets	No	0 (0.00%)
	Yes	200 (100.00%)
Running water facilities available in the toilets	No	200 (100.00%)
	Yes	0 (0.00%)

The table no.5 shows the distribution of toilet facilities under the SSA program demonstrates both strengths and major flaws. All schools (100%) reported having restroom facilities with separate toilets for boys and girls, confirming full compliance with basic infrastructure standards. However, 94.5% of schools reported sanitary concerns, while only 5.5% reported no issues, demonstrating widespread concern about cleanliness and care. Most notably, none of the schools (0%) had running water facilities in their bathrooms, which substantially decreases hygiene standards despite the availability of physical infrastructure.

Table no.6 Comparison Toilets Facility with Block Wise

Variable		**Blocks**				**Total**
		Nungba	**Tamei**	**Tamenglong**	**Tousem**	
Any sanitary problems found in your School	No	0 (0.00%)	1 (9.09%)	5 (45.45%)	5 (45.45%)	11 (5.5%)
	Yes	60 (31.75%)	44 (23.28%)	55 (29.10%)	30 (15.87%)	189(94.5%)
School have toilet facility	Yes	60 (30.00%)	45 (22.50%)	60 (30.00%)	35 (17.50%)	200(100%)
The boys and girls have separate toilets	Yes	60 (30.00%)	45 (22.50%)	60 (30.00%)	35 (17.50%)	200(100%)
Running water facilities available in the toilets	No	60 (30.00%)	45 (22.50%)	60 (30.00%)	35 (17.50%)	200(100%)

The comparison of bathroom facilities across blocks under the SSA system indicates that, while all schools (100%) reported having bathrooms with separate facilities for boys and girls, concerns persist regarding cleanliness and operation. Overall, 94.5% of schools acknowledged hygiene concerns, while 5.5% stated none. Block-wise, the few schools without sanitary concerns were concentrated in Tamenglong (45.45%) and Tousem (45.45%), with low representation in Tamei (9.09%) and none in Nungba. Despite universal toilet availability and gender-segregated facilities across all blocks Nungba (30%), Tamei (22.5%), Tamenglong (30%), and Tousem (17.5%) none of the schools had running water in their toilets (100% replied "No"), which substantially undermines hygiene standards. This distribution demonstrates that while physical infrastructure has been completed, the lack of water supply and widespread sanitation issues remain key concerns, requiring prompt efforts to improve the usability and health impacts of school sanitation facilities.

Table 7. Drinking Water Facility in Schools

Variable		Statistics
School gets facility of safe drinking water for all seasons	No	195 (97.50%)
	Yes	5 (2.50%)
Think that the drinking water sources are hygienic for the students	No	199 (99.50%)
	Yes	1 (0.50%)
Filtrations facilities in the school	No	181 (90.50%)
	Yes	19 (9.50%)

The above table no.7 drinking water facility in schools that serious shortcomings in infrastructure and sanitation characterize the provision of drinking water services in schools under the SSA system. An over whelming majority of schools (97.5%) reported they did not have clean drinking water available year-round, with only 2.5% confirming its availability. Similarly, virtually all respondents (99.5%) indicated that their drinking water sources were not hygienic, with just 0.5% considering them safe for students. Regarding filtration, 90.5% of schools lacked filtration facilities, while only 9.5% had them installed.

Table 8. Comparison on Drinking Water Facility in School with Block Wise

Variable		Blocks				Total
		Nungba	Tamei	Tamenglong	Tousem	
School gets facility of safe drinking water for all seasons	No	55 (28.21%)	45 (23.08%)	60 (30.77%)	35(17.95%)	195(97.50%)
	Yes	5 (100%)	0 (0%)	0 (0%)	0 (0%)	5 (2.50%)
Think that the drinking water sources are hygienic for the students	No	59 (29.65%)	45 (22.61%)	60 (30.15%)	35(17.59%)	199(99.50%)
	Yes	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (0.50%)
Filtrations	No	48 (26.52%)	45 (24.86%)	55 (30.39%)	33(18.23%)	181(90.50%)

facilities in the school	Yes	12 (63.16%)	0 (0%)	5 (26.32%)	2(10.53%)	19(9.50%)
Total		60 (30%)	45 (22.50%)	60 (30%)	35(17.50%)	200(100%)

The table no. 8 shows that comparison of drinking water infrastructure across blocks under the SSA plan demonstrates serious inadequacies in both availability and quality. In all, 97.5% of schools reported lacking safe drinking water throughout all seasons, with only Nungba showing as light positive response (5 schools, 100% in the "Yes" category). In contrast, Tamei, Tamenglong, and Tousem reported none. Similarly, 99.5% of schools deemed their drinking water supply dirty, with just one school in Nungba (100% of the "Yes" group) perceiving its source as safe. Filtration facilities were equally rare, with 90.5% of schools having them; of the few that had filtration, Nungba accounted for the majority (63.16%), followed by Tamenglong (26.32%) and Tousem(10.53%), while Tamei reported none. Although Nungba has comparatively better access to safe water and filtration than other blocks, this distribution shows that the district as a whole still has serious problems with safe, hygienic, and filtered drinking water, putting students' health at serious risk and highlighting the urgent need for infrastructure intervention.

Findings

Out of 200 primary schools the study reveals that 65.5% of schools under Samagra Shiksha in Tamenglong district have not receives maintenance and repair of school building while only 34.4% of schools reported receiving financial support for maintenance and repair of school building. In the district a number of schools are experience infrastructure challenges such as leaking roof, wall creaks, broken doors and window, poor flooring. The study also found out that Tamenglong district is a hilly terrain and harsh weather condition challenges for all school infrastructures. The finding indicated the resilience of schools in maintaining infrastructure even without consistent financial aid while at the same time; it emphasizes the need for regular and reliable grants to ensure sustainability. According to present study it is found out the provision of drinking water facilities in schools under the SSA show serious shortage in infrastructure and sanitation, the majority of the schools 97.5% under Samagra Shiksha in Tamenglong district continue to face a lack of safe and clean drinking water. In some schools the available water sources are untreated and insufficient supplied, it make difficult for students to keep clean and safe drinking water throughout the day. While only a very small proportion 2.5% confirmed the availability of clean drinking water year-round.

The studies found out that nearly all respondents 99.5% from the Samagra Shiksha School are forced to bring drinking water from home or rely on unsafe drinking water due to lack of filtration system in the schools. Schools in rural and remote areas of Tamenglong district still face challenges in provide clean and safe drinking water to students. The Samagra Shiksha schools 90.5% do not have proper clean water facilities within the school campus in Tamenglong district The investigator revealed that 85% of Samagra Shiksha school buildings in Tamenglong were not in a satisfactory condition due to poor maintenance and structure issue whereas around 15% of the school in Tamenglong district were getting new buildings under Samagra Shiksha to improve learning environment.

The study found out that block wise distribution of schools without new school building show: Nungba 31.18%, Tamenglong 31.18% highest equal to Nungba block, Tamei 20% and Tousem 17.65% while among the few schools that received new schools' buildings in Tamenglong district: Tamei contributed the highest proportion 36.67%, Nungba 23.33, Tamenglong 23.33% and Tousem 16.67%. Many Samagra Shiksha school buildings in Tamenglong district were found to be semi-pucca structure, and a few schools still functioned with bamboo walls and tin roofs. These types of school buildings are temporary and weak in nature, often little protection to

provide a safe and comfortable learning environment. Teachers and students face difficulties in the rainy season, the bamboo wall become dank and weak while the roofs frequently develop leaks.

Conclusions

From the above discussion and findings, the study concludes that the overall distribution show that Samagra Shiksha abhiyan effort in providing new schools buildings are limited and even across blocks and most schools continue to depend on older or existing infrastructure, showing gaps in coverage. It also reveals Samagra Shiksha school buildings are poor condition and lack of durable school buildings poses a serious concern for the safety, well- being of teachers and students in remote and hilly areas of Tamenglong district. It is also found that in some schools' weak foundation leads to develop creaks, dank wall and increase the risk of accidents.

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