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A Study of the Learning Crisis and Evolving Strategies for Quality Education

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Abstract

In essence, the learning crisis reflects a profound loss of human potential and capability. Across the globe, millions of children and adolescents are affected, with the problem being particularly acute in low-income regions. For many, attending school daily without meaningful comprehension is a distressing experience. In India, more than 50% of grade 5 children continue to struggle with grade 2 literacy. The NEP-2020 underscores the importance of not only preparing children for school but also ensuring institutional readiness to meet their developmental needs. Early childhood curricula and pedagogies are generally vibrant, encouraging children to play freely, express themselves, and collaborate in groups. Since 2015, the Annual Status of Education Report (ASER) by Pratham has consistently highlighted the decline in learning levels among students across India, including Telangana. Findings from the EFA Global Monitoring Report, the World Development Report (2018), the National Achievement Survey (NAS), and the Telangana State Learning Achievement Surveys (SLAS) all point to the same conclusion: education quality is in crisis, widely referred to as the "learning crisis." Against this backdrop, the present study was undertaken to assess the extent of the learning crisis among grade 3 students. Using the descriptive survey method, data were collected from a sample of 450 students, selected through simple random sampling. The analysis, conducted with both descriptive and inferential statistics (including frequencies, mean, standard deviation, percentiles, and t-tests), revealed worrying trends. Half of the grade 3 students failed in Telugu, scoring below 35 marks. In English, mathematics, and EVS, more than half of the students similarly fell below the passing threshold. Performance in Telugu was nearly evenly split between low and high levels. Overall, nearly half of the students—199 (44.2%)—demonstrated a low level of performance across all subjects.

Keywords: *Human potential, quality education, learning crisis, pedagogy, NEP-2020.*

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Introduction

The term *learning crisis* refers to a global challenge that encompasses the widespread issue of inadequate education and learning outcomes. It is a symptom that educational systems are not equipping pupils with the knowledge, abilities, and skills they need to prosper in an increasingly complex and competitive world. Education is the foundation of developing human capital. Put simply, the learning crisis represents a colossal waste of human potential and aptitude. All around the world, children and teenagers are affected by this problem, though it is especially acute in low-income areas. Going to school day after day without understanding anything is a miserable experience. In India, more than half of grade 5 students have not mastered grade 2 literacy. The NEP-2020 emphasises not only preparing children for school but also ensuring institutional preparedness. Early childhood curricula and pedagogies are often vibrant in nature, encouraging children to play freely, express themselves, and collaborate in groups. School curricula and pedagogies also emphasise preparing teachers to handle classrooms where children are at different levels of learning.

Education has become the most important aspect of human life. In the 21st century, life without schooling is almost unimaginable. Everyone has realised that development depends on education. Even in ancient India and other civilizations, although schooling existed, it was not universally available. Today, education is provided to all irrespective of socio-economic status. *Universalisation of Education* or *Education for All* was a key promise to ensure access to primary education (Green, F., 2020). After several major initiatives, significant achievements have been made in expanding school access, enrolling children of school age, and retaining them to ensure continuity. Programmes such as Operation Blackboard, DPEP, SSA, and RMSA have strengthened basic infrastructure and increased teacher appointments. Retention efforts included free textbooks, midday meals, scholarships, and other incentives to fulfil the constitutional mandate of free and compulsory education for children aged 6–14. The RTE-2009 enabled the enforcement of the right to education. As Kothari (1964–66) rightly stated, "The destiny of India is now being shaped in her classrooms" (RTE, 2009). The National Policy on Education 1986 further emphasised that "the status of the teacher reflects the socio-cultural ethos of the society." It is widely acknowledged that no nation can rise above the level of its teachers. Thus, teachers, students, and schools are the key forces that can transform a nation and improve the quality of life. SDG-4 for quality education echoes this vision, aiming to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Status of Quality Education

Since 2015, the Annual Status of Education Report (ASER) published by Pratham has consistently highlighted declining learning levels among students in India, including Telangana. Reports from EFA Global Monitoring, the World Development Report (2018), the National Achievement Survey (NAS), and the Telangana State Learning Achievement Surveys (SLAS) have all revealed the same trend: the quality of education is in crisis, widely referred to as the *learning crisis.* For instance, when a student of grade VIII is unable to read, write, or perform arithmetic operations of grade V level, it clearly reflects a learning crisis. This means students are being promoted from lower to higher grades without attaining the expected learning levels. Some educationists argue that it is not only a *learning crisis* but also a *teaching crisis.* This crisis leads to *learning poverty,* depriving students of the knowledge and skills required for future employment (Edwards, A., 2008). The NEP-2020 has sought to address this issue by strengthening pedagogic processes and emphasising the vital role of school heads and teachers in both academic and administrative functions.

Recent Report of the National Achievement Survey (NAS)

The findings of the National Achievement Survey (NAS) 2021, released by the Government of India, raise serious concerns for all stakeholders in education. Knowledge being the cornerstone of education, the sharp decline in learning outcomes highlights both an information crisis and systemic issues in Indian schooling.

The NAS assessed the learning competencies of children in grades 3, 5, 8, and 10 through a nationwide survey conducted in November 2021. The assessment covered language, mathematics, science, and social science in grades 3 and 5; language, mathematics, science, social science, and English in grade 8; and the same five subjects in grade 10. A representative sample of nearly 34 lakh students from 1.18 lakh schools across 720 districts—rural and urban—participated in the NAS 2021 survey.

Literature Review

Michele Schweisfurth (2023), in her study *Pedagogical Interventions and the Learning Crisis: Disaster Didacticism,* critically examined the terminology of the "learning crisis" and the solutions extensively promoted by international organisations (IOs) in lower- and middle-income countries. Her analysis highlighted how such

reports often frame private education as profitable, with pedagogy that produces better results used to persuade parents to enrol their children in non-state schools. Complementing this, the *E-Scholarly Community Encyclopaedia* (2022) defined the learning crisis as the reality that although most children globally attend school, many are not actually learning. A World Bank survey found that 53% of children in low- and middle-income countries cannot read and understand a simple story by the end of primary school. Despite rapid growth in access, learning outcomes lag severely behind. For instance, over half of grade 5 children in India still struggle with grade 2 literacy, only 10% of Nigerian women completing grade 6 can read a sentence in their mother tongue, and in PISA for Development tests, just 12% of children across seven low- and middle-income countries achieved minimum competency in mathematics, while only 23% met the reading benchmark.

Adding to this discourse, Ling Zhang et al. (2022), in their study *Crisis Responses in Academia: A Bibliometric Examination of Online Learning Literature in Higher Education during COVID-19,* employed bibliometric analysis to map global research on online learning during the pandemic. Their findings revealed contributions from 103 countries across the global north and south, covering themes such as technology adoption, curriculum redesign, student perceptions, and the psychological impact of pandemic-driven online learning. Similarly, Michalionos Zembylas et al. (2022), in their work *Adaptive Teaching under Emergencies,* revisited the idea of "education in crisis" through educational philosophy, practice, and policy. Their research demonstrated how different perspectives on crises shape approaches to educational policy, pedagogy, and reforms, particularly within the Asia-Pacific context.

Research Methodology

The study employed the Descriptive Survey Method to accomplish its objectives. The researcher surveyed various government schools in Telangana state to assess the learning levels of students by administering suitable questionnaires.

Objectives of the Study

The following objectives were formulated in line with the rationale of the study:

1. To assess the learning levels of grade students of Telangana state.
2. To identify the level of learning crisis among grade 3 students of Telangana state.
3. To evolve strategies for quality education to cope with the learning crisis.

Hypotheses

Based on the review of related literature, the following hypotheses were formulated:

1. Students of grade 3 studying in government schools of Telangana state experience a learning crisis.
2. Students of grade 3 studying in government schools of Telangana state have a higher level of learning crisis.
3. There is no significant difference in learning levels of grade students with respect to different demographic variables.

Sample and Sampling Technique

The sample included 75 government schools selected from three erstwhile districts - Warangal, Karimnagar, and Hyderabad of Telangana state. From these schools, 450 3rd grade students were selected using the simple random sampling technique.

Tools for the Study

To collect relevant data, the researcher employed a students' learning level questionnaire, prepared separately for Telugu, English, Mathematics, and EVS subjects.

Statistical Techniques Used

The data collected was systematically organised and analysed using both descriptive statistics (frequencies, mean, S.D., percentiles) and inferential statistics (t-test).

Data Analysis

The data analysed is presented here:

Table-1: Student's distribution with respect to the availability of the classroom

Availability of classroom	Frequency	Percent
Yes	433	96.2
Yes	17	3.8
Total	450	100.0

Table.1 shows the distribution of the students with availability of classroom, majority of the students 433 (96.2%) responded that there is a classroom available in the school. Remaining students 17 (3.7%) responded that there is no classroom available in the school.

Table-2: Student's scores for all subjects

Subject wise overall results						
Subject wise data		**Telugu**	**English**	**Maths**	**EVS**	**Total**
N		450	450	450	450	450
Mean		41.2040	29.3846	52.5418	33.1104	39.0602
Median		40.0000	16.0000	62.0000	20.0000	39.2500
Mode		.00	.00	75.00	.00	12.50
Std. Deviation		34.96722	27.94150	27.66398	30.68608	22.01635
Variance		1222.707	780.727	765.296	941.635	484.720
Skewness		.199	.530	-.400	.616	.191
Std. Error of Skewness		.141	.141	.141	.141	.141
Kurtosis		1.364	1.105	1.121	.680	1.030
Std. Error of Kurtosis		.281	.281	.281	.281	.281
Percentiles	25	.0000	.0000	25.0000	.0000	18.7500
	50	40.0000	16.0000	62.0000	20.0000	39.2500
	75	80.0000	50.0000	75.0000	60.0000	56.7500

From table.2, it was found that, students mean score (41.2) in Telugu is greater than the median score (40) which indicated that distribution of the scores are positively skewed with the value 0.199, and most of the students got '0' marks in Telugu.

With the value of -1.364, kurtosis indicated that distributions of the scores are platykurtic. Likewise, students mean score (29.3) in English is greater than the median score (16) which indicated that distribution of the scores are positively skewed with the value 0.530, and most of the students got '0' marks in English.

With the value of 1.105, kurtosis indicated that distributions of the scores are platykurtic. Likewise, students mean score (52.5) in Maths is lesser than the median score (62) which indicated that distribution of the scores are negatively skewed with the value -.4, and most of the students got '75' marks in Maths. With the value of 1.121, kurtosis indicated that distributions of the scores are platykurtic. Likewise, students mean score (33.1) in EVS is greater than the median score (20) which indicated that distribution of the scores are positively skewed with the value 0.616,

and most of the students got '0' marks in EVS. With the value of .680, kurtosis indicated that distributions of the scores are platykurtic. This table also indicated that students overall mean score (39.0) in all subjects is more or less equal to the median score (39.25) which indicated that distribution of the scores is positively skewed with the value 0.191, and most of the students got an average '12' marks in all subjects. With the value of 1.030, kurtosis indicated that distribution of the scores is platykurtic.

Table-3: Level of Telugu performance of the 3rd grade students

Telugu Performance Levels	Frequency	Percent
Low	197	43.8
Medium	60	13.4
High	193	42.8
Total	450	100.0

From table.3 it can be noted that 197 (43.8%) of 3rd grade students had low level of performance, 60 (13.4%) had medium level of performance and 193 (42.8%) had high level of performance in Telugu.

Hence it is concluded that, more or less equal no. of students had low and high levels of performance in Telugu.

Table-4: Level of English performance of the 3rd grade students

English Performance Levels	Frequency	Percent
Low	288	64.0
Medium	71	15.8
High	91	20.2
Total	450	100.0

From table.4 it can be noted that 288 (64%) of 3rd grade students had low level of performance, 71 (15.8%) had medium level of performance and 91 (20.2%) had high level of performance in English. Thus, it can be concluded that, majority of 3rd grade students had low level of performance in English.

Table-5: Level of Maths performance of the 3rd grade students

Maths Performance Levels	Frequency	Percent
Low	113	25.1
Medium	106	23.6
High	231	51.3
Total	450	100.0

From table.5 it can be noted that 113 (25.1%) of 3rd grade students had low level of performance, 106 (23.6%) had medium level of performance and 231 (51.3%) had high level of performance in Maths. Thus, it can be concluded that, more than half of the 3rd grade students had high levels of performance in Maths.

Table-6: Level of EVS performance of the 3rd grade students

EVS Performance Levels	Frequency	Percent
Low	236	52.5
Medium	87	19.3
High	127	28.2
Total	450	100.0

From table.6 it can be noted that 236 (52.5%) of 3rd grade students had low level of performance, 87 (19.3%) had medium level of performance and 127 (28.2%) had high level of performance in EVS. Thus, it can be concluded that, more than half of the 3rd grade students had low level of performance in EVS.

Table-7: Overall level of performance of the 3rd grade students

Total Performance Levels	**Frequency**	**Percent**
Low	199	44.2
Medium	163	36.2
High	88	19.6
Total	450	100.0

From table.7 it is understood that 199 (44.2%) 3rd grade students had low level of performance in all subjects. Likewise, 63 (36.2%) 3rd grade students had medium level of performance in all subjects. Again 88 (19.6%) 3rd grade students had high level of performance in all subjects. Thus, it can be concluded that near about half of the 3rd grade students 199 (44.2%) showed low level of performance in all subjects.

Table-8: t-test for subject wise performance of the 3rd grade students with regard to their gender

Subject	Gender	N	Mean	Std. Deviation	t	df	Sig.
Telugu	Male	184	32.95	33.12	3.45	448	0.00
	Female	266	46.89	35.16			
English	Male	184	25.48	27.30	2.01		0.04
	Female	266	32.07	28.14			
Maths	Male	184	51.74	26.27	0.41		0.68
	Female	266	53.09	28.64			
EVS	Male	184	28.52	29.64	2.15		0.03
	Female	266	36.27	31.07			
Total	Male	184	34.68	20.75	2.89		0.00
	Female	266	42.08	22.41			

From table.8 it is revealed that the calculated t-score for Telugu subject of males and females is 3.45 with p value 0.00 at 0.05 level of significance, found to be significant. Therefore, there is statistically significant difference in Telugu scores of males and females 3rd grade students. The calculated t-score for English subject of males and females is 2.01 with p value 0.04 at 0.05 level of significance, found to be significant. Therefore, there is statistically significant difference in English scores of males and females 3rd grade students.

It is understood from the table that the calculated t-score for Maths subject of males and females is 0.41 with p value 0.68 at 0.05 level of significance, found to be insignificant. Therefore, there is statistically no significant difference in Maths scores of males and females - 3rd grade students.

It is also observed from the table that the calculated t-score for EVS subject of males and females is 2.15 with p value 0.03 at 0.05 level of significance, found to be significant. Therefore, there is statistically significant difference in EVS scores of male and female 3rd grade students.

The calculated t-score in all subjects for males and females is 2.89 with p value 0.00 at 0.05 level of significance, found to be significant. Therefore, there is statistically significant difference in all subjects' scores of males and females 3rd grade students.

Table-9: t-test for subject wise performance of the 3rd grade students with regard to their medium

Subject	Medium	N	Mean	Std. Deviation	t	df	P Sig.
Telugu	EM	304	39.3	35.9	1.35	448	0.17
	TM	146	45.2	32.8			
English	EM	304	27.3	27.0	1.88		0.06
	TM	146	33.8	29.6			
Maths	EM	304	51.4	28.5	1.01		0.31
	TM	146	54.9	25.9			
EVS	EM	304	33.8	32.0	0.53		0.59
	TM	146	31.8	28.0			
Total	EM	304	37.9	21.7	1.26		0.20
	TM	146	41.4	22.6			

From table.9 it is revealed that the calculated t-score for Telugu subject of English and Telugu medium students is 1.35 with p value 0.17 at 0.05 level of significance, found to be insignificant. Therefore, there is statistically no significant difference in Telugu scores of English and Telugu medium 3rd grade students. The calculated t-score for English subject of English and Telugu medium students is 1.88 with p value 0.06 at 0.05 level of significance, found to be insignificant. Therefore, there is statistically no significant difference in English scores of English and Telugu medium 3rd grade students.

It is understood from the table that the calculated t-score for Maths subject of English and Telugu medium students is 1.01 with p value 0.31 at 0.05 level of significance, found to be insignificant. Therefore, there is statistically no significant difference in Maths scores of English and Telugu medium 3rd grade students.

It is also observed from the table that the calculated t-score for EVS subject of English and Telugu medium students is 0.53 with p value 0.59 at 0.05 level of significance, found to be insignificant. Therefore, there is statistically no significant difference in EVS scores of English and Telugu medium 3rd grade students. It is also observed from the table that the calculated t-score for all subjects of English and Telugu medium students is 1.26 with p value 0.20 at 0.05 level of significance, found to be insignificant. Therefore, there is statistically no significant difference in all subjects' scores of English and Telugu medium 3rd grade students.

Key Findings

1. More or less an equal number of students were found under low (43.8%) and high (42.8%) levels of performance in Telugu.
2. A majority of 3rd grade students were found under low levels of performance in English.
3. More than half of the 3rd grade students (51.3%) were found under high levels of performance in Mathematics.
4. More than half of the 3rd grade students (52.5%) were found under low levels of performance in EVS.
5. Nearly half of the 3rd grade students, 199 (44.2%), showed a low level of performance in all subjects.
6. The variable ***- gender*** was found statistically significant in relation to Telugu, English, and EVS, but insignificant in Mathematics. Overall, the learning crisis with respect to gender in different subjects was found to be significant.

Medium of instruction was found to be insignificant in Telugu, English, Mathematics, and EVS. Overall, medium of instruction was found to be insignificant across different subjects.

Recommendations

It is strongly believed that prevention is always better than cure. Policies should be consciously devised so that quality education is seen as an immediate output in terms of the constructivist development of young children.

A. Teacher Training and Recruitment

- Availability of regular trained teachers has become a serious issue in schools of Telangana state.
- The government should adopt functional strategies for recruiting and retaining qualified teachers, especially in remote and underserved areas.
- The recruitment process should be conducted on a regular basis, depending upon the vacancies.

B. Curriculum Reforms

- Periodical review and updating of the curriculum should be undertaken to ensure its relevance, alignment with global standards, and incorporation of practical, real-world applications.

- The curriculum should ensure the inclusion of diverse perspectives and the promotion of critical thinking skills.
- In all these respects, NEP 2020 recommendations should be stringently followed by schools to comply with global standards and to integrate indigenous educational practices aligned with the Indian Knowledge System (IKS).
- With the availability of NCF-2023, schools and stakeholders should hold discussions on the curricular aspects introduced in the renewed school curriculum.

C. Infrastructure and Resources

· The government should focus on resource allocation to improve school infrastructure, including classrooms, libraries, and laboratories.

· Special attention is required for the provision of digital infrastructure to strengthen technology-embedded teaching and learning.

D. Implementation of Intervention/Strategy

- A phased implementation plan should be outlined for the proposed policy recommendations, considering both short-term and long-term goals.
- Emphasis should be placed on collaboration between government agencies, educational institutions, and non-governmental organizations for effective execution.

E. Monitoring and Evaluation

- A robust monitoring and evaluation system should be implemented to track progress and identify areas for improvement at the primary and secondary levels of school education.

Conclusion

The comprehensive analysis of 3rd grade students' demographics and academic performance offers valuable insights into the multifaceted factors influencing educational outcomes. The majority of students in 3rd grade are 9 or 10 years old, reflecting the concentration of learners in the early years of primary education. The choice of the medium of instruction emerges as a significant factor, with 67.6% studying in English and 32.4% in Telugu. Overall, there is a positive scenario regarding teacher availability and classroom accessibility. Students reported access to teachers for Telugu, English, Mathematics, and Social Science. Most students also have access to classrooms, though a small percentage face shortages, indicating persisting

infrastructure challenges. Subject-wise performance analysis uncovers varying trends. In 3rd grade, skewed distributions in Telugu and English scores suggest significant challenges in these subjects. The implications of these findings are far-reaching. Targeted interventions are needed to address language-based challenges, socio-economic disparities, and parental education gaps. Strategies should be gender-sensitive, given the observed differences in subject-wise performance.

The positive infrastructure scenario needs to be maintained and expanded, ensuring equitable access to quality education for all students. For policymakers, administrators, and educators, the insights from this analysis provide a valuable foundation for designing context-specific interventions. The issue of the learning crisis can be reduced through a comprehensive, multifaceted strategy that includes infrastructure development, teacher training, curriculum adaptation, mental health support, and community engagement. This integrated approach is essential to effectively address Telangana's learning crisis.

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