



Elementary Education in India: Understanding a Subsist Education Structure

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Abstract: *Elementary education has a decisiveresponsibility during the formative years of a youngster. Theknowledge moralsand values imparted to offspring at this stage shape their personality and etiquette as they grow into adulthood and it becomes a part of their being. Hence, it is essential that the knowledge imparted to them through elementary education is apt as for their age since, it has far reaching consequences. The aim of this paper is to present a detailed picture about the current status of elementary education in India. The second section of the text presents the figures regarding the current state of elementary education in India. The third section explores the programmes and schemes introduced by the government to achieve the aim of “schooling for all”. Additionally, in the fourth section of the paper a comprehensive review of the problems facing elementary education is conducted and suggestions to overcome those are presented. It is hoped that this paper informs academicians, researchers or any curious learners about how far India has come, what lies ahead of us and how we can reach there.*

Keywords: *Decisive, Formative, Curious, Etiquette, offspring*

1. INTRODUCTION

Elementary education is the first junctureof formal education, commencement at age of 6 and ending at age of 14. It plays a crucial role in determining a person’s economic and social empowerment. It is also an important determinant of development and a prime indicator of HDI. Elementary education is the most important type of education provided because it forms a basis or a foundation on which higher education works upon and enhances further. During these formative years of a child, the curriculum lays a prominence on arithmetic skills, writing skills and reading skills, basics of science and social studies. Moral values and ethics are also inculcated in children, so that they grow up to be responsible and law abiding citizens, since the things taught at this stage go a long way in shaping the personality of individuals. Education Act, 2009 came instrength in April 2010. It provides guarantee of education, at no cost and necessary toevery teentill the age of 14 (fourteen). After this monumental act was passed, some cataclysmic changes were observed. The

numbers sure did increase but moreover, a change in the mind-set of people was observed and there was an amplified public craving for the fruitful schooling. Due to the continued efforts by the government, the aim for “schooling for all” has been accomplished to a great extent which is indicated by the numbers in the next section.

(A) *Understand figures and facts*

In 2010, the nation accomplished a memorable achievement when (RTE) Act, 2009 and Article 21-A enforced on 1st April 2010. The authorization of Article 21-A and the RTE Act was a ice-breaking step in nation's battle for universalising of elementary education. The RTE Act 2009 givescertainty, impartial and obliging provisions of comprehensive elementary education for each and every one. The following statistics show how far we have come in the journey of universalizing elementary education and how far is still needed to go.

(A) *Facts regarding quantitative aspects*

1. Budget allocation The Union Budget for the Ministry of Human Resource Development for the next financial year 20120-21 increased by just 4.69 percent – the smallest increase since 2015. The two departments of MHRD namely- Higher Education and School Education and Literacy received a combined allocation of Rs 99,300 crore for the 2020-21 financial year. This is an increase of only Rs 4,446.36 crore.
2. Number of educational institutions A substantial increase can be seen in the number of educational institutions since independence. During the period In between 1950 to 2016 the number of Primary Schools has been increased by 4.5 times (9, 40,546 Primary Schools) and Upper Primary Schools was increased by 31.5 times (4, 29,624 Upper Primary Schools).
3. Ggross enrollment ratio at the Primary school (classes’ I-V) was 42.6% in 1950-51 has increased 99.2% in 2015-

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16, and Upper Primary school level was increased from 12.7% to 92.8% Since 2007.

4. Gender parity index at Primary level was increased from 0.41(1950-51) to 1.03(2015-16), and 0.22% to 1.10% in case of Class VI-VIII. GPI level of Class I-VIII has increased from 0.31 to 1.05%. GPI of SC students for Classes I to V In 2015- 16 and VI to VIII 1.03 and 1.10 respectively, for Schedule tribe students for Classes I-V and VI-VIII GPI was 0.98 and 1.03 respectively. This is an indicator that the mind-set of people is beginning to change towards education in general and more specifically towards education of the girl child.
5. Dropout rates at the Primary level stand at 4.13% (Boys- 4.36; Girls- 3.88) Dropout rate at the Upper Primary level stand at 4.03% for 2014-15 (Boys- 3.49; Girls- 4.60) The major reasons for dropout are as follows:
6. Number of teachers has increased from 5.38 to 26.06lakh in 2015-16in Primary schools. The number of teachers in Upper Primary school level has increased from 0.86 to 26.12 lakhs in 2015-16.
7. PUPIL TEACHER RATIO During 2015-16, the PTR was 23 and 17 for Primary and Upper Primary schools respectively. To put it in perspective, in 1980-81 the PTR was 38 and 33 for Primary and Upper Primary schools respectively.

(B) Facts regarding qualitative aspects

Reading the ASER reading test assesses the learning level of a child in terms of a few parameters which are described as below: At Std I and II a child of difficulty can read letters, words, a simple paragraph or a 'story'. In Standard III: the % of pupil who are able to read at Std II level, has been climbing over the past years and the percentage for the same changed from 21.6% to 23.6% (2013) and 25.1% (2016), 27.2% (2018). Std V: Approx 50% of the students who were enrolled in Std 5 can read Std 2text book and this figure was increased 47.9% to 50.3% in 2018. Std VIII: In year 2018 Data ofASER tells that, the students enrolled in Std VIII, approximatly 73% students can read a text book of Std 2. The ASER arithmetic test tells the learning level of a child in terms of a few parameters which are described as below: a child can acknowledge numbers 1 to 9 and 10 to 99, can solve a problem of two-digit subtraction, appropriately solve a algebraic3 figure by 1figure division problem. Std III: The % of students enrolled in Std III who can solve subtractionnot much improved by 27.6 % (2016) in 201828.1%. This number was changed for government school students; by slight change (.6%) 20.3% (2016) to 20.9% in 2018. Std V: The % of students were enrolled were able to solve division problem slightly changed by 1.8% from 26% (2016) to 27.8 % (2018). Std VIII: The performance of Std VIII students those were

enrolled can solve basic arithmetic problems has not altered much.

Programs and schemes

India is a youthful nation as 27% population is lying in between 0-14age group. In order for a country and its individuals to prosper, Elementary education is the most important step, which determines the trajectory of the nation and its individuals. Achieving the goal of universalisation of elementary education, becomes a daunting task in the Indian context. Hence, the government has started numerous projects and programs, each focusing to remove the barriers existing between India and the goal of UEE. In the National Policy of Education, the government has ensuredimpartial education for everyone. The majoraspire of these schemes is to improve quality, impartial, social justice and also to improve the basic quality of education. Indian government launched these schemes for elementary education in India.

1. RTE2009 (Right to Education) enacted on1/04/2010. RTE made education a fundamental right for everyone in-between 6 and 14 years age. It bounds every elementary school follow the basic norms for elementary education in the nation. Thus, every child got right to be given free and necessarybasic education. The RTE act also provides assurance that makes surety the child receives the benefit of sustainable progress, building potential, knowledge, ability, skills etc. It makes provision for the appointment of teachers, who are appropriately trained in their profession. All this ultimately leads to the attainment of UEE and raises the standard of basic Education in India.
2. (SSA) Sarva Shiksha Abhiyan-2001, This program was probably one of the biggest project undertakings in India. SSA is a program for the kids aged 6-14 which helps them in receiving Elementary Education. It is a centrally sponsored scheme and covers the whole nation and works in association with local and state governments to implement RTE. It incorporates children from every social class and works towards achieving the objective of UEE. Its interventions include: (I) Construction of new schools. (II) Special training for children who are out of mainstream school. (III) SSA has a provision for residential amenities in remote areas and low density populated or hilly and densely forested areas. SSA is running approx 826 inhabited institutions with a capacity of approx 90, 855 children till date. (IV) Escort facilities for children between their homes and school premises. (v) Girls education: RTE-SSA emphasis on girls education and children belonging to weaker sections or disadvantaged groups. The general expectations under SSA apply to all girls belonging to weaker sections and

disadvantaged groups, these include ensuring availability of textbooks, uniforms, etc.

3. Midday Meal Programme is also known as "Nutritional Support to Primary Education". In 1995 this scheme was came in force for nutritional support to the students studying in elementary schools. In 2008-09, seeing its efficacy, it was extensive to consist of Upper Primary school pupil and the Scheme was rehabilitated as 'Mid-Day Meal' for pupil in Schools. Main objective of this scheme was to eliminate hunger of students and to provide an motivation to increase attendance and enrolment in schools. It is also helpful to reduce improper and inadequate nutrition among children. It also helpful to empowered women socially and economically as it creates employment opportunities for them.
4. National Program of Education for Girls at Elementary Education came in force in July 2003 and this program is a major component of SSA. It has been initiated by the Govt. of India to reach girls; especially those are not enrolled school. The NPEGEE gives additional support to the mechanisms of SSA for civilizing the education among girls. A few objectives that go under this plan include the improvement of learning materials, gender sensitization of instructors, arrangements like stationary, uniforms, and exercise manuals, workbook etc. The main agenda of this program is to break sexual generalizations/stereotypes and ensure that ladies get the same learning opportunities as their male counterparts. The plan is prepared for EBBs (educationally backward blocks) where the feminine erudite is lesser than nationwide standard and sexual characteristics gap is higher than national average; i.e. 5% SC/ST inhabitants and feminine erudite is below 10%; in urban slums. Approximately 25, 537 ECCE centers, 35, 254 model cluster schools opened, and in the 24 States approx 3272 EBBs have been covered under the Scheme, around, approximately 1.85 lacs teachers were trained on GS (gender sensitization) and 24, 394 additional classrooms was constructed and remedial teaching is organized for 9.67 lakh girls (upto 31st December 2007).
5. KGBV (Kasturba Gandhi Balika Vidyalaya) scheme - 2004, the main motive of KGBV scheme is to set up residential schools for girls belongs to remote areas (minority communities, SC, ST, OBC Muslim and BPL girls) at the upper primary level, girls from disadvantaged groups can access quality education with ease. Kasturba Gandhi Balika Vidyalaya set up in where schools are far from residence, girls who are not capable to go to schools regular basis, nomadic populations in remote areas, 10+ age girls those are dropout from primary school level and security of girls is a challenge. They provide 75% reservation for girls belongs to OBC/ST/SC and minorities and 25% to girls belongs to BPL family. Till date, 3609 KGBVs are sanctioned/recognized by Indian Government, and 3600 KGBVs are functional (Le. 99.75) and 3, 66, 756 girls are enrolled in them.
6. Beti Bachao, Beti Padhao 2015 comes under the Ministry of Woman and Child Development, and is one of the key and most eminent central govt. schemes for teenager girl child. The major target of this govt. scheme was primarily to protect girls children from female feticide also endow with support for eminence education, stopping the practice of discrimination and gender-determination tests. The BBBP scheme ensures the shelter to girls and spreads attentiveness among girl children and are also nowhere beneath their male counterparts and hence should not be treated as such. They should rather be treated as equals and be given the same opportunities as boys.
7. Swachh Vidyalaya Under SSA, the prerequisite of school infrastructural amenities including drinking water, clean toilets are based on need is reflected in their yearly Work Plan & Budget. All fresh schools opened with the help of SSA having amenities separate toilets for girls and boys. However, many of the schools which were constructed earlier still lack the basic facility of toilets (mostly girl toilets). This compels girls to leave the schools midway. The Department of School Education launched the Swachh Vidyalaya Initiative under which 4, 17, 796 toilets constructed or functional in 261400 schools, which ensures good hygiene and also helps in the retention of students.
8. Infrastructure Development in Minority Institutes Scheme was come in effect to develop the basics in Private Aided/self financed schools, Institutions to provide excellence education to minority kids. The scheme would facilitate education of minorities by infrastructural improvement. They might be able to gain education like the rest communities. This plan covers the whole nation state, preference will be given to (private aided/Govt./self financed) schools, minority institutions located in, blocks and districts having a minority people above 20%..

2. PROBLEMS AND SOLUTIONS

India is a youthful nation and this young population is our future demographic dividend, it is of utmost importance that they are facilitating quality education. In order to spread quality education across India, it is important to note the pitfalls or the shortcomings in the current system and address those by appropriate interventions. This section analyses the

issues with Elementary education in India, which are stumbling blocks in providing accessible, affordable and quality education to its citizens. At the same time, it suggests the changes which can be implemented and some of the remedial solutions which have already been put in place by the government.

1. Accessibility of adequate infrastructural services in school have considerable impact on students since it is an central sign that, schools have encouraging learning environment for offspring. Several researches link the availability of infrastructural facilities of school and school effectiveness, some of them also indicates that helpful management organization or schools can develop the excellence of educational services. Proper infrastructure also motivates teachers who are then able to provide effective learning to their students. These have brought a significant improvement in certain areas: 89.18% of all elementary schools are connected with all weather roads. 99.5% have school buildings 89% have functional water facilities 87.08% have functional girls toilet (albeit still less, it has improved manifold) Problems Studies have pointed out that the infrastructure in remote and rural areas is far from satisfactory. Approx 12.5 % upper primary and 6.7% primary schools have entire pukka building in remote areas which indicates that basic infrastructure is not up to the mark these regions. As per DISE data, classrooms in private/aided and self financed schools are superior situation than govt. schools. The higher proportion of government schools requires major maintenance. Data figures show that 41% of schools are still devoid of electricity and just a meager of 25.23 has computer facilities. These figures are disheartening to say the least what can be done for the improvement of infrastructural facilities? In remote and rural areas, the need for proper infrastructural facilities should be paid due attention to because, if they are not improved, the socio-economic divide between the backward communities living in these areas and rest of the nation will increase. States and local bodies should collect data of schools in their areas and then work accordingly to improve the prevalent condition. Also, just the provision of facilities alone is not enough. Emphasis should also be laid on timely and adequate maintenance of these facilities by the school management. The reason for school grants not being used judiciously in many schools is corruption. A lot of the money from these grants rather than being utilized for improving infrastructural facilities goes into the pockets of a few. Such bottlenecks should be identified and addressed and the defaulters be punished. This should happen at the State level and should also be monitored by the Centre. Even in the 21st century, none of the 21st century facilities can be seen at most schools. Electricity is essential for classrooms to ensure that the students

focus on their education and development and not on any other distractions. Computer availability is one of the most important facilities in today's world. In an age where data is knowledge, where most of the work is done by means of a computer, we're keeping children devoid of computer education. This should be corrected at the earliest and a specified scheme should be developed to ensure that practical computer education is imparted to every child. This will automatically fix the electricity issue as well.

2. Full equity and inclusion Education is arguably one of the greatest tools for achieving equality and social justice. Equitable education is basic to accomplishing a comprehensive and an impartial civilization in which each resident has option to reverie. Unfortunately, there exist a host of inequalities pertaining to gender, social and economic status and special needs in our nation. Such social cleavages often amplify the gap in quality and hence productivity and hold the nation and its citizens back from growth, prosperity, and progress. Poverty is one of the major factors in both elimination and favoritism. Poor families thrash about to send their offspring to school and they do since they have fewer resources at home to be able to help their children in this endeavor. A lot of children from poor households are also excluded because, they have to work in order to have food on the table at the end of the day. Thus, many children are excluded because they are stuck in an endless maze of poverty. There is also a lack of quality infrastructure, functional and secure toilets, good libraries, laboratories, learning supplies and drinking water in inferior areas schools. Another factor which leads to exclusion and discrimination are social mores and biases foreg. some communities still deem that girls not need any prescribed education. The evaluated values of Gender Parity Index show the expanding trends of female participation at all levels. However, this doesn't remain constant when the index is determined based on school management. In some states, feminine enrollment is higher than males in government schools but, this upturned about private schools. Parents appear to have an inclination towards private schools for the boy child. This shows a serious case of gender based inequality. Children from such disadvantaged communities face discrimination in the form of: differential classroom seating based on caste, wherein they're made to sit at the back; sexual and mental abuse; being made to eat from separate utensils; negative stereotypes and teacher perceptions etc. What can be done to provide full equal and inclusive education in schools? Government programmes like distribution of bi-cycles, providing transport facilities at a concessional rate for students, introducing online courses are being implemented effectively in the states/UTs to increase accessibility even

to the students from a poor socio-economic background. The policies or schemes running in past years must be strengthened and transformed for the underprivileged groups. Also, certain regions with large populations in the country from URGs should be declared as SEZs (Special Education Zones) where government policies and schemes are implemented, to the utmost extent. For the households, wherein the children are employed not by choice but by helplessness, it is essential to link up microcosmic realities of life with macrocosmic policies to realize rights in a meaningful way. They won't be able to find a way out of the maze unless their basic needs are met i.e. education has to be linked up with food security, right to health, right to livelihood, employment and other social security measures. This is being done through government schemes like NPEGEL, (Kasturba Gandhi Balika Vidyalaya) KGBV, BetiBachao, BetiPadhao which focus specifically on the girl child and schools should offer a safe atmosphere for young minds to boom. The role of guardians, teachers and peers becomes very significant to eliminate the mores of caste based discrimination. The children being discriminated against need safe space and individual attention care to grow, a personal long term support which comes from the teachers. A change in mind-set needs to take place across the classrooms. A strict action also needs to be taken against the facilitators of this problem.

3. Eliminate Drop Out ratio is one of the main targets of schooling system to guarantee that children are enrolled and attending school properly. Dropout of students has a huge financial ramification which affects labor market, economic performance and social progress of a country. It is not only financial constraints and engagement of children in domestic/economic activities which forces them to dropout, but lack of interest in education also plays a major role. Thus ensuring adequate availability of educational facilities is necessary but not sufficient to ensure retention of students. Most schools also don't provide educational and vocational counseling to their students. As per U-DISE, the (GER) Gross Enrolment Ratio for Grades 1-5 in 2016- 2017 was 95.1% for Grades 6-8 Gross enrollment Ratio was 90.7%. A big quantity of enrolled students drops out after Grade 5, after Grade 8 mainly. This might be due to negligence in teaching during their formative years, which they're unable to cope with and subsequently, the burden keeps piling up, making them dropout eventually. Presence of adequate infrastructural facilities also plays a role in the retention of children. Mainly girl students drop out due to lack of toilet amenities in schools. In dropout rates Social, economical and cultural issues also play a foremost role. For e.g. some children are not sent to school due to unsafe practices like child marriage, gender discrimination, child labor etc. Lack of sanitation and

unhealthy habits make kids prone to chronic illnesses and this also prevents them from attending classes consistently. Many might even be subjected to discrimination or harassment on the basis of their caste and might prefer to dropout. Some children dropout, just because of they do not find appealing or constructive school. This reason is the second most popular (after the reason of 'being engaged in domestic/economic activities') for dropping out of students. What can be done to ensure student retention? Those students who have fallen behind and are unable to cope up with the ongoing teaching need to be monitored closely by their respective teachers and should be given individual assistance. Such students can be identified by tracking their attendance as well. Valuable and ample infrastructure should be provided to all students to access safe and engage school education. This could be achieved by improvement and enlarging the existing schools, building additional eminent schools in remote areas, building of libraries and toilets to attend a quality school and receive quality education. Roads should be enhanced and adequate measures for transport should be taken like providing bicycles, organizing walking groups, arranging for paid walking escorts, or buses to ensure full accessibility to schools. Suitable precautions should be taken by all schools and their managements to ensure the safety of students specially girls students, building safe infrastructure, recruitment of defense staff (guards) (mainly female security staff), maintain associations with local police, arrange realistic mechanism for students in case of harassment or other situations. One also needs to take a hard look at the curriculum as well to ensure that it's relevant and interesting. It is important to upgrade along with the world. Technology needs to be inculcated at a large extent in the classrooms and other means of learning other than the textbook way should be encouraged to make learning a fun process.

After primary school, India's enrolment levels are much worse than those of developed nations

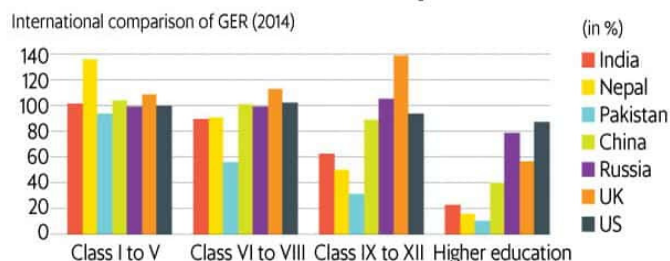


Fig. 1.

Source: - <https://www.livemint.com/Education/k1ANVHwheaCFWCupY3jkFP/Trends-in-school-enrolment-and-dropout-levels.html>

4. Teachers and teacher education it has been rightly said, "Teaching is the profession that creates all other professions" Teachers shape children's futures, the potential of our nation. Thus, creating an erudite and prosperous society is in the hands of teachers. It is because of this fact that teachers were greatly revered in ancient India. Today the status of the teacher and the quality of teaching has convex. The quality training, recruitment, service environment, and empowerment of teachers are not up to the mark; consequently this has great impact on teaching principles. Problems acquire a large section of teaching, even higher educational institutes are not providing a superior education. No regard is given to the quality of teaching being provided in such colleges. Ones not even meeting the bare minimum requirements are being handed out degrees. It would be safe to say that in such colleges, degrees are essentially available for a price. At present teacher conscription is based on in black and white examinations such as (TET) Teacher Eligibility Test. This has modest association with teaching ability and the exploitation of teachers affecting teaching. Many schools face the problem of shortage of teachers therefore, in many cases, a mathematics teacher may be asked to teach Hindi, or a history teacher asked to teach science. Mass schools do not have music or art faculty. Teachers are subjected to unpredictable transfers. Losing teachers suddenly can have a negative effect on students pertaining to their psychology and education. In few schools lack of harmless drinking water, operational toilets and electricity are infrastructural deficiencies are the main issue. What can be done to ensure quality teaching and highly qualified teachers in the country? Colleges that provide teacher training need to be assessed carefully and their malpractices need to be addressed. Focus of these colleges should be on imparting relevant and quality training which will help the enrolled students become good teachers in the future. Unqualified and untrained teachers are also one of the toughest and biggest issue in front of us (Figure 2). Teacher recruitment, should not only be based on written examinations but, other assessment methods which show the competency of teachers in dealing with children should also be looked at. The RTE ACT 2009 says that the vacancies of teachers in the school shouldn't surpass 10% of its sanctioned strength. To satisfy the standards of RTE Act, during 2015-16, 4 lakh instructors were required at the elementary level. Considering the high number of surplus educators in less enrolled schools (consolidated strength of 6, 36, 861), is the setback. These methods need to be looked at proactively to address the problem of shortage of teachers. This might be because of the lack of infrastructural facilities in schools which make them feel uneasy about working there. Thus, adequate infrastructural facilities need to be

developed quickly. The curriculum load is a lot both for teachers and students. Thus, the curriculum needs to be relaxed and revised to include relevant information. Methods of teaching other than the traditional textbook method need to be implemented to teach students since they make education more engaging and easier to understand. Thus, consequently the number of students falling behind will decrease significantly.

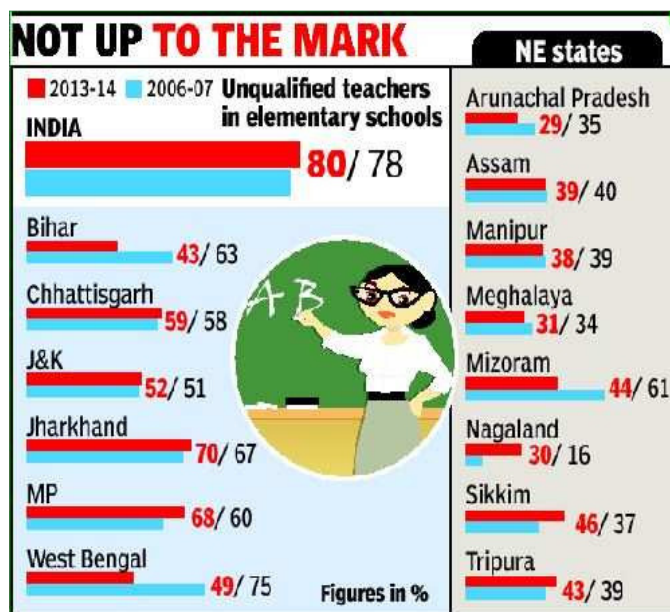


Fig. 2.

Source: <https://timesofindia.indiatimes.com/india/1-in-5-primary-teachers-unqualified/articleshow/46809604.cms>

5. Lack of emphasis on sports the basics for sports education starts at the school level. Sports education has been made a compulsory subject however, not much is being done at the school level to realise the goal of imparting sports education. This is the reason why still, most schools don't have the required sports infrastructure in place. In India, just 59.79% of all elementary schools have the facility of a playground, which is the most basic need. A finding states that children's physical activity levels are directly proportional to the opportunities they have to be active. It is also a known fact that sports inculcate the qualities of leadership, team work, discipline, honesty etc. among children. With the leading population under the age of 25, India is the youngest country. Yet it lacks significantly in the sports front. Hence, immediate changes are needed to ensure that sports are given due importance in the education system. For this, it is important to first know the issues which are to be addressed. Lacks of amenities in schools— Many schools are still not operational with amenities like playground, tools, capable coaches etc. There should also

be a scientific approach which should be followed while imparting sports education. Neither the parents nor the school authorities take sports seriously. They just think that it's a distraction to academics. Unqualified sports coaches- As mentioned above, only every 2 out of 10 schools have a qualified sports education teacher. In most other schools, the other subject teachers are assigned the task of imparting sports and physical education to students. Availability of sports equipment- Most of the schools don't have sports equipment. Even if they do, it is restricted to a few sports and oftentimes even that is old. Unpleasant allocation of sports budget. What measures can be adopted to ensure adequate emphasis on sports in schools? Immediate action should be taken to provide the sports infrastructure which is lacking in most schools. More funds should be provided to ensure that this is done. Also, strict action should be taken against the administration if it misuses these allocated funds and an effective structure should be put in place to oversee it. During PTM's or any such conventions, the guardians should be sat down and explained the importance of sports in nurturing of children. Schools also need to change their mind-set. Schools can influence the physical activity behaviors of their students through various other things apart from physical education like recess periods, physical activity etc. Break in between regular teaching increases the focus of students and they're able to retain well. We lack severely in the amount of trained coaches in schools. In private schools, there are a multitude of coaches each for a different sport yet most of the government schools don't even have one. This need is fulfilled by teachers of other subjects which is clearly not the same as having a trained coach. Most of the trained coaches prefer private schools because they provide good pay. To ensure that all children are imparted with physical education, it is necessary for government to increase the pay scale of coaches. Also, efforts should be made towards increasing the training of coaches so as to meet the shortfall. Samagra Shiksha Abhiyan support school sports through many ways, one of which is by providing sports equipment to all schools. Scheme 'Khelo India' is very popular to bolster sports in the nation. The government needs to come up with more of such innovative schemes and increase the budget allocation for sports as is done in other nations which perform well at the international level. Till that happens, not much can be expected from the existent infrastructure because wants don't give results but actions do. In this case, a proactive action needs to be taken by the government.

6. Quality of Education, after the implementation of RTE in 2010, quantitative aspects took the centre stage. These numbers indicated the improvement in accessibility and equity of education. However, despite the progress, issues faced by today's education system, among them

one in which pupil are not prepared as per their potential. Over 5 crore children fall behind in this endeavour. In recent educational system, once a student goes down they tend to retain flat learning due to negligence of teacher and the subsequent burden of the future curriculum. 50% of students in fifth standard cannot read a paragraph from class two textbook and nearly 75% of students of the same class does not have knowledge to divide a three digit number with one digit number. This clearly shows how far behind we have fallen in terms of quality of education. In the view of that another important suggestion is that government should form a (RSA) Rashtriya Shiksha Aayog or (NEC) National Education Commission. Education should transform with holistic approach and the education system must fulfill the all requirements of the fast-changing atmosphere and society. The Rashtriya Shiksha Aayog may bring a new acceptable approach through professionals, researchers, educationists and endow with deficiencies and solutions of current educational system. Highest authority of RSA should work under the Prime Minister himself/herself means he is directly responsible to the PM.

Some other remarkable points, It is evident from the aforementioned numbers that a very little curricular emphasis is laid on foundational literacy and numeracy. It can be observed that the reason of their promotion to higher classes is mainly due to the abolition of detention in case of failure and is not caused by their improved quality. The students who have fallen behind at this foundational stage find schooling hard and are unable to cope up with it. This leads to them eventually dropping out. Teacher student ratio plays a vital role in the expansion of initial skills. If the teacher hasn't been trained properly on the fronts of say dealing with children, the pedagogy which is to be followed etc., they might find it hard to impart even the most basic skills to their students. The quality of nutrition has momentous role in learning in the early years. Hunger and malnutrition is prevalent in children coming from socio-economically disadvantaged communities which has a toll on their learning ability. The government has launched several initiatives to achieve this objective of nutrition. These are: National Tutors Programme; Remedial Instructional Aides Programme; Piloting technological interventions aids for teachers and the setting up Rashtriya Shiksha Aayog. In teacher training institutions, relevant training should be imparted to the future teachers. In fact, many of these institutions work solely for their commercial gain wherein degrees are available in exchange for money and no emphasis is laid on the quality of the teachers being produced. These needs to change and quality training should be imparted so that the future teachers are equipped with the proper tools of teaching and of dealing with children. Midday meal programme should be expanded. A nutritious breakfast as well as a midday meal should be served to elementary pupil.

3. PROVISIONS UNDER NEW EDUCATION POLICY 2020

The new system will have three years of anganwadi with pre-schooling and 12 years of schooling. Under this, three years of pre-primary and first and second classes have been kept for the students to study in the initial stage. The III, IV and V std classes are sited in the next stage. After this, the subjects will be introduced in middle school (6-8 std). All students of class III, V and VIII will give exams and there is no change regarding 10th and 12th board exams. Keeping in mind the aim of holistic development of students, these will be reviewed. A National measurement center for presentation appraisal, evaluation and psychoanalysis of acquaintance for overall enlargement (PARAKH) will be established as a standards defining organisation. Emphasis will be laid on basic qualifications of reading and writing and addition-subtraction (numerical knowledge). Ministry of Human Resource Development (MHRD) establishing 'A National Mission on Basic Literacy and Numerical Knowledge' in 'NEP 2020', considering basic literacy and the attainment of numeracy knowledge as the most essential and first requirement for learning correctly. NCERT has authority to develop a national curriculum and educational framework for early upbringing (NCPFECCE). No special distinction between academic streams, extra-curricular activities and vocational education in schools, emphasis on the education of disadvantaged groups on social and economic perspectives. The National Council for Teacher Education will develop "National Professional Standards" for teachers by the year 2022, for which consultation will be held with NCERT, SCERT, teachers and expert organizations of all levels. The target of spending 6% of GDP in education, which is now 4.43 percent. The goal of NEP 2020 is to endow with excellence education to every child (3-18 age) by 2030. Vocational courses will be started from Class VI, it means that interested students can do internship from class VI onward. The music and arts subjects will be promoted. These will be implemented in the course. Sincere efforts have to be done to encourage the qualification of pupil belonging to specific categories. (National Scholarship Portal) NSP expanded to track the support, progress, and development of the students getting scholarships. Self financed and private education institutions will be encouraged to offer a large number of free and quality education also provide scholarships to the students. Start E-courses for the enlargement of regional languages. A virtual lab and a national educational technology forum (NETF) formed for eminence education. As a result of the recent increase in epidemics and global pandemics, a broad set of recommendations have been covered to promote online education, making it possible to provide traditional and personalized learning whenever and wherever possible. To ensure readiness of alternative means of quality education, a dedicated unit will be created at MHRD with the objective of digital infrastructure, digital content and capacity building to

meet the needs of e-education to both schools and higher education.

4. CONCLUSION

Estimates suggest that by 2030-32 India could be third largest economy in the world. In order to achieve the ten trillion dollar mark, we need to unlock the full potential of our young population and utilize it in an effective manner because all other natural resources are rendered useless if the human resources are not adept. Our strength lies in our youth and in case of the Indian context, this becomes even more accurate since we have the largest youth population in the world. But, we still haven't been able to utilise this to our advantage. In quantitative terms, the state of elementary education has increased manifold. We are providing education to most of students in the 6-14 age groups, but the quality of it still remains poor. Due to this, students are not able to enhance their learning levels and grow themselves. This has a serious repercussion on the nation as well. We are close to achieving "schooling for all" but, now we need to make "learning for all" our outmost priority. Therefore, to change the current scenario, a cataclysmic change is required in the curriculum, pedagogy and the management structures (infrastructure, materials, equipment, technology, resources and finances). We have come a long way in the domain of elementary education since independence but a lot still needs to be accomplished in terms of quality, only then can we truly attain Universal Elementary Education.

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