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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, growth in school enrolment and completion rates in India. 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. The first six years of a child's life are globally acknowledged as being the most critical years for lifelong development Stage. The 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

Educational stages are subdivisions of formal learning, typically covering early childhood education, primary education. The United Nations Educational, Scientific and Cultural Organization recognizes seven levels of education in its International Standard Classification of Education system, from Level 0 (pre-primary education) through Level 6 (second stage of tertiary education). Country-specific education systems and their stages. The central and most state boards uniformly follow the "10+2+3" pattern of education. In this pattern, study of 10 years is done in schools and 2 years in Junior colleges, and then 3 years of graduation for a bachelor's degree. The first 10 years is further subdivided into 4 years of primary education, 6 years of High School followed by 2 years of Junior colleges. This pattern originated from the recommendation of the Education Commission of 1964–66.

Prey primary education

Play group (pre-nursery): At play schools, children are exposed to a lot of basic learning activities that help them to get independent faster and develop their self-help qualities like eating food themselves, dressing up, and maintaining cleanliness. The age limit for admission into pre-nursery is 2 to 3 years

Nursery: Nursery level activities help children unfold their talents, thus enabling them to sharpen their mental and physical abilities. The age limit for admission in nursery is 3 to 4 years.

LKG: It is also called the Junior Kindergarten (Jr. kg) stage. The age limit for admission in LKG is 4 to 5 years.

UKG: It is also called the Senior Kindergarten (Sr. kg) stage. The age limit for admission in UKG is 5 to 6 years.

Primary Stage

The Indian government lays emphasis on primary education, also referred to as elementary education, to children aged 6 to 14 years old. Because education laws are given by the states, duration of primary school visit alters between the Indian states. The Indian government has also banned child labor in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labor are difficult to enforce due to economic disparity and social conditions.80% of all recognized schools at the elementary stage are government run or supported, making it the largest provider of education in the country.

The Middle Stage – Middle stage of education covering 3-4 years of academic study is formed by 5th-8thclass consisting of students aged between 12 to 14 years. The schools which impart education up till 8th class are known with various names like – High School, Senior School. Some of the states/UTs which follow 5th -7th class of middle stage are Assam, Goa, Gujarat, Karnataka, Kerala, Dadra & Nagar Haveli, Daman & Diu, and Lakshadweep etc. Some of the states/UTs which follow 6th -8th class of middle stage are Arunachal Pradesh, Haryana, Madhya Pradesh, Punjab, Andaman & Nicobar Islands, Chandigarh, Delhi etc.

The Secondary Stage – Secondary Stage of education covering 2-3 years of academic study starts with classes 8th-10th. Consisting of students aged between 14-16 years. The schools which impart education up till 10th class are known as Secondary Schools, High Schools, and Senior Schools etc. Some of the states/UTs which follow 8th -10th class of secondary stage are Goa, Gujarat, Karnataka, Kerala, Dadra & Nagar Haveli, Daman & Diu, and Lakshadweep etc. Some of the states/UTs which follow 9th -10th class of secondary stage are Punjab, Rajasthan, Sikkim, Tamil Nadu, Andaman & Nicobar Islands, Chandigarh, Delhi, Karaikal region of Pondicherry etc.

Senior Secondary Stage – Senior Secondary Education in India is of only 2 years. There is uniformity on this level of education in terms of duration and classes i.e. all the States/UTs follow this 10+2 pattern. Senior Secondary Schools in India include classes 11th to 12th. Consisting students aged between 16-18 years. At this level of education students have the freedom to choose their preferred stream and subjects. They can pursue Arts, Commerce, and Science (medical & non-medical). The schools which provide education up till 12th class are commonly known as Senior Secondary Schools or Higher Secondary Schools. Some universities and colleges also offer the education of these classes.

Undergraduate Stage – Undergraduate education in India is of 3-4 years. Undergraduate stage of education is also known as higher education in India. Students studying in this level, generally begin their education from 18 onwards. As per one estimate 88% of undergraduate education is provided by Colleges in India. Majority of the undergraduate courses of 3 years duration belong to field of arts, humanities, science etc. and majority of 4 years of duration belong to the

field of agriculture, engineering, pharmaceutical sciences technology. However, there are courses belonging to fields of architecture, law and medicine whose duration is 5 years.

Postgraduate Stage – Postgraduate education in India is of 2-3 years. Postgraduate stages of courses are known as Masters Courses or Doctorate courses. Masters course are usually of 2 years duration and doctorate (research) courses are of 3 years duration. Also referred as higher education, 56% of post-graduate education is imparted through colleges. PG education in India is largely provided by universities in India. PG education caters largely to a specific field or sub field of any preferred discipline. Thus, one can specialize in any of preferred subjects at this level. Those who are interested in conducting large amount of research work pursue these courses.

Adult Education in India – Adult Education in India comes under the purview of the Department of School Education and Literacy. The Bureau of Adult Education and National Literacy Mission under the Department functions as the Secretariat of the NLMA. National Literacy Mission was set up on 5th May, 1988 to impart a new sense of urgency and seriousness to adult education. The Directorate of Adult Education provides necessary technical and resource support to the NLMA.

Distance Education in India – Distance education provided by institutes is controlled by the Distance Education Council of India. Distance education is helpful to those who cannot join regular schools or colleges. At the school level, National Institute of Open Schooling offers education through distance learning. While, at the college or university level, Open universities provides distance education. Distance education can also be pursued online via internet. Some like the Birla Institute of Technology and Science (BITS) provides online education through – BITS Virtual University.

Homeschooling in India – Homeschooling isn't widespread in India and neither is it widely accepted. This type of alternative education it is considered for handicapped or those who are unable to attend regular school due to various factors. While some use Montessori Method, Unschooling, Radical Unschooling, Waldorf education or School-at-home. Others prefer CBSE, NIOS or NOS and IGCSE 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 Pradhesh 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 primary education is the first stage of formal education. The main objective of quality primary education is to inculcate basic knowledge about reading, writing and arithmetic among the children. It is expected that after the successful completion of the primary level of education, a pupil should be able to read, write, and solve simple arithmetic problem, It appears from the empirical study that quality of primary education has been compromised for its universality 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. It is divided into Pre Primary Stage, The Primary Stage, The Middle Stage, The Secondary Stage, and Senior Secondary Stage, Undergraduate Stage and Postgraduate Stage. 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 in the past decade provides an opportunity to put this standard principle into practice. Through different papers it was also suggested that India will achieve universal attendance, but that primary school completion rates will not exhibit much progress. 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. Besides all of these issues, Government alone cannot be blamed for financial aid, society should come forward to improve rural education as these students are a part of future India.

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