



A Study About Education Status of Children in India

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ABSTRACT

India as one of the oldest civilizations of the world and with its rich cultural heritage has traversed long distance since independence. The country has witnessed substantial increase in the number of primary and upper primary schools in recent years. As per statistics of school education, there are 1449420 educational institutions in the Country. These educational institutions are managed by Government, Local Bodies, Private aided, and Private unaided managements. Private sector dominated in number of Pre-degree/ junior colleges/ Higher secondary schools and High /Post Basic schools, whereas Government managed institutions were prominent for Middle/ Senior Basic schools, Primary/ junior basic schools and Pre-Primary/ Pre-basic schools.

KEYWORDS :

Introduction:

Education is the fourth necessity for man after food, clothing and shelter, in today's competitive world. The education is the process of instruction aimed at the all round development of individuals, providing the necessary tools and knowledge to understand and participate in day to day activities of today's world. It dispels ignorance and boosts moral values of the individuals. It is the only wealth which cannot be robbed. It forms the basis for lifelong learning and inspires confidence to face challenges. It provides the skills to individuals to become more self reliant, enhances the ability to manage health, nutrition and plan for future.

Education is also a fundamental requirement in a democracy. Through education people become, more informed and responsible citizens, who are capable of exercising wise choices, and finding their voices in politics. It is essential for eradicating poverty, by allowing people to play more productive roles and to earn better for living. The importance of education in India is indeed rising with passing time. Though India has always been a great source of learning for many years, it still needs to improve not just on the quality of education but also on the number of people being educated.

In India, still many are deprived of education mainly due to poverty and less accessibility educational services. The lack of education, adds to the vulnerability of children for forcing them into social evils of child labour and crime. The Indian education landscape saw significant developments during the 11th Plan. There was a surge in school enrollments, and gender and social category gaps in enrollments narrowed considerably. Expansion of school infrastructure and facilities significantly widened access to schooling, and incentives and child entitlements, such as textbooks, mid day meals and uniforms began reaching a considerably large number of children. The most significant development, however, was that Article 21-A, inserted in the Constitution of India through the Constitution (86th Amendment) Act, 2002 to make elementary education a fundamental right, and its consequential legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009, became operative on 1st April 2010. This development has far reaching implications for elementary education in the years to come: it implies that every child has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. In 2011, Kerala stands out with 94.1% of schools in compliance of RTE norms and in Jammu & Kashmir, Nagaland and Manipur more than 80% schools are in compliance with these norms.

The motto of education is the focus on learners in a pro active manner. This being so, learners are centre to attempts to improve quality education. Education, to be inclusive needs to be responsive to the diverse needs and circumstances of learners and to give appropriate weight to the abilities, skills and knowledge they bring to the teaching and learning process. It makes clear that an inclusive learning environment is an essential attribute of high quality education. This is the spirit in which inclusive education has emerged in India.

Methodology:

In present research report, data is collected through news papers, magazines, websites and office records. Collected data is tabulated and analysed. 3 data tables are prepared. Table-1 contains school education institutions in India. Data related to number of institutions

by Management is presented in table-2. Percentage is expressed in bracket. Indicator on teacher related data is mentioned in table-3. In this table no. of teachers, percentage of trained teachers, number of female teachers per hundred male teachers, pupil –teacher ratio is presented.

Finding and Analysis:

Table-1: School Education Institutions in India

Board of intermediate/ Secondary education	Pre degree/ junior colleges/ Higher secondary schools	High / Post Basic schools	Middle/ Sr. Basic schools	Primary/ Junior basic schools	Pre-Primary/ Pre basic schools	Total
48	66917	123726	367745	823162	67822	1449420

Source: Statistics of School Education 2013-14

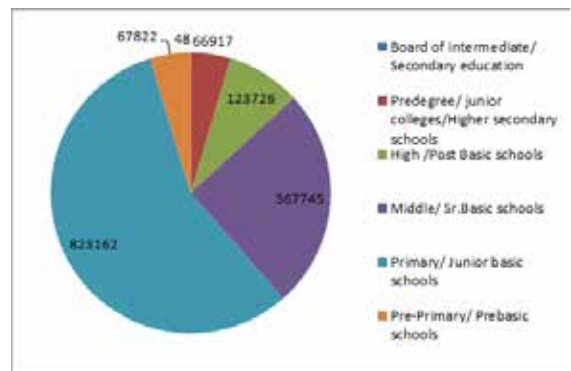


Chart-1: School Education Institutions in India

Table-2: Number of Institutions by Management (percentage in bracket)

	Government	Local Bodies	Private aided	Private un aided	Total
Pre-degree/ junior colleges/ Higher secondary schools	30565 (45.68%)	322 (0.48%)	11953 (17.86%)	24077 (35.98%)	66917

High /Post Basic schools	39166 31.66%	10320 8.34%	29622 23.94%	44618 36.06%	123726
Middle/ Sr. Basic schools	210796 57.32%	58066 15.79%	39258 10.68%	59625 16.21%	367745
Primary/ Junior basic schools	517347 62.85%	189021 22.96%	54052 6.57%	62742 7.62%	823162
Pre-Primary/ Prebasic schools	32873 48.47%	17756 26.18%	2659 3.92%	14534 21.43%	67822

Source: Statistics of School Education 2013-14, Ministry of human resources Development

The quality of education depends hugely on the capability of teachers. 89% teachers in the Higher Secondary Schools/ Junior Colleges were trained whereas the corresponding level in High /Post Basic Schools, Middle/ Sr. Basic School and Pre-Primary/Primary/ Jr. Basic School are 90%, 88% and 86% respectively. The Pupil –Teacher ratio also plays a determining role in quality of education. The Economic Survey 2013-14 points out that, at the all India level, there has been a marginal improvement in the proportion of schools complying with RTE norms on pupil – Teacher ratio from 38.9% in 2013 to 40.7% in 2014. At all India level, there has been a marginal decline in the proportion of schools with at least one classroom per teacher, from 76.2% in 2013 to 74.3% in 2014.

Category wise no. of institute related data shows that 48 boards of secondary education are working. No. of higher secondary schools is 66917 while no. of high schools is 123726. No. of middle school is less than High Schools. Strength of primary school is 823162 which is highest and no. of pre primary schools is less i.e., 67822.

Number of Govt. managed higher secondary schools is 45.68% while private unaided schools are 35.98%. Private aided higher secondary school strength is 17.86% and local body governed are only 0.48%. In case of High Schools, Govt. School's strength is 31.66%, private unaided school % is 36.06%, private aided school strength is 23.94% while local body managed school % is only 15.7%. Strength of Govt. managed Middle schools is 57.32% while private unaided schools are 16.21%, local bodies organised are 15.79% and private aided are 10.68%. In case of primary schools, govt. school strength is high i.e., 62.85%, local bodies governed are 22.96%. Private aided strength is 6.57% and Private unaided is 7.62%. Similarly govt. pre primary school strength is 48.47%, local body governed schools are 26.18%, private unaided strength is 21.43% while private aided is 3.92%

Percentage of trained teachers for high schools is highest i.e., 90%. Data regarding number of female teachers per hundred male teachers is highest for pre primary schools. It shows that no. of female teachers is high for pre primary schools. Pupil teacher ratio is lowest for high schools and highest for pre primary schools.

Conclusion:

The govt. policy and programmes initiatives like Sarva Shikha Abhiyan (SSA) and Right to Education (RTE) have contributed to a new meaning , vibrancy and urgency in the country's efforts to universalize elementary education, and are expected to infuse new life in the schooling system in the years to come. However, the issue of drop outs continues as a major issue in all levels of education. Also the Net enrolment Ratio in upper primary level is far from satisfactory. Urgent and more focused measures are required to address and tackle these enduring issues in the education sector of the Country. The govt. is committed to providing education through mainstream schools for children with disabilities. Govt. is emphasizing job training and vocational job training and promoting distance education for those who require an individualized pace of learning.

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