



CHILD EDUCATION IN INDIA: A SURVEY

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ABSTRACT:

Education has continued to evolve, expand and widen its reach and coverage since the sunrise of human history. Globally acknowledged, the first six years of a child's life are the most critical years for lifelong development, as the pace of development during these years is extremely rapid. A strong sense of wellbeing provides children with confidence, optimism and esteem which will support children to explore their skills, talents and interests. Positive interactions with other children and teachers will promote a healthy, positive and safe view of themselves that will agree to them to approach situation and problems confidently throughout their lives. In every state, government has been proved its polite concern towards child education by imparting required facilities to them in the field of education. The findings carried out based on survey that presents better and improved status of child education in Gujarat.

KEYWORDS : Child Education, Government of Gujarat, Survey .

1.0 INTRODUCTION

In India, the area of developing child education has been a part of great changes occurred in our education system. Government has been trying to make child education more effective through applying various approaches. In government schools free education for children depend on 6 to 14 years of age had been given with mid day meal facilities. In every state, government has been proved its polite concern towards child education by imparting required facilities to them in the field of education.

1.1 Importance of Child Education:

Globally accepted, the first six years of a child's life are the most critical years for lifelong development, as the pace of development during these years is extremely rapid. Recent research in the field of neuroscience has proved the early experiences of children and the stimulation they receive are very important for the forming of synaptic connections in the brain in these early years and for the full development of the brain's potential.

Mr. Robin Roberts, Innovation Leader, GEMS Education, Dubai, regarding the same, he said, " In the last 10 years, we have learned more about the human brain than in any of the previous centuries combined. Brain Mapping and Brain Scanning technologies are now Information Technologies. We are learning massive amount of things about how the brain work, at every age and most importantly, it's impact on the field of Education."

During 0 to 8 years children constantly learn only through play. Children get opportunity to discover the world that he is living in during these years. By providing the right atmosphere with the right exposure and the experiences learning can be developed more rapidly.

The Content Head of Euro Kids recently said, "We believe that early childhood learning starts between 0-8 years. It is majorly what the child learns during this time span and at this age, the entire

emphasis is on the child, be it socially, emotionally, intellectual development. The brain is the most deceptive, and a child learns the most during this age.”

The Associate Professor, Center for Early Childhood Education of Development, Ambedkar University Delhi, Dr. Sunita Singh said,” We know from evidence of neuroscience that early childhood is a critical year for learning and development to know how children grow up in the later years. Learning cannot happen by itself and an effort has to be made.”

1.2 Objectives

- To study reports based on child education in India.
- To conduct a survey based on reports on child education in India.
- To analyse data available of child education.

1.3 Methodology

In the present research work survey method used to collect the data based on child education in Gujarat in relation to report based on child education in India.

1.4 Data collection and analysis of the data

The present research work carried out based on a survey conducted for the purpose of collecting data related to child education. The data was analysed as per the opinion of people about child education in Gujarat.

1.5 Delimitations of the study

- The present research was based on survey conducted on child education in Gujarat.
- A survey was carried out keeping in mind the Education status report prepared by Anju Gupta, Independent Development Consultant ,Catalyst Management Services

1.6 Analysis of education status Report on child education

The Education status report prepared by Anju Gupta, Independent Development Consultant ,Catalyst Management Services (CMS) | CEI – India presented the fact on child education status in Gujarat. The report saw the condition of child education in Gujarat. In the words of Anju Gupta the status of child education presented as -with opening of schools and development of infrastructure as well as massive social mobilization, a significant increase has been registered in school enrolments. This increase is not only acknowledged nationally, but also by international development agencies. The number of out of school children has consequently reduced to less than 2 percent of the total eligible children. The number of out-of-school children (OOSC), which was estimated at 3 Crores in 2001, was assessed to be at 1.3 Crores in 2005 and 81 lakh in 2009. The latter two figures were arrived at by an independent agency. According to the annual work plan and budget prepared by districts across the country under RTE / SSA for 2013-14, the number of OOSC has come down to around 22 lakh. Infrastructure development has been a major focus of SSA, as 33 percent of the programme funds are earmarked for this. There would be little argument that infrastructure development in the form of new school buildings, additional classrooms, boundary walls, and repair and maintenance, has been the most visible and evident outcome of the investment made under SSA and RTE.

In India, everyone talks about the Right to Education and follows this model. Unfortunately, it focuses only on inputs without any demand for learning outcomes. We insist that teachers should have certain qualifications but do not bother to find out if they attend classes regularly and even when they do attend, what quality of education they impart. We often do not make learning an enjoyable process. We need to make learning enjoyable so that students have a thirst for knowledge all their lives. We do not

encourage innovative practices and learn from the ones that have succeeded. Very often, what we teach is not relevant to the students.

The present report shows the expansion of child education in Gujarat and the status of child education has been improved in comparison with past status of child education. In the present paper the researcher present a survey conducted to see the status of child education in nearby districts.

1.7 Major Findings

- The status of child education has been improved.
- The mind set of parents for child's development were changed in relation to past decades.
- Parents become careful and aware of child education.
- Government has been trying to improve infrastructure and financial support to provide better education to children.
- The condition of infrastructure and mid day meal provided to children is better in relation to past years.
- Parents understood the need of child education and they provide good education facilities to their children.
- Parents required low cost English medium schools having innovative and qualified teachers.
- Parents become aware to provide care and nutrition to their children. Parents asked low fee structure of private schools.

1.8 CONCLUSION

The present report presented the expansion of child education in Gujarat and the status of child education has been improved in comparison with past status of child education. In the present paper the researcher present a survey conducted to see the status of child education in nearby districts. The findings carried out based on survey that presents better and improved status of child education in Gujarat.

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