

Stages of Child Education in India

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Abstract:

The purpose of this study was the provision of basic education for all children to be a matter of serious concern in India, expansion in the enrolment in schools and the rate of accomplishment in our country. In order to discover the magnitude to which enrolling and the rate of accomplishment have developed over the course of time. It decays this development into a constituent because of the modifications in the features that regulate the entire schooling process. The initial six years of a kid's life are universally accredited as one of the most precarious years for an enduring developmental phase. This present paper contains the review of the ample number of work done by numerous authors so as to so the development of the child from the beginning stages.

Keywords- Child, Education, Methods, Stages, Learning, enrollment

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Introduction

The learning phases in a child's life are basically the sub-categories of official learning, which broadly covers the elementary learning for the toddlers, and then comes the primary education. The UNESCO (United Nations Educational, Scientific and Cultural Organization) distinguishes seven stages of learning as per its International Standard Classification of Education System, From Stage 0 (the pre-primary learning) to Stage 6 (the second phase of tertiary learning). Country-specific education systems and their stages. The central as well as most of the state boards consistently follow the "10+2+3" learning pattern. As per this pattern, the initial 10 years of study is done in schools, the next 2 years in Junior colleges, and the final 3 years of graduation in a bachelor degree college for a bachelor's degree. The initial 10 years are further sub-categorized into 4 years of primary learning, followed by 6 years of High School, finally followed by 2 years in a Junior college. This learning pattern was initiated by the recommendation of Education Commission in 1964-1966.

Prey primary learning

Play Group or Pre-Nursery: In the basic pre-nursery, kids are opened out to the basic and elementary learning happenings that help them getting self-dependent sooner and inculcate in them qualities of self-help such as having their meal on their own, dressing up on their own, and maintaining basic hygiene and cleanliness. 2-3 years is the general age limit in order to get an admission into the pre-nursery.

Nursery: The activities undertaken by the staff at the nursery level aid the kids reveal their skills and talents, thus permitting them to refine their physical and mental capabilities. The restricted age in order to get an admission in nursery is 3-4 years.

LKG: Also termed as the Junior Kindergarten (Jr. KG). The restricted age in order to get an admission in LKG is 4-5 years.

UKG: Also termed as the Senior Kindergarten (Sr. KG). The restricted age in order to get an admission in UKG is 5-6 years.

Primary Stage

The Government of India poses more focus on the Basic or Primary Learning, also termed as the Elementary Learning, for the kids of age group starting from 6-14 years old. As our education laws

are stated by the states, this is why the period of visiting the primary school modifies between various states of the country. In order to evade treacherous working situations, the Government of India has also banned child labor. On the other hand, the ban on child labor as well as the free education are tough to be enforced because of factors as social norms and financial incongruence. 80% of nearly all the recognized elementary schools are either government supported or operated, thereby making it the most humongous education provider in the nation.

The Middle Stage – Middle Stage Learning covers 3-4 years of academic learning, which forms 5th standard to 8th standard comprising the students with the age group between 12-14 years. The schools that impart learning up to 8th standard are known by a number of names, such as, Senior School, High School. Certain states as well as union territories follow 5th to 7th standards as the middle level of learning, they are Goa, Assam, Gujarat, Kerala, Karnataka, Daman & Diu, Lakshadweep, Dadra & Nagar Haveli etc. Also certain other states follow 6th to 8th standards as middle age learning, they are- Haryana, Arunachal Pradesh, Punjab, Madhya Pradesh, Delhi, Chandigarh, Andaman & Nicobar Islands etc.

The Secondary Stage – The Secondary Level of Learning covers other 2-3 years of academic life, which starts from classes 8th-10th, comprising of the students of age group between 12-14 years. The schools that deliver education till class 10th are termed as High School, Senior School, and Secondary School etc. Certain states and union territories that follow 8th to 10th standards as their secondary level of learning are Gujarat, Goa, Kerala, Karnataka, Daman & Diu, Lakshadweep, Dadra & Nagar Haveli etc. Some other states as well as union territories follow 9th to 10th as secondary level of learning, and they are- Rajasthan, Punjab, Tamil Nadu, Sikkim, Andaman & Nicobar Islands, Delhi, Karaikal region of Pondicherry, Chandigarh etc.

Senior Secondary Stage – Senior Secondary Level is only for two years, in India. There is a consistency in this stage of learning, as in terms of the classes and the duration, which means that all the union territories as well as the states follow this 10+2 pattern across the nation, this level of learning includes classes 11th and 12th comprising students of an age group between 16 to 18 years. This level of learning lets the student choose the stream and

subject of one's own choice. In this stage of learning, students can opt to pursue Commerce, Arts, Science (Non-medical or Medical). The schools that provide learning till 12th class are generally termed as Higher Secondary Schools, or Senior Secondary Schools. Certain colleges and universities also offer the education for these classes.

Undergraduate Level – Undergraduate learning takes 3 to 4 years in India. This level is also termed as the higher education in our country. Students in this level generally begin their education from 18 years onwards. According to a study, 88% of undergraduate learning is offered by colleges in India. Most of the undergraduate programs with the duration of 3 years belong to the stream of humanities, science, arts etc. and maximum of 4 years duration belong to the streams as engineering, pharmaceutical sciences technology, agriculture and so. However, there are courses with the duration of 5 years and they are law, medicine and architecture.

Postgraduate Level – Postgraduate learning is of 2-3 years in India. These level of learnings are termed as Doctorate Courses or Masters Courses. Masters courses are generally of 2 years in duration, whereas Doctorate courses are generally of 3 years in duration. 56% of post graduate learning is instructed through the colleges, are also termed as higher studies. In India, most of the PG education is provided by the colleges and universities. Post graduate learning majorly accommodates to a particular field or sub field of any specified discipline. Therefore, one gets specialized in in any topic of one's choice, at this level of learning. People interested in conducting a number of research work pursue these studies.

Adult Learning in India – Adult learning in India generally lies under the Bureau of Adult Education and National Literacy Mission under the Department functions as the Secretariat of the NLMA, and the Department of School Education and Literacy. The National Literacy Mission was set up on 5th May, 1988 to communicate a novel sagacity of urgency and momentousness to adult education. The Directorate of Adult Education offers essential resource and technical support to the NLMA.

Distance Education in India – Distance learning offered by various institutes is regulated by the Distance Education Council of India. Distance learning helps to those who, due to one reason or the other, are not capable of joining regular schools and

colleges. National Institute of Open Schooling provides learning through distance education, at the primary and secondary school levels. Distance learning is also offered by open universities, when at the university and college life. Distance learning can even be pursued online, via internet. Certain institutes like as the Birla Institute of Technology and Science offers online learning through BITS Virtual University.

Homeschooling in India – Homeschooling is not prevalent in India and nor is it extensively acknowledged. This kind of unconventional learning it is relied on for physically challenged and for those who are not capable of attending regular school due to certain reasons, whereas some use Unschooling, Montessori Method, and Radical Unschooling, School-at-home, or Waldorf education. Whereas others opt for NIOS, NOS, IGCSE, or CBSE prescribed syllabus.

Review of Literature

Bhalotra Zamora (2006), studied that uses two large repeated cross-sections, one for the early 1990s, and one for the late 1990s, to describe growth in school enrolment and completion rates for boys and girls in India, and to explore the extent to which enrolment and completion rates have grown over time. It decomposes this growth into a component due to changes in the characteristics that determine schooling, and another associated with changes in the responsiveness of schooling to given characteristics. Our results caution against the common practice of using current data to make future projections on the assumption that the model parameters are stable. The analysis nevertheless performs illustrative simulations relevant to the question of whether India will be able to achieve the Millennium Development Goal of realizing universal primary education by the year 2015. The simulations suggest that India will achieve universal attendance, but that primary school completion rates will not exhibit much progress.

Tejaswani Sridevi. (2012), concluded that In India, we have three different types of schools, namely schools that follow state syllabus, schools that follow central syllabus and schools that follow International curriculum. Hence, at any class level, we end up with students who have different levels of academic knowledge. Coming to the rural villages, students who come from economically backward classes are obliged to opt for Government run schools due to

their financial constraints. The Government run schools teach in vernacular medium. The present paper deals with the limitations of Government run schools in terms of performance when compared to Central Board schools and International curriculum schools. For the purpose of present case study, the Mandal Parishad Primary school and Zilla Parishad Primary school in Rudraram, Patancheru Mandal in Andhra Pradesh State are considered. The students in Zilla and Mandal Parishad Primary schools are basically from a weak economic background. Students of these schools are beleaguered with linguistic, social, and financial problems. Teachers who teach in these Parishad Primary schools should keep these facts in mind while teaching the students. These Parishad Primary schools need teachers who not only can teach the subject to the students but also who are aware of the problems that students face in their daily lives so that the teachers can motivate them to excel and exceed in academics. The present study deals with various factors that influence the performance of students in Zilla and Mandal Parishad Primary schools. The study is carried out with the aim to call attention to the issues that hinder the progress of students. These concerns can be identified and addressed by proper channels so that the Parishad Primary School students can emerge as competent individuals on par with students from schools run by Central Government and private sector. The paper expounds that the society also has a major role to play in the improvement of Zilla Parishad Primary schools. Instead of depending upon the Government alone for financial aid, society should come forward to improve rural education as these students are a part of future India.

Muralidharan (2013), discussed in this paper that there is very little evidence to support the notion that improving school inputs in a 'business as usual' manner will improve learning outcomes. On the other hand, innovations in pedagogy (especially supplemental remedial instruction targeted to the level of learning of children) and governance (focused on teacher performance measurement and management) have shown large positive impacts on student learning they has provided a summary of the insights from a decade of high-quality empirical research on primary education in India and seeks to help bridge the gap between what we are learning from this research and the status quo of primary education policy in India. The next ten years will see the largest ever number of citizens in the Indian school system at any point in the country's history

(or future), and it is critical that this generation that represents the demographic dividend be equipped with the literacy, numeracy, and skills needed to participate fully in a rapidly modernizing world. In a fiscally-constrained environment, it is also imperative to use evidence to implement cost-effective policies that maximize the social returns on any given level of public investment. The growing body of high-quality research on primary education in the past decade provides an opportunity to put this principle into practice. Discussed, further research is required into the determinants of completion rates. We suggest that factors such as poor health may delay enrolment and weaken cognitive ability and therefore progression. At the same time, school curricula that are uninteresting to the children or irrelevant to their future earnings prospects, or timetables that conflict with peak agricultural seasons may be important constraints on completion. A further possibility is that children enroll but then fail to complete because the household is subject to an income or health shock that makes the 11 opportunity cost of schooling too high for the family to afford at the time. Once a child has dropped out, she or he may not enroll again.

Rani (2014), studied the review of development of school education in India reflects an expansionary phase of number of institutions and students enrolled especially in secondary education. Even, with this quantitative rise in enrolment, only 39 per cent of the eligible age-group children were enrolled in secondary education in 2003-04 unlike many developed and developing nations where secondary education is almost universal. The extent of effectiveness of secondary education delivery is categorically reflected as only 14 per cent of the enrolled complete the secondary schools effectively i.e., by passing out in the board examinations in 2003-04. Further, the paper examined the inter-state variations by constructing an educational development and performance indices at two points of time. And compared their movements from the 1990s to 2000-01/2003-04. It finds that the same set of four states Bihar, Uttar Pradesh, Rajasthan and Madhya Pradesh are the poor scorers at both indices at secondary level even though Rajasthan and Madhya Pradesh have improved their enrolment ratios at upper primary levels at both points of time. Besides Kerala, around six states viz, Haryana, Maharashtra, Andhra Pradesh, Punjab, Himachal Pradesh and Karnataka achieve noticeably higher scores on both indices especially during 2003-04.

Then the paper also makes an attempt to decipher various factors responsible for low performance in the indices by looking at the demand and supply side factor.

Mukherjee (2015), discussed that it is now well recognized that enrolling children in schools is not enough, tries to explore these interrelationships focusing on the elementary education sector in the fifteen major states of India. The learning environment in schools is analyzed by constructing composite indices for four dimensions – access, physical infrastructure, human infrastructure and learning time. The paper finds that states that have achieved high rates of enrolment have been successful in expanding school access, but have failed to ensure the necessary ‘physical’ and ‘human’ infrastructural facilities in those schools. Lack of proper learning environment adversely affects the learning outcomes of children. The quality of learning in India has been studied by constructing a Learning Achievement Index for the primary grades. They find that learning outcomes are poor even in states that are known to be relatively good performers in the field of social sector development. It is observed that although India has made considerable progress in terms of enrolment at the primary level, it still faces serious challenges like high dropout rates, acute shortage of trained teachers, inadequate infrastructural facilities in schools, low attendance rates of both teachers and students, and poor learning outcomes of children. This paper has tried to study inter-state disparity in terms of four important determinants of learning – accessibility, human infrastructure, physical infrastructure and learning time. States like Karnataka and Punjab show good performance in all the four dimensions while West Bengal shows poor performance in all the dimensions. It is also observed that states showing higher enrolment rates generally have better school access; but they do not always possess better physical and human infrastructure facilities. This seems plausible since better access helps in bringing more children to school, it is observed that Andhra Pradesh, Haryana, Kerala, Maharashtra, Punjab and West Bengal show consistently good performance during the period 2008-12 while Assam, Gujarat, Rajasthan, Tamil Nadu and Uttar Pradesh are consistently poor performers. Surprisingly, Tamil Nadu is a state that is known to have achieved development via the social route. However, consistently poor learning outcomes cast doubts on the actual quality of social

infrastructure in the state. Drastic fall in learning levels in Madhya Pradesh is also an issue that needs to be looked into more closely.

K. (2016) studied that the first stage of formal education is called as primary education. The motive of this primary education is giving basic knowledge as how to read, write and also include the basic arithmetic calculation to children. After the completion of primary education, it is supposed that the students would be able to write, read and solve the basic mathematics problems. According to the empirical data, the quality with the course of primary class are not appropriate in India. There is always talk of not enough good quality teachers in the system and I think that has partly to do with the fact that for most teachers, teaching is not out of choice or a passion. The minority few that have chosen teaching as profession when they could have been in other careers have usually earned name and fame. Passion in teaching is so important because in today's information age, as a teacher you need to be a student simultaneously and keep learning to ahead of the curve to deliver the best to your students. One of the reasons for not being able to attract quality teachers to this profession was the lack of good pay packages, but this is slowly changing now and pay scales have significantly improved over the last 5 years. But, then it takes time to develop good teachers and hopefully if this trend continues, we may see some of the best brains in area become teachers.

Conclusion

Indian education system is an elaborate system for educating pupils. This system has been divided into different levels depending upon the capability of retaining the knowledge on the basis of their age. The education system is categorized into different levels such as Nurseray Stage, Primary Stage (1-5th), Middle Stage (6-8th), Secondary Stage (9-10th), and Senior Secondary Stage (11-12th), Undergraduation and then Postgraduation. Since India is a developing and farming influenced country which is one of the biggest factor that child education goes ignorant. Even if there are children being educated, it is not quality education. On primary level, especially in rural background, level of education that is standard and should be followed, is skipped and ignored. Yet we cannot deny that primary education was an opportunity for applying the standard values into practice in the past decade Through different papers

it was also suggested that India have a great future for universal attendance, but not with the primary school completion rates. There are four vital determinant of learning in Inter-state differences—availability, human organization, physical organization and learning period. Some states like Punjab and Karnatka have good response in these four determinants while other states like west bangal has poor response regarding these determinants. As

per the study, it is noticed that there has been increment in the enrolment rates for better schooling excluding having the better facilities of physical and human organization. Besides all of these issues, Government alone cannot be blamed for financial assistance, it is duty of society to come forward for improving the rural education as these pupils are the future of India.



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