India's Progress and Initiative to Achieve Quality Education: Measuring and Tracking SDG 4

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Abstract
Education is an important tool for development of an individual, society and for a country. Quality Education plays an important role in Sustainable Development of a country. Over a period of time, India has shown significant progress in increasing the overall literacy level. But, whether India is able to give quality education is a big question. The Sustainable Development Goal 4 "Quality Education" focus on the educational development of the country. To achieve quality education, India has to achieve the targets of Sustainable Development Goal 4. The Sustainable Development Goal 4 has 10 targets to achieve through various government schemes, New Education Policy (NEP) and with the assessment of NITI Aayog. This paper focuses on the progress and achievements of Quality Education in Indian States and Union Territories.
**Key words**: SDG, Education, India

Introduction:
The Sustainable Development Goals (SDGs) are distinctive in a way that they demand action from all nations rich and poor alike to advance prosperity and safeguard the environment. They understand that addressing a range of social needs, including as education, health, social protection, and job opportunities, as well as addressing climate change and environmental protection, is essential to eradicating poverty (Pandey,2018). The objective of Sustainable Development Goal 4 is further broken down into seven targets and three sub-targets, which can be broadly grouped into five categories: gender equality, youth and adult literacy, life-skills learning for sustainable development, and strengthening educational infrastructure (Panmei & Kumar, 2018). These are complimented by other SDGs, such as Goal 3 Target 3.7 (health and well-being), Goal 5 Target 5.6 (gender equality), Goal 8 Target 8.6 (decent work and sustainable growth), etc., because they are cross-linked in nature (SDG-Education 2030 Steering Committee, 2020). All of these goals work together to improve educational equity while also increasing access and quality in various nations.

The most important resource for improving humanity and advancing civilizational development is education. Education is regarded in every government as the most important pillar that unites the whole country and propels it to ultimate achievement. The goal of education, which is to help every individual to reach their full creative potential, including

taking responsibility for their own life and achieving their personal goals, is to enable both individual and community growth. Students who receive a high-quality education can grow in all the qualities and abilities necessary to realise their full potential as individuals and as contributors to society. In order to provide a high-quality education, a school must consider the positive changes it wishes to see in each student. Having high expectations and assisting the learner in achieving them.
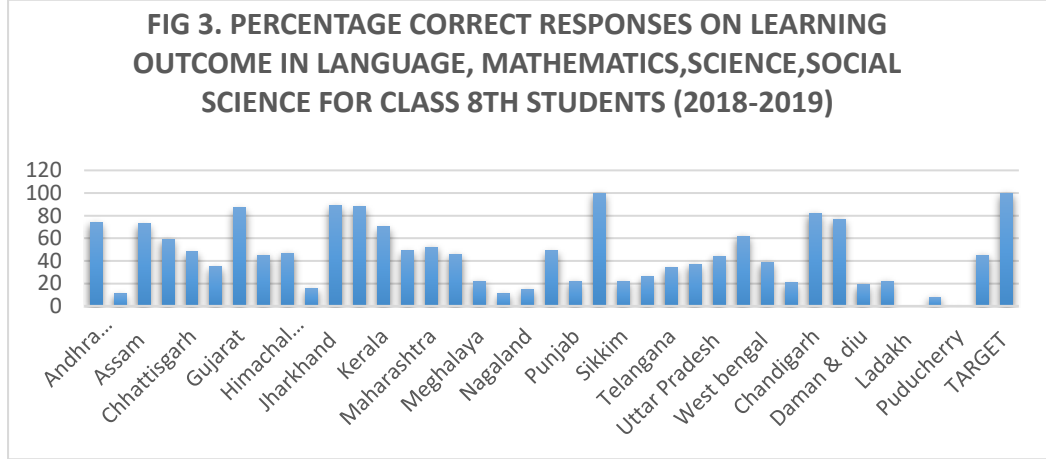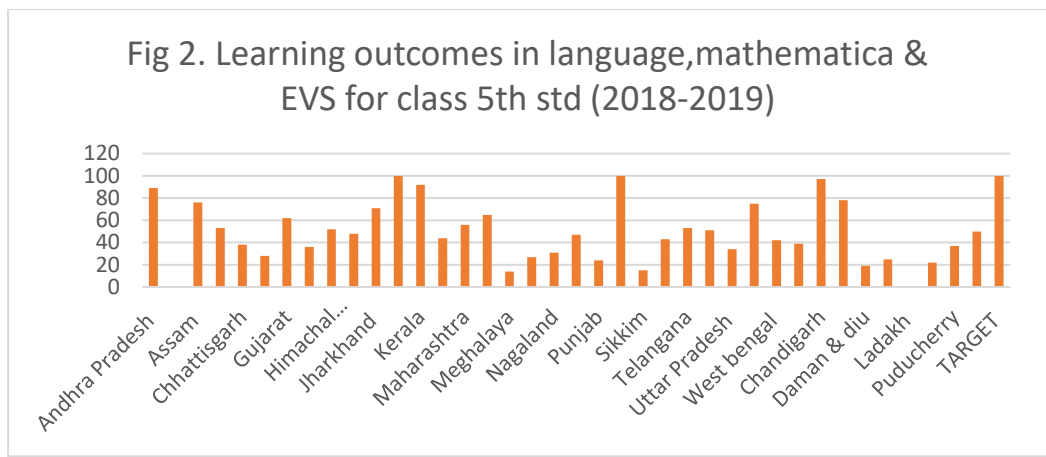
STATUS OF SDG 4 IN INDIA

This section analyses the status of India in attaining the target set by SDG 4 on various indicators. The data is derived from NITI Aayog's SDG Index and Dashboard. *(NITI Aayog,2021, SDG INDEX & Dashboard (2020-21); NITI Aayog,2020 SDG INDEX 2019-18; NITI Aayog 2019, SDG INDEX (2018-19).* Variations across the States and Union Territories (UTs) are presented hereunder:

FIG 1 ADJUSTED NET ENROLLMENT RATIO 2018-2021
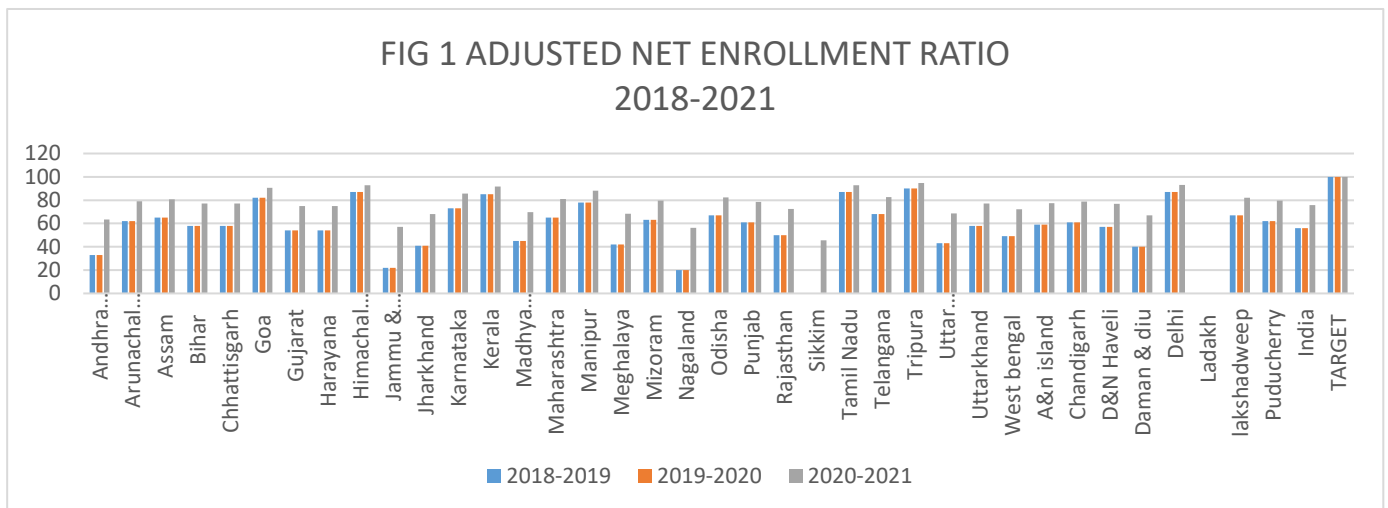
As per the Fig 1; In the year 2018-19 and 2019-2020 in India, the adjusted net enrollment ratio for elementary schools (classes 1–8) and secondary schools (classes 9–10) is 75.83 percent. All States/ UTs are yet to achieve the target of 100 per cent enrolment. Among the States, Tripura has the highest enrolment ratio of 94.72, while Delhi leads the UTs with 92.95. In 2019-20 Sikkim has the lowest ratio at 45.47 among the States, and Jammu & Kashmir have the lowest figure among the UTs at 57.22.

In the year 2020-21in India, the adjusted net enrollment ratio for elementary school (classes 1–8) is 87.26 percent. Karnataka, Manipur, Tripura, and Delhi are the three States and one UT that have reached the goal of having all students enrolled in elementary school. Jammu and Kashmir and Ladakh have the lowest percentages among the UTs, while Nagaland has the lowest enrollment ratio of any State at 67.38 percent (67.88 percent).

Fig 2. Learning outcomes in language, mathematica & EVS for class 5th std (2018-2019)

FIG 3. PERCENTAGE CORRECT RESPONSES ON LEARNING OUTCOME IN LANGUAGE, MATHEMATICS, SCIENCE, SOCIAL SCIENCE FOR CLASS 8TH STUDENTS (2018-2019)
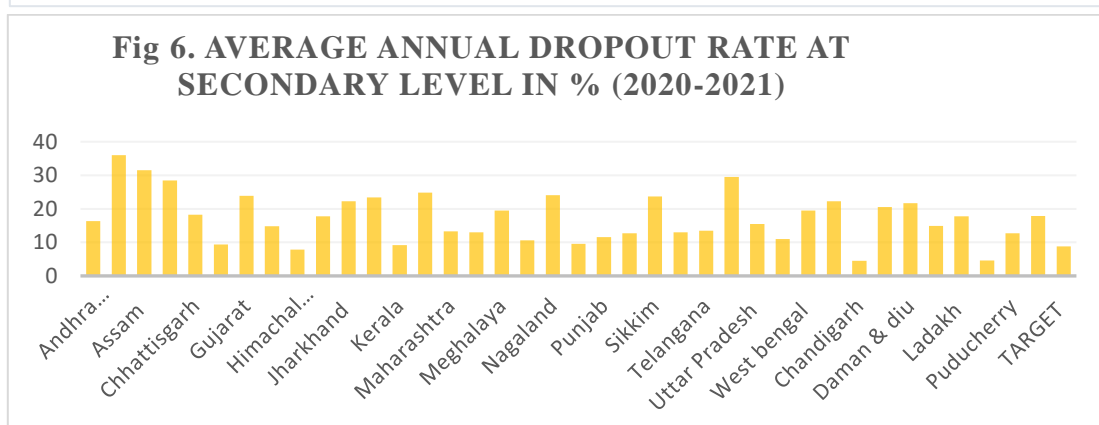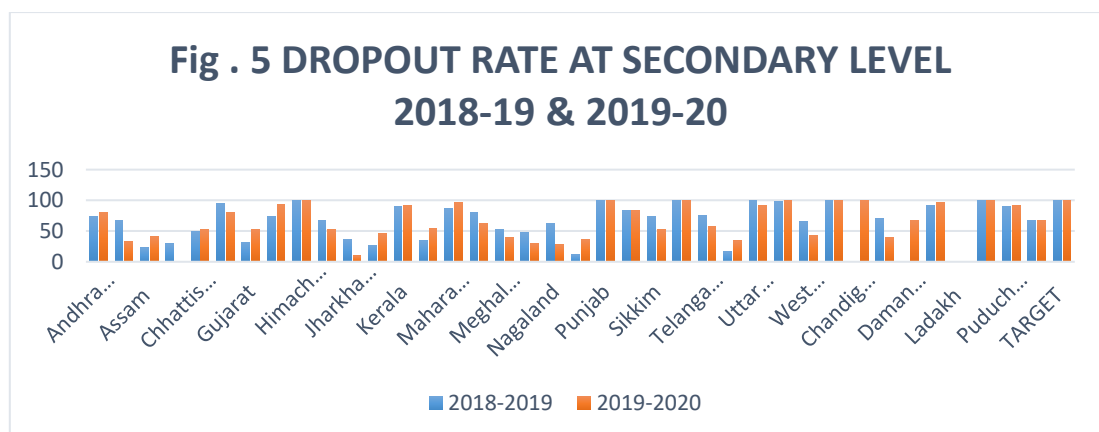
From the above Fig 2 & 3; in the year 2018-19, Students in Class 5 across the nation attempted 54.69 percent of the replies on the learning outcomes in language, mathematics, and environmental science (EVS) correctly. When class 8 students' learning outcomes in language, mathematics, science, and social science were evaluated, this number was 44.58 percent.

FIG 4. PERCENTAGE OF CHILDREN IN THE AGE GROUP OF 6-13 WHO ARE OUT OF SCHOOL (2018-19 & 2019-20)
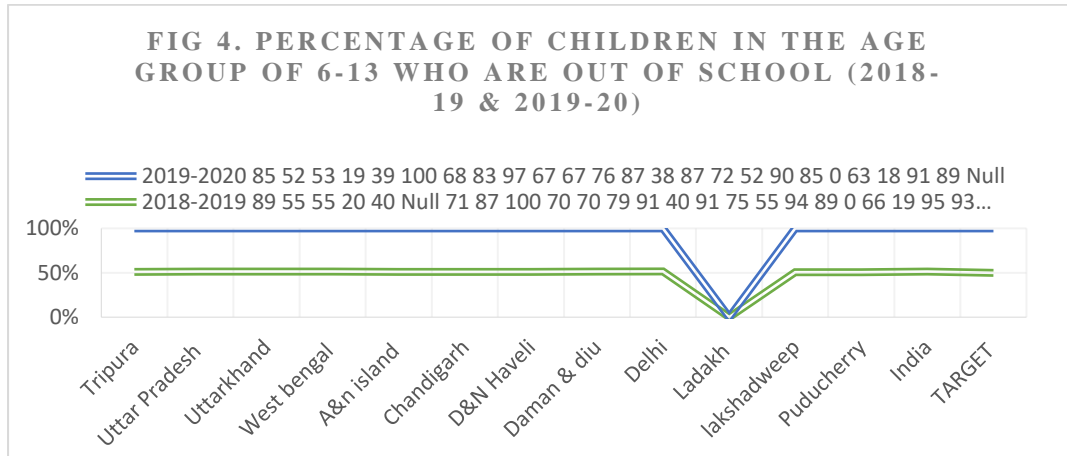
As per the Fig 4; In the year 2018-19 and 2019-2020, 2.97 percent of children age group 6-13 years are out of school in India.

In 2018-19 Seventeen States/UTs have achieved the national target of reducing this rate to two percent. Himachal Pradesh and Puducherry perform the best among States and UTs respectively.

2019-20 Goa is the best-performing state with no child in the age group 6-13 years out of school. Puducherry performs the best among UTs with an impressive figure of 0.18 per cent. About 6 per cent of the students in the age group of 6-13 years in Odisha are out of school, the highest in the country

Fig . 5 DROPOUT RATE AT SECONDARY LEVEL 2018-19 & 2019-20

Fig 6. AVERAGE ANNUAL DROPOUT RATE AT SECONDARY LEVEL IN % (2020-2021)
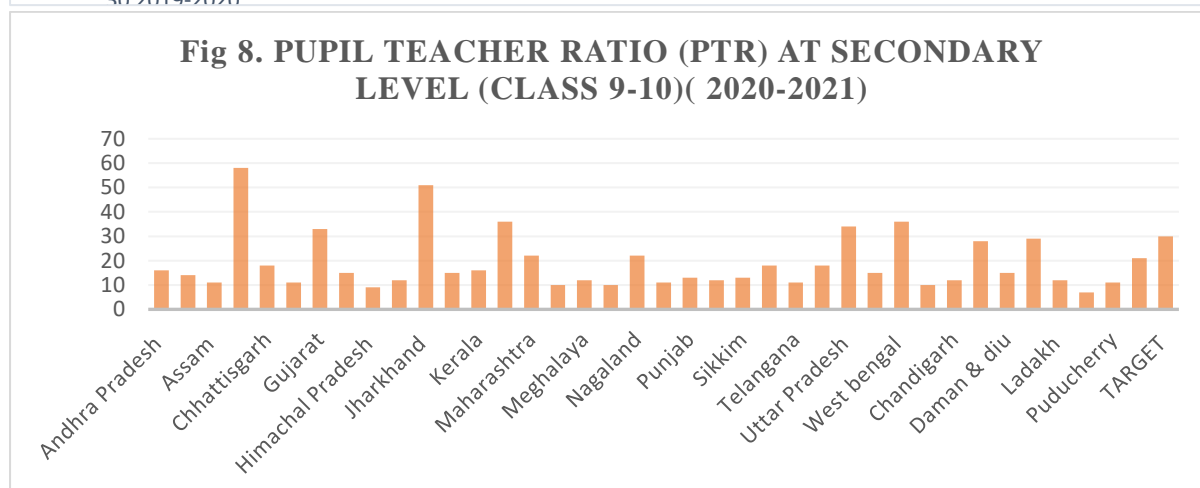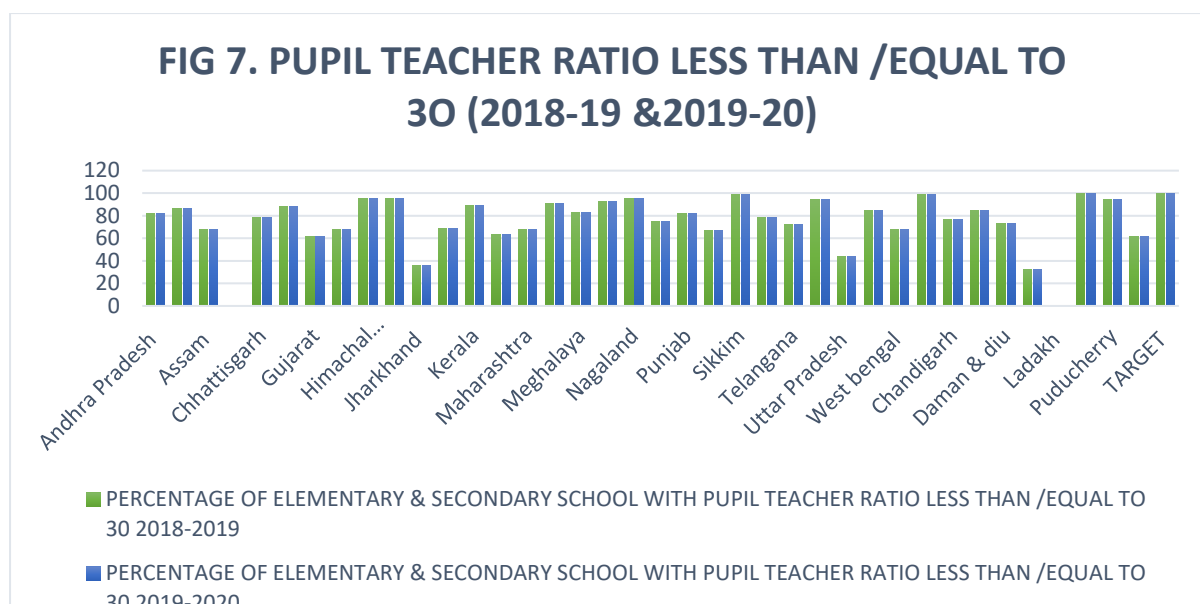
From the Fig 5 &6 in the year 2018-19, In India, 17.06 percent of secondary school pupils drop out of school, which is more than the 2030 goal of keeping this percentage under 10 percent. To reduce the dropout rate to 10% or below by 2030, three states—Himachal Pradesh, Punjab, and Tamil Nadu as well as two UTs Andaman and Nicobar Island and Lakshadweep Islands have already succeeded.

In the year 2019-20; the average annual drop-out rate at the secondary level is 19.89%, with Chandigarh among the UTs performing best with 0% and Himachal Pradesh among the states doing best with 7.03%. The state with the highest secondary dropout rate is Bihar, with 39.73%, followed by Jharkhand, with 36.64%.

In the year 2020-21, the average annual dropout rate at the secondary level in India is 17.87 percent, with Himachal Pradesh performing the best among the States with 7.81 percent and Chandigarh among the UTs with 4.52 percent. At 35.98 percent, Arunachal Pradesh has the

highest percentage of drop-out at secondary level, followed by Assam at 31.47 percent and Andaman and Nicobar Islands (22.22 percent).

FIG 7. PUPIL TEACHER RATIO LESS THAN /EQUAL TO 3O (2018-19 &2019-20)

■ PERCENTAGE OF ELEMENTARY & SECONDARY SCHOOL WITH PUPIL TEACHER RATIO LESS THAN /EQUAL TO 30 2018-2019

■ PERCENTAGE OF ELEMENTARY & SECONDARY SCHOOL WITH PUPIL TEACHER RATIO LESS THAN /EQUAL TO 30 2019-2020

Fig 8. PUPIL TEACHER RATIO (PTR) AT SECONDARY LEVEL (CLASS 9-10)(2020-2021)

As per the Fig 7 & 8, In the year 2018-19 and 2019-20 , a Pupil Teacher Ratio of less than or equal to 30 has been attained in 70.43 percent of elementary and secondary schools.

 The 2030 national target is to have at least one teacher for every 30 students in all schools. Lakshadweep has already achieved this target. Sikkim is a best-performing state with 99 per cent of schools having an ideal Pupil-Teacher Ratio. Only 21.75 per cent schools in Bihar meet the target. Among the UTs, Delhi has the lowest share of schools with an ideal Pupil - Teacher ratio at 46.43 per cent.

In the year 2020-21, The all-India pupil teacher ratio at secondary level stands at 21. The target is to have at least one teacher for every 30 students in all schools. Himachal Pradesh has the best P-T ratio in the country with one teacher for every 9 students in the secondary level. Six States, namely, Bihar, Gujarat, Jharkhand, Madhya Pradesh, Uttar Pradesh and West Bengal are yet to achieve the target.
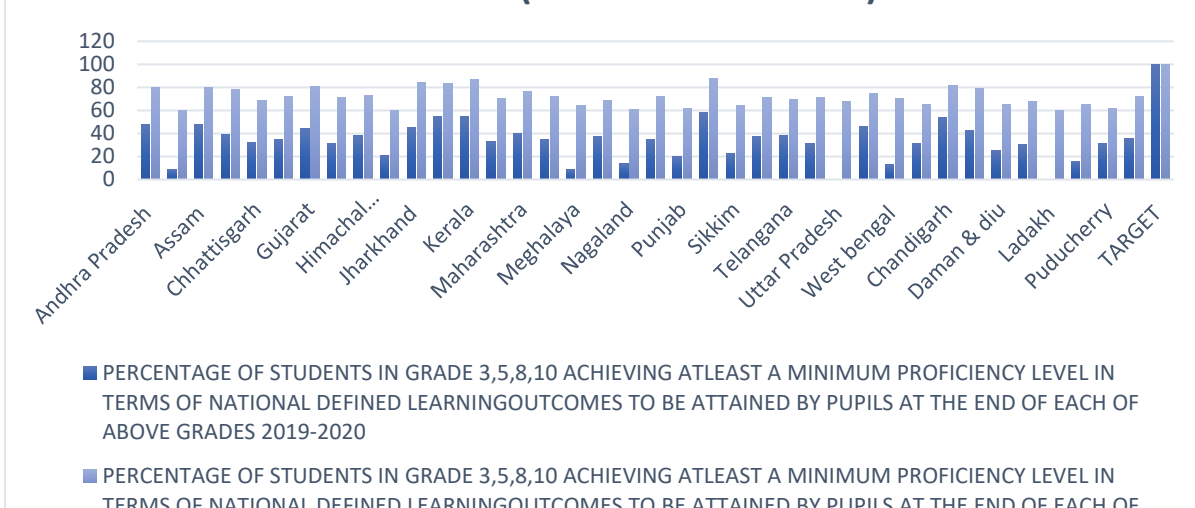
Fig 9. School teachers professionally qualified (2018-19 & 2019-20)

PERCENTAGE OF SCHOOL TEACHERS PROFESSIONALLY QUALIFIED 2018-2019
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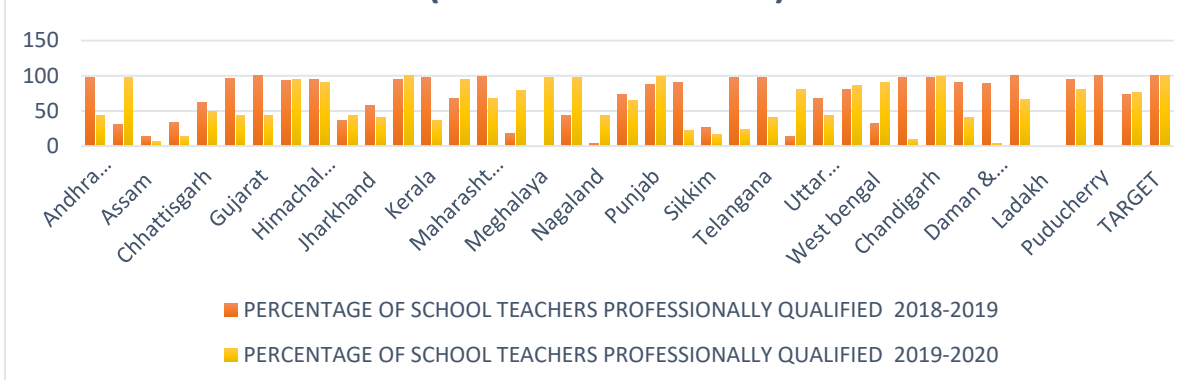
From the above Fig 9, in the year 2018-19 in India, 81.15 percent of teachers have the necessary credentials to do their jobs. To have all teachers professionally qualified is the nation's goal for 2030. This landmark has already been reached in Delhi. Gujarat is nearby Puducherry and Maharashtra.

In the year 2019-20 approximately 78.84 per cent of teachers in elementary and secondary schools in India are trained. The 2030 national target is to have 100 per cent trained teachers in schools. The percentage is highest for Karnataka among States and Chandigarh among UTs with more than 99 per cent trained teachers. Assam, Daman and Diu and Puducherry have less than 20 per cent trained teachers at the elementary and secondary levels
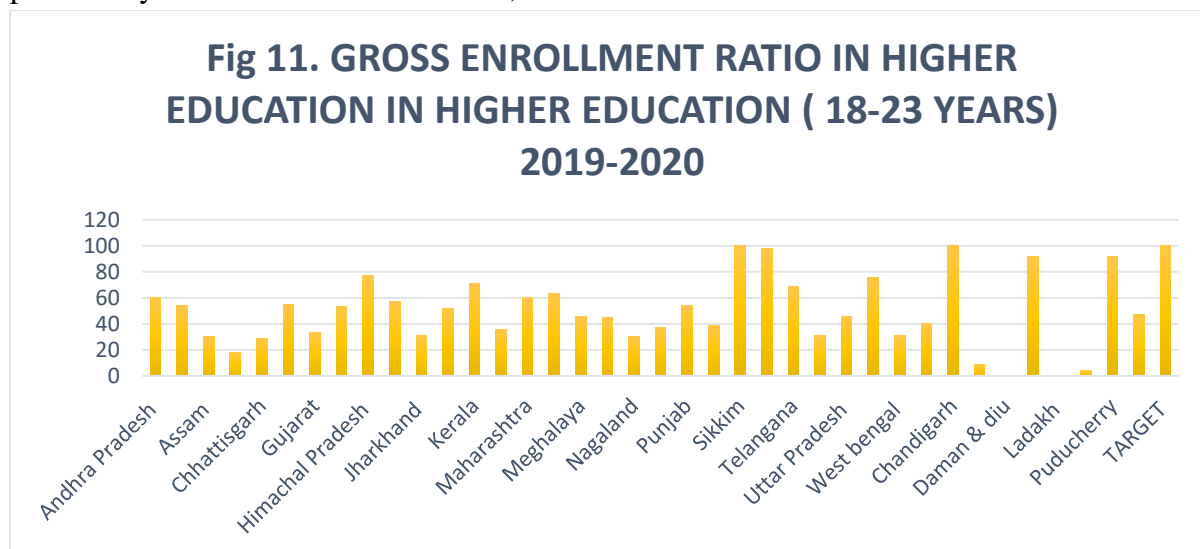

Fig 10. Minimum proficiency of national defined outcomes (2019-20 & 2020-21)

PERCENTAGE OF STUDENTS IN GRADE 3,5,8,10 ACHIEVING ATLEAST A MINIMUM PROFICIENCY LEVEL IN TERMS OF NATIONAL DEFINED LEARNINGOUTCOMES TO BE ATTAINED BY PUPILS AT THE END OF EACH OF ABOVE GRADES 2019-2020

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From the above fig 10: In the year 2019-20 roughly 71.03 per cent of students in grade III, V, VIII, and X achieve at least a minimum proficiency level in Language and Mathematics, in terms of nationally defined learning outcomes. The target is to achieve 100 per cent proficiency, which no state or UT has achieved so far. The best-performing state is Rajasthan at 81.25 per cent. Chandigarh performs the best among the UTs at 79.19 per cent.

In the year 2020-21 roughly 71.9 percent of students in class 8 achieved at least a minimum proficiency level in Language and Mathematics, in terms of nationally defined learning outcomes at the end of grade VIII. The best-performing state is Rajasthan, with 88.10 percent

of the students achieving minimum proficiency levels. Chandigarh performed the best among the UTs at 81.6 percent. Only 60 percent of the students in class 8 achieved minimum proficiency level in Arunachal Pradesh, Jammu and Kashmir and Ladakh.

**Fig 11. GROSS ENROLLMENT RATIO IN HIGHER EDUCATION IN HIGHER EDUCATION (18-23 YEARS) 2019-2020**

As per the Fig 11, In higher education, 26.3% of students between the ages of 18 and 23 are enrolled, according to the AISHE report 2018–19. By 2035, it is intended to increase to 50%. The highest enrolment rates are in Sikkim, a State, and Chandigarh, a UT, at 53.9% and 50.6%, respectively. Bihar has the lowest enrolment of any State, at 13.6%.

**Fig 12. GROSS ENROLLMENT RATIO IN HIGHER EDUCATION IN HIGHER EDUCATION (18-23 YEARS) 2020-2021**
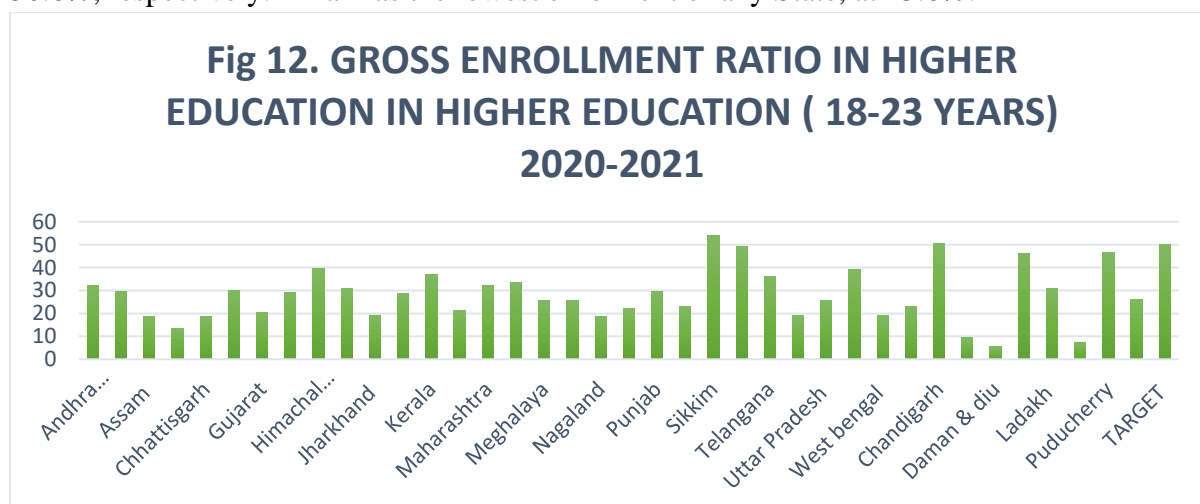
From the above Fig 12, the higher secondary level's Gross Enrolment Ratio (GER) is 50.14 percent. Himachal Pradesh had the highest GER among the States, at 81.79 percent, while Bihar had the lowest, at 26.39 percent. With a gross enrollment ratio of 83.43 percent, Chandigarh has the highest figure among the UTs.

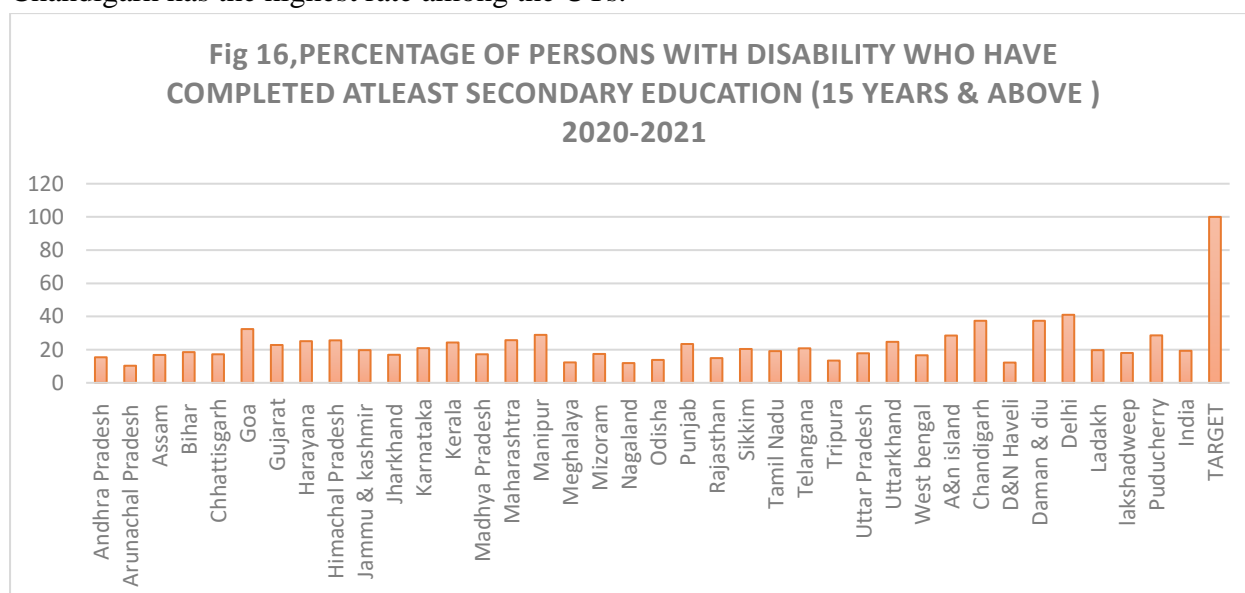**Fig 13. GENDER PARITY INDEX FOR HIGHER EDUCATION (18-23) 2019-2020**
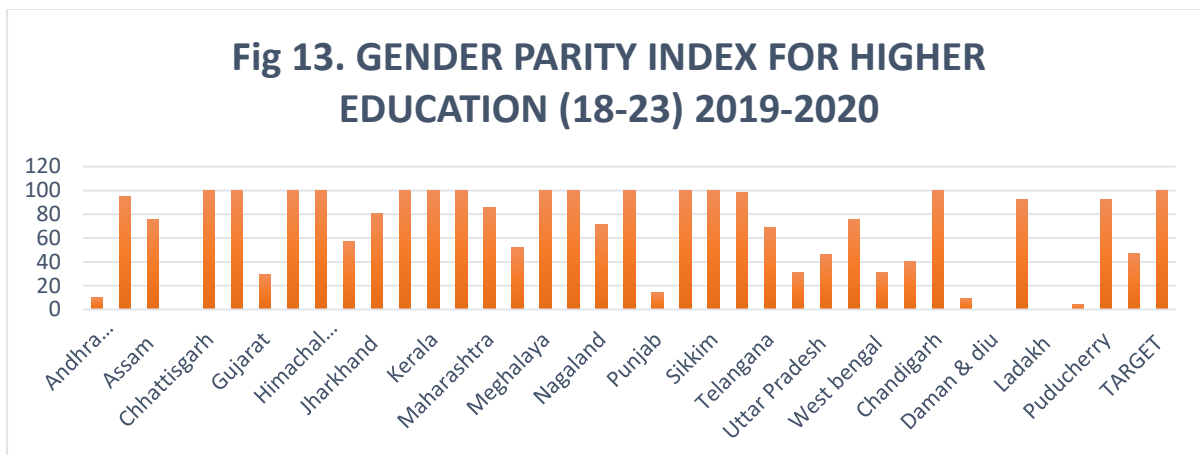
From the above fig 13, According to the AISHE report for 2018–19, an all India GPI value of 1 is recorded, indicating that there is equality between boys and females in higher education (18–23 years) across the nation. Gender parity in higher education has been attained in 15 States and 8 Union Territories. Bihar has the lowest GPI at 0.79.

Fig 14. DISABLED CHILDREN (5-19) YEARS ATTENDING EDUCATIONAL INSITITUTION 2019-2020
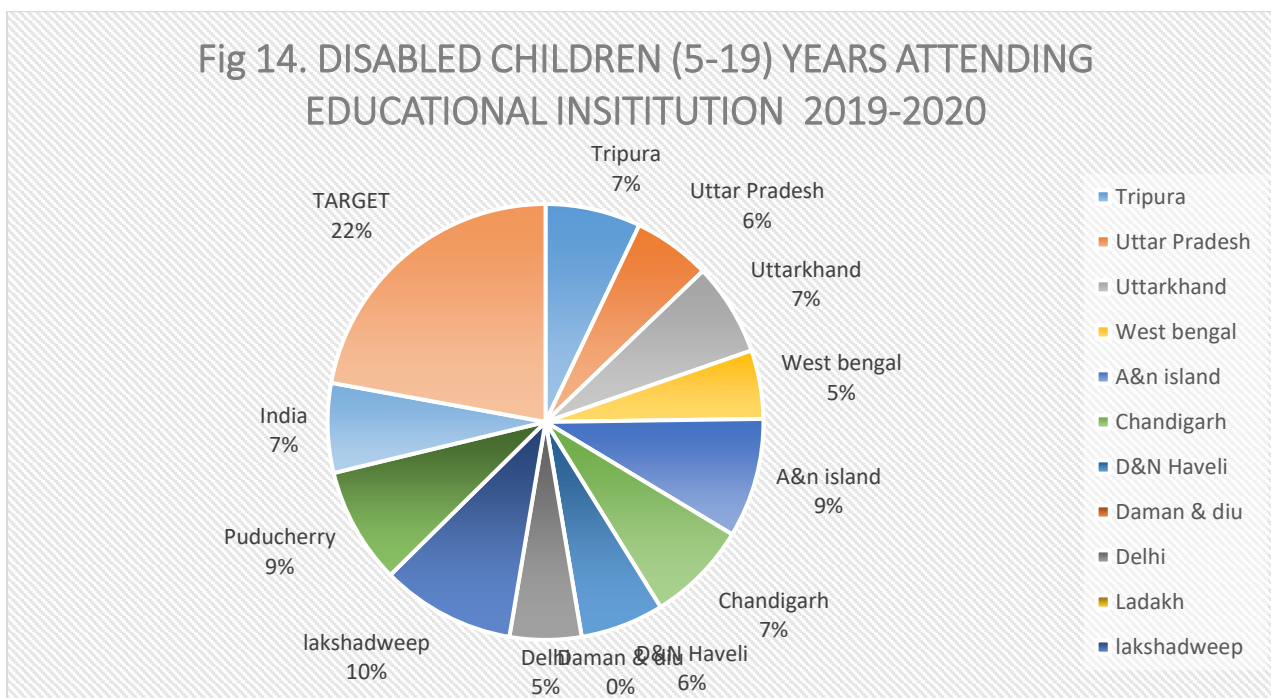
As per the fig 14, According to data on disabilities from the 2011 Census of India, around 61.18 percent of children in India with special needs between the ages of 5 and 19 are enrolled in a school. Goa has the greatest percentage among the states at 73.35 percent, and Lakshadweep has the highest percentage among the UTs at 69.53 percent. Nagaland (50.82%) and Daman and Diu (UTs) have the lowest enrolment rates for children with special needs among the States (44.55 per cent).

Fig 15. GROSS ENROLMENT RATIO(GER)IN HIGHER SECONDARY (CLASS 11-12)(2020-2021)
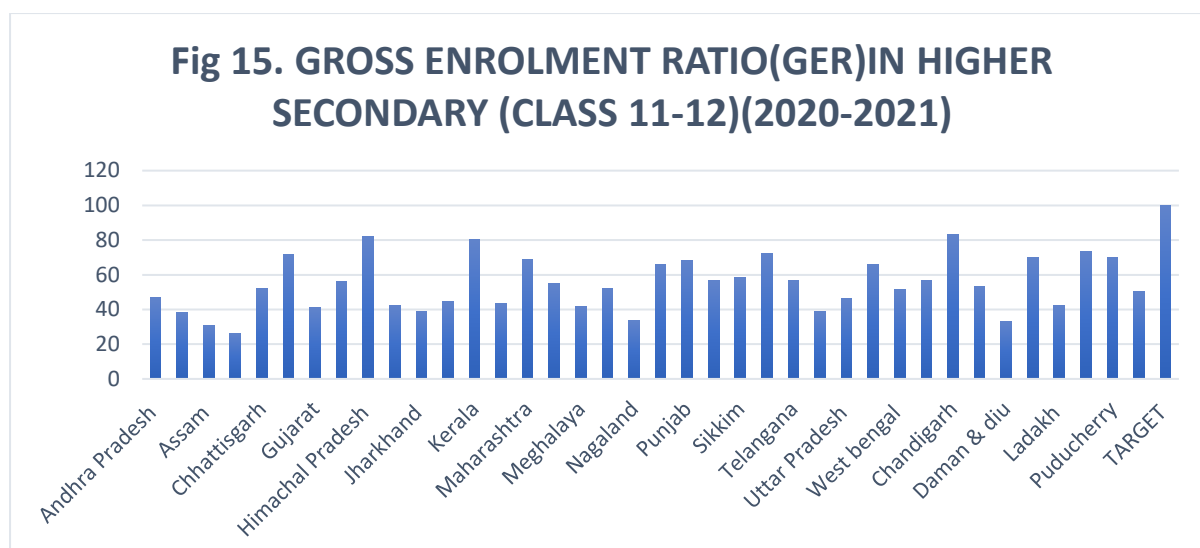
As per the fig 15, The higher secondary level's Gross Enrolment Ratio (GER) is 50.14 percent. Himachal Pradesh had the highest GER among the States, at 81.79 percent, while Bihar had the lowest, at 26.39 percent. With a gross enrolment ratio of 83.43 percent, Chandigarh has the highest rate among the UTs.

Fig 16,PERCENTAGE OF PERSONS WITH DISABILITY WHO HAVE COMPLETED ATLEAST SECONDARY EDUCATION (15 YEARS & ABOVE) 2020-2021

From the above fig 16, 19.3% of disabled people (15 years and older) have finished at least their secondary education. No State or UT has reached the goal of 100%. With a performance rate of 32.4 percent, Goa is the best-performing State, and Delhi is the best-performing UT. In contrast, only 10.3% of disabled people in Arunachal Pradesh have completed their secondary education..

Fig 17. PERCENTAGE OF PERSONS WHO ARE LITERATE (15 YEARS & ABOVE) 2020-2021
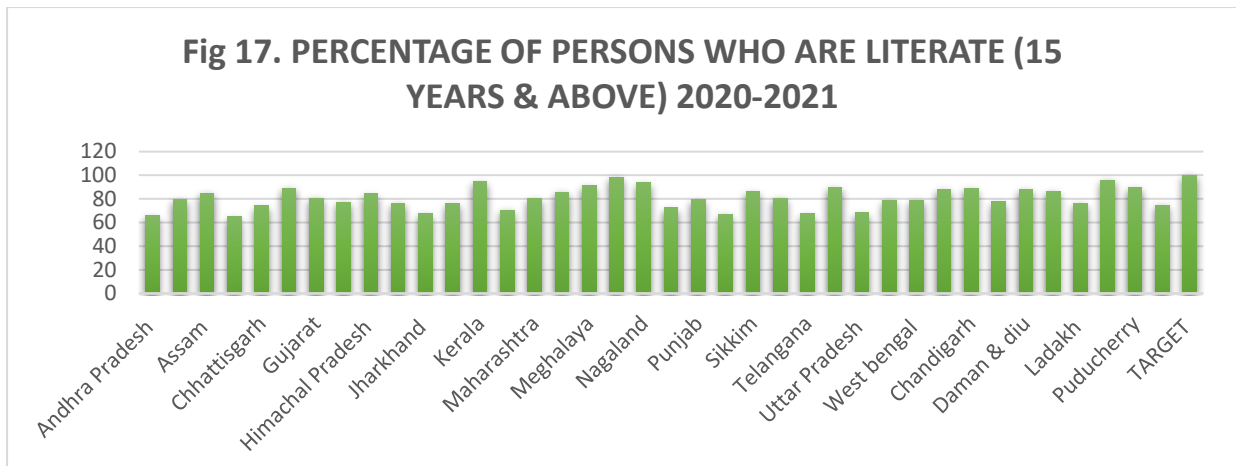

From the above fig 17, At the national level for all of India, 74.6 percent of people aged 15 and over were literate. The two states that are closest to meeting the goal of 100 percent literacy are Mizoram (98.5%) and Lakshadweep (95.7%). Only 64.7% of people in Bihar aged 15 and older were literate.

Fig 18. PERCENTAGE OF SCHOOLS WITH ACCESS TO BASIC INFRASTRUCTURE (ELECTRICITY,DRINKING WATER) 2020-2021
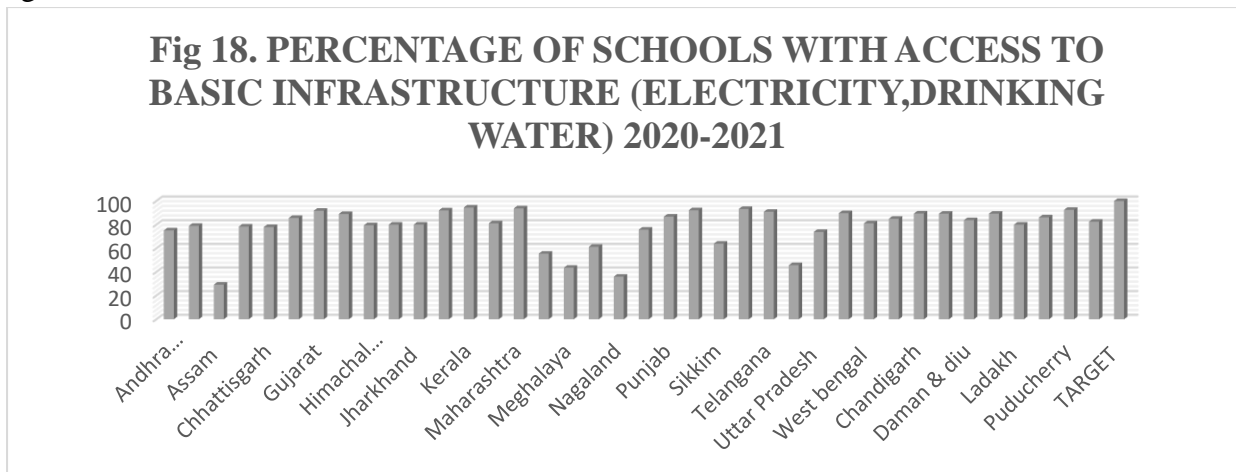
From the above fig 18, 84.76 percent of schools had access to fundamental infrastructure in 2020–21. (Electricity and drinking water). The two states that are the closest to obtaining the desired 100 percent are Goa (99.97%) and Gujarat (99.95%) In Meghalaya, just 28.4% of schools have access to basic facilities. Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, and Lakshadweep are the UTs that have met the goal.

Fig 19. PUPIL TEACHER RATIO (PTR) AT SECONDARY LEVEL (CLASS 9-10) 2020-2021
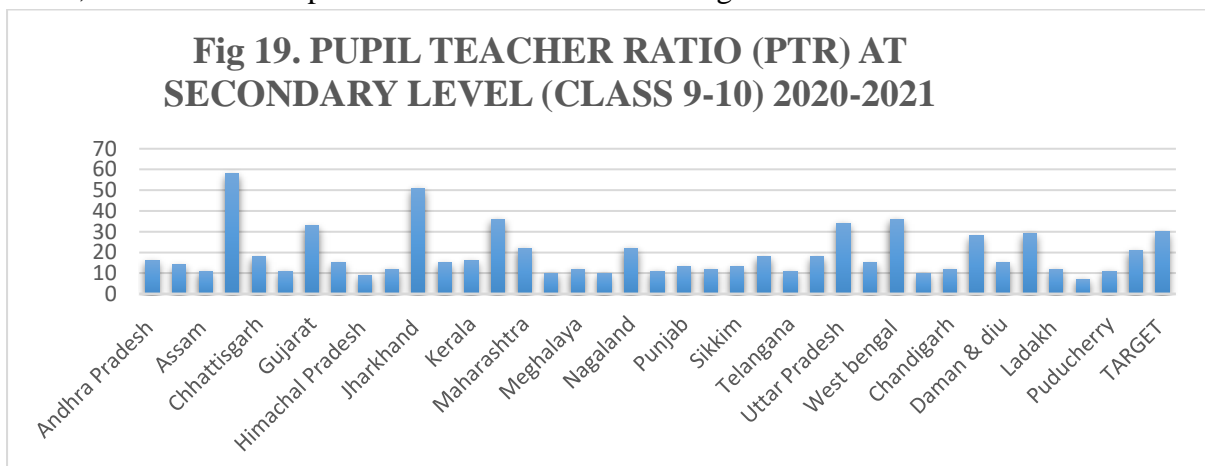
From the above Fig 19, At the secondary level, there are 21 students for every teacher in India. In all schools, there should be at least one instructor for every 30 kids. With one teacher for every nine secondary students, Himachal Pradesh has the best P-T ratio in the nation. Six States have not yet met the goal: Bihar, Gujarat, Jharkhand, Madhya Pradesh, Uttar Pradesh, and West Bengal.

Fig 20, PERCENTAGE OF TRAINED TEACHERS AT SECONDARY LEVEL 2020-2021
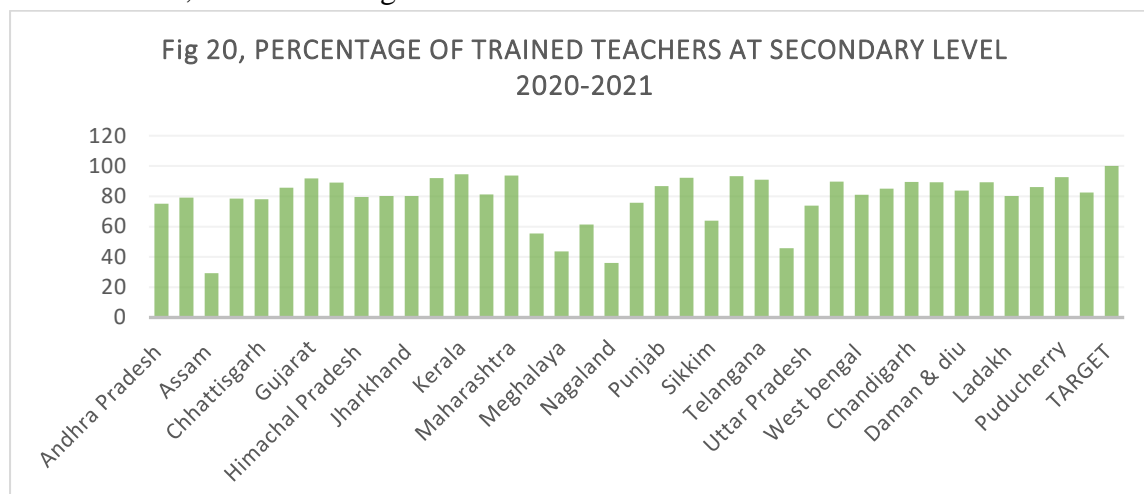
As per the above fig 20, approximately 83 percent of teachers in secondary schools are trained. The percentage of trained teachers is highest in Kerala (94.53 percent) among the States, and Puducherry (92.57 percent) among the UTs. Assam has less than 30 percent trained teachers at the secondary level.

Table 2 : Indicators and Target Achievement

TARGET NO	INDICATOR	2018-2019		2019-2020		2020-2021	
		TARGET (in %)	ACHIEVED (in %)	TARGET (in %)	ACHIEVED (in %)	TARGET (in %)	ACHIEVED (in %)
4.1 1	Adjusted Net Enrolment Ratio	100	75.83	100	75.83	100	87.26
2	Learning outcomes in language, Mathematics, Science & Social Science (Class 5)	67.89	54.69	67.89	71.03	-	-
3	Learning outcomes in language, Mathematics, Science & Social Science (Class 8)	57.69	44.58	57.17	71.03	100	71.9
	Children in	0.28	2.97	0.28	2.97	-	-

4	the age group of 6-13 who are out of school					
5	Average Annual dropout at secondary level	10	17.06	10	19.89	8.8	17.87
6	Gross Enrolment Ratio in higher education	-	-	50	26.3	50	50.14
4.C 7	School teacher professionally qualified	100	81.15	100	78.84	100	83
8	Elementary & Secondary school with pupil teacher ratio less than/ equal to 30	100	70.43	100	70.43	30	21
4.5 9	Gender Parity Index	-	-	1	15 states & 8 UTs achieved	1	15 states & 8 UTs achieved
10	Disability person completed secondary education	-	-	100	61.18	100	19.3
4.6 11	15 years of persons who are literate	-	-	-	-	100	74.6
12	School who had basic access to basic infrastructure	-	-	-	-	100	84.76

Schools that have access to electricity and drinking water i.e they have basic infrastructure are 84.76%. Teachers in India professionally qualified has increased from 81.15% to 83% and One teacher for 30 students has decreased to one teacher for 21 students. 75.83% of eligible children are enrolled into school at elementary & secondary level has increased to 87.26%. Students achieved minimum proficiency in language and mathematics in class 5th has increased from 54.91 to 71.9% and in class 8th it increased from 44.58 to 71.9%.

Gross Enrolment Ratio in higher education has increased from 26.3% to 50.14 %. 17.06% of children at secondary level of education are drop out of school has increased to 19.89% in the year 2019-20 and it has decreased to 17.87% in the year 2020-21. 2.97% of children at primary level are out of school. 74.6% people who are above 15 years are literate. Disability person completed secondary education has decreased from 61.8% in the year 2019-20 to 19.3% in the year 2020-21. Gender Parity index 1 had been achieved by 15 states and 8 UTs.

Challenges in Quality Education

It is necessary to focus on the issue of enhancing teaching quality by providing teachers with modern teaching aids, resources, and methodologies, such as smart classrooms and digital course content, as well as training and supporting them in their endeavors. Every school must offer a high-quality education since it is crucial to students' education and the future of the nation. The core of education is quality, alternatively The results of licensing exams are not the only indicator of a quality education. The effectiveness of the curriculum and teaching strategies, as well as the standard of the learning environment at home, are all influenced by the number and quality of school inputs. Based on the global context, it is true that 250 million children are not learning basic skills due to poor quality education, and that 124 million children worldwide are not enrolled in school.

The majority of the time, access to a high-quality education is denied to girls, children with disabilities, members of minorities and youngsters in remote and disadvantaged places. Our government has already constructed educational institutions in all of the nation's regions, despite some of the challenges described above. Underserved areas, offering stipend facilities, teacher training, infrastructure development, and ICT facilities in addition to providing free textbooks to the students. Our government also advocates for from early learning to higher education, all students have free, equal access to high-quality education. This programme also works with students' families and communities patronizing to both national and worldwide organizations in order for all kids to be able to receive an all around high-quality education. For a nation to be prosperous economically, socially, and morally, high-quality education is essential. Only high-quality instruction can turn students into skilled labor that is compatible with the global job market. (Dash et al., 2021)

SDG 4 and India's Initiative on Quality Education
QUALITY EDUCATION:
Samagra Shiksha Abhiyan: Is focusing on Quality education, Digital Education, Strengthening of Schools, Focusing on Girl Education, Inclusion, Skill Development, Sports and Physical education. The main goals of the Scheme are to provide high-quality instruction and improve students' learning outcomes, close social and gender gaps in schooling, ensure equity and inclusion at all levels of instruction, guarantee minimum standards in educational provisions, encourage vocationalist of education, assist States in implementing the Right to Free and Compulsory Education for All Children Act of 2009, and strengthen and upgrade SCERTs. Currently, the eight North-Eastern States of Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura, as well as well as the 3 Himalayan States of Jammu & Kashmir, Himachal Pradesh, and Uttarakhand, receive 90:10 of the fund sharing for the scheme from the Centre and the States, with the remaining States and Union Territories with Legislature receiving 60:40 of the funds. It is wholly sponsored at the federal level for Union Territories without a legislature. The recommendations of the Sub-Group of

Chief Ministers on Rationalization of Centrally Sponsored Schemes, which were received in October 2015, are reflected in this. The Program will support the promotion of universal access for kids to finish their education and assist in enhancing transition rates between the various levels of schooling. Through initiatives like a standardised training calendar, pedagogical innovations, mentorship and monitoring, etc., the integration of Teacher Education will enable effective convergence and links across various support systems in school education. The SCERT will be able to execute and oversee all in-service training programmes under one single system, making them dynamic and need-focused. Additionally, it would make it possible to benefit from technology and expand access to high-quality education across all States, UTs, and segments of Society.

Early Childhood Care and Education: Samagra Shiksha assists the State Government in its efforts to provide pre-school education in schools. For children aged 4-6 years, the pre-school programme will last up to two years. According to UDISE 2015-16, 41.3 percent of government primary schools have a co-located Anganwadi Centre. In the case of co-located Anganwadis where children aged 3-6 are accommodated, children aged 4-6 are considered pre-school children. According to UDISE 2016-17, 2.94 lakh schools have pre-primary sections, accounting for 24 percent of the 12.36 lakh schools with primary sections. Only 0.36 crore of the 1.36 crore children enrolled in pre-primary sections (both sections) attend government schools.

Padhe Bharat Badhe Bharat: The main focus of PBBB is Early Reading and Writing with comprehension and Early Mathematics.Totally funds approved to states for classes I & II are Rs.460.54 Crores and Rs.762.20 Crores for Academic and Technical Support.

Mid Day Meals Scheme: The Government of India's (GoI) major school-based feeding programme, the National Program of Mid-Day Meals (MDM) in School scheme, aims to improve kids' nutritional status and encourage the universalization of primary education**.**. Rs 93,224 crores Ministry of Education (MoE) budget allocations from the Government of India for the fiscal years 2021–2022. Rs. 11,500 billion GoI funding for MDM in the years 2021–2022.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA): This sheme aims to increase enrolment by putting a secondary school within walking distance of every home. It also aims to improve secondary education quality by requiring all secondary schools to adhere to prescribed standards, removing gender, socioeconomic, and disability barriers, and ensuring universal access to secondary education. The scheme's implementation to generate human capital and provide sufficient conditions for accelerating growth and development, equity, and quality of life for all Indians. The scheme entails multifaceted research, technical consulting, implementation, and funding assistance. The budget for RMSA in the year 2012-13 was 3172 crores and it has been gradually increased to Rs 4213 crore in the year 2018-19.

Girls Education

Beti Bachao, Beti Padhao: The Beti Bachao, Beti Padhao (BBBP) Scheme's overarching objective is to support the girl child's education and celebrate her. The following are the Scheme's objectives: Prevent sex discrimination that is gender-biased Ensure the girl child's wellbeing and safety, as well as her education. Totally 60.57 crores funds released for the scheme.

Kasturba Gandhi Balika Vidyalaya (KGBV): In order to ensure a smooth transition for girls from elementary to secondary school and up to class XII wherever possible, the scheme now offers access to and quality education to girls from disadvantaged groups of girls in the age range of 10 to 18 years who are aspiring to study in Classes VI to XII; belonging to SC, ST, OBC, Minority communities, and BPL families. Every educationally underdeveloped block at least has one residential school for girls in Classes VI–XII thanks to KGBV (EBBs).

Skill Development

National Skill Development Program (NSDP): To rapidly scale up skill development efforts in India, by creating an end-to-end, outcome-focused implementation framework, which aligns demands of the employers for a well-trained skilled workforce with aspirations of Indian citizens for sustainable livelihoods. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It also develops appropriate models to enhance, support and coordinate private sector initiatives. Till 31st March 2021, NSDF has released Rs. 5029.63 crore to NSDC towards skill development programmes including National Skill Certification and Monetary Reward Scheme (STAR) and UDAAN Scheme (J&K oriented).

National Digital Literacy Mission (NDLM): The Digital Saksharta Abhiyan (DISHA) or National Digital Literacy Mission (NDLM) Scheme has been designed to provide IT training to 52.5 lakh people, including Anganwadi and ASHA workers and authorised ration dealers in all the States/UTs across the country, in order to help the non-IT literate citizens participate actively and effectively in the democratic and developmental process as well as improve their standard of living. The programme would teach 52.5 lakh people in total, including ASHA and Anganwadi employees as well as approved ration dealers, over the course of two phases. The programme would train 10 lakh beneficiaries in its initial phase. From this, 6.3 lakh beneficiaries will receive Level 1 training, while 2.7 lakh beneficiaries will receive Level 2 training. The government will be able to cover the training costs for nine lakh people. The remaining 100,000 recipients will receive training from partners in business and civil society. ASHA and Anganwadi employees as well as authorised ration dealers are among the 42.5 lakh people who would receive training under Phase II.

Deen dayal Upadhyaya Grameen Kaushalya Yojana: The National Policy for Skill Development and Entrepreneurship 2015 identified a 109.73 million skills gap in 24 key sectors by 2022. This figure cannot be reached unless the BoP 55 million in rural India are addressed. In addition, a 2013 FICCI and Ernst & Young study found a global shortage of over 47 million skilled workers by 2020. This is a once-in-a-lifetime opportunity for India to train its BOP youth population and place them in jobs around the world, allowing it to reap the benefits of its demographic dividend. DDU-GKY is present in 28 states and territories, spanning 689 districts and affecting youth from over 7,426 blocks. It currently has over 1,575 projects in over 502 trades from 50 industry sectors being implemented by over 717 partners. As of April 1st, 2020, over 9.9 lakh candidates had been trained and over 5.3 lakh candidates had been placed in jobs. DDU-GKY has committed more than INR 5,600 crores in investments since 2012, affecting rural youth across India.

Pradhan Mantri Kaushal Vikas Yojana (PMKVY): The PMKVY programme gives young people in the nation access to training in skills that are relevant to their sector and will improve their quality of life. By giving out financial rewards and awards, this programme

aids in enhancing the productivity of daily wage employees. Next, it offers free skill training to the nation's children. For the 2016–2020 period, PMKVY allocated Rs 12,000 crore in funding to help 10 million Indian youngsters. The country-wide introduction of PMKVY 3.0 began in 2021

Information and Communication Technologies (ICT)

Recent advances in ICT have provided an impetus to student education and also helps educators in the Indian education system face various challenges (Rajput et al., 2020; Madura Anant Pawar.,2021). The Indian Government has made several efforts to build a sound system of education through ICT-based initiatives, including:

Saransh: Central Board of Secondary Education (CBSE) has initiated to evaluate the strengths and challenges of schools, teachers andstudents at colleges. It allows schools to act if the result is not positive.

Shaala Siddhi (Schools Self- assessment and External Evaluation): A NUEPA Programme aims to empower all schools to analyze and control their success and development, both at primary and secondary levels. The main goal was to identify a suitable set of parameters and metrics for each school, with a focus on key performance areas and core values. Shaala Siddhi has been adopted by more than 9,000 schools spanning 25 countries and UTs. The National Progress Survey will be conducted every quarter and not once every three years every line with current practice, beginning 2017.

Shala Darpan: It is an initiative launched to provide services based school management programs for students, parents and teachers. A variety of resources such as students profile management, attendance at staff/students, leave management, marksheet, notification alerts for the students' parents etc are availableduring this initiative.

E-Pathshala: It is a digital forum for viewing and distributing online tools for students, researchers and teachers suchas text books and other educational resources.

Aadhar Link: This scheme allows all 5-18 year-olds to have an Aadhaar card which will provide data including the number of school leaves per year, control their educational progress and offer various cash or non- cash benefits to specific students on a certain basis.

Swachh Vidyalaya

The Swachh Vidyalaya Initiative started with the construction of toilets, then moved to the maintenance of toilets and activities such as hand washing and behavioural change. The Puraskar was launched to encourage schools to adopt these healthy practices and reward the most deserving schools, districts and States/UTs .Under this initiative 4,17,796 toilets including 1,98,897 girls toilets were constructed and made functional in 2,61,400 government schools up to the year 2015. More than 2.68 lakh schools in 35 states and Ut's participated in Swachh Vidyalaya Puraskar in a online mode in the year 2016-17.6,15,152 schools registered online for the awards for Swachh Vidyalaya Puraskar in the year 2017-18.In the year 2018 6,22,27,373 students participanted in shramdaan activities from 9,06,883 schools.

Right to Education

Children who come from economically disadvantaged families have access to free and required education thanks to the Right to Education (RTE) Act of 2009. After Gopal Krishna Gokhale's well-known, passionate appeal to the Imperial Legislative Council to introduce free and compulsory primary education in India took effect, the Right to Education Act was originally known as the Right to Free and Compulsory Education Act for Children. All

government and private schools in India are required by the Right to Education Act to have a 25% reservation for children between the ages of 6 and 14 who are from the country's weaker part and have access to free and mandatory education.

Conclusion

Based on the above discussion it can be understood that the enrolment rate of students have to be increased to achieve the target of 100. States like Himachal Pradesh and Puducherry are decreasing their school dropouts but states like Odisha, Arunachal Pradesh, Assam have to focus more on their work. Bihar still need to take steps on literacy rate, higher education, pupil teacher ratio and Gender Parity Index. Number of Teacher Training Institutes have to be increased in Assam, Puducherry, Daman & Diu. Enrolment of disabled children in schools has to be increased, providing all supports and assistances they need to empower themselves. The infrastructure and basic sanitation have to be increased and to be monitored.

As per the present findings, it can be drawn that in order to achieve the SDGs, particularly SDG 4 right initiatives and policies to make the educational system progressive and sustainable should be in practice. In terms of social learning and new social movements, an educational system or school organisation that encourages awareness of the world's complexity, diversities, and uncertainties as well as changes through SDG tactics can be viewed as reflexive. In order to overhaul the educational system, strengthening the foundation of a school as an institution, which entails both human and material resources that, when combined, can enhance student learning, teacher effectiveness, and school climate. The main goal of adopting SDG 4 is to create a school culture that will enhance instruction and assist students in developing into responsible adults by fostering sustainability for the purpose of resource conservation and promoting equality, sustainable consumption, life-style, and practises to safeguard our environment and create a sustainable habitat. Strengthening schools as a fundamental unit that includes personnel and material assets that could ultimately improve student learning, training, and school culture in order to affect change in the educational system. SDG 4 tries to establish a learning environment in schools that will encourage sustainability for the benefit of natural resources and assist students in becoming responsible adult.

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