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## **Child Education in 21<sup>st</sup> Century**

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### **Abstract**

*Today is the age of prospers and changes, and all-around development in every sphere of life, education is played a significant role for every people in society. The child is a navigator of the Expansion of our nation because deployment and prosperity depend upon each and every single hand of a child. The children are the assets of a country. Education is also absolutely essential for every child; education is a key to success, by which a child opens a new window of the world. The 21st century in every nation brings a new way of education; apart from teachers' centric, child-centric education central part of modern education. Innovative learning brings opportunities and encouraged creativity for every child. But though the new age of education has some constructive side it has also some issues and lags behindness. This paper wants to get some real scenarios of the 21st century and contemporary child education in India. This paper also deals with how these challenges are overcome in the upcoming days and how it will be bringing major opportunities for child education compared with to pre and post-independence Indian education era.*

**Keywords: Navigator, Expansion, Absolute, Prosperities, Deployment.**

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**Introduction:** Last few decades education sectors has given priority to the child, after completing early childhood 6-8 years the periods of child 8-14 years started in this stage every child's concrete operational stage based on logical thinking and creativity are developed this help for future cognitive, social psychomotor competence for solving inter and intra personal problems and contributed in the lifelong success of every part of the society. The Childhood stage is also essential for the foundation of moral values and social responsibilities, cultural heritages, and transformation naturalization. In society, each and every child is not only unique but also has won personality so children need to get right to education so that no one deprives of primary education because every youth is the asset of the future they are the nation builders. In Indian maximum number of youth, children belong to society, these children 10-14 years became the youth power of upcoming future India. In 2011 census report 25.5 million children has below age of 15 years (Census,

2011). Each and every nation's development is started from the child so children's education is an issue for the upcoming world.

A child is made in home or family, future of a child totally existence of the hand of parents, parent are the ones who brought the children in life, and they are the ones who reproduce the human kind in a given society (Ceka & Murati, 2016). Home is the first school from which a child learns his first lesson of future, education of the children also depends upon home environments where children get free world and his socialization process begins within the hand of family members. As well as a society also has a significant role in his education, but now a day families are being nuclear and children were isolated from family members. As a result development of the child is diffused by it. But in the ancient time situation was different, whole society are build a family where child nurture with in friendly environment.

If we go to ancient India we get the education totally depends upon Guru and guru is the supreme knowledge of the society where a child went to learn practical knowledge of skills and a long period of time the spends there for acquiring various knowledge( Gayan) multiple bookies knowledge are given by the guru ( teacher) learning skills of totality make the child a man in future those serve the society and education in the ancient time has totally depended on the higher class people of the society and lower cast children not to get to access education. But modern society totally changed the system of education.

Childhood is the age full of enjoyment and born free from any type of complexion in not only India but also every nation of the world has given them priorities birth of a child and children ages because today a child became a man tomorrow. So they need to be guided and properly nurtured by their families and society. Every child has the right to get an education according to their own strength and capabilities. Due to the individual differences and uniqueness of children learning should be free and child-centric.

Education plays a significant role for children for the last 7<sup>th</sup> decade children's education remarkable indicative initiative has been taken by the Indian government as a result children's education in India gets new possibilities and innovative expectation for the children at the age of 14, childhood care education one of them Early Childhood Care and Education (ECCE) its works like a seed for introduce (Kaul & Sankar, Early childhood Care and Education in India , 2009). Children's development depends on principles of development and this spiral pattern of child development education also plays a significant role. The physically and mentally weak child cannot get expected achievement in the future so child growth and development depend on some major factors like heredity, emotional, biological, social, and educational.

This paper comprises with seven sessions, in 1<sup>st</sup> session described pre-independence, as well as post-independence and presents scenarios of child education, which are described in the 2<sup>nd</sup> section, 3<sup>rd</sup> section has issues of child education, 4<sup>th</sup> section talked about present scenarios of education and, challenges of education 5<sup>th</sup>, as well as the new pathway of child

education has discussed 6<sup>th</sup> section, in the last section discussed conclusion as well as future aspects for open discussion.

**Education of Pre-independence:** The pre-independence Indian education system was fully clerkships oriented, no major initiatives have been taken by the British government. Various Christian Missionaries such as Portuguese Dutch, French Danish, and British landed in India with the sole aim of proclaiming Christianity but the contribution has been remarkable (Srimathi & Krishnamoorthy, 2020). At this time English centric education promotes by the British and Indian traditions education Gurukul and other holistic schools were prevented this time by the British government. But in 1884 wooded Dispatch 1st talked about the mother language of child education it was the foundation of Indian children-oriented education. It has taken remarkable benefits from the bondage Indian education system. In this period of time caste and class, struggles existed in the society as a result education totally subsists on higher class people no children get chanced for education in the weaker session of the society. In 1813 different initiatives has been taken for mass education for child education in West Bengal different schools has been established for children's education. In 1882 The Hunter Commission totally talk about primary education for children in India education would be free for all religious and underprivileged groups. The majors various indicative of pre-independence Indian education discuss in the below tabular forms-

<b>Education Policies of Pre-independence</b>	<b>Year</b>	<b>Major Importance</b>
Lord Macaulay's Mintue	1844	During this period, the British government established different schools all over India for boys and girls who left traditional schools to join English medium schools. During the period of William Bentinck increasing amount of the developed education system in India.
Wood's Dispatch	1854	The wood's Dispatch's primary purpose was to maintain the hierarchical level of Indian education from the primary level to University.
Indian Education Commission	1882	This commission has given the priorities of the establishment of primary schools in every district and block, and female education was also the remarkable imitative of this commission.
The Government of India	1913	It provides Free and compulsory education for every child in India.
The Hartog Committee	1929	This committee emphasized more attention to the primary education compulsory for the students to go the higher study.
Wardha Scheme	1937	This is mainly for Basic education of children and investment was more given for primary education, as well as

English also started on class 8th slandered.

**Table No. 1: Various Indicative of Pre- Independence Education**

**Education of Post-independence:** Prescriptive of Indian Education in the society remarkable changed happened after independence compared to other Nation child education is one of the major focused areas has the policymakers. In terms of public provisions for young children, India has been relatively well provided for compared to another Asian region (Kaul & Sankar, Early Childhood Care and Education in India, 2009). The first period of independence The Radhakrisnan Commission 1948 has taken commencement for the child education, its create marlstone for the children in future India. After independence first priority of child education, it was the first priority of the government of India that make education accessible for all without any discrimination (Chahal & Raj, 2017).

In Indian Constitution also has persuasive for child education, Directive principle and state policy has also talked about free and compulsory education for the children and fundamental Right Article 15(3) of the constitution of India empowers the state to practice positive discrimination favoring economically weaker session children in the society. The National Early Childhood Care and Education policy reaffirms the commitment of the govt. of India to provide integrated service for holistic development of all children along the conium, from the prenatal period of six years of age (NECCE, 2005). The major target groups of low- income urban communities, ecologically depressed areas (rural areas and artisan households), seasonal or constructional labor, and who have special needs or physical disabilities (Programme on Action, 1992). The major areas of post-independence education in India are given in the tabular form below-

<b>Education Policies</b>	<b>Year</b>	<b>Major Importance</b>
The Secondary education Committee	1952-53	Provide a child-free environment for learning for the development of healthy habits and social responsibilities.
Child Care Committee	1963-64	Every child has unique physical development is first important in the early years. Providing the child with their emotional development. Creates environmental awareness for every child.
The Indian Education commission	1964-66	Build up of health habits and basic skills for adjustment. Social attitude development is necessary for the child. Every child gives them opportunities' for self-expressing and creative thinking. Equally educational opportunities are the social objectives.
National Education Policy	1986	NEP on education given important for primary education for human resource development and ECCE or all-around development of every child.

National Programme of Nutrition Support to Primary Education (Mid-day Meal)	1995	For the Universalization of primary education and enrolment and retention for the children class 1 <sup>st</sup> -5th.
NCF	2005	Learning should be healed at the intersection with teachers and children of formal and informal. How can develop a learning environment for the children?

**Table No. 2: Various Indicative of Post- Independence Education**

**Present scenarios of child education:** The present scenario has shown that number of primary schools in has gone up in 1951 it was 210000 and in 1995 it has reached 590000 according to the Census report in India dramatically changed (Kochhar & Arora, 2008). Primary education at present time reached India’s interiors places, the massive camping program of SSA and Universalisation of primary education get the result lots of states, like Kerala become 100% literacy of primary education in January 2016. For child education so different state and block level, Anganwadies are merged with primary schools (as a correlation). Increase the strength of Anganwadi centers and recruiter high qualified workers to improve the learning environment of children at the grass hood level (NEP, 2020). In present child education more advanced and polices are helping every child for education, Modern education is the perverted from of ancient and medieval period of education (Sahoo, Pattnaik, & Patra, 2019). Education should be learning to the children social interaction and developed their social skills (NCF, 2005). The present scenarios of education are also discussed in the tabular form, given below-

<b>Education Policy</b>	<b>Year</b>	<b>Majors Areas</b>
National Education Policy	2020	National policy divided the school's systems into foundational, preparatory, and Middle curriculum structures. Universal access to high-quality education for the children. Holistic as well as integrated improvement of child education in the future.
Pradhan Mantri Gramodaya Yojana	August 15 <sup>th</sup> 2000-01	Under the ACA this scheme has mainly 4th components, they are Elementary education, Primary Health, Rural drinking water, And nutrition. The funds utilize for universalized elementary education.

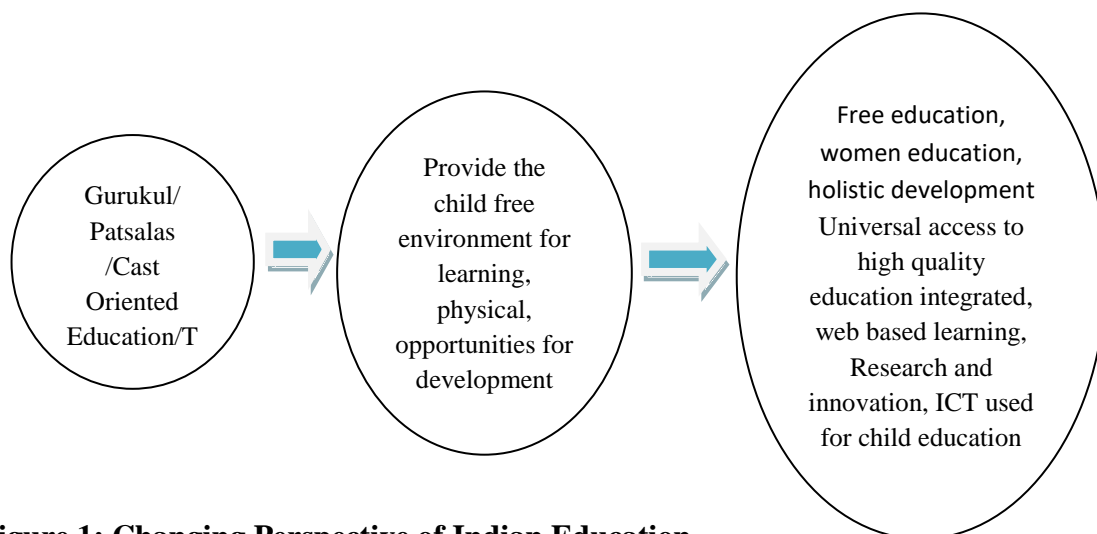
**Table No. 3: Various Indicative of Present Scenario’s of Education**

**Issues & Challenges of Child Education:** It’s no doubt that Indian education changes its appearance form past time to present and assemble or put forward the scope as well as amenities for the children but though it has some issues or challenges like –

1. **Child Marriage:** Child marriage is one of the main emergent issues of child education in India. The report has found that underage marriages are common among Hindu and Muslims in India 78 lakh girls were married even before they had turned 10 (Census, 2011). As a result, most of the child forced to withdraw their name from school and become drop-out. These are disadvantages for women to access education at all levels.
- 2 **Narrow Shaping for Implementation:** The government policies and programs for child education have remarkable imitative but in the original ground level, it has depiction. Every policies and program only exist on paperwork, not for reality.
- 3 **Shortage of Trained Teachers:** In India, So many schools lack the number of teachers and those have they are untrained or less knowledgeable about ICT and pedagogical skills as a result of education bondage of pen or paper methods that are not sufficient for future generations or the modern world.
- 4 **Limitation of Resources:** The child education of the third-world country has one of the problems of non-availability of resources, it has not only for India but also every state, it is a Global phenomenon The Limited Teaching learning resource (Oluwafemi, Nma, Osita, & Olugbenga, 2014).
- 5 **Funding:** Insufficient funds for education sectors has also created issues for primary education as well as all level, sometimes fund has delayed or is insufficient for the requirement of development as a result children are deprived of modern facilities or equipment and infrastructure.

**New Pathway of child education:** Modern education brings new possibilities for children and creates a new world of the learning environment and its application in society. Changes are the main components of every society so as societies changes, the education systems also dynamically changed.

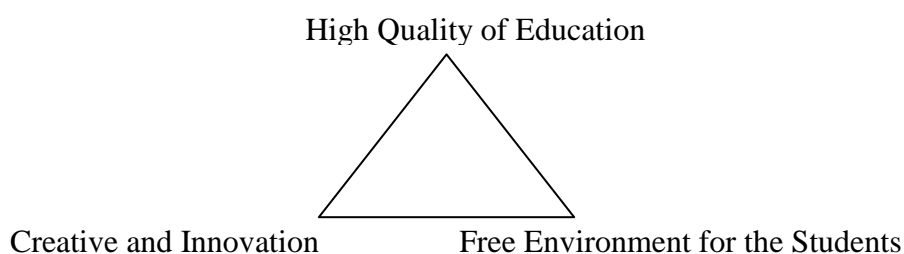
According to Froebel Education is a continuous and gradual process of growth from the simple to complex, and from the concrete to the abstract (Manan, 2015). We can also see the changing in Indian education systems in Figure No. 1 as well as mentioned below-



**Figure 1: Changing Perspective of Indian Education**

1. New 21st century education has a ‘Learning for All’ motto, so for the uplift of school education create a pedagogical curriculum of 5+3+3+4 education for future generation children, and A National Curriculum and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) inauguration for future education for children up to 8 developed by NCERT (NEP, 2020).
2. High quality of resources as well as Digital transparencies of Knowledge and sharing (DIKSHA) for helps tracer in future for bridge the gaps between the learners and educators as well as no boundary for language for knowledge sharing and grappling.
3. Enjoyable and inspiring books for child-to-adult students.
4. Enrollment and universal access to education in the future.
5. Changing the infrastructure of all levels of education has also gotten a chance in every sphere or level of children in society.
6. Facilities and learning for all ways like open NIOS and distance ODL mood of education.
7. For improving the quality of education at the school level Public- philanthropic Partnerships indicative create opportunities for future generation learners.
8. Reducing the worked and curriculum lode of the children.
9. Language plays the role of power booster for a Lerner, it reduced the gaps of knowledge, so multilingualism and mother tongue all language will be learned highly exorcism.
10. Global School regulatory system also plays a role in continuous improvement and development.

**Transformation of education:** Apart from lots of insufficiency in India primary education now has tremendous change day by day for the futuristic child education, the education system has pleached with all of child life for his or her holistic development. Because 85% brain of a child developed occurs at the age of 6 years so give the critical importance of appropriate care for every child (NEP, 2020). So primary education plays a supportive role for the students, whereas a child becomes men of tomorrow, education gives them the foundation of future life. The Highest priority of the education system will be to achieve universal foundational Literacy and numeracy in primary schools by 2025 (NEP, 2020). In the 21st century, child education will be sophisticated for ICT and well equips quality of education is very high so that every child gets freely environment for learning and improvement of their quality education and extracts children's creative talent. The modern century of education creates three-dimensional possibilities for children as mentioned the Figure No. 2 below.



**Figure 2: Three Dimension Education for 21<sup>st</sup> Century**

**Conclusion:** The children are the navigators of a country, if a country has strong and healthy, knowledgeable children its progressive ships surely move on in the right direction. So the future perspective of child education needs to be changed. In primary education technology is one of the major areas of future classes of a child because the modern child is born usage of mobile, so smart class is the future classes for the child. The young creative's mind needs to be the 4D oriented teaching-learning materials. Game-based learning, modern education also focused on children's five dimensions of development like physical, emotional, social, language, and cognitive perspectives and also promotes understand-based learning. In the future only learning is not sufficient for the child, applying is also playing a significant role in education. So education has to be applied-based in the upcoming modern era, sustainability of education is one of the main components of the 21st century's child education.



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