



Going to school vs Learning in school

As Right to Education (RTE) act completes ten years, there is a need to now focus on learning outcomes in children. Quoting World Bank “95 percent children in India in Grade V cannot solve Grade III math problem”. [The RTE Act](#) must now move beyond easy to measure metrics and focus on the quality of learning. Moreover, since states across India have varying requirements, the law must work towards

increasing the scope for decentralisation. Implementation of the no-detention policy, unreasonably stringent input norms and need to include early childhood care and education within the ambit of the Act need to be addressed. India has more than 164.47 million children aged six or below, the age bracket within which scientists say 28 neurological advancement is relatively faster. This is a compelling argument to increase the ambit of the RTE Act to include ECCE. The RTE cannot continue to ignore the latter’s foundational tenets and the cascading effect it has on students’ lives.



More Than 50% Of Indian Youth Will Not Have Skills For 21st Century Jobs: UNICEF



According to the data produced by the Global Business Coalition for Education (GBC-Education) , the Education Commission, and United Nations Children’s Fund (UNICEF), approximately 54% of South Asian youth that leave school will lack the necessary skills to find a decent

job by 2030. The data also said that more than 50% of Indian youth are not on track to have the education and skills necessary for employment by 2030. Issues like lack of quality trainers, proper timing of training programs and time-consuming certification processes. The [report](#) also points out that most institutions in India still follow outdated curriculum. In addition to this, inadequate infrastructure and quality of faculty make it difficult to provide students with relevant skills demanded by the labour market. The lack of awareness among youth about the various government-run skill development programs is also a major challenge

Recommended Read

Learning Beyond the classroom: Education for a changing world by Tom Bentley

This book combines three things. First it presents a general argument about how change in society is creating new educational challenges. Second it presents examples of how educational innovators are beginning to meet those challenges, forging new norms of practise to supplement and enhance basic provision. Third, it analyses the implications of wider change and lessons from practise for the way that our education system works in the future.

