**\*\* ELEMENTARY EDUCATION \*\***

 Elementary education empowers and equips individuals with analytical capabilities, instills confidence and fortifies them with determination. An integrated approach has been adopted for the implementation of various schemes in tune with the principles of national policies of education in order to ensure the equitable quality for all. The common objectives are to enhance access along the quality of school education, to promote equity through the enhancement of disadvantaged groups and weaker sections and to improve the overall quality of education. This theme of education focuses on major initiatives undertaken by the Department of School Education and Literacy, MHRD for the quality improvement in school and teacher education.

 A strong base of Early Childhood Care and Education from the age group 3-6 years is included in the new curricular structure, NEP 2020. Ministry of HRD Government of India has taken a special project under Samagra Sikhsha for vocationalisation of education. It enables the students to be exposed in various activities during their day to day learning through games, visits, interaction with experts etc. During the age three to nine years a child has a quick grasp and perception. Hence this is called the foundation stage. The various educational programs should be designed to inculcate the skills necessary for the physical, cognitive, linguistic, emotional and social development of children during the preparatory class or “Balvatika” i.e. before Grade-1 and three months “school preparation module” under FLN Mission named as “Vidya Pravesh”.

 Ministry of education has launched NIPUN Bharat in order to focus on foundational years of children between the age group of three to nine. The goals of NIPUN Bharat is to acquire Foundational Literacy and numeracy skills by 2026-27. It is a mass effort to fulfil the aim of education through competency base. Children learn in a variety of ways- through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking, reflecting and expressing oneself in speech, movement or writing both individually and others. All these are possible when children are given playful learning experiences, responsive and supportive interaction, creating environment for experiential learning etc.

 Schools and communities can make a combine effort for children’s learning. In order to provide a best possible education, there must be a best partnership with families and communities which improves the quality of all children.