

Paper-1

EARLY CHILDHOOD CARE AND EDUCATION IN INDIA

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UNIT-1: CONCEPT AND SIGNIFICANCE OF ECCE



Objectives:

After studying this unit, you will be able to

1. Understand the definitions of "child", "Childhood" and Early childhood Education
2. Conceptualize the need, importance and objectives of ECCE.
3. Know about the evolving and changing nature of Early Childhood Education

1.0 Introduction:

Education is a fundamental human right of all people, of value in and of itself, for improving the quality of life and as an essential part of social and human development (Dakar framework for action, 2000). Preschool education or Early childhood education refers to as the education given to 3 to 6 years children by providing opportunities and experiences in order to promote their holistic development (Dakar Framework for action, 2000). During the preschool years, children have rapid physical, mental and social growth. It is the time in which the brain begins to maximize efficiency by determining which connections to keep and which to eliminate.

Many researches on brain have proven that 80% of brain development takes place during the first 6 years of life (Edie and Schmid, 2007). Stimulation and interaction play great role in development. The nurturing

provided during early years is important for social, emotional and intellectual development. Many eminent psychologists have given significance to early years as sense of trust and attachment begins.

According to John Locke, education is socialization process where punishments and rewards play an important role to motivate children. Rousseau emphasized on child's age and interests for providing education. It has been rightly said by Dr. Rajendra Prasad, first president of India "if a person's childhood is well spent, well regulated and well organized, the better will he take up the responsibilities of full-grown citizen".

1.1 Concept of child", 'Childhood", and Early Childhood Care and Education "in consonance with theory as well as National and International policies.

Definitions:

1.1.1 **Child** – A Child is a person who is under the age of 18.

According to the **UNCRC**, a child means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier. In India, various laws related to children define children in different age limits.

- According to **Article 21 (a) of the Indian Constitution**, all children between the ages of six to fourteen should be provided with free and compulsory education. The child labour (Prohibition and Regulation) Act, 1986 defines a child as a person who has not completed fourteen years of age.
- The **Juvenile Justice (Care and protection of Children) Act, 2000** changed the definition of child to any person who has not completed eighteen years of age. Because of its umbrella clauses and because it is the latest law to be enacted regarding child rights and protection, many are of the opinion that the definition of child found in the JJ Act, 2000 has considered the legal definition for a child in all matters.

1.1.2 Childhood - the state or period of being a child. Childhood is the age span ranging from birth to adolescence.

According to Piaget's theory of cognitive development, childhood consists of two stages: preoperational stage and concrete operational stage(including few years of formal operational). In developmental psychology, childhood is divided up into the developmental stages of early childhood (preschool age), middle childhood (school age), and adolescence (puberty to legal adulthood)

Childhood is the time for children to be in school and at play, to grow strong and confident with the love and encouragement of their family and an extended community of caring adults. It is a precious time in which children should live free from fear, safe from violence and protected from abuse and exploitation. As such, childhood means much more than just the space between birth and the attainment of adulthood. It refers to the state and condition of a child's life, to the quality of those years.

The Convention is the first international human rights treaty to bring together the universal set of standards concerning children in a unique instrument, and the first to present child rights as a legally binding imperative.

The Convention:

- Defined childhood as a separate space from adulthood and recognized that what is appropriate for an adult may not be suitable for a child.
- Called on governments to provide material assistance and support to families and to prevent children from being separated from their parents.
- Recognized that children are the holders of their own rights and are therefore not passive recipients of charity but empowered actors in their own development.

1.1.3 Early Childhood Care and Education (ECCE):



- Early childhood, defined as the period from birth to eight years old, is a time of remarkable growth with brain development at its peak.
- During this stage, children are highly influenced by the environment and the people that surround them.
- Early childhood care and education (ECCE) is more than preparation for primary school.
- It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing.
- ECCE has the possibility to nurture caring, capable and responsible future citizens.
- In this way ECCE is one of the best investments a country can make to promote human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programmes. For disadvantaged children, ECCE plays an important role in compensating for the disadvantages in the family and combating educational inequalities.
- Early Childhood Care and Education is generally defined as the care of children from birth to 8 years.

- The NPE, National Policy on Education (1986) considered Early Childhood Care and Education is for the children from birth to eight years.
- Early childhood care and education (ECCE), as defined by UNESCO, is the “holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing.”

ECCE includes the following types of programmes:

- ❖ 0-3 years: Early stimulation programs through crèches / Home stimulation.
 - ❖ 3-6 years: Preschool/ ECE programs.
 - ❖ 6-8 years: Early primary education programs as part of primary schooling.
- ★ It is a child-centered programme, which includes play way method and is activity based programme.
 - ★ It is a programme which focuses on the holistic development of a child.
 - ★ It aims at providing stimulating play environment for intellectual, language, social, emotional and physical development of the child.
 - ★ It prepares the child for formal / primary school education.
 - ★ It lays the foundation for the development of 3 R's: reading, writing and arithmetics.)
 - ★ It encourages interaction with the environment, active participation in group activities and creative problem solving skills in children.
 - ★ It provides first hand learning experience.
 - ★ It stresses on prior planning and scheduling, but is at the same time flexible to children’s needs.
 - ❖ It promotes self-control and inner discipline in children.

1.1.4 Concept of ECCE:

We know these experiences shape young learners' minds, attitudes and often behaviors.

1. ECCE promotes brain development and has positive long-term economic benefits.
2. Developing 21st Century Skills in early learners helps prepare them for success in school and life.
3. ECCE can make a positive difference in the lives of young children.
4. Age-appropriate use of technology can enhance learning.

The national ECCE policy visualizes nurturance and promotion of holistic development and active learning capacity of all children below 6 years of age by promoting free ,universal ,inclusive ,equitable ,joyful I ,and contextualised opportunities for laying foundation and attaining full potential.

We discussed about the definitions of Child, Childhood and Early childhood care and education(ECCE). Now let us discuss about the Need, importance and Objectives of ECCE which gives a clear concept of ECCE.

1.2 Need, Importance and objectives of ECCE as foundation for learning and development based on the developmental progression , neuroscience researchers and influence of environmental forces.

Early Childhood Education is a prerequisite for the healthy, mental and emotional development of children. The rate of development of the child during this period is so **fast** that the child can be given more meaningful learning experiences.

1.2.1 Need and Importance of ECCE

1. A social and economic necessity

The provision of ECE is also **a social and economic necessity** in view of the fact that in case of mothers going for work, there is no one to take

care of the small children at home. With more of nuclear families, there are no elder members at home to take care of the young ones. Therefore, ECE center can duly take up this role.

2. Taking care of the child's needs

With increasing population, the cities are becoming over-crowded and slums are coming up in the vicinity of large cities. With the parents living in small apartments or in single rooms, there is no adequate space for the child to move about and participate in play and other outdoor activities. ECE centers can take ***care of the child's needs*** with the provision of play and other facilities.

3. To provide enriched stimulating environment for optimum development of the child

Many parents due to illiteracy and ignorance are ***not aware of the importance of providing enriched stimulating environment during this period***. The child needs materials which are appropriate to his size, ideas and feelings. He needs an understanding adult to help him to help himself, to explore manually and verbally, and to learn the lessons of life from both people and objects. The ECE centers provide suitable guidance and education to the parents to continue these learning experiences even at home level.

4. To provide company of peer group to develop social skills

During this period children ***develop social skills*** such as sharing, cooperation, healthy competition, identification and qualities of leadership. For this they need the company of peer group in ECE center.

5. Provides basic education for future growth and development

It is a ***foundation period*** for later development, any stimulation along these lines has its maximum effect during this period. ECE centers provide a suitable environment for ***optimum*** development of the child.

6. Promotes better adjustment to formal schooling Meaning of ECE

The child who gets ECE is likely to *perform better in primary school* because of his early training. S/He will adjust better and, therefore, the chances of her/his repeating grades or leaving the school will be minimized considerably.

Neuro Scientists on the Impact of Quality ECCE Programs on the Brain Development:

- The formative years of a child's life see rapid growth and development and help them develop optimally during that period. The brain develops faster than ever during the first five years.
- A child is born with more than enough brain cells to be highly successful. More than 100 billion! But it's not the number of brain cells that determines usable intelligence, it's the number of connections that are made between those brain cells.
- These connections are formed by the experiences and thoughts that you provide to your child via a rich, stimulating environment in the early years.
- That environment is made up of games, visits, conversations, experiences, activities and loving attention. These valuable and rich experiences are supplemented by a quality preschool.
- Preschool prepares children for a lifetime of learning where they are introduced to concepts in a fun, relaxed environment. Children see that learning is exciting and they want to learn more.
- It gives them a jump-start to primary school as they develop a number of skills—pre-reading, pre-writing, pre-math, science and social.
- They also develop an understanding of listening, following directions as a group, problem solving skills, sharing and taking turns.

- These are very important for future success. Children in preschool learn an approach to learning itself. In other words, they learn how to learn. Depending on their preschool experiences, they can come to view learning as creative exploration, or as dull memorisation.
- Research in neuroscience suggests that brain-compatible learning is inclusive of many powerful learning concepts like emotions, patterns, survival, environments, rhythms, positive thinking, assessment, music, etc. in both teaching and learning.
- The future belongs to a very different kind of person with a very different kind of mind—creators and empathisers, pattern recognisers, and meaning makers.
- These people—artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers—will now reap society's richest rewards and share its greatest joys.
- There is sufficient research done in the area of neuroscience and behavioural science that leads us to a conclusion that life success cannot be achieved by high academic scores and grades alone.
- Over the years, a number of studies have indicated that a positive correlation exists between young people's achievement and their levels of development in areas we call 'habits of success and habits of mind'.
- Our education system balances both and this year our students 'gifted' us proof of concept. At Billabong Highs across India various students at the IGCSE board exams received titles of 'EVM World Topper', 'PHYSICS Country Topper', 'Computer Science Country Topper' and 'Chemistry Country Topper'.
- We have put the BIG doubt to rest; the doubt whether learning can be enjoyable and still effective. I still stand by my belief, though, that our society is hypnotised into believing that ONLY IF a child does well academically do, he has the chance to succeed in life.

- Our school mantra is 'to ignite human greatness by fostering a love for learning, a talent for thinking and a respect for hard work.' So sure, students who perform well are demonstrating greatness, but so are students who demonstrate greatness in non-conventional academic ways.
- We have many instances of these students as well. Only yesterday I was gifted a Random House-Penguin authored and published book by a Grade 8 child of Billabong High, Bhopal titled 'Scout Warrior'.
- Inculcating 'habits of success' which are not solely dependent on the intellect - We base the content knowledge on what we call the intangible, implicit, untested curriculum geared to develop the habits of mind that lead to success.
- The future is all about creativity and innovation. We constantly evolve our learning systems based on neuroscience findings of how the brain best learns and mapping what our students will need to be equipped with when they leave school.
- Children, who do brilliantly academically, sometimes struggle to make it big once they are out of school. Getting 100 percent on an exam is no longer the key.
- Knowledge and understanding that were the cornerstone of the information age won't cut it in the conceptual age that we are entering. The future is all about creativity and innovation.
- We constantly evolve our learning systems based on neuroscience findings of how the brain best learns and mapping what our students will need to be equipped with when they leave school.
- Content knowledge forms only 40% of our learning system. The remaining 60% is based on what we call the intangible, implicit, untested curriculum geared to develop the habits of mind that lead to success.

Influence of environmental forces on the child development:

Definition of Environment:

Environmental factors that impact child development usually fit into categories like:

- **Social environment**, which is the child's relationship with others at school and in the community
- **Emotional environment**, which is how well families meet the child's relational needs at home
- **Economic environment**, which is the family's ability to provide financially for the child

The **physical environment** may also impact development through exposure to drugs, alcohol, tobacco, or environmental toxins like lead. The child's home, neighbourhood, state, and even land may be part of the physical environment.

Children may have been exposed in utero to some of these environmental factors, but the symptoms may manifest as difficulties in preschool age development.

Developmental Domains

Let's focus on some specific examples of which environmental factors have different kinds of impacts on the five developmental domains, including: cognitive, emotional, social, physical, and language development.

1. Cognitive Development:

- Daniel lives in poverty and has never had many stimulating toys. He often goes to bed hungry and can't think clearly sometimes.
- He's preoccupied mentally with surviving and hasn't had the chance to do many fun learning activities or much of anything besides exist.

- The cognitive development of preschool children from age two to five is affected by their social, emotional, economic, and physical environment.
- If children don't have adequate social interactions at school and in the community, they don't have the opportunity for practical applications of their learning to promote healthy cognitive development.
- Without loving support from family in schooling efforts, children are less likely to succeed. Preschool children whose families have economic hardship may struggle with adequate nutrition that would promote brain development.
- If children are being exposed to a dangerous physical environment, this exposure may have consequences on brain growth during the critical preschool years.

2. Emotional Development

- Josh is the youngest in a foster home with five other kids. His foster brothers and sisters tend to bully him and his foster parents don't seem to notice or care because all they do is argue.
- He never knew his real parents and worries he will never know what a loving family is like.
- From age two to five, children are affected by the different environmental factors that impact healthy emotional development.
- Without a healthy social and emotional environment, children will not feel safe about taking risks and exploring the world, and this kind of emotional security is critical for those developmental skills.
- Children who struggle with an unstable situation at home can develop attachment issues that can impede their emotional development and lead to mental health issues later on.

- This is made worse if the economic environment is also unstable because those children will not have access to the level of care they may need.

3. Social Development

- Laura is an only child whose parents did not have the means to send her to preschool. When she gets to kindergarten, she lacks the social skills to take turns or speak up in class.
- Laura's environment, like other preschool age children, affects social development.

1.2.2 Objectives of ECCE

- Ensure each child is valued, respected, feels safe and secure and develops a positive self-concept
- Enable a sound foundation for physical and motor development of each child- as per each child's potential.
- Imbibe good nutrition routines, health habits, hygiene practices and self-help skills
- Enable children for effective communication and foster both receptive and expressive language
- Promote development and integration of the senses.
- Stimulate intellectual curiosity and develop conceptual understanding of the world around by providing opportunities to explore, investigate and experiment.
- Enhance development of pro-social skills, social competence and emotional well being
- Develop sense of aesthetic appreciation and stimulate creative learning processes.
- Imbibe culturally and developmentally appropriate behaviour and core human values of respect and love for fellow human beings.

- Enable a smooth transition from home to ECCE centre to formal schooling.
- Enhance scope for overall personality development.

Importance of ECCE as foundation for development and learning:

1. Early childhood care and education (ECCE) is more than preparation for primary school.
2. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing.
3. ECCE has the possibility to nurture caring, capable and responsible future citizens."
4. CCE promotes brain development and has positive long-term economic benefits.
5. Developing 21st Century Skills in early learners helps prepare them for success in school and life.
6. ECCE can make a positive difference in the lives of young children.
7. Age-appropriate use of technology can enhance learning

1.2.3 Importance of play way method in ECE:

- Early childhood education often focuses on learning through play, based on the research and philosophy of Jean Piaget.
- He states that play meets the physical, intellectual, language, emotional, and social needs of a child.
- Children's curiosity and imagination naturally evoke learning when unfettered.



- Learning through play will allow a child to develop cognitively. This is the earliest form of collaboration among children.
- In this, children learn through their interactions with others. Thus, children learn more efficiently and gain more knowledge through activities such as dramatic play, art, and social games.

1.2.4 Importance of Activity based learning in ECE:



Children gets motivated and at the same time enjoy learning through activity-based learning:

- ***Helping students memorize information*** – By encouraging kids to get physically and mentally involved in the learning process, activity-based learning helps students learn and retain information. This process of gathering knowledge through personal experience (i.e. experimentation) is shown to help kids *memorize* and understand learning material.
- ***Encouraging kids to be independent and inquisitive*** – Activity-based learning focuses on independent investigation and analysis. By asking kids to work on their own and/or in small groups, this teaching method encourages students to be independently inquisitive, think critically, and learn from their own experience. This self-directed learning process in turn supports their acquisition of knowledge outside (as well as inside) the educational environment.

- **Supporting social development** – Whilst activity-based learning encourages kids to take responsibility for their own learning experience, group-based activity work also helps students develop teamwork and social skills. These skills will later prove essential to their work and social life.
- **Emphasizing the relevance of educational material** – Kids don't always understand the relevance of learning material when simply putting pen to paper. Activity-based learning, on the other hand, helps kids understand the 'real-life' relevance of learning material by encouraging them to explore and solve realistic problems and scenarios.
- **Encouraging kids to express themselves in different ways** – Activity-based learning encourages kids to be creative in the way they express their knowledge. This learning method provides students with the opportunity to express what they have learnt through the act of doing as well as through the act of verbal presentation.

1.2.5 Significance of ECCE :



ECCE in India comes under the spotlight due to the following reasons.

- Firstly, more children under the age of five died in India than anywhere else in the world (1.83 million children as of 2008) (Save the Children), and approximately 46% of children under the age of three were found to be underweight (Kaul & Sankara, 2009).
- It is expected that India's ECCE programs that offer health and nutrition services will improve the physical conditions of young children and promote their development.
- Secondly, it is believed that ECCE will promote the intellectual and social development of young children, thus contributing to reducing the number of children dropping out at the stage of early education and improving the quality of early education programs.
- Thirdly, it is expected that setting up of ECCE centers for infants and toddlers will support not only the participation of women in the workforce but also the participation in education of poor children (especially girls) who babysit their younger siblings.

1.2.6 Early Childhood Period:

- It is a foundation period for the future development and the basis for later development is laid.
- A period of overall development. The child grows in all the five areas of development-physical, mental (cognitive), language, social and emotional.
- A period of maximum learning. Any damage done during this period has a long lasting effect on the child's personality.
- A period where the child's brain, intellectual and social competence proceeds more rapidly than any other time.
- A period where the child needs a stimulating environment. If the early experiences of the child are enriching, he develops to his full potential.
- The child attains most of the personal and social habits before the age of six.
- Early years of the child are plastic and impressionable.

A child needs exposure and opportunities to experiment with a variety of experiences, objects and places. Also, he requires enriching experiences and meaningful interaction with adults and peer groups. Further, he also needs an emotionally secure and supportive learning environment during this period.

We discussed about Definitions, Need, importance and objectives of ECCE. Now we are going to study and discuss about the evolving and changing nature of Early Childhood Education.

1.2 Evolving and changing nature of Early Childhood Education:

The ECCE movement started in 19th century in India with the initiative of Gijubhai Badheka and Tarabai Modak (Preschools run by Christian Missionaries already existing by that time).

There was no organized early childhood education system or a prescribed curriculum and teaching methods by that time in India.

Influenced by Maria Montessori's visit to India, they established preschool education centres in Gujarat. Pre basic education started at the same time was also the beginning of preschool education in the rural areas of our country.

The 1st Government initiative in Preschool education was the setting up of a Central social welfare board (CSWB) in 1953, which started a grant-in-aid scheme for voluntary organizations to start preschools in the country.

Later on, the "Early childhood development programme" concept started as an integrated and holistic programme instead of preschool education.

Consequently, Early childhood development or Early childhood care and education (ECCE) was suggested by professionals in the Early childhood education field as a holistic and integrated programme of Nutrition, health and ECE which caters to children from prenatal to 6/8 years to address all round development of children.

The National Policy on Education (NPE) emphasized the joyful nature of ECCE, especially for the 3-6 year olds and discouraged any formal instruction of the 3 R's at this early stage of education.

ECCE is now emerging as a significant equity issue in the Indian context. There was significant expansion of ICDS (integrated Child Development services) scheme for women and children from the 8th Five year plan onwards.

During the 11th and 12th Five year plans there was more emphasis on allocation of funds in the state Budget through ICDS schemes to women and young children in the country. There is prescribed programme for ECE now in an organized manner.

The curriculum Framework (2005) for Early childhood education courses is a great landmark in the history of ECCE.

Existing situation and implications of ECCE in India:

- The early years (0 to 8 years) are the most extraordinary period of growth and development in a child's lifetime.
- The foundations of all learning are laid during these years.
- Getting the foundations right carries huge future benefits: better learning in school and higher educational attainment, which results in major social and economic gains for society.
- Research shows that good quality early learning, early childhood education and early childhood development (ECD) programmes help to reduce the chances of dropout and repetition and improves outcomes at all levels of education.
- ***Pre-primary education gives children a solid foundation upon which all learning depends on, making every stage of education that follows more efficient and more productive.***
- UNICEF, in partnership with the Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi and

ASER Centre produced the Indian Early Childhood Education Impact study, a five-year longitudinal research study that followed a cohort of 14,000 four year olds from age 4 to age 8 in rural areas of three states of India: Assam, Rajasthan and Telangana.

- The report highlights that even one year of participation in a quality early childhood development programme leads to higher school readiness levels, which in turn lead to better learning outcomes in the early primary grades.
- A key concern emerging from the research is that most children in the study entered primary school at age five with school readiness levels which were far below expectations.
- They were therefore unequipped to meet the demands of the curriculum and had low learning levels.
- The study concludes that these low school readiness levels in children are clearly related to the quality of preschool education.
- Existing Models commonly available across the country, do not use age and developmentally appropriate curriculum, methods and materials to engage children.
- It identifies formal teaching of the 3 R's – reading, writing, and arithmetic, as detrimental to children's development.
- In India many children attend Anganwadi centres, that provide spaces for children to learn, play, eat nutritious food and develop the skills that they will need for a lifetime of learning.
- Attending pre-primary education, such as at an Anganwadi Centre, improves children's school readiness when it ensures quality learning through interactive, play methods and with qualified instructors.
- When children gain a quality pre-primary education – where they can play, imagine, create, socialise and gain the foundations of learning – they are more likely to develop skills that can help them succeed in school, complete primary education and transition to higher levels,

transform into productive citizens and thus ensure they are better able to contribute to peaceful and prosperous societies and economies when they reach adulthood.

- When children are enrolled in pre-primary education, their parents or other caregivers can go to work, knowing their children are in a safe learning environment, making early childhood education even more of a catalyst for economic growth.

1.4 Summary

- According to the **UNCRC**, a child means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier.
- Childhood is the time for children to be in school and at play, to grow strong and confident with the love and encouragement of their family and an extended community of caring adults.
- Early childhood care and education (ECCE) is more than preparation for primary school.
- Enable children for effective communication and foster both receptive and expressive language.
- Developing 21st Century Skills in early learners helps prepare them for success in school and life.
- ECE is a program which focuses on the holistic development of a child.
- Learning through play will allow a child to develop cognitively. This is the earliest form of collaboration among children.
- A child needs exposure and opportunities to experiment with a variety of experiences, objects and places.
- The 1st Government initiative in Preschool education was the setting up of a Central social welfare board (CSWB) in 1953, which started a grant-in-aid scheme for voluntary organizations to start preschools in the country.

Unit End Questions

Essay questions:

- 1 Write in detail about Need, importance and objectives of ECCE
- 2 Explain in detail about ECCE theoretically and as described by National and International policies.

Short answer questions:

- 1 Define child and childhood
- 2 How the concept of ECCE changed recently?

Assignment:

Observe an ECCE centre and write a report the activities and whether objectives are achieved.

UNIT-2: HISTORICAL DEVELOPMENT OF ECCE IN INDIA



Objectives

To make understand the importance of early years and development as indicated in traditional practices of the Indian culture

To make analyze the influence of Christian Missionaries, Central social welfare board, Balwadi programme, Balshikshan sangh, IAPE, ICDS programme and Five year plans.

2.0 Introduction:

Children's well being has been addressed in some form or the other in India's development planning ever since it became a republic in 1951. However, until the Third Five year plan, ECCE continued to be in the purview of the voluntary and private sectors.

In 1968, on the recommendations of the Ganga Saran sinha committee, ECCE was included in the business of the Government.

There are several provisions in the constitution of India either as a Fundamental Right or Directive principle of state policy that have been used to promote ECE services in the country.

ECCE has now been included as a constitutional provision

The Eleventh Five year plan (2007-2012) places development of children at the centre place of the plan with a continuation of the Rights

based approach. It aims at giving the right start to children from pre-natal to 6 years through effective implementation of the ICDS programme, with active community involvement.

The working group on ECCE has recommended that it be included in the Fundamental Right of the constitution and if need be a new policy concerning ECCE be formulated. It places emphasis on both quality and access and on capacity building for ECCE.

2.1 Importance of Early Years and Development as Indicated in Traditional Practices of Indian Culture:

- The first six years of life are critical years of human life since the rate of development in these years is most rapid.
- Global brain research also informs us about the significance of early years for brain development.
- Early childhood care and education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning.
- Parents as caregivers are critical in providing a stimulating learning environment to the child as in the first two and a half to three years the child may not be in a formal setting.
- Thus we acknowledge the significance of involvement of parents, family and community.

2.1.1 Understanding about Indian culture, context and importance of early years

India has a tradition of valuing the early years of a child's life, and a rich heritage of cultural practices for stimulating development and inculcating "sanskaras" or basic values and social skills in children.

- ❖ In the past this was delivered primarily within joint families, through traditional child caring practices which were commonly shared and passed on from one generation to another.
- ❖ However there have been changes in the family as well as social context in the last few decades.

- ❖ Families and communities represent vast geographic, social, cultural, linguistic and economic diversity within the country.
- ❖ Children also differ in their physical, emotional, social and cognitive capacities.
- ❖ Urban and rural communities offer different types of opportunities and face distinct challenges in providing good quality early care and learning experiences to children.
- ❖ Socio-economic status as well as social and cultural diversity characterizes the nature of family life and the context of growing up in India.
- ❖ Each child requires a safe and nurturing environment to develop optimally.
- ❖ Children with special needs and their families need assistance and information regarding prognosis and early intervention in order to support optimal development of children.
- ❖ Other families can also face stresses that can compromise their ability to support their children's early learning and need support services to assist families in their critical role as primary caregivers.
- ❖ Discrimination and inequities based on gender, social identity, disability and other exclusionary factors is prevalent in the society that adds to the above problem.
- ❖ The issues need to be addressed proactively to ensure universal access to integrated services towards fulfillment of right to free, universal pre-primary education.
- ❖ Regardless of income, social status, geographical location and other potential barriers, all children deserve and have a right to inclusive and equitable opportunities to build on their unique strengths.
- ❖ In recent times many children are receiving early education and care outside the home in child care centers, preschool programs and other community based early learning settings.
- ❖ Whether children receive early education and care in the home or the community, it is important that their early learning experiences draw on the unique strength of their relationships with their families.

We already discussed about importance of Early years in Indian culture. Now we will study the History of Early Childhood Education in India, especially the role of different Early Childhood Education organizations in India.

2.2 Influence of work by early Missionaries, Central Social Welfare Board: Balwadi Programmes, Kosbad programme (Anutai Wagh), Role of Balsikshan Sangh,IAPE,ICDS programme and Five Year Plans.

There was no organized system of Early childhood education for a young child in India till the 18th century.

- The 1st set of pre-primary schools were established connected to convent schools in Eastern India by Early missionaries, particularly Native Christians (Kaur,2004)
- The first pre-primary school Loreto Convent was established in Lucknow in 1874.
- Later in the year 1885, St. Hildas nursery school was started in 1885.
- Kindergarten system was followed at that time in the nursery schools.
- The concept of organized kindergarten or preschool education actually came into India in the 19th century.
- International theosophical society was started by Mrs. Annei Besent at Madras
- Gijubai Badeka started a preschool in western India in 1920.
- Later, Tarabhai Modak started Sisuvihar in 1936 in Mumbai.
- Gandhi's basic education scheme was designed to set up free and compulsory education at the National level.
- Maria Montessori's 1939 visit to India implanted the foundations of preschool education in India and teachers were trained in Montessori's method of education.
- Later, the 1st attempt to reach out the Marginalized sections of society with organized ECE when Tarabai Modak formed the Nutan bal shikshan Sangh trained by Montessori, established an improvised and low-cost version of the Montessori school which she called "Balawadi" or children garden for Tribal children in Kosabad in Thane district of Maharashtra. Balwadis were later supported by Government and NGOs.

- Tarabai started two types of Balwadi at Bordi ie Central Balwadis and Angan Balwadis.



2.2.1 Influence of work by Missionaries':

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- ✓ The concept of organized kindergarten or preschool education actually came into India in the 19th century.
- ✓ International theosophical society was started by Mrs. Annei Besent at Madras

2.2.2 Central Social Welfare Board:

The Central Social Welfare Board was established in 1953 by a Resolution of Govt. of India to carry out welfare activities for promoting voluntarism, providing technical and financial assistance to the voluntary organization² for the general welfare of family, women and children. This

was the first effort on the part of the Govt. of India to set up an organization, which would work on the principle of voluntarism as a non-governmental organization. The objective of setting up Central Social Welfare Board was to work as a link between the government and the people.

2.2.3 Balwadi Programme:

Balwadi is an [Indian Pre-school](#) run for economically weaker sections of the society, either by government or NGOs. It has been defined by Grewal who is quoted by R. P. Shukla as "A rural pre-primary school run economically but scientifically and using as many educational aids as possible, prepared from locally available material". It was developed by [Tarabai Modak](#), the first balwadi was started in Bordi a coastal village in [Thane district](#) of [Maharashtra](#) by *Nutan Bal Shikshan Sangh* in 1945.

Tarabai Modak started two types of balwadis namely *central balwadi* and *angan balwadi* or [anganwadi](#). *Central balwadis* function during regular school hours and are centrally located whereas *angan balwadis* are located in the neighbourhood of the children targeted and have hours at their convenience. Tarabai Modak's was a pioneer effort in providing non-formal education at pre-school level in India.

The purpose of balwadis is to provide a child facilities for physical and mental growth at school and at home. Thousands of balwadis have been set up all over India by government and non-government agencies.

Balwadis were further developed as a part of the government of India's poverty alleviation programme by universalising education. They were developed for children of India's rural poor.

The [Balwadi Nutrition Programme](#) provides food for children at these schools. The **Balwadi Nutrition Programme** is a healthcare and education programme launched by the [Government of India](#) to provide food supplements at [Balwadis](#) to children of the age group 3-6 years in rural areas.

This program was started in 1970 under the Department of Social Welfare, Government of India. Four national level organizations including the Indian Council of Child Welfare are given grants to implement this program. The food supplement provides 300 kilocalories of energy and 10 grams of protein per child per day.

Balwadis are being phased out because of the implementation of the [Integrated Child Development Services \(ICDS\)](#) programme.

2.2.4 Kosbad Programme (Anutai Wagh)



Anutai Wagh's life is an **inspiration in many ways**. She was married early and widowed in less than six months at age thirteen. Given the customs of her time, Anutai had very little to look forward to in life.

Fortunately, with support and encouragement from her family, Anutai resumed her education. She stood **first in the Vernacular Final exam** in 1925. She then completed the Primary Teacher's Certificate course at the Women's Training College in Pune in 1929.

Between 1929 and 1933, **Anutai** taught at a village school in Chandwad Taluka in Nashik District. It was not easy. There was strong opposition to educating girls and Anutai faced considerable hostility. But she persevered. She refused to make any distinction between men and women and addressed both as gender-neutral 'friends'.

In 1945 Anutai met Tarabai Modak who asked her if she was willing to work among the tribals in Palghar. Tarabai was planning to start an **experimental school for tribal children**. Anutai said yes, a decision which set the course for the rest of her life. Anutai Wagh worked closely with Tarabai Modak. While Tarabai initiated the concept of the meadow school, it was Anutai Wagh who developed and carried this concept further. She made a major contribution by Indianizing Montessori materials, using stones, leaves, pebbles etc. available in the environment.

Anutai began her work in the Bordi – Kosbad area (in Dahanu taluka, Palghar). With Tarabai Modak, she set up a **Balwadi** (playschool) in a thickly forested tribal area in Bordi. There was no road, electricity or any kind of communication. There were eight tribal hamlets nearby and about a hundred children in need of an education. The school was inaugurated by B

G Kher, Chief Minister of the then Bombay Presidency on December 24, 1945. The centre moved to its present location in Kosbad Hill in 1957.

Overcoming the tribals' reluctance to send their children to school was a challenge. Anutai would go to the children's homes, bring them to school, wash them, feed them and drop them back to their houses. Eventually, she used a bullock cart to transport the children.

Anutai's followed **Gijubhai Badheka's** approach and methods for teaching the children, playing and singing with them, telling them stories and helping them to learn from their surroundings. She spared no effort to ensure that the children attended school regularly. When she found that the reason for high absenteeism in the months of February to June was that there was no food to eat in the children's homes, Anutai arranged to feed them in the school. Thus, was born the **Anganwadi concept**, central to India's Integrated Child Development Scheme (ICDS).

Anutai led from the front and set an example for her co-workers with her commitment and hard work and dedication. She was completely immersed in her mission. Over time, the '**Gram Bal Shiksha Kendra**', which started as a play school for tribal children has evolved into a center known for its experiments and innovations to provide meaningful education to children. It has **developed inexpensive educational aids** from locally available material. Even today, it attracts experts and serious students of education from across India and many countries.

Anutai was the recipient of several honors with some of the most significant being the **Padma Shri, Jamnalal Bajaj Award** and the **FIE Foundation Prize**.

2.2.5 Nutan Balshikshan Sangh:

Nutan Bal Shikshan Sangh (NBSS- New Child Education Association) was started in 1926 by Gijubhai Badheka and Tarabai Modak at Dakshinamurti Foundation in Bhavnagar in Gujarat state.

It is a pioneer institute in child education. Its mission was creating awareness of child education all over India. The first balwadi was started in a coastal village in Thane district of Maharashtra by NBSS.

The objectives and role of Bala Sikshan Sangh are given below:

- To promote child education by conducting research work and disseminated the new theories and adopting suited to Indian conditions.
- To encourage the people who worked in child education and to write original books.
- To encourage translations from other language regarding education of children into the national language and regional languages.
- To develop pamphlets for parents to understand easily related to new education and distribute them freely or sell at a nominal price.
- To conduct guest lectures for parents and teachers.
- To publish a magazine for teachers and parents to highlight about the new theories in child education.
- To run a training college or classes for teachers to train the new methods in child education.
- To promote efficiency of teachers who play an important role in child education.
- To establish an information bureau to supply up to date information regarding child education all over the world.
- To encourage manufacturing in India the educational apparatus which must be scientific in nature and also economical.
- To advise, direct, supervise, inspect and appoint inspecting bodies to visit schools.
- To have a circulating library of books on child education in India.
- To start a psychological research institute.
- To conduct educational conferences to spread the new child education.
- To establish balwadies, creches, balmandirs, centre for parental education, children's club, libraries, museum, clinics, stores and offices to achieve the objectives of Sangh.
- To publish magazines, newspaper, monographs, books, leaflets for the promotion of its objectives.

- To have book club, book association, reading room for the convenience of the readers
- To provide for conducting exhibitions to achieve the objectives of Sangh.
- To cooperate with local, regional, state or national education authorities and organizations interested in any of the objectives of Sangh.

2.2.6 Indian Association for Preschool Education (IAPE)

A national level voluntary organization established in 1964 with the intention of bringing together the professionals in the field of early childhood education in the interest of young child.

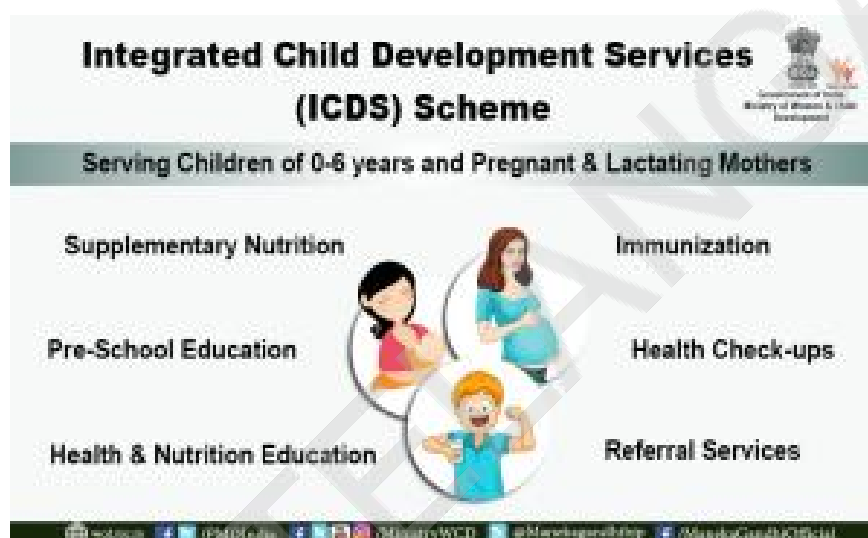
Development during 1966-1969): The IAPE (Indian association for Preschool Education) was formed in 1964. In 1966, the education commission gave suggestion for strengthening the preschool education. In 1969, the NCERT (National Council for Education Research and Training) set up the department for preprimary and primary education.

Programmes or Duties of IAPE:

- ✓ Workshops on varied topics for enhancing teaching skills and knowledge throughout the year at regular intervals.
- ✓ Refresher courses are held annually to generate an awareness of innovative ideas and methods in teaching learning process.
- ✓ Conferences: specific themes chosen for conferences held in different parts of the country to bring together researchers, experts and practitioners.
- ✓ Seminars: seminars on relevant trends and issues in the field of ECE development aiming to increase awareness are conducted.
- ✓ Parent interaction programme: internal and open forum for discussing issues with expert panelists for various disciplines.
- ✓ Need based parents programme to enable them towards more effective parenting is undertaken in schools.

- ✓ Consultancy: need based consultancy services provided by professional experts for individual setups such as space, organizing, curriculum planning, in-service training, sustained monitoring and evaluation of the programme.
- ✓ Publications: a Journal "Balak" is published for members.
- ✓ Advocacy and networking: Advocacy on issues affecting children and networking with other likeminded organizations for further cause of young children.

2.2.7 Integrated Child Development Services (ICDS):



Paediatric malnutrition has always been a matter of national concern. The various vertical health programmes initiated by the Government of India (GOI) from time to time did not reach out to the target community adequately. In 1974, India adopted a well-defined national policy for children. In pursuance of this policy it was decided to start a holistic multicentric programme with a compact package of services. The decision led to the formulation of Integrated Child Development Services (ICDS) scheme – one of the most prestigious and premier national human resource development programmes of the GOI.

The main thrust of the scheme is on the villages where over 75 percent of the population lives. Urban slums are also a priority area of the programme.

Integrated Child Development Service (ICDS) scheme was launched on 2nd October, 1975 (5th Five year Plan) in pursuance of the National Policy for Children in 33 experimental blocks. Now the goal is to universalize ICDS throughout the country.

The primary responsibility for the implementation of the programme is with the Department of Women and Child Development, Ministry of Human Resources Development at the Centre and the nodal departments at the state which may be Social Welfare, Rural Development, Tribal Welfare, Health and Family Welfare or Women and Child Development.

Beneficiaries:

- Children below 6 years.
- Pregnant and lactating women.
- Women in the age group of 15-44 years.
- Adolescent girls in selected blocks.

Objectives:

- ✓ Improve the nutrition and health status of children in the age group of 0-6 years.
- ✓ Lay the foundation for proper psychological, physical and social development of the child.
- ✓ Effective coordination and implementation of policy among the various departments.
- ✓ Enhance the capability of the mother to look after the normal health and nutrition needs through proper nutrition and health education.

Services:

The ICDS Scheme offers a package of six services, viz.

- Supplementary Nutrition.
- Pre-school non-formal education.
- Nutrition & health education.
- Immunization.
- Health check-up and.
- Referral services.

2.2.8. Early Childhood Education in Five year plans

Sixth five year plan (1980-1985):

Under the central sector scheme ECE (Early Childhood Education) programme was implemented by the state for the disadvantaged children.

Seventh five year plan (1986-1991):

Voluntary efforts to undertake innovative experiments in respect of ECE is being supported, experimentation for evolving low cost and content

specific models were encouraged. NPE (National Policy on Education) was announced in 1986 which formed a breakthrough for the concept of ECE. The main concepts of the policy were

1. Recognition of the holistic development of the child
2. Emphasis on play as medium of informal teaching
3. Use of non formal teaching methods
4. Pluralistic and continuous approach

Eighth five year plan (1992-1997): All the welfare activities were integrated with the main aim of early childhood development focusing on tribal people, scheduled caste, drought prone regions and urban slums. ICDS projects have grown to 2424 in number. During the Eighth Five-Year Plan (1992-1997), a National Plan of Action: A Commitment to the Child, 1992 (NPA) was accordingly formulated. With the framework of NPA, each state was encouraged to formulate its own Plan of Action for Children based on the status indicators for child development and resource situation in the state.

Ninth five year plan (1997-2002): No special allocation and recommendations were made for development of ECE but all the existing programmes were strengthened. Provision of minimum basic needs was emphasized for the existing centers.

Tenth five year plan (2003-2007): The Tenth Five- Year Plan (2002-2007) focused on a right based approach to the development of children with major strategies envisaged to reach out to every young child in the country, to ensure survival, protection and development. The Tenth Plan also recognized the increasing need for support services for Crèches and Day Care Centers for children of working and ailing mothers, especially in the context where more and more women are coming out for employment, both in organized and unorganized sectors.

Eleventh Five Year Plan – ECCE (2008-2012): During the 11th 5 year plan

During the 11th 5year plan , top priority was given to pre-primary schooling in habitations of marginalized sections. As the Preschool education component of ICDS- Anganwadi is very weak, with repetition high and learning levels low which discourages continue their education.

With a view to universalizing the scheme, the Supreme Court of India in its order of April 29, 2004, and reiterated in its order dated December 13, 2006, has *inter-alia*, directed the Government of India to sanction and operationalise a minimum of 14 lakh AWCs in a phased and even manner. To comply with the directions of the Supreme Court and to fulfill the commitment of the Government of India (GoI) to universalize the ICDS Scheme, it has been expanded in three phases in the years 2005-06, 2006-07 and 2008-09, so as to cover all habitations, including Scheduled Caste (SC) / Scheduled Tribe (ST) and Minority, across the country (Lok Sabha Secretariat report, 2011).

In pursuance to the order of Supreme Court, rapid universalisation of ICDS has been made across the country. Today, there is near universalisation of ICDS scheme in India, to the extent that the ICDS scheme covers nearly 7067 ICDS projects (99.89%) out of approved 7075 and almost 13.60 lakhs AWCs (97.14%) out of 14 lakh across states of India (MWCD, 2014, Consolidated Report). While it was essential to universalize ICDS, the rapid expansion resulted into some programmatic, institutional and management gaps that needed redressed.

Twelfth Five Year Plan(2013-2017): The 12th Five Year Plan acknowledges the importance of ECE and improving school preparedness.

The Government of India approved the National Early Childhood Care and Education (ECCE) Policy in 2013. The Policy framework also includes the National Curriculum Framework and Quality Standards for ECCE.

The Policy caters to all children under 6 years of age and commits to universal access to quality early childhood education. The Ministry of Women and Child Development (MWCD) is the nodal department for ECCE. MWCD is responsible for the Integrated Child Development Services (ICDS) programme, which is a centrally sponsored and State administered ECCE programme, covering around 38 million children through a network of almost 1.4 million Anganwadi centres (a village

courtyard). ICDS includes delivery of an integrated package of services such as supplementary nutrition, immunization, and health check-up and preschool education.

Summary:

The history of Early Childhood Care and Education refers to the care and education of children between birth and eight years old throughout the Indian history. Child has a special place in the culture of India. This is reflected through different cultural / family practices , initiatives of Individuals / NGOs and Government in pre and post independence .The Government is also committed for the young citizens of this country which is reflected in its policies and plans.

Unit End Questions

Essay Questions:

1. Explain the importance of Early years and development as indicated in the traditional practices of the Indian culture.
2. Describe about CSWB, Balshikshan Sangh and IAPE

Short Answer Questions:

Write about

1. Anutai Wagh
2. Role of Balshikshan Sangh
3. ICDS progress during 11th Five year plan

Assignment:

1. Write about ECCE during 12th Five year plan

UNIT-3: CONTRIBUTIONS OF THINKERS AND EDUCATIONISTS AND AGENCIES IN ECCE

Introduction:

Thinkers across the globe have dealt on the philosophy of education and all related aspects of child's development –knowledge, intelligence, body and mind and functions of teaching and learning. Many of them are thinkers and practitioners of education. In this process, a good deal of thinking, combined with actual experimentation on various attentive models of education had taken place. We can remember the contributions of Rousseau, Froebel, John Dewey, Montessori , Erikson, Piaget and Vygotsky from the western countries and Gandhi, Tagore, Aurobindo, Krishnamuthy, Gijubhai, Badheka from among Indian thinkers and in day to day classroom practices. Their contributions have deep implications on early childhood care and education on education showed ways to national and international organizations such as NCERT, NCTE and UNICEF on how to design and implement the programmes on early childhood care and education.

Objectives

After studying this unit, student teacher will be able to understand

- The influence of western philosophical and educational thoughts on understanding childhood and programmes for young children.
- The influence of theorists such as Erikson, Piaget and Vygotsky on early childhood education.
- The implications of educational thoughts and practices of Indian thinkers on early childhood care and NCERT , NCTE and UNICEF to early childhood care and education

3.1 Influence of western philosophical and Educational thoughts of Rousseau, Froebel, john Dewey and Montessori on understanding of childhood and programme for young children.

Philosophers of education have immensely contributed to the ways of acquiring knowledge. Their contributions have influenced the teaching-learning process and pedagogical practices starting from the foundational stage of education of the children. Let us know the details of the contributions of western thinkers to early childhood care and education.

3.1.1 Jean-Jacques Rousseau (1712-1778)

Jean Jacques Rousseau (1712-1778) a Swiss born French theorist profoundly influenced social, political and educational ideas. Rousseau's most famous educational treatise is Emile, a novel written in 1762, which tells the story of the education of a young boy from infancy to adulthood.

Rousseau's Novel Emile attacked the doctrines of child depravity and an exclusively verbal and literacy education. On the opening page of Emile he put it this way: "God makes all things good; man meddles with them, and they become evil" however, he also reacted against the thoughtless over-indulgence of children, whom there was a tendency to see as the centre of the world.

Rousseau advocated that children need not to be taught anything until he/she is ready to learn. Till that time book learning has to be postponed and the early years have to be spent largely in play or roaming in the fields and woods, children should not be punished arbitrarily but may be allowed to suffer only the natural consequences of his/her action. Teaching artificial manners and models of behaviour have to be avoided. 'Follow nature' is the dictum of Rousseau while trying to initiate any education to the child. Rousseau stated that children needs to be freed from one of the most coercive institutions the school. Rousseau is regarded as the liberator of the child and as the father of the modern progressive education.

Stages of growth and Development

Rousseau recognized stages of human growth and development. Each stage requires an appropriate kind of growth. Most importantly, the early and foundational stage of education should be free the influence of corruption of society.

1. Infancy stage (0-5): Children during this stage are dependent on elders. Children at this stage needs lot of freedom to more. Children have to explore the objects in the environment. As the senses are the gateways of acquiring knowledge, they extensively use their senses to have first hand experience with the surrounding nature.

Rousseau advocated that, children should be provided with optional exposure to the things in the environment without any hindrances except to prevent them from any possible harm. Children exhibit tremendous enthusiasm and energy while exploring the surroundings. So , Rousseau advocated that children need to be fed with balanced diet though it is simple at babyhood stage. Children do forget about their hunger while playing and

exploring the surroundings. So, parents and teachers should take care of the timely food needs and serve balanced diet to them. Children need to given rest for sometime after taking meal they can be allowed to continue their learning and exploration.

2. Childhood Stage (5-12): Children at this stage begins to develop his/her own personality and they are aware that their action have either painful or pleasurable consequences. Children are egoistic but they are also curious. They continue to explore the environment and learn about the world around them through their senses. Rousseau said, the senses are natural teachers and more efficient than the teachers.

At this stage, children should be given, what Rousseau called "Negative Education" where in children learn from the natural consequences of their actions. The wanted that in the early stages the child should have negative education when you give sermons on truth and virtue to the child. It is negative education, when instead of giving him/her direct sermon on truth and virtue, we protect him/her from falsehood and vice. According to Rousseau, the mind of the child should be saved from errors. He/she should not be given direct knowledge. Only his/her senses should be prepared in such a way that he/she himself /herself should have a reasoning power. Rousseau calls that education as negative " Which strives to make perfect the organs of our understanding and which prepares for reason by excusing the senses. His reasons for negative education at the earlier stages are that the mind is premature to receive positive education or direct knowledge.

Rousseau strongly believed that moral by example has more impact rather than by precept. Acts of charity and goodness performed in his/her presence will make him/her charitable and kind. Nothing at all should be done towards moulding or forcing the mind of children. childhood is for its own sake. Nature desires that children should be allowed to behave as children before they become adults. In other words, children should be freely allowed to behave as children without expecting adult's maturity or adult kind of behaviour. That is why Rousseau wanted Emile to be brought up in the country side away from the ends and vices of the city.

Rousseau advocated in all the circumstances children's freedom, growth, interest have to be allowed to flourish through the activities without preceding formal education. The preserbed intellectual education from the age of 2 to the age of 15 years. The curriculum at this stage, he advised , should be built around curiosity and useful activities which are the real motives of learning.

3.1.2 Frederic August Froebel(1782-1852)

Frederic Wilhelm August Froebel , a German, was born on 21st April,1782. He lost his mother in his childhood, and his father, got remarried with the coming in of step- mother, a maternal uncle of Froebel took him to his village. Since his own childhood was neglected , Froebel spent his life in promoting the happiness of children. He was admitted to the village school but did not do well there. At the age of 14 he was apprenticed for two years to a frester. Here his love for nature grew. Without scientific instruction, he obtained a profound insight into the uniformity and essential unity of nature's laws. This created in him a longing to study natural sciences in order to find in them various applications of nature's universal laws. For this he joined at the University of Jena, but had to give up university career for lack of funds. For about 4 years he remained on career wanderings trying his hands sometimes at land surveying, sometimes as accountant, sometimes as a private secretary. With all these circumstances still he felt that he was destined to a great look but the nature of the task was not yet clear to him.

It was in Frankfurt, where he was studying architecture that he developed some intimacy with the director of a model school. This director discovered that true field for Froebel was education. Froebel was advised to give up architecture and join the model school. Froebel found his long missed life element and was happy with the job of a teacher. He worked there for two years. But he felt that he should have more training in the teaching profession. Therefore, he undertook to coach three boys of one family. Feeling dissatisfied with his own work he took his wards to Pestalozzi's school at Yverdun where he remained for four years. His desire for knowledge of natural science carried him to Gottingen University from where went to Berlin in 1811. Two years later his university studies were interrupted as he joined Army. Military experiences showed him the value of discipline and united action. In 1814 he returned from military and became a curator of the museum in Berlin. But the idea of becoming an educator never left him. In 1816 he opened a small school which became a successful institution in 10 years. It was here in 1826 that Froebel published his great book " The Education of Man".

In 1830 he opened a school in Switzerland. Although the school never flourished, the Swiss Government took advantage of his presence and sent their teachers supervised for training. Soon he moved to Bergdorf to run an orphanage and to supervise the training of teachers for short term course of three months. In the conferences with the teachers, he realized that the schools suffered as they did not get good raw material - the student. This he

believed was due to no education in the pre school age. This, he believed was due to lack of education during pre school years.

He had to leave Bergdorf on account of the ill- health of his wife and founded his first "Kindergarten" in 1839 in the village of Blankenburg. His principles of kindergarten made headway but his school failed for lack of finances. He brought out "pedagogies of kindergarten" " Education by Development" and " Mother play and Nursery Songs" . The Remaining years of his life he continued training teachers and propagating kindergarten principles .He died on 21st June 1852.

The varied and versatile life and exposure of Froebel to different walks of life made him to become one of the greatest educationists of the world.

Chief Characteristics of Kindergarten

Froebel's kindergarten (a garden in which children are the unfolding plants) at Blankenburg was meant for children between the ages 3 and 7. He put into use the material he had invented in Bergdorf, and added new devices and developed his system. The main features of this kindergarten were " The play songs" for the mother and the series of " gifts" and " Occupations". He remained at Blankenburg for seven years and went on expanding his material.

The fundamental ideal, of the kindergarten in to help the child to express himself /herself and thus gives rises to development.

A) The play songs: The play songs are the classic old melody songs with great moral lessons. These art songs contain themes appropriate for small children. The songs are usually sung by mothers while caring and carry comforting the children just like lullaby's and carry the native cultural aspects which are age appropriate to children.

B) Gifts: The gifts are intended to give the children universal aspects of the external world, suited to a child's development. The gifts lead to discovery and give insight. These gifts involve solids, surfaces ,lines, rings, points.

I) Solids include

- 1) Colour (First Gift) : Six colored worsted balls , about an inch and half in diameter. They are meant for infants

- 2) Shape (Second Gift): Wooden ball, cylinder and cube of one inch and a half in diameter (for 1-2 year old)
- 3) Number (Third Gift): Eight one -inch cubes, forening a two- inch cube (2X2X2X) 9for 2-3 years old)
- 4) Extent (Four Gift): Eight brick shaped blocks (2X1X ½) forming a two -inch cube (for 2-4 years old)
- 5) Symmetry (Fifth Gift): Twenty -seven one -inch cubes, three bisected and three quadrisected, diagonally, forming a three -inch cube (3X3X3) (for 3-4 years old).
- 6) Proportion (Sixth Gift) : Twenty seven brick shaped blocks, three bisected longitudinally and six bisected transversely , forming a three -inch cube, (for 4-5 years old)

II. Surfaces (Seventh Gift)

- 1) Squares : These squares are derived from the faces of the second or third gift cubes. Entire squares are of one and half in. squares of one inch squares and half- squares-squares cut diagonally.
- 2) Equilateral triangular: These are of length of side one inch, or one inch and a half. Entire triangles the equilateral triangle cut in the direction of attitude, yielding right scalene triangles, acute angles of 60 degrees and 30 degrees and thirds of triangles – the equilateral triangle is cut from the center to the vertices, yielding obtuse isosceles triangles, angles 30 and 120 degrees.

III. Lines (Eighth Gift):

- 1) Straight : Splints of various lengths

IV. Rings (Ninth Gift):

- 1) Circular: Metal or paper rings of various sizes; whole circles, half circles, and quadrants.

V. Points (tenth Gift): Beans, Lentils, or other seeds, leaves, pebbles, pieces of card-board of paper etc. Froebel's gifts were the first "Educational" playthings. The gifts are made of natural materials.

C) Occupations: Froebel's occupations furnish material for practice in certain skills, the occupation lead to invention and give the child power. They consist

1. Solids : Plastic clay, card- board work, wood-caring etc.
2. Surfaces : Paper- folding, paper-cutting, parquetry , painting etc
3. Lines: Interlacing , intertwining, weaving, thread games, embroidery, drawing, etc.
4. Points: stringing beads, buttons etc; perforating etc.
5. Reconstruction: softened peas or was pellets and sharpened sticks or straws.

Further, Froebel's kindergarten is a small state for children. There the young citizens learn to move freely, but with a consideration for each other. It is a school without books. There are no set intellectual tasks. It is permeated with play, freedom and joy. Self activity creativeness and social co-operation find complex application and concrete expression.

The training in a kindergarten consists of three co- ordinate forms of expression.

(1) Song (2) Movement (3) Construction

Out of these, there automatically grows the use of language by the child. All these are separate but they often co-operate with one another and interpret one another. The whole process becomes one organic whole for example, when the story is told or read, it is first expressed , in song , then it is dramatized in movement and gestures and finally it is illustrated by constructive work from blocks, paper, clay or other material. In this way, ideas are given, " thought stimulated, the imagination verified, the hands and eyes trained , the muscles coordinated and the moral nature strengthened" in the kindergarten all efforts are put into concrete objective form. The higher motives sand sentiments are aroused.

All the songs are about common objects of life. They are intended to exercise the infants senses, limbs and muscles. Every song must relate a nursery game and must correspond to a special, physical, mental and moral need of the child. The selection and order of the songs is determined according to the development of the child. Each song of Froebel contained three parts

- a) A motto for the guidance of the mother
- b) Verse with accompanying music to sing to the child
- c) A picture illustrating the verse.

The fundamental idea of the kindergarten is it help the child to express himself/herself and thus facilitate growth and development. For this start has to be made with his innate interest and tendency. The work is based upon self-activity and ends in the expression or use of the ideas or knowledge acquired during the course of the activity. The main object is not the acquisition of knowledge but growth or development. Knowledge is only a means to an end. It is subordinate and by- product, although very essential for the growth. Acquisitive and assimilative process are the preliminary stages to constructive process.

The teachers part in kindergarten is to organize and guide the free and continuous development of the pupil through play. His study of children showed him that a child is restless both of body and mind. Children, he said, are anxious to move their limbs and their mind. They are curious to know. It was why he devised gifts and occupation. They are introduced gradually and in order. As the child becomes familiar with the characteristic of one gift or one activity, he is led on to the next, which grows out of the previous one, introducing new impression and repeating old ones. Gifts and occupation were meant to stimulate activity. The gifts combine and re-arrange certain definite material without changing the form, while the 'occupation' re- shape, modify, and transform their material.

Importance of play

In addition to the gifts and occupations Froebel gave paramount importance to play. Play is the nature's way of directing the growth of the child according to social pattern. Through play the educator can give to the child the interpretation of life. The child can be taught social relation, independence and mutual helpfulness. Play enables children to achieve confidence and balance in an orderly world. Initiative and motivation are developed in him. Thus is developed an individual constituting a unit in the social whole. Play is the purest, most spiritual activity of man. It gives, therefore, joy , freedom, contentment, inner and outer rest, peace with the world. It holds the source of all that is good.

Froebel erased the destination between play and work. These two are one. Education , he said , should not be soft, but, it must be playful.

Value of handwork

In Froebel's kindergarten all constructive work makes an idea or a process of instruction real. He said that constructive work should be the beginning and the end of the educational process. Rousseau recognized industrial training on social and economic grounds. Pestalozzi introduced manual activities for developing sense perception. Whereas Froebel emphasized the manual as well as industrial training because it gave expression to an idea or purpose. All constructive work, he believed, manifests outwardly what the child feels inwardly. Such manifestations of ideas is the basis of the higher power of expressing the intellectual, moral and spiritual life in action.

Nature study

Froebel commended the introduction of nature study in the school curriculum. By prescribing the study he was least concerned with the facts about nature. He desired that the child should ' have "moral improvement, religious uplift and spiritual in sight" by coming into contact with nature. Nature study affords the child opportunity for varied activity. It suggests material for reading, writing, language work, constructive work and number work. He does not want nature to be analyzed and dissected. He wants to study "nature" as life, the plant as development, the animal as acting, the organ as functioning."

To sum up it can be said that the aim of kindergarten was individual development. The method was motor expression and self activity. The means were social co operation froebel was a person who never created to systematize, symbolize, idealize, realize and recognize identities and analogies among all facts and phenomena of the universe. He made life more simple and clear and more recognizable. He had a diving perception of universal and ideal truth. He had unbounded enthusiasm for the education and happiness of human race. Such an educator could not fail to attract and elevate the posterity. All the best tendemies of modern thought in education culminate in what was said and done by Froebel. He has shown the right road for further advance.

Froebel said that education is a natural process, that child is an organic whole itself and is an organic part of the society and that the whole universe is an organism of which all lesser organism are members. His faith is man's relationship with nature, his advanced scientific thought, his belief that universes has emerged by a process of evolution with which the education should be in harmony were his greatest contributions. He was the first educational evolutionist. Education to him was the process by which

the race and the individual evolve to higher and higher levels. His emphasis on 'play', 'self-activity' and 'creativity' went a long way in changing the theoretical and practical concept of education.

3.1.3 John Dewey (1859-1952)

John Dewey the American philosopher, psychologist and practical teacher was born in Vermont in 1859. He was the son of a shopkeeper and was brought up in rural environment. The experience of early years brought to him two corrections.

1. The traditional methods of schooling were useless
2. The human contacts of everyday life provide unlimited, natural, dynamic learning situations.

These two connections directed the course of his educational work.

John Dewey graduated from the university of Vermont in 1879, studied philosophy for another year, remained teacher for a brief period and then proceeded to Johns Hopkins university and obtained his Ph.D. Later he became lecturer in philosophy at the University of Michigan and in 1894 he was appointed in the head of the department of Philosophy in the University of Chicago. In 1896 he founded his 'Laboratory School' in the Chicago University.

In 1904 he became professor of philosophy at the Columbia University and continued until he died in 1952-during these years he undertook educational engagements and commission abroad. In 1909 he lectured on the philosophy of education at the university of Tokyo and then he spent two years at Peking University, China. In the thirties he was invited by the Turkish Government to suggest the re-organization of Turkish school. He wrote well known books on education. 'Relation of theory to practice in education of teachers' (1904) ; 'The school and the child'(1907) ; 'Moral Principles in education' (1909). 'How we think'; (1910); 'Schools of Tomorrow' (1915); 'Democracy and education'

Dewey's philosophy of education: pragmatism

John Dewey was greatly influenced by the doctrine of evolution and pragmatism in the 19th century. For him, philosophy must not be a thing aloof from everyday life but must be constantly applied to political, social, economic and educational problems. He studied evolution as applied in child study and pragmatism as it subordinated intellect to practical ends. Pragmatism teaches that 'what is useful' –what works in a practical

situation is true'; 'what does not work is false'. Truth this becomes not a fixed change. And what is true today may be false tomorrow. So, the truth would be in constant flux.

Pragmatism has enabled the science of education to assume that utility is the test of educational values and that the worth of an educational experience is measured by the degree to which it functions in meeting the actual life needs of the individual and of society.

Dewey emphasized the importance and of science and scientific methods as central in the geneering of human affaires of all kinds. In scientific method, he found principles of procedure that give him a conception of experience, knowledge and thinking, according to him knowledge and action are not separated into two opposing spheres. Thought and action is the dictum of pragmatists. Ideas (knowledge) are not separate from action. They have to be tested by activity and by knowing the consequences of their being acted upon.

Applying the process of thinking to education, Dewey says :

1. The student should be the centre of experience and should be continuously engaged in activities in which he is interested. Then the problem would confront him as a genuine stimulus to thought.
2. The child must posses or obtain the appropriate information for dealing with the problem
3. Then hypothesis or suggested solutions must occur to him and he should develop them in an orderly manner.
4. Finally he should be given the opportunity to test his ideas by applying them in practice.

Thus, their meanings would become clear. He would discover for himself whether his ideas are true or not. By this, Dewey wanted to prove that educational methods really consist in the method of thinking, made conscious and realized in action.

Dewey's analysis of effective thinking called attention to the importance of the 'problem to stimulate thinking' He said that thinking analyses the problem in four steps.

1. The need to locate and define difficulty
2. There is an observation of condition surrounding the problem
3. Formulation of hypothesis or plan of action

4. There is experimental testing which enables us to see whether the hypothesis is a plan of action, when acted upon, gives the desired result or not.

This analysis of thinking paved the way for the so called problem method of teaching or the project –method of teaching. It is employed by educationists in all countries. The method translates the idea of education through occupations into a form suitable for the ordinary school. Instead of learning lesson from the teacher, the pupils are faced with some task to be accomplished, some problem to be solved of the project is suited to the age and experience of the children, the interest it creates, carries them beyond the immediate activity into varied learning.

Dewey's Laboratory school

John Dewey's educational theory and practice originated in an experimental school opened in the University of Chicago in 1896. The school was officially called the University Elementary School. Its main purpose was to carry on research and experiment in new ideas and method of education. Children between the ages of 4 and 14 were admitted. Experienced teachers were appointed. The direction and supervision of the school was under John Dewey. The classes were small. That was the first ideal. Not more than 8 to 10 pupils were given to each teacher. Dewey's aim was to create the conditions for the discovery of more natural ways of teaching and learning. Given the equipment and freedom from mass instruction, the teachers were required to discover ways and means of breaking down the barriers between school and community life.

The school was a community, where learning was an action and cooperation process involving investigation construction and artistic creation. From these arose plenty of opportunity and occasions for the use of number reading, writing and spelling. They were not treated as subjects but rather organic phase of the child's continuous experiences. Singing, drawing and dramatization was encouraged. Children's social relationships were also attended to.

Speaking about the general principles of school, Dewey said that:

1. The primary object of the school is to train children in cooperative and mutually helpful living.
2. Education activity lies in the instructive and impulsive attitudes and activities of the child, and not in the presentation of subject matter.

3. The individual tendencies and activities are organized and directed through cooperative living. The activities and occupation of the society were reproduced in the school on the child's plane.

The school was experimental in true sense :

1. It made constant use of experiment and enquiry about the children's methods of learning
2. It was a laboratory for the transformation of school into a miniature society.

Children begin with home activities. In the following years at school historical development of industry, invention and group living was followed. Since man depended upon nature and society, the pupils were required to study science and history.

The teaching was done by means of problems arising in life situations. For example, the study of cotton was carried through all stages from the seed to a growing plant, the matured fibre, spinning and wearing to the use of the finished cloth. Old and new inventions were studied. The presence of clocks and telephones led to the study of communication and social cooperation. Blind effort, formal drill, recitation and overt discipline were eliminated by guiding the children in self education through discovery, construction and cooperation. Dewey's aim was to develop thought and test it by action, as he believed that only the tested thought is real knowledge. Dewey insisted that constant experimentation to learn the child's nature should be undertaken so that school practice should be adapted to his effective development. Since the child is inherently active and bubbling over with the impulse to do, it is, therefore, the function of education to direct him properly. According to Dewey, these impulses are of 4 kinds.

1. The social impulse of communication or conversation
2. The constructing impulse to make things
3. The impulse to investigate into things
4. The impulse of artistic or creative expression.

These potentialities should be so developed that the child may be able to go beyond the stage of development reached by his predecessors. For such an achievement, the school should change from listening –basis to a doing basis. School must be arranged to enable the child to learn by experience and to think by managing experience.

Dewey defined thinking as “bringing the meaning of past experience to bear on the interpretation of new situation”. The meaning of education , therefore, are,

- Play
- Construction
- Uses of tools
- Contact with nature
- Expression
- Activity

Dewey believed that education is not a preparation for life. It is life. The school is a miniature society, facing problems similar to those faced in life. Children should, therefore, be made participators in the social and moral struggles of their communities. Since they are to live in a democratic society they should help to organize one and live in it. The basic purpose of the school is to train pupils in ' co operative living' the child is to share the resources of a good society and to give back to that society , thus helping the development of other members by give and take process, the growth of the individual and the group is achieved. This should be done not by giving information but by varied experience. The more varied the experience, they better the society. For each member can develop more fully as an individual and then has more to give back to the group. Thus the school, according to Dewey train the children to achieve social efficiency.

According to Dewey, ideal school is an enlarged ideal home. From his ideal school, traditions of bookishness are discouraged and real life experiences of home and community are encouraged. The economic, Social, political and all other activities and problems of society should constitute the curriculum of the school. Through the schools various activities, the pupils native impulses should be directed towards the reform of the society outside the school. No pre conceived nations of society are to be given not by precepts but through activities performed jointly with others. The school must enable the child to be aware of him and of the society.

Dewey not only stressed the occupation in his ideal school, but he also said all the great human interests should be presented to the child in a developing sequence and in accordance with the stage of mental development of the child. He outlined a definite scheme of three stages of the elementary school.

- a) The play period from 4 to 8 years
- b) Period of spontaneous attention from 8 to 12 years
- c) Period of reflective attention from 12 onwards

Dewey saw the child as a unity developing through its own activity but in a social setting. Mind, he said, is essentially social. It was made what it is by society and depends for its development on social agencies. It finds its nutriment in social supplies. It is therefore, essential that social experiences should form the main factors of curriculum.

Thus, Dewey principally drew upon the growing force of democracy, science, industrialism, evolution and pragmatism for support. This is a complex world. A struggle for stability is going on. In this world awareness of individual responsibility must be aroused. It is the school which can contribute by training the young in specific and experimental thinking and by helping them to experience the need for democratic co operation. This was Dewey's great message for school and society.

3.1.4 Montessori (1870-1952)

Maria Montessori, the first Italian to finish medical education in neuropathology in Italy was born in 1870 at Chieravalle near Ancona and died in 1952 at Nord Wilk in Netherlands. After she completed medical education she worked as an assistant at the psychiatric clinic of the University of Rome. Among other things, she was responsible for the care of mentally handicapped children.

Maria Montessori was impressed by Itard, who had civilized a wild boy, who was found in the forests by stimulating and developing his senses along with Edward Seguin. Inspired by the exercises for sharpening the sensory function developed by Seguin and her experience with the children at psychiatric clinic, Montessori decided to devote herself to educational problems. In the year 1900-1901 she had a position at the scuola magistrale ortofrenica, an institute responsible for the training of teachers for special schools (for example, for handicapped and mentally retarded children). After a study of education she became involved in the modernization of a Roman slum quarter, San Lorenzo, by assuming responsibility, for the education of the children. She has established a 'children's house' (case dei bambini) , in which children were to learn about the world and develop the ability to plan their own lives.

San Lorenzo was the beginning of a kind of renaissance movement which served to renew belief in the betterment of mankind by means of education of children. Although Montessori based her work on scientific principles, she nevertheless considered childhood to be a continuation of the act of creation. At the same time she regarded faith , hope and trust to be

the most effective means of teaching children independence and self-confidence. Reflection and meditation played an important part both in her personal life and in her educational programme.

Montessori and the New Education

Maria Montessori was a true exponent of the new education as an international movement. For her reform was not merely a mechanical process of replacing old methods with supposedly better ones. She was much more concerned with a process more aptly described by the original meaning of reformation; a remodeling and renewal of life. In contrast to most of other approaches on new education and practices employed, she was heavily influenced by Rousseau.

The basic concept behind Montessori's educational work was that of providing children with a suitable environment in which to live and learn. The significant thing about her educational programme is that it gave equal emphasis to internal and external development, arranged so that they complemented one another.

Like other new educators, Montessori was aware of the fact that it is necessary to take the inclinations and interests of the children themselves as the starting point if the educational process is to remain free of conflicts. But she also recognized that the success of this approach is dependent on awakening a feeling of responsibility in the children. This was her truly original contribution.

The children's houses:

Montessori established 'children houses' in which the children were to learn about the world and develop the ability to plan their own lives.

The truly original nature of Montessori's ideas can only be grasped if they are compared with the method developed by Agazzi Sisters. Rose and Carolina Agazzi were one of the most remarkable attempts to make progress in the education of young children. It is important to us today because it occurred within the same environment in which Montessori developed her ideas. As early as 1882 Rosa Agazzi and her sister took over a home in Monpiano, Brescia, which is considered to be the first children's house in Italy. Just as Montessori did later, Rose Agazzi also sought to intensify and control the education of young children by means of altering their living environment (Agazzi, 1932).

Montessori introduced the education process by means of a set of standardized learning materials, Rose Agazzi, on the other hand, insisted that objects collected by the children themselves carry out this function. In this way the objects were to be experienced more thoroughly and the process of abstraction only introduced after this first stage had been absolved. However, it would be incorrect to state that the difference between the two approaches was that the Agazzi sisters encouraged abstraction. Montessori was also very much concerned with the experiential stage. She nevertheless placed greater emphasis on introducing the process of comparison and abstraction, which is of paramount importance for intellectual development, in a controlled and intelligently planned manner, so that it would not be left to chance.

Montessori's children's houses were living environments specially adapted to children, in which they could grow and develop in keeping with their individual senses of responsibility. In the houses everything was adapted to the children and their specific attitudes and perspectives: not only cupboards, tables and chairs but expected to more in this environment in a responsible way and deal with the tasks of creating and keeping order so that they could ascend a kind of 'ladder' towards self- realization.

Freedom and discipline interacted, and basic tenet was that neither one could be achieved without the other. Seen in this way, discipline was not something imposed from the outside but rather a challenge to become worthy of freedom. In this connection Montessori wrote; 'we call someone disciplined if he is his own master and can therefore command himself to behave properly if a rule of life must be observed' (Montessori,1969).

The idea central to self determination, namely that freedom is possible only if one submits to laws that one has discovered and decided upon oneself, which Rousseau formulated in terms of his ' Volonte Generale' was not expressively stated in her works. Nevertheless, she had her children participate actively in the shaping of their living environment, as well as its rules and principles of order, and in this way justice was thoroughly done to the idea of moral autonomy.

But Montessori went even further; she systematically developed the logical sequel of these ideas, namely, their application and practice in real life situation, an aspect that has often been passed over too lightly by educators. The programmes she developed to do this involved ' exercises in daily living' or 'exercices de la vie pratique', as she called them in the first of her lectures held in France. These include exercises in patience, exactness and repetition, all of which were intended to strengthen the powers of concentration. It was important that these exercises be done each

day within the content of some real 'task' and not as mere games or busy work. They were rounded out by practice in being still and meditating, which formed the point of transition from 'external' to 'internal' education.

In her writings Montessori repeatedly stressed the importance of developing attitudes instead of just practical abilities; she wrote that practical work should result in an attitude by means of contemplation: 'Disciplined behaviour becomes a basic attitude.'

For her this was the real task of the children's houses: The central feature of this development of the personality was free work which satisfies the natural needs of inner life. Therefore free intellectual work shows itself to be the basis of inner discipline. The principal achievement of the children's houses has been to instill discipline in the children.

This statement was then given force by a comparison with religious education:

This reminds one of the advices given by the Catholic Church for maintaining intellectual and spiritual strength, i.e. after a period of 'inward concentration' one can attain to 'more strength'. The moral personality must take its stabilizing strength the 'inner being' remains scattered and unbalanced, is not its own master and cannot utilize its own powers for noble ends.

The sensitive phase contained in early childhood is a unique opportunity to encourage positive development, which must be taken advantage of. Montessori, considered social training to be an important part of this early phase since self determination must take its orientation from others if the individual is to attain perfection as a social being.

In the final chapter of her book 'The discovery of the child' (1969) Montessori described this process as follows:

" No child is disturbed by what another may have attained; on the contrary, the triumph of one causes admiration and joy in the others, and they often imitate him full of goodwill. All of the children seem to be happy and contented doing 'what they can' ; what the others do does not result in envy, embarrassing competition or vanity. A three year old can work peacefully next to a seven years old and the younger child is content to be smaller than the older child, not enjoying him because of his greater size. They all grow in the midst of the most perfect peace."

The Didactic Materials

The didactic materials are intended to aid the growth process of children in most perfect peace in order to attain a highly developed sense of responsibility. Constituting a part of the 'Prepared environment' in the children Houses, they were methodically planned and standardized so that a child who freely chose to occupy himself with one of them would enter into a predetermined situation and be forced unwittingly to deal with its intellectual purpose.

The best example of this is the cylinders of different lengths and sizes which were to be inserted into appropriate holes; only one solution was possible for each cylinder and the child could grasp the fact of an incorrect solution when the cylinder 'slipped off and could not be inserted.

A basic principle of the didactic materials was that the activities should be methodically co ordinate so that the children could easily judge the degree of their success while engaged in.

For each of the senses there was an exercise that could be mad even more effective by eliminating their senses. For example, an exercise involving the identification of different kinds of wood by feeling their grain could be intensified by covering eyes.

By being done and discussed together within the content of the group, the relevance of these exercises for the social aspects of the children's education was increased. Thus, the various activities were intended to interact, or as Montessori expressed it, 'practical and social life must be profoundly combined in education.'

Thus, the sensory materials should definitely be regarded as 'materialized abstraction' ... when the child is directly confronted with the materials he applies himself to them with that kind of earnest, concentrated attention which seems to draw the lost out of his consciousness. It really seems as if the little ones were involved in doing the best work their minds are capable of: The materials open new doors to their understanding which otherwise would remain locked.

Using this approach, the teacher can withdraw from the centre of the educational process and operate from its periphery. His most important task is to observe in a scientific manner and employ his intuition in discovering new possibilities and needs. The development of the children should be directed in a responsible way in keeping with the spirit of science.

Self realization through independent activity

One of the key concepts of Montessori's education system is 'independent activity'. A person is what he is not because of the teachers he has had, but as a result of that which he has done himself. In content she even introduced the idea of 'self creation'. She applied this not only to sensory perception and the intellect but also to the co-ordination of all the facets of humanness involved in the development of the personality.

This process can only be successful if it takes place in freedom, whereby freedom is understood as going hand in hand with discipline and responsibility. Children possess an intuitive understanding of the forms of self realization by means of independent activity.

Children seem to 'feel' their inner growth to be conscious of the achievements which mark and define their growth. Outwardly they appear happier as they become aware that a process of growth towards something higher and greater has begun within them.

In most of the examples Montessori added in this context she spoke of the high degree of satisfaction shown by the children as a result of their independently achieved self-realization. She came to the conclusion that 'this growing self awareness promotes maturity, gives a child a feeling of its own worth and it will feel free and no longer burdened by its work'.

Seen in this way, freedom must be first renounced and then won back gradually by means of self-realization. All individuals are dependent on one another and can therefore progress to self realization only within the context of this interdependence. This process is accompanied by full awareness and requires that all one's families be engaged, strengthening them at the same time. This self realization ultimately leads to self education (auto education) which is the real goal. Therefore reflection, meditative concentration, yet, at the same time, intense effort are indispensable when attempting to solve the problems posed by the didactic materials.

The great productivity of Montessori's work was due to the effects of the harmonic principle in her life and thought. She sought to influence the world in a controlled way through the harmonious combination of theory and practice. She looked for the confirmation of her theories in practice and shaped her practice according to scientific principles, thus achieving perfection. That is why Maria Montessori's educational concept has been so successful.

3.2 Influence of theories of Erikson, Piaget, Vygotsky

A number of theorists addressed children's socio emotional, cognitive and physical development. Every teacher need to study children's development. As a teacher you will be responsible for a new wave of children each year in your classroom. The more you learn about children's development, the more you can understand at what level it is appropriate to teach and what to teach them.

Just what do psychologists mean when they speak of a person's "development"? Development is the pattern of biological, cognitive, and continues through the life span.

Developmentally appropriate teaching takes place at a level that is neither too difficult and stressful nor too easy and bring for the child's developmental level.

One of the challenges of developmentally appropriate teaching is that you will likely to have children with an age range of several years and a range of abilities and skills in the classes you teach. Competent teachers are aware of these developmental differences. Rather than characterizing students as "advanced", "average" and "slow" they recognize that their development and ability are complex and children often do not display the same competence across different skills.

Splintered development refers to the circumstances in which development is uneven across domains (Horowitz & others, 2005). one student may have excellent math skills but poor writing skills. Within the area of language, another student may have excellent verbal language skills but not have good reading and writing skills. Yet another student may do well in science but lack Social skills.

Let us know the influence of contributions of theorist Erik Erikson,, Jean Piaget and Vygotsky on the early childhood care and education.

3.2.1 Erikson's Life-Span Development Theory

Erik Erikson (1902-1984) was a German-American developmental psychologist presented a developmental view of people's lives in stages.

Eight stages of Human Development: In Erikson's (1968) theory, eight stages of development unfold as people go through the human life span.

Each stage consists of a developmental task that confronts individuals with a crisis. For Erikson, each crisis is not catastrophic but a turning point of increased vulnerability and enhanced potential. The more successfully an individual resolves each crisis, the more psychologically healthy the individual will be. Each stage has both positive and negative sides.

1. Trust versus Mistrust (0-1 year): Virtue Hope Erikson's first psychosocial stage. It occurs in the first year of life. The development of trust among children requires warm, nurturing care giving. The positive outcome is a feeling of comfort and minimal fear. Mistrust develops when infants are treated too negatively or are ignored. Good nurturance would develop feelings of hope in the child.

2. Autonomy versus Shame and Doubt (1-3 years) Virtue Willis : Erikson's second psychosocial stage. It occurs in late infancy and the toddler years. After gaining trust in their caregivers, infants begin to discover that their behavior is their own. They assert their independence and realize their will. If the infants are restrained too much or punished too harshly they develop a sense of shame and doubt.

3. Initiative versus Guilt (3-5 years) Virtue Purpose : is Erikson's third psychosocial stage. It corresponds to early childhood, about 3 to 5 years of age. As young children experience a widening social world, they are challenged more than they were as infants. To cope with these challenges, they need to engage in active, purposeful behavior that involves initiative. Children develop uncomfortable guilt feelings if they are irresponsible or are made to feel too anxious.

4. Industry versus Inferiority (6 years to Puberty): Virtue Competence is Erikson's fourth psychosocial stage. It corresponds approximately with the elementary school years, from 6 years of age until puberty or adolescence. As they move into the elementary school years, they direct their energy toward mastering knowledge, intellectual skills and competencies. The danger in the elementary school years is developing a sense of inferiority, unproductiveness, and incompetence.

5. Identity versus Identity confusion (13 years through the college years): Virtue - Fidelity is Erikson's fifth psychosocial stage. It corresponds to the adolescent years. Adolescents try to find out who they are, what they are all about, and where they are going in life. They are confronted with many new roles and adult status. (Such as vocations and romantic). Adolescents need to be allowed to explore different paths to attain a healthy identity. If adolescents do not adequately explore different roles and don't

carve out a positive future path; they can remain confused about their identity. If they are successful in attaining healthy identity they develop the virtue of fidelity.

6. Intimacy versus Isolation (20-30 years): Virtue-Love: Is the Erikson's sixth psychosocial stage. It corresponds to the early adult years, the twenties and thirties. The developmental task is to form positive close relationships with others. The hazard of this stage is that one will fail to form an intimate relationship with a romantic partner or friend and become socially isolated. On successful establishment of intimate relationship he/she develops the virtue of love.

7. Generativity versus stagnation (40-50 years) Virtue - care: Is Erikson's seventh psychosocial stage. It corresponds to the middle adulthood years, the forties and fifties. Generativity means transmitting something positive to the next generation. This can involve such roles as parenting and teaching, through which adults assist the next generation in developing useful lives. Erikson described stagnation as the feeling of having done nothing to help the next generation. The person who successfully transmitted something positive to the next generation develops the virtue care.

8. Integrity versus Despair (60 years-Till Death) Virtue-Wisdom: Is Erikson's eighth and final psychosocial stage. It corresponds to the late adulthood years, the sixties until death. Older adults review their lives, reflecting on what they have done. If the retrospective evaluations are positive, they develop a sense of integrity. That is, they view their life as positively integrated and worth living. In contrast, older adults become despairing if their backward glances are mainly negative. If the retrospective evaluations are positive and a sense of integrity they attain the virtue of wisdom.

Strategies for educating children Based on Erikson's Theory

1. Encourage initiative in young children: children in preschool and early childhood education programs should be given a great deal of freedom to explore their world. They should be allowed to choose some of the activities they engage in. If their requests for doing certain activities are reasonable, the requests should be honored. Provide exciting materials that will stimulate their imagination children at this stage love to play. It not only benefits their socio emotional development but also is an important medium for their cognitive growth. Especially encourage social play with peers and fantasy play. Help children assume responsibility for putting toys and

materials back in place after they have used them. Children can be given a plant a flower to care for and be assisted in caring for it. Criticism should be kept to a minimum so that children will not develop high levels of guilt and anxiety. Young children are going to make lots of mistakes and have lots of spills. They need good models far more than harsh critics. Structure their activities and environment for successes rather than failures by giving them developmentally appropriate tasks. For example, don't frustrate young children by having them sit for long periods of time doing academic paper – and-pencil tasks.

2. Promote industry in elementary school children: Teachers have a special responsibility for children's development of industry. It was Erikson's hope that teachers could provide an atmosphere in which children become passionate about learning. In Erikson's words, teachers should mildly but firmly coerce children into the adventure of finding out that they can learn to accomplish things that they themselves would never have thought they could do. In elementary school, children thirst to know. Most arrive at elementary school steeped in curiosity and a motivation to master tasks. In Erikson's view, it is important for teachers to nourish this motivation for mastery and curiosity and challenge students, but don't overwhelm them. Be firm in requiring students to be productive, but don't be overly critical. Especially be tolerant of honest mistakes and make sure that every student has opportunities for many successes.

3. Stimulate identity exploration in adolescence: Recognize that the student's identity is multidimensional aspects include vocational goals; intellectual achievement; and interests' in hobbies, sports, music and other areas. Ask adolescents to write essays about such dimensions, exploring who they are and what they want to do with their lives. Encourage adolescents to think independently and to freely express their views. This stimulates self-exploration. Also encourage adolescents to listen to debates on religious, political, and ideological issues. This will stimulate them to examine different perspectives.

Many adolescents in middle schools are just beginning to explore their identity, but even at this time options can exposing them to various careers and life this benefit their identity development. Encourage adolescents to talk with a school counselor about career options and well as other aspects of their identity. Have people from different careers come and talk with students about this their work regardless of the grade of students.

Erikson's theory of life-span development is not without criticism, some aspects point out that his stages are too rigid. Identity, intimacy,

independence and many other aspects of socio emotional development are not like beads on a string that appear in neatly packaged age intervals. Rather, they are important issues throughout most of our lives. For some individuals (especially females), 'intimacy' concerns precede 'identity' or develop simultaneously.

3.2.2 Jean Piaget (1896-1980)

Jean Piaget, a biologist and psychologist was born on August 9, 1896 in Neuchatel, Switzerland. Piaget's mother Rebecca Jackson and father Arthur, was a professor of medieval literature. In 1920, Piaget worked in collaboration with Theodre Sinion at the Alfred Binet Laboratory in Paris. This collaborative work raised new questions about the way that children learn and made Piaget to devote his life to the biological explanation of knowledge.

Piaget stressed that children are certain cognitive processes to construct their knowledge of the world. They are schemas, assimilation, and accommodation, organization, and equilibration.

Schemas: Piaget (1954) said that as the child seeks to construct an understanding of the world, the developing brain creates schemas. Schemas are actions or mental representation that organizes knowledge. In Piaget's theory, behavioral schemas (physical activities) characterize infancy, and mental schemas (cognitive activities) develop in childhood.

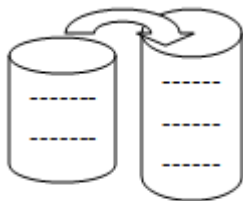
A baby's schemes are structured by simple actions that can be performed on objects, such as sucking, looking, and grasping. Older children have schemas that might have a schema that involves the strategy of classifying objects by size, shape, or color. By the time we have reached adulthood, we have constructed an enormous number of diverse schemas, ranging from how to drive a car, to how to balance a budget, to the concept of fairness.

Assimilation and Accommodation: To explain how children use and adapt their schemes, Piaget offered two concepts: assimilation and accommodation. Assimilation occurs when children incorporate new information into their existing schemas. Accommodation occurs when children adjust their schemes to fit new information and experiences.

Organization : Piaget said, children cognitively organize their experiences to make sense out of their world. Organization is the grouping of isolated behaviours and thoughts into a higher order system. Continual refinement

of this organization is an inherent part of development. A boy with only a vague idea about how to use a hammer also may have a vague idea about how to use other tools. After learning how to use each one, he relates these uses, organizing his knowledge.

Equilibration and Stages of Development : Equilibration is a mechanism that Piaget proposed to explain how children shift from one stage of thought to the next. The shift occurs as children experience cognitive conflict, or disequilibrium, in trying to understand the world. Eventually, they resolve the conflict and reach a balance, or equilibrium, of thought. Piaget pointed out that there is considerable movement between states of cognitive equilibrium and disequilibrium as assimilation and accommodation work in concert to produce cognitive change.



A

B

For example, if a child believes (as given in A the figure) that the amount of a liquid changes simply because the liquid is poured into a container with a different shape - for instance, from a container that is short and wide into a container that is tall and narrow, she might be puzzled by such issues on where the "extra" liquid came from and whether there is actually more liquid to drink. The child will eventually resolve these puzzles as her thought becomes more advanced. In the everyday world, the child is constantly faced with such counterexamples and inconsistencies.

Assimilation and accommodation always take the child to a higher ground. For Piaget, the motivation for change is an internal search for equilibrium. As old schemas are adjusted and new schemas are developed, the child organizes and reorganizes the old and new schemas. Eventually, the organization is fundamentally different from the old organization; it is a new way of thinking.

Thus, the result of these processes, according to Piaget, is that individuals go through four stages of development. A different way of understanding the world makes one stage more advanced than another. Cognition is qualitatively different in one stage compared with another. In other words, the way children reason at one stage is different from the way they reason at another stage.

Piagetian Four stages of Development Each of Piaget's stage is age-related and consist of distinct ways of thinking. Piaget proposed four stages of cognitive development: sensori- motor preoperational, concrete operational, and formal operational.

1.The Sensorimotor stage (0-2 years): In this stage, infants construct an understanding of the world by coordinating their sensory experiences (such as seeing and hearing) with their motor actions (reaching, touching) hence the term sensorimotor. At the beginning of this stage infants show little more than reflexive patterns to adapt to the world. By the end of this stage, they display for more complex sensorimotor patterns.

2. The Preoperational stage (2-7 years): This stage is more symbolic than sensorimotor thought but does not involve operational thought. However, it is egocentric and intuitive rather than logical.

Preoperational thought can be subdivided into two sub stages.

1. Symbolic Function sub stage
2. Intuitive thought sub stage

Symbolic Function sub stage (2-4 years): In this sub stage, the young child gains the ability to represent mentally an object that is not present. This stretches the child's mental world to new dimension. Expanded use of language and the emergence of pretend play are other examples of an increase in symbolic thought during this early childhood sub stage. Young children begin to use scribbled designs to represent people , houses, cars, clouds, and many other aspects of the world. Possibly because young children are not very concerned about, reality, their drawings are fanciful and inventive. In the elementary school years, children's drawings become more realistic, neat, and precise.

Even though young children make distinctive progress in this sub stage, their preoperational thought still has an important limitation: egocentrism. Egocentrism is the inability to distinguish between one's own perspective and someone else's perspective.

The Intuitive substase (4-7 years): At this substage, children begin to use primitive reasoning and want to know the answers to all sorts of questions. Piaget called this sub stage "intuitive" because the children are sure about their Knowledge and understanding yet are unaware of how they know what they know. That is, they say they know something but know it without the use of rational thinking.

In both the sub stages carry a characteristic of thought called centration, which involves focusing (or centering) attention on one characteristic to the exclusion of all others. Centration is most clearly present in preoperational children's lack of conservation, the idea that some characteristic of an object stays the same even though the object might change in appearance.

For example, to adults it is obvious that a certain amount of liquid stays the same regardless of a container's shape. But this is not obvious at all to young children. Rather they are struck by the height of the liquid in the container.

In Piaget's view, failing the conservation of liquid task indicates that the child is at the preoperational stage of thinking. Passing the liquid task suggests the child is at the concrete operational stage of thinking.

According to Piaget, preoperational children also cannot perform what he called operations. In Piaget's theory, operations are mental representations that are reversible.

Some development lists do not believe Piaget was entirely correct in his estimate of when conservation skills emerge. For example, Rochel Gelman (1969) trained preschool children to attend to relevant aspects of the conservation task. This improved their conservation skills.

3. The Concrete Operational Stage (7-11 years):

Concrete operational thought involves using operations. Logical reasoning replaces intuitive reasoning, but only in concrete situations. Classification skills are present, but abstract problems go unsolved.

A concrete operation is a reversible mental action pertaining to real, concrete objects. Concrete operations allow the child to coordinate several characteristics rather than focus on a single property of an object. At the concrete operational level, children can do mentally what they previously could do only physically, and they can reverse concrete operations.

An important concrete operation is classifying or dividing things into different sets or subsets and considering their relationships. Reasoning about a family tree of four generations reveals a child's concrete, operational skills. For example, they can reason that a person can at the same time be father, brother, and son, and grandson in the family tree. A preoperational thinker cannot understand this and reason out. Some Piagetian tasks

require children to reason about relation between classes. One such task is seriation. Seriation is the concrete operation that involves ordering stimuli along some quantitative dimensions (such as length). For example, to see if students can serialize, a teacher might place eight sticks of different lengths in a haphazard way on a table. The teacher then asks the student to order the sticks by length. Many young children end up with two or three small groups of "big" sticks or "little" sticks rather than a correct ordering of all eight sticks. Another mistaken strategy they use is to evenly line up the tops of the sticks but ignore the bottom. The concrete operational thinker simultaneously understands that each stick must be longer than the one that precedes it and shorter than the one that follows it. Transitivity involves the ability to reason about and logically combine relationships. If a relation holds between a first object and a second object, and also holds between the second object and a third object, then it also holds between the first and third objects. For example, consider three sticks (A, B, and C) of differing lengths. A is the longest; B is intermediate in length, and C is the shortest. Does the child understand that if A is longer than B, and B is longer than C, then A is longer than C? As Piaget theory suggests, concrete operations thinkers do, preoperational thinkers do not.

4. The Formal Operational stage (11-15 years): At this stage, individuals move beyond reasoning only about concrete experiences and think in more abstract, idealistic, and logical ways.

The abstract quality of formal operational thinking is evident in verbal problem solving. The concrete operational thinker needs to see the concrete elements A, B, and C to make the logical inference that if $A=B$ and $B=C$, then $A=C$. In contrast, the formal operational thinker can solve this problem when it is verbally presented.

Accompanying the abstract nature of formal operational thought are the abilities to idealize and imagine possibilities. At this stage, adolescents engage in extended speculation about the ideal qualities they desire in themselves and others. These idealistic thoughts can merge into fantasy. Many adolescents become impatient with their newfound ideals and the problems of how to live them out.

At the same time as adolescents are thinking more abstractly and idealistically, they also are beginning to think more logically. As formal operational thinkers, they think more like scientists. They devise plans to solve problems and systematically test solutions. Piaget's teen hypothetical-deductive reasoning embodies the concept that adolescents can develop hypotheses about ways to solve problems and systematically reach a

conclusion. Found operational thinkers test their hypotheses with judiciously chosen questions and tests. In contrast, concrete operational thinkers often fail to understand the relation between a hypotheses and a well chosen test of it, stubbornly clinging to ideas that already have been discounted.

A form of ego centrism also emerges in adolescence (Elkind, 1978). Adolescent egocentrism in the heightened self-consciousness reflected in adolescents' belief that others as interested in them as they themselves are. Adolescent egocentrism also includes a sense of personal uniqueness. It involves the desire to be noticed, visible, and "on stage".

Egocentrism is a normal occurrence, more common in the middle school than in high school years. However, for some individuals, adolescent egocentrism can contribute to reckless behaviour, including suicidal thoughts, drug use, and failures smoking. Egocentricity leads some adolescents to think that they are invulnerable.

Strategies for Educating children Based on Piaget's Theory

I. Strategies for working with Preoperational Thinkers:

1. Ask children to make comparisons: these might involve such concepts as bigger, faller, wider, Leaser and longer.

2. Give children experience in ordering operations: For example, have children line up in rows from tall to short and vice versa. Bring in various examples of animal and plant life cycles, such as several photographs of butterfly development, or the sprouting of beans or kernels of corn.

3. Have children draw scenes with perspective: Encourage children to make the objects in their drawings appear to be at the same location as in the scene they are viewing for example, if they see a horse at the end of a field, they should place the horse in the same location in the drawing.

4. Construct an inclined plane on hill: Let children roll marbles of various sizes down the plane. Ask them to compare how quickly the different-size marbles reach the bottom. This should help them understand the concept of speed.

5. Ask children to justify their answers when they draw conclusions:

For example, when they say that pouring a liquid from a short, wide container into a tall, thin container makes the liquid change in volume, ask "why do you think so? or "How could you prove this to one of your friends?"

II. Strategies for working with Concrete operational Thinkers:

1. Encourage students to discover concepts and principles: Ask relevant question about what is being studied to help them focus on some aspects of their learning. Refrain from telling students the answers to their questions outright. Try to get them to reach the answers through their own thinking.

2. Involve children in operational tasks. These include adding, subtracting, multiplying dividing, ordering, seriating and reversing. Use concrete materials for these tasks, possibly introducing math symbols later.

3. Plan activities in which students practice the concept of ascending and descending classification hierarchies: Have students list the following in order of size (such as largest to smallest): City of Delhi, City of Mumbai City of Hyderabad, state of Telangana country of India and planet Earth, solar system.

4. Include activities that require conservation of weight, and displaced volume : Realize that there is considerable variation in children's attainment of conservation across different domains.

5. Create activities in which children order and reverse order: Many third-graders have difficulty in reversing orders, such as going from tall to short rather than short to tall.

6. Continue to ask students to justify their answers . When the solve problem: Help them to check the validity and accuracy of their conclusions.

III. Strategies for working with Formal Operational Thinkers

1. Realize that many adolescents are not full-fledged formal operational thinkers: Thus, many of the teaching strategies discussed earlier regarding the education of concrete operational of thinkers still apply to many young adolescents.

2. Propose a problem and invite students to form hypothesises about to solve it : For example, a teaches might say, "Imagine that a girl has no friends". What should she do?"

3. Present a problem and suggest several ways it might be approached:

Then ask questions that stimulate students to evaluate approaches. For example, describe several ways to investigate a solutions to traffic congestion during peak hours and ask students to evaluate which is best.

4. Develop projects and investigations for students to carry out:

Periodically ask them how they are going about collecting and interpreting the data.

5. Encourage students to create hierarchical outline when you ask them to write papers:

Make sure they understand how to organize their writing in terms general and specific points. The abstractness of found operational thinking also means that teachers with students at this level can encourage them to use metaphors.

From the above discussion of cognitive development as propounded by Piaget, we can understand that he has contributed a lot in the field of developmental psychology though there were some criticisms on unitary structures of stages of cognitive development.

3.2.3 Vygotsky (1896 - 1934)

Lev Semyonovich Vygotsky was born at Orsha, a small town in Belarus on 17th November, 1896. After attending the gymnasium at Gomel, he began his university studies in law, philosophy and history at Moscow in 1912. His school and university education provided him with an excellent training in humanities - language and linguistics, aesthetics and literature, philosophy and history. The first book by Vygotsky, which was to point him once and for all towards psychology , was The Psychology of Art , published in 1925 without any formal training in psychology like Piaget. While Piaget was attracted by biology during his adolescence and contributed to developmental psychology by emphasizing structural aspects and on the essential universal clans of biological origin of development, Vygotsky stressed the contribution of culture, social interaction and the historical dimension of mental development.

In the course of the few years of research Vygotsky wrote some 200 works, a number of which have been lost. The principal source remains his complete works, published in Russian between 1982 and 1984. Later they have been translated into English and other languages. Let us know the education implications of Vygotsky's theory of mental ontogenesis and educational ideas.

Vygotsky's Theory

According to Vygotsky, mental functions have external, or social, connection. Vygotsky argued that children develop more systematic, logical, and rational concepts as a result of dialogue with a skilled helper. Thus, in Vygotsky's theory, other people and language play key roles in a child's cognitive development.

The Zone of Proximal Development: Vygotsky's belief in the importance of social influences, especially instruction on children's cognitive development is reflected in his concept of the zone of proximal development. Zone of proximal development (ZPD) is Vygotsky's term for the range of tasks that are too difficult for the child to master alone but that can be learned with guidance and assistance of adults or more skilled children. Thus, the lower limit of the ZPD is the level of additional responsibility the child can accept with the assistance of an able instructor. The ZPD captures the child's cognitive skills that are in the process of maturing and can be accomplished only with the assistance of a more-skilled person Vygotsky (1962) called these the "buds" or "flowers" of development to distinguish them from the "fruits" of development, which the child already can accomplish independently.

Teaching in the zone of proximal development reflects the concept of developmentally appropriate teaching. It involves being aware of "where students are in the process of their development and taking advantage of their readiness. It is also about teaching to enable developmental readiness, not just waiting for students to be ready.

Scaffolding: closely linked to the idea of ZPD is the concept of scaffolding. Scaffolding means changing the level of support. Over the course of a teaching session, a more-skilled person (a teacher or advanced peer) adjusts the amount of guidance to fit the child's current performance. When the student is learning a new task, the skilled person may use direct instruction. As the student's competence increases, less guidance is given. Scaffolding is often used to help students attain the upper limits of their zone of proximal development (Horowitz & others, 2005).

Probing question is an excellent way to scaffold students' learning and help them to develop more sophisticated thinking skills. A teacher might ask a student such questions as "what would an example of that be?" "Why do you think that is so?" Now, what's the next thing you need to do?" and "How can you connect those?" Over time, students should begin internalizing these kinds of probes and improve monitoring their own work.

Many teachers who successfully use scaffolding circulate around the classrooms, giving "just-in-time" assistance to individuals, or detecting a class-wide misconception and then leading a discussion to correct the problem. They also give "children time to grapple with problems" and guide them when they observe that the child can no longer make progress.

Language and thought: In Vygotsky's view, language plays an important role in a child's development. According to Vygotsky, children use speech not only for social communication, but also to help them solve tasks. Vygotsky (1962) further argued that young children use language to plan, guide, and monitor their behavior. This use of language for self regulation is called private speech. For example, young children talk aloud to themselves about such things as their toys and the tasks they are trying to complete. Thus, when working on a puzzle, a child might say "this piece does not go; maybe I'll try that one." A few minutes later she utters, "This is hard. " For Piaget private speech is egocentric and immature, but for Vygotsky it is an important tool of thought during the early childhood years.

Vygotsky said that language and thought initially develop independently of each other and then merge. He emphasized that all mental function have external or social origins. Children must use language to communicate with others before they can focus inward on their own thoughts. Children also must communicate externally and use language for a long period of time before they can make the transition from external to internal speech. This transition period occurs between 3 and 7 years of age and involves talking to oneself. After a while, the self-talk becomes second nature to children, and they can act without verbalizing. When this occurs, children have internalized their egocentric speech in the form of inner speech , which becomes their thoughts.

Vygotsky argued that children who use private speech use more socially competent than those who don't. He argued that private speech represents an early transition in becoming more socially communicative. For Vygotsky, when young children talk themselves, they are using language to govern their behaviour and guide themselves.

Researchers have found that children use private speech more when tasks are difficult, after they make mistakes, and when they are not sure how to proceed (Berk, 1994). They also have revealed that children who use private speech are more attentive and improve their performance more than children who do not use private speech (Berk & Spuhl, 1995).

Strategies for Educating children Based on Vygotsky's Theory

Vygotsky's theory has been embraced by many teachers and has been successfully applied to education. Here are some ways Vygotsky's theory can be incorporated in classrooms:

1. Asses the child's ZPD: Like Piaget, Vygotsky did not think that formal, standardized tests are the tests to assess children's learning. Rather, Vygotsky argued that assessment should focus on determining the child's zone of proximal development. The skilled helper presents the child with tasks of varying difficulty to determine the best level at which to begin instruction

2. Use the child's. Zone of proximal development in teaching: Teaching should begin toward the zone's upper limit, so that the child can reach the goal with help and move to a higher level of skill knowledge and offer just enough assistance. You might ask, "What can I do to help you?" or simply observe the child's intentions and attempts and provide support when needed. When the child hesitates offer encouragement. And encourage the child to practice the skill. You may watch and appreciate the child's practice or offer support when the child forgets what to do.

3. Use more skilled peers as teachers: Remember that it is not just adults that are important in helping children learn, children also benefit from the support and guidance of more-skilled children. For example, pair a child who is just beginning to read with one who is a more advanced reader.

4. Monitor and Encourage children's use of private speech: Be aware of the developmental change from externally talking to oneself when solving a problem during the preschool years to privately talking to oneself in the early elementary school years. In the early elementary school years, encourage children to internalize and self-regulate their talk to themselves.

5. Place instruction in a meaningful content: Educators today are moving away from abstract presentation of material, instead providing students with opportunities to experience learning in real-world settings. For example, instead of just memorizing math formulas, students work on math problems with real-world implications.

6. Transform the classroom with Vygotskian ideas: Tools of the Mind is a curriculum that is grounded in Vygotsky's (1962) theory with special attention given to cultural tools and developing self-regulation, the zone of proximal development, scaffolding private speech shared actively, and play

as important activity. The tools of the Mind curriculum was created by Elena Bodrova and Deborah Leong (2007) and has been implemented in more than 200 classrooms.

So far we have discussed a number of ideas about Vygotsky theory. Though Vygotsky's and Piaget's theories are construction, Vygotsky's is a social constructionist approach which emphasizes the social contexts of learning and the construction of knowledge through social interaction. In moving from Piaget to Vygotsky, the conceptual shift is from the individual to collaboration, social interaction, and socio cultural activity. The endpoint of cognitive development for Piaget is formal operational thought. For Vygotsky, the endpoint can differ, depending on which skills are considered to be the most important in a particular culture.

Criticisms of Vygotsky's theory also have surfaced. Some critics point out that Vygotsky was not specific enough about age related changes. Another criticism focuses on Vygotsky not adequately describing how changes in socio emotional capabilities contribute to cognitive development.

3.3 Influence of Gandhi, Tagore, Aurobindo, J. Krishnamurthi, Gijubhai Badheka, etc. Implications of the above on ECCE Programmes and Classroom practices

So far we have understood the ideas of thinkers and theorists on education from the western countries. As a prospecting teacher we continuously get inspired from their rigorous thoughts and ideas on education. There are scores of Indian thinkers on education, who, on par with Western thinkers have contributed and enriched the enterprise of education in India. They not only theorized education system but were practitioners as well. They paved the way for vibrant education systems, which are indigenous and suited to the soul of India. Let us know the deep rooted contribution of Gandhi, Tagore, Aurobindo, J. Krishnamurthi and Gijubhai Badheka who have revamped education systems and laid strong foundation to the Indian education system from early childhood education to school education and higher education.

3.3.1 Mohandas Karamchand Gandhi (1869-1948) :

Mohandas Karamchand Gandhi was born on October 2, 1869 at Porbandar of the present Gujarat State. His father was Karam Chand Uttamchand Gandhi and his mother was Putlibai. He grew up with Jain traditions. Gandhi's father served as Diwan (Prime Minister) of Porbandar, Rajkot, and Wankaner. At the age of 18, Gandhi was sent to London to study Law. After

returning from England, he started his legal practice at Bombay. Later he went to South Africa to argue a case for a company and stayed there for 20 years. It was there in South Africa he started his experimentation in the field of education in 1904 by starting Phoenix settlement. In the settlement (school) children were taught literacy, agriculture, and painting. With the initial success in this he started. Tolstoy Farm in 1911 in Transvaal. It was an ashram-like farm where vocation such as cooking, digging and manual work was taught. He taught his own children in Tolstoy Farm. 'Learning by doing' and 'learning by cooperation' were the chief methods of education. Gandhi came back to India in 1914. Thereafter he devoted his life in the Indian Freedom struggle with the backdrop of exposure to racism by Britishers & during his stay in South Africa. He was a prolific writer on education and propagated non-violence and Satyagraha as weapons to fight against Britishers.

Philosophy of Basic Education

According to Gandhiji, true education means an all-round development drawing out of the best in child and man, body, mind and spirit.

In April, 1935 Gandhi founded the Sevagram ashram at Wardha in Maharashtra. It was there all his educational ideas and experiences found their articulation in the form of national system of education. Gandhi's scheme of national education with its emphasis on craft as the axis of education came to be the known as Basic Education or Bunyadi Shiksha or Nai Talim.

The scheme of basic education is based on national culture and civilization of India and its main objective is to make children self-reliant and self sufficient according to the inner nature of children. Gandhi wanted to make a new social order based on truth and nonviolence. According to him truth and education helps children to achieve self-realization.

Proposals of Basic Education –

The scheme of basic education is formulated on the following proposals:

1. Free, universal and compulsory education for all boys and girls between the ages 7-14 years.
2. Mother tongue of the child should be the medium of instruction
3. Education is craft centered according to the capacity of the children and the need of the community.

4. Spinning and weaving card-board and wood-work, leather work, gardening, agriculture and fishery were suggested as suitable crafts in basic education.
5. Craft oriented education has an economic view and the articles produced by children would be sold in the nearby market to mitigate the expenditure of the school partly.
6. The subjects were to be taught integrating with selected crafts.

Gandhiji believed that the highest development of mind and soul was possible only through handicrafts. The craft should not be taught merely for production but for developing intellect of the pupils. Children should not be forced to do craft work, they should do it because it interests them and stimulates their intellect. Gandhi wanted that stress should be laid on the pupils of cooperative activity planning, accuracy, initiative, and individual responsibility in learning coupled with a communion with the surrounding nature.

Gandhi emphasized mother tongue as medium of instruction. He believed that mother tongue would enable the children not only to understand things clearly but would also enable the children to express themselves effectively, clearly and lucidly.

Another feature of Gandhi's basic education is application of the laws of non-violence in the training of the child as a prospective citizen of the world. He wanted that class and communal hatred is eliminated and exploitation is eschewed.

Implication of Gandhi's Basic Education to Early childhood care and Education

Gandhi was a practical psychologist. His basic education was child-centric. He argued that the craft based education train eyes, hands and heart of the child. His emphasis on activities, and occupation of real life train child to become self-reliant and self-confident.

While basic education aims at giving the future citizen a keen sense of personal worth, dignity, and efficiency, it inculcates in him the desire for social service in a cooperative community. On account of being craft-centred, basic education prevents children from becoming a parasite on the society when they grow as adults. This craft-centred education teaches the children the dignity of labour.

Teachers of basic education at early childhood care education, need to be enthusiastic and they must be having Creative genius and illustrative talent and think with originality. They must meet together to discuss and plan the work of teaching based on co- relational technique. They should understand and the teaching is a collaborative activity with collective responsibility. The exchange of ideas among the teachers in designing stimulating learning experiences to the children not only facilitates them but also present a good model to the children to imbibe principles of cooperation benefits of group work, sharing and caring.

Since the starting point of correlated teaching is the experience of the child, a record of the constructive experiences of children should be maintained. After planning the constructive learning experience predominantly based on craft, individual teacher can exercise freedom to follow his/her own plan while implementing the different items of the curriculum.

Gandhi argued that rigidity, in time-table of the school hours hinders the process of correlation and collaboration unless the teachers get sufficient time, they cannot do justice to bilateral or multilateral correlation of various subjects. So he advocated proper planning of time table, which has to be flexible such that varigated time periods have to be allotted to suit the activities of learning while taking into consideration the attention span of the children according to their age levels.

In Gandhiji's basic education, we find a combination of man of thought and man of action. In his scheme of education we find a most progressive and comprehensive system of education. Whole of his life was devoted to translating his thoughts into action. That is why he entitled his autobiography as "My Experiments with Truth. His basic education in activity centred system where children as well as teachers remain alert and active throughout the schooling hours. The components of the basic education were not treated as burdensome but they are child's way of life as this system is paedo-centric.

3.3.2 Rabindranath Tagore (1861-1941)

Rabindranath Tagore was born in Calcutta on May 7, 1861. His parents were Debendranath Tagore and Sharada Devi. Debendranath Tagore was called 'Maharshi' (the great saint) for his truly enlightened life. He was the apostolic successor and leader of the Brahma samaj, after Raja Ram Mohan Roy. Rabindranath Tagore's grandfather Dwarakanath Tagore, used to be called as 'Prince' for his princely ways of living and true aristocracy

and he was a staunch supporter of Raja Ram Mohan Roy. Such was the rich cultural heritage that Tagore inherited from his ancestors. Tagore was also initiated into Brahmo-Samaj, the symbol of socio-religious awakening. Tagore had great reverence towards Raja Ram Mohan Roy (1772-1833) as "the greatest man of modern India, and enlight and inspirer of the Indian Renaissance.

Rabindranath Tagore had his first lesson from a private tutor at home. He had plenty of opportunity for education at home where he was taught physiology, language, mathematics and Sanskrit. By native he loved music, poetry and aesthetic. Later he was sent to St.Xavier's school Calcutta, but there too, he felt unhappy. His teachers pronounced that he was unfit for studies. One of his teacher's however, found means of keeping him occupied. Tagore refused to continue in school and was allowed to continue his studies at home.

At the age of 16 Tagore was sent to England to study Law. As the subject had no appeal to him he returned to India after one year. During his stay, he developed a good taste in English literature by joining in the London university, though for three months only. The short periods for which he attended traditional schools and colleges was sufficient for him to have the knowledge of how our children suffer. A realization of this helped him to formulate his own philosophy and ideal of education.

At the age of 40 Tagore started a school of his own 'Brahmacharya Ashram', later which he called "Shantiniketan" in a large piece of land (as they were landlords) at Bholpur in Bengal a hundred miles away from Calcutta in the you! 1901 with barely to boys and started his educational practice later in 1921, this Shantiniketan rose to the world famous Vishwabharati university where the culture of East and West meet in common fellowship.

In 1909 his world famous Work "Geethanjali" was published. When Tagore went to England in 1912, The Irish Poet W.B. Yeats spoke very highly of the value and quality of Tagore work as "work of supreme culture". Next year in 1913 Tagore was awarded the Nobel Prize for literature. The Calcutta university and the Oxford university honoured him by conferring on him the honorary degree of Doctorate. The then British Government of India honoured him with "Knighthood", which the poet renounced it in 1919 as a protest against the Jallianwala Bhagh Massacre in that year. Besides rising England thrice, he visited America, Russia and many other countries of Europe and Asia Tagore' poem Jana Gana Mana was taken as National Anthem by Govt of India. He died on the 7th August 1941.

Tagore's philosophy of Education

Tagore's education philosophy centred around the freedom of the child, creative self-expression and communication with nature.

Autonomy of the child: Tagore was a staunch naturalist. The nucleus of his educational philosophy was freedom of the child. Childhood for Tagore, was a time of freedom, freedom from specialization, and freedom from social and professional conventionalism. Talking about oppressive schooling that neglected freedom of the child, Tagore says, "schools became education factories, lifeless, colorless, and dissociated from the context of the universe,

Creative self-expression : Tagore is an individualist and naturalist. He argued that every child is in the process of natural development and seeks self-expression in a creative way. Creative self-expression takes varied form like music, dance, sculpture, painting poetry and manual work. Thus creative self-expression formed an integral part of Tagore's education philosophy.

Active communion with Nature and Humans: Tagore argued, creative self-expression of child is possible only when the child freely communes with nature and humans, Nature is the greatest of all education. However, child has to have active communion with human and society. In addition to nature children should be brought into touch with the streams of social behaviours. The children should be in touch with the complete life of the people - economic, intellectual, social, aesthetic and spiritual.

Concept of School conceived by Tagore

Tagore conceived a school as natural, open, free and community based educational environment. The school would evoke imagination and emotions, love and knowledge and help for budding of the whole personality of the child. School need to be located in the lap of the nature and at the same time there should be a provision to have interaction with community.

Tagore was opposing traditional structure of schools with desks, chairs and classrooms. He wanted that children should be free to organize their own immediate environment, Shantiniketan (abode of peace), was designed as an ashram community modeled on the lines of the Tapovan (forest colony) of Vedice. It was established in the outskirts of a small town with surrounding villages and embedded in the lap of nature. He observed shantiniketan as a work of art and not a pedagogical laboratory.

Tagore on Teacher-learner Relationship : Though Tagore's scheme of education centered around the child, the role of teacher is also emphasized. For him, the teacher is more important than the method they adapt. Tagore wrote on emphasizing the attitudes of teachers, " I have found that little children learn more quickly the attitudes of teachers than the knowledge imparted by him." Tagore felt unhappy that most teachers" always try to burden the children with their grown up manners and their learned manners, and that hurts the mind of the students! His concept of a good teacher is stated in the following words: "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame". The primary function of the teacher is to produce an atmosphere for creative activity. Tagore's exemplary teacher in a leader, a pioneer, " whose chief specialization is in the art of liberating individual initiative and enterprise and making the active use of the freedom principle joyous and fruitful in each case" Tagore wanted to recreate the intimate guru sishya parampara that existed in the gurukula of Tagore.

Tagore was profound, logical and realistic in his approach to education. He was a practical idealist and not a dreamer. The world had gone astray in the flush of materialism. He helped them back to the right path and made the nations think. He set an ideal - the ideal of beauty and truth individual, natural international as a counter balance to the materialistic philosophy and preached the triumphs of the human spirit over the world of matter. He loved humanity and the purest form of humanity - the child. To him, Tagore gave respect, love, freedom, sympathy and initiative.

3.3.3. Aurobindo (1872-1950)

Sri Aurobindo Ghosh was born on August 15, 1872 at Calcutta His father Dr.K. D. Ghosh, had received a post-graduate medical degree from West, was totally Westernized in his life-style and sense of values. On the otherhand , Aurobindo's mother, Swarnalatha Devi, who was the daughter of Rajnarayan Bose, known as "the grandfather of Indian Nationalism, a great patriot and visionary, Aurobindo was third son in the family.

Two years later in 1875 Dr. Ghosh and Swarnalatha Devi led their children to England and left there at Manchester under the care of Latin Scholar, Mr. & Mrs Drewelt. Aurobindo was admitted in St. Paul's school. A scholarship from St. Paul's enabled Aurobindo to go to King's college, Cambridge, in 1889. They practically bagged all the prizes in Greek and Latin. In 1892 he successfully passed I.C.S examination but did not

report for the horse riding test and thereby got himself disqualified for the civil services. Later on request by Maharaja Sayaji Rao, the Gaekwad of Baroda, who was on a visit to London, accepted the responsibility as Professor of English and French at the Maharaja's college and came to India in 1893. During thirteen years of stay at Vadodara he worked in several departments of the Maharaja's Secretariat, apart from working as the Vice-principal and Acting Principal of the college. Simultaneously, Aurobindo mastered Sanskrit, Bengali and several other Indian languages. Aurobindo married to Mrinalini Devi, in 1901 at Calcutta. At the request of friends who founded the National Council of Education in Calcutta, Sri Aurobindo came over to Calcutta in 1906 to head the national college that was a bold alternative to the British system of clerk-making education imposed on India. Later he joined in freedom struggle and after trial Alipore Bomb case, he was put in Central Jail, Calcutta. Allegations against Aurobindo was disproved by Deshabandhu Chittaranjan Das. During his imprisonment Aurobindo realized Cosmic Consciousness and decided to liberate all the sufferings of mankind and established an Ashram at Pondichery after released from prison.

Aurobindo's teachings have been put to practice in Aurobindo Ashram's educational programmes, the Auroville and several other schools in the country. Mirra Alfassa (1878-1973), a French woman by birth met Aurobindo in 1914, who later called as 'The mother' associated with Aurobindo, who considered her to be equal yogic statue. To him and called her "The Mother". The Aurobindo & ashram's educational programmer took shape under her loving care. On January 6, 1952, the Mother inaugurated the Aurobindo International centre of Education. In 1968, she launched Auroville, an epoch making experiment in collective living, residents of the township trying to rise above their religious, communal and racial limitations and aspiring to look for a greater future.

Aurobindo wrote extensively on yoga, culture, sociology, in addition to his poetry and plays. His major works include: The Life Divine, the Synthesis of Yoga; Essays on the Gita; The Foundations of Indian Culture the Future Poetry, the Human Cycles; the Ideal of Human Unity. His major works on education are: On Education, a system of National Education.

Philosophical Ideas of Aurobindo

'Integral' is the concept that forms the basis of Aurobindo's philosophical and educational ideas. Reality to him is 'integral whole'; methodology to know it is 'integral yoga'. He wanted to have integral personality'. to attain it he proposed 'integral education'.

Integral Metaphysics: Aurobindo's theory of reality is explained in his integral metaphysics. Reality is not based on man or world or had exclusively or in combination but on integral consciousness underlying these three manifestations of reality, Reality according to Aurobindo, is an integral whole of which the individual, the universal and the transcendental are the three facets. Accordingly, the whole truth in the truth of integral experience of Consciousness-Force in its triumph aspects, in other words, 'supra-Cosmic'.

For Aurobindo there is one truth or reality. It is one with a triple aspect. These three -in-one ultimate reality is "Sachhidananda" - Existence, consciousness and Bliss. It is the Absolute embracing all relativities, dualities and contradictions. It is the inner self of all. It is transcendent as well as in communicable. It is space and all that is in space, it is subject as well as objects; it is cosmic and supra-cosmic. It is the one and only "Brahman".

Theory of Mind: Aurobindo's education theory centers on his concept of mind. In fact, he say that, the true education is the study of human mind- infant, adolescent and adult. Any system of education founded on 'theories', of academic perfection, which ignores the instrument of study, is more likely to hampers and impair intellectual growth then produce a perfect mind. The educationist teacher is dealing with the subtle and sensitive organism, the student. The instrument of education is the mind or antahkarana which according to Aurobindo, consist four subtle layers- 1. Chitta (passive memory) 2. Manasa (mind proper), 3. Buddhi (intellect) and 4. Antar Buddhi (intuition).

1. Chitta: Chitta is the reservoir of past mental presents is structure of memory. It is passing memories.All experiences lie within us as passive or potential memory. From this, the active memory picks up the needed things as and when required. Chitta needs no training. It is automatic and naturally sufficient to its task. It is active memory, a higher but less perfectly developed function, which is in need of improvement.

2. Manasa: Manasa is the 'mind proper'. Its function is to receive the images of things through sight (eye), sound (ears), smell (nose) taste (to tongue), touch (skin) and transform them into thought sensations. Thought sensations are only materials for thought, not thought itself. The mind, in addition to images received from the senses is also capable of directly

grasping images or mental impressions, Aurobindo, therefore, calls the mind as the sixth sense.

3. Buddhi: Buddhi, the third layer is intellect. Its basic function is to arrange and re-arrange the elements of knowledge

4. Antar buddhi: Antarbuddhi is intuition which, Aurobindo says, has not yet fully developed in man. It is intuitive perception of Truth. It 'brings to man those brilliant messages from the unknown, which are the beginnings of his higher knowledge'. 'If intuition had not been there, humanity would not have reached the present progressive stage.

Super Mind : Aurobindo's theory of mind culminates in his belief in the existence of 'Super Mind'. Super Mind is the divine gnosis which creates, governs, and upholds the world. It is self-force of the God. It is omnipotent, omniscient and omnipresent. Acquisition of such mind is the chief task of education.

Aurobindo's philosophy as an affirmation of the Indian belief in the essentially spiritual nature of reality and the ultimate goal of spiritual realization. Perfection of the instruments of knowledge - mind and its four subtle layers - is the means he recommends to attain knowledge of the ultimate reality.

Educational Ideas of Aurobindo

Aurobindo propounded the concept of Integral Education. Any system of education first recognize the child as a soul and only then proceed to help his /her other faculties. Aurobindo was highly critical of contemporary educational systems for completely ignoring the nature of the child and laboriously loading the child's mind with dry bits of information in the name of education.

Aurobindo's integral education goes beyond the education of the 'conceptual mind' and 'purely human faculties: child for Aurobindo, is an evolving soul. He wrote: every one has in him something divine, something his own, a chance of perfection and strength in however small a sphere which God offers him to take or refuse.

The task of education is to find it, develop it and use it. The chief aim of education, therefore, 'should be to help the growing soul to draw out that in itself which is the best and make it perfect for a noble use. The first responsibility of the teacher is to develop in the child the right use of the six

senses - Eyes, Ears, Tongue, Nose, Skin and the Mind. In addition to this, teacher should facilitate utilization of the super mind for the development of an integrated human personality. Aurobindo's ultimate aim of education is to achieve integration of mind with the Super Mind.

The Integral Education, propounded by Aurobindo, can be achieved through integration of all the dimension of human personality Education to be complete, says The Mother, must have fine principle aspects corresponding to the five principle activities of the human being the physical, the vital, the mental, the Psychic and the spiritual.

The Integral School

Aurobindo's scheme of education is integral in two senses. Firstly, it is integral in the sense inculcating all the fore aspects of the individual being. Secondly, it is integral in the sense of being an education not only for the education of the individual alone, but also of the nation and finally of the humanity. The ultimate aim of education is the evolution of total humanity. Important aspects of integral education that have to be realized in an Integral school are

1. Strengthening of mental and physical aspects
2. Achievement of five principal aspects the physical, vital, mental, psychic, and spiritual, developed together.
3. Development of the four aspects of truth namely; love knowledge, power and beauty.
4. Development of the vehicles of truth namely psychic for love, mind for knowledge, vital for power and physical body for expression of physical beauty.

Aurobindo observed that the student, the society and the humanity all three should have interaction and evolve together. Schools cannot give total education in isolation from society.

Integral Curriculum

Shri Aurobindo Ghosh prescribed a free environment for the children to develop all the talent faculties to the full and suggested all those subjects and activities of the child's interest to be included in the curriculum.

Principles of Teaching and Learning

Instead of suggesting any particular method, Aurobindo prescribed three cardinal principles of teaching and learning.

1. Nothing can be Taught : the teacher is a helper, and guide. He is not an instructor or task master. Teacher does not impart knowledge but shows the child the way to acquire knowledge which is already within him.

2. The child should be consulted in his Growth: According to this principle, while providing education one must take into account the needs as well the will of the individual child.

3. The child should be led from Near to Far or - known to Unknown: Aurobindo said that the child's nature is molded by his soul's past, his hereditary and his environment. The past is foundation, the present is the material and the future is the aim and each should find its due place in any national system of education.

The Teacher of Integral Education

Sri Aurobindo has assigned a very important place to the teacher. Teachers remain the philosopher and the guide. The teacher does not have absolute authority as it was in the ancient Indian education. Teacher is not supposed to impose his opinions or demand passive surrender from the student. Aurobindo compared teacher to a gardener.

Describing as to who is a teacher, the Mother has laid down the following qualifications:

- One must be a saint and a hero to become good teacher
- One must be a good yogi to become a good teacher.
- Teacher should be absolutely disciplined and have an integrated personality
- One must have the perfect attitude in order to be able to enact a perfect attitude from one's pupils.
- A teacher who does not possess a perfect calmness, an unflinching endurance and without self-deceit.
- Teacher should be able to eliminate his ego, master his/her mind and develop an insight into human nature
- Teacher should have appropriate attitudes
- Teacher should grow along with pupils
- If teacher is to be respected, he/she must be respectable

Aurobindo, by emphasizing the importance of the teacher prescribed integral education with his futuristic vision of human destiny. He advocated the natural and spontaneous growth of the child, each being unique according to its own inherent capacity.

The true basis of education is the study of the human mind, infant, adolescent and adult. Any system of education founded on theories of

academic perfection, which ignores the instrument of study, is more likely to hamper and impair intellectual growth than to produce a perfect and perfectly equipped mind. Aurobindo, opined that, there can be no doubt that the current educational system of west is in a great advance on many of the methods of antiquity, but its defects are also palpable. So, he advocated that the Integral Education would address the defects of present education.

3.3.4 Jiddu Krishnamurthy (1895-1986)

J. Krishnamurthy was born on 11 May, 1895 in Madanapalle, in the state of Andhra Pradesh. His father was an official in the revenue department of the colonial administration. Krishnamurthy's parents are Narayanaiah and Sanjeevamma. Krishnamurthy lost his mother when he was ten years old. They moved to Adyar, Chennai. Dr. Annie Besant, President of the Theosophical Society, noticed that Krishnamurthy is going to become world- wide Teacher and adapted him. Though he was trained and educated by Theosophical society he came out of it and pursued the truth. On 3 August, 1929 in a historical and powerful speech Proclaimed in the order of the star: and "I maintain that Truth in a pathless land , and you cannot approach it by any path whatsoever, by any religion, by any sect.... Truth being limitless unconditioned, unapproachable by amp path whatsoever, cannot be organized, nor should any organization be formed to lead or coerce people along with any particular path... My only concern is to set man absolutely, unconditionally free."

Krishnamurthy wrote profusely on life and on education. His significant writings include: First and last Freedom, Commentaries from Unknown, Commentaries on living, Education and significance of life, the Wholeness of life.

Krishnamurthy's Philosophy of life

Krishnamurthy is truly a free thinker. In an existential mood, he refused to fit himself into any belief, creed, or system or to become a system himself. Central to his teachings are his ideas on truth, mind, 'Thought', 'intelligence', "attention' perception 'freedom' 'love' and 'self'. Understanding them clearly holds the Key to the transformation of the individual and the society.

Truth: The Pathless Land: The essence of Krishnamurthy's Philosophy lies in his path breaking observation made during the dissolution of the 'Order of the stars' in 1929 which is already mentioned on previous page.

To be a First Hand Human Being: Krishnamurthy says, we have been spoon-fed by our teachers, by our parents, by our authorities, by our books, by our saints. We are second hand people. We have loved on what we have

been told. We are the result of all kinds of influence and there is nothing new in us, nothing that we have discovered for ourselves, nothing original and pristine. The thoughts of others, however wise, are but screens between us and reality. Therefore see the truth directly.

Freedom: Krishnamurthy's every idea revolves around freedom. To live life as it appears and live like a first hand human being is possible when the individual is free.

Knowing knowledge, thought and Memory:

Krishnamurthy's views on thought, memory, knowing and knowledge have far reaching implication to education. Since truth is living and conscious it cannot be known objectively as all objective knowledge can only be of the past. You cannot know a living thing which at every moment is alive, vital and creative. Truth is not something that can be known, because truth is infinite.

Thought can never be new, for thought is the response of memory, experience and knowledge. Thought is memory bonded. Therefore, thoughtful mind can never be free. Only that mind is truly free which is not crippled by memory.

Religion and Religiousness: Krishnamurthy is intensely religious but not in the sense in which religion is usually understood - a creed, a dogma and rigid belief system. He says, what is sacred or truly religious should not be conditional, culture bound, time-bound or space-bound. Religiousness as religiosity for Krishnamurthy is being without a religion. Likewise, a religious mind is not a conditioned mind. Rather it is free from all kinds of conditionality.

Change: Krishnamurthy made a distinction between 'outward' and 'inward' dimension of human reality and emphasized 'inward' progress as the root of real transformation. He says the outward social structure is the result of the inward psychological structure. Therefore, 'radical inward change' only brings total transformation. There has been outward progress from the bullock cart to the jet plane but psychologically the individual has not changed at all. Hence, radical inward psychological change is what is needed to have any fundamental change in society. The total revolution within the structure of one's own psychology is possible only when the individual rejects both outward authority and more importantly inward authority (of individual own experience, opinions, knowledge ideas and ideals).

Educational Ideas of Krishnamurthy :

Krishnamurthy was highly critical of present educational aims, processes, content and the physicality of education centers. Commenting on the theory leadenness of education, he says, modern education, in developing the intellect, offers more and more theories and facts without bringing about the understanding of the total process of human existence , it is making us into thoughtless entities. It does very little towards helping us to find our individual vocation.

Krishnamurthy says, 'stuffing the child merely with a lot of information, making him pass examinations, is the most unintelligent form of education. The right education should help you to find out for yourself what you really wish with all your heart, love to do. It does not matter what it is, Whether it is a cook, or to be a gardener, but in something in which you have put your mind, your heart. The function of education, then, is to help you from childhood not to imitate anybody, but to be yourself all the time.

Education according to Krishnamurthy is not merely acquiring knowledge, gathering and collecting facts; it is to see the significance of life as a whole. The purpose of education is to create human beings who are integrated.

The purpose of education is not to produce mere Scholars, technicians, and job hunters, but integral men and women of freedom. Freedom to Krishnamurthy meant not just outward freedom, but intense inner Psychological freedom. Freedom is not the aim or purpose of education, it is education itself, it is freedom from conditioning, from its vast accumulated knowledge as tradition.

Krishnamurthy believed that only through self-knowledge could 'truth' be determined, Understanding of the self in the basis of all understanding. He denied the value of all knowledge, which is not based on self knowledge. Therefore, the purpose of education is to see the development of self in each and every individual.

Krishnamurthy said there is no existence, without relationship. Everything is relational. Therefore, the purpose of education is to cultivate right relationship based on love and compassion. Love and right relationships emanate from proper understanding of the self. The individual who understands his own self in its totality can relate himself with others properly.

Methods of Education: According to Krishnamurthy methods of education depends on the concept of knowledge and the nature of knowledge one wants to acquire. Since the intention of education is to know the self in relation to the whole, intuition is very important. Through intuition the individual perceives the full meaning of the fact, at the very moment of action and not after. The individual becomes aware, comes to know the truth by living on one's own being.

Krishnamurthy often spoke to the students on the importance of a quiet mind and silence and meditation so that they could observe their thoughts. Meditation means to have a very quiet, still mind to have a really quiet body, quiet mind so that students mind becomes religious.

Discipline : In general educational parlance, we often witness undesirable split between discipline and freedom. Krishnamurthy dealt with the problem of freedom and discipline in a novel way. He says most of our lives are outwardly disciplined by the demands of society and that form of discipline is the most deadening thing. Discipline must be without control, without suppression, without any form of fear. How is this discipline to come about? It is not discipline first and then freedom. Freedom is at the beginning not at the end. To understand this freedom, which is the freedom from the confirmity of discipline, is discipline itself. The very act of learning is discipline.

Krishnamurthy on Teachers and parents

The right kind of education begins with the educator, who must understand his self and be free from established pattern of thought. If he/she has not been rightly educated what can he teach except the same mechanical knowledge on which he himself has been brought up? The problem there fore is not the child, but the parents and the teacher.

Moreover, parents and teachers are largely occupied with their own conflicts and sorrows. Rich or poor, most parents are absorbed in their personal worries and trials. They are not gravely concerned about the present social and more deterioration, but only desire that their children shall be equipped to get on in the world. They are very anxious about the future of their children, eager to have them educated to hold secure positions or to marry well.

Contrary to what is generally believed, most parents do not love their children, though they talk of loving them. It is really extraordinary that, while people are rigorously trained to be lawyers and doctors, they may become parents without undergoing any training in parenting.

Being absorbed in their own problems, many parents shift to the teacher the responsibility for the well-being of their children. And then it is important that the educator help in the education of the parents as well.

Enlightened teachers in an enlightened community could work out this problem of how to bring up children and experiments along these lines should be made on a small scale by interested teachers and thoughtful parents.

Krishnamurthy's Schools

Krishnamurthy's profound knowledge about life, self, freedom, discipline, education and teachers and parents and teaching and parents stunned the traditional thinkers and the general masses as well. He has not stopped just by propounding his education theory but also has proved them by implementing his assumptions in the school established by him and Krishnamurthy Foundation. The schools are.

1. Rishi Valley school, Madanapalle, Andhra Pradesh, India.
2. Rajghat Besent school, Varanasi, India
3. The school KFI, Chennai, India
4. Pathashaala KFI, Tamilnadu, India
5. The valley School, Bengaluru, India
6. Oak Grove school, ojai, California, USA
7. Brockwood Park school, United Kingdom

Krishnamurthy regarded education as of prime significance in the communication of that which is central to the transformation of the human mind and the creation of a new culture. Unlike, the communication of the religious spirit by various sects and religious groups, Krishnamurthy's approach is in a sense truly secular and yet has a deeply religion dimension. To Krishnamurthy, the teacher and the student function at the same level-communicating through questioning and counter questioning till the depths of the problem are exposed and understanding is revealed, illuminating the mind of both.

3.3.5 Gijubhai Badheka (1885-1939)

Girijashanker Badheka, generally known as Gijubhai, the most outstanding personality in the field of pre-primary education, was born on 15 November, 1885 at Chittal in present Gujarat. He is referred to as "Moochhali Maa". Badheka was a high court lawyer, Birth of his son made him wonder about the education of child and his developmental needs. He

found his answers in the works of Maria Montessori, another noted educationist, teacher and thinker from Italy. He became a primary teacher and co-founded his experimentation and trusts with the system to bring about real learning for the children.

In 1920, Gijubhai founded the first pre-primary school 'Bal Mandir' under the agencies of Shri Dakshinamurti Vidyarthi Bhavan. Henceforth his ideas are not only on education of children in school but also about parenting and child development started ossifying.

In 19 years, till his untimely death in 1939, Gijubhai worked incessantly, contributing a lifetime of work in the area of children's literature and education. He left behind a prolific writing nearly 200 publications for children, youth, parents and educators. His best known work is 'Divaswapna' (Day Dreams), first published in 1939 in Gujarathi. It is an original contribution to ideas on pedagogy. Now many of his works translated in English, Hindi, Punjabi, Telugu and many more languages.

Real Education

Gijubhai's works 'Divaswapna', 'Mata Pita se', and others solidifies his thoughts on education that what does he expect from us as he takes us towards to the real nature of education he has been demanding. His works reminds us not only goodness of the child, nature of real learning but also critical role and responsibility of adults as parents and teachers to educate the child. His experiment of teaching children in meaningful manner begins with the conflict between theory and practice. He wishes to have the 'first-hand experience' of the classroom.

Real purpose of education that teacher should understand is that children should love their school and teachers. If the children want to come to the school since they are treated with respect and there are enough meaningful learning opportunities he felt no children would deny coming to school.

Gijubhai cites several of useful learning activities like

- story telling
- Drama
- Games
- Paper folding

to name a few that could serve many objectives of teaching-learning at primary level and make it relevant for children. However, teacher's intuition

to link all these methods to curriculum is the real challenge. Real learning is also learning where children learn by doing and hence are independent with their learning and do not depend on textbook or teacher as source of information alone. He believed that for any topic, teacher should figure out the underlying concept and then help children identify that through activities.

Games are real education; Great powers are born on the playground. Games mean character building.

Experimentation key to change

Gijubhai put a firm faith in alternatives he wishes to try with children and make change possible. We as teachers have stopped to argue for changes and alternatives on arguments say, these are not possible or too idealistic or on several other similar arguments, Gijubhai makes it possible by saying that 'experimentation' is the key to bring the change. A teachers with an untiring spirit to learn, to question the existing system, methods and even failure of individual teacher or students, can try several things that will make 'real' learning takes place and which is not only for exams and some outward a reward alone. However, outward rewards of praise, applause and good marks are also achieved by him in his experiment of education.

It is honest since his trusts are met with failures, doubts and criticism of fellow teachers' on complains of their responsibilities of family, securing jobs and oppression of bureaucracy. All this is the reality of a common human as well and also of a job in a system. The system seems aversive to change and our individual needs and also social expectation of stability, survival which is both economic as well as social in nature. All of us find it challenging to meet the demands of the system, job and our own personal needs. But Gijubhai answered this by saying the key lies within. Once we start questioning the system and recognize that it is even our personal needs to do our job of teaching in efficient manner. Good teaching is the real satisfaction and key of change.

The first step of experimentation is failure and that is what Gijubhai's trust or experiment begins with. This first day of teaching made him realize that his plans may not work the way he has planned as he describes in the first chapter of 'Divaswapna' students in his class did not respond to his plans of silence, concentration and discussion as he had planned. Our environments not working is something that all the primary teachers will agree to. But he with his experimentation could figure out methods of stories and games to make students interested in real concepts and not

mere rote memorization. One can say that he could figure out at least that much success rate of his new experiments that he kept on going while most of us are likely to be belittled by failures. He also could not bring many changes due to social or bureaucracy. Demands but yet many of the changes he cites are positive signs. say, children might need to prepare for exams but let them continue to read and play and not only focus on paper-pencil tasks alone.

A very novel experiment by him was to divide the day into activities, games and stories and not go by strict authority of time table. He happens to use his own instinct to organise his days with the children. Several features of good and useful teaching practices one can see and find in his works.

Gijubhai finally managed to convince a few parents to send their children to him. In those days, when children would be kept at home till they were seven or eight years old. It seemed a mad idea to imagine a school for these-years-old.

1. Heaven is in the happiness of the child
2. Heaven is the health of the child.
3. Heaven is the pleasure of the child
4. Heaven is the playful innocence of the child
5. Heaven is the songs of humming of the child

Gijubhai further said, "A child is a complete person who has intellect, emotions, mind and understanding, has strengths and weaknesses - and has likes and dislikes ... Let us understand the emotions of the child?"

Features of Bal Mandir:

The word Maudis has a specific connotation of child worship. Gijubhai coined the slogan 'Baladev Bhava' which means 'worship of the child.' Education principles of Bal Mandir are

1. Education should be child/learner-centred.
2. Child's sanctity should be kept intact.
3. Healthy environment should be provided to the learner
4. There should be maximum involvement of the child in the teaching learning process.
5. Child should learn in an environment which is full of love and understanding of the child.
6. Child should learn by living.
7. Child should learn by doing

Environment of the Bal Mandir:

Balmandir in the real sense provided an environment which was very healthy and playful. It was full of happiness for the child. It provided an interesting song. It gave maximum freedom to the child to develop in potential. The teachers showed real concern for the development of the child.

Following were the chief characteristics of the Bal Mandir of Dakshinamurthy school of Bhavnagar in Gujarat. Other schools established by him and his associates also made all possible efforts to follow them.

1. Mutual Understanding and cooperation: Here in the school 'world' is created where children learn from each other. Older children help smaller ones to climb up stairs, fill their own cup with water, and find their rickshaws. While remembering lines of songs and answers or riddles. Children also spend nights here-so that they can together see and understand the sunset and sunrise, the moon and stars in the sky and also peel potatoes for the collective dinner. The overnight stay of tiny tots might cause anxiety to parents who drop in to see their children, but the latter are happy to be on their own.

2. Locally Made Inexpensive Learning Material:

Initially Gijubhai implemented the use of tools and methods of Montessori, but later moved away into thinking of ways that were more inexpensive and he used material which was easily available locally.

3. Sharing Activity with children? : As he was a man who could play with toys, children could overcome their fear of a strange adult and play with him. He could also tell stories, not only of kings and queens, but of animals, plants and naughty children- and the stories naturally ended in small plays, in which he also acted.

4. Understanding teacher: To be a good teacher one must listen carefully to what a child has to say and observe him/her attentively, but without intruding on the child's efforts to do things all by himself/herself.

5. Observing Nature: There was also emphasis on observing nature walks and outings which are a regular feature of the school. Here emphasis was not on tools and techniques of teaching of alphabets or numbers, but on giving the children an atmosphere where they would feel free to express themselves.

6. Use of the word Mandir for school: School is a sacred place. Evidently, this approach excludes examinations and graduation in the conventional sense. Children have to pass one phase of development before the other. The very fact that labels like 'primary' 'middle' and 'high school' had not been used speaks of the attitude of the founders. Instead words like 'Sal Mandir', 'Kishore Mandir', and 'Vinay Mandir' have been preferred; 'Mandir' having specific connotation of worship of the child

7. Freedom without fears : There was no place for punishment to the child. The child was not insulted or jeered. His/her personality received the utmost respect and care.

Simple methods joyful atmosphere and teachers love and care coupled with child-centric curriculum that suited optimally to the age of the children made Gijubhai's Bala Mandir experimental education a phenomenal success among the indigenous education system of India. Gijubhai work on education was recognized by Gandhiji, who said that devotion and work always attracted him. He also greatly influenced ladies like Smt. Tarabai Modak who was also working for the Promotion of Montessori system in India.

3.4 Contributions of Organization like NCERT, NCTE, and UNICEF

Several agencies are engaged nationally, globally to undertake, promote, coordinate research in the area of Early Childhood care and Education (ECCE) and advocate policy makers, implementing agencies, teachers, parents and students on adapting best practices in ECCE. Let us know the details of organizations such as NCERT, NCTE and UNICEF and their contribution towards enriching the Early childhood Care and Education.

3.4.1 NCERT

NCERT- The National Council of Educational Research and Training is an autonomous organization set up in 1961 by the Government of India to assist and advise the Central and state Governments on policies and programmes for qualitative improvement in school education. The major objectives of NCERT and its constituent units are to –

1. Undertake, promote and coordinate research in areas related to school education.
2. Prepare and Publish model text books, supplementary materials, newsletters, journals
3. Develop educational Kits, multimedia digital materials
4. Organise pre-service and in-service training of teachers

5. Develop and disseminate innovative educational techniques and practices
6. Collaborate and network with state educational departments, universities, NGOs and other educational institutions.
7. Act as a clearing house for ideas and information in matters related to school education
8. Act as a nodal agency for achieving the goal of - Universalization of Elementary Education.
9. Implementing bilateral cultural exchange programmes with other countries in the field of education.
10. Interacting and working in collaboration with the international organizations, visiting foreign delegation and offering various training facilities to educational personnel from developing countries.

To materialize the above mentioned objective, NCERT has the following constituent units along with its headquarters at New Delhi. Its website address is www.ncert.nic.in

1. National Institute of Education (NIE), New Delhi
2. Central Institute of Education Technology (CIET) New Delhi
3. Pandit Sundarlal Sharma central Institute of Vocational Education (CPSSCIVE), Bhopal
4. Regional Institute of Education (RIE), Ajmer
5. Regional Institute of Education (RIE), Bhopal
6. Regional Institute of Education (RIE), Bhuvanewar
7. Regional Institute of Education (RIE), Mysore
8. North-East Regional Institute of Education (NERIE), Shillong

The Department of Elementary Education -NCERT

The Department of Elementary Education of NCERT acts as a nodal agency for the national programme for Universalisation of Elementary Education including the implementation of Sarva Shiksha Abhiyan (SSA). In the framework of Universalisation of Elementary Education (UEE), three focal areas are covered under this.

1. Early childhood care and Education (ECCE).
2. Education Guarantee Scheme and Alternative - and Innovative Education (EGS & AIE)
3. Elementary Education (formal).

Significant inputs and academic support is provided to governmental and non-governmental organization and agencies in these areas through various activities by developing relevant resource/enrichment materials, conducting training programmes, undertaking research studies, extension activities and providing consultancy, considering the importance of socio cultural and human values and nurturing national harmony. Promoting experiential value education among children had emerged as a significant programme of the department in the recent past. The National Documentation Unit (NDU) for Preschool and Elementary Education function as a forum for preserving and sharing innovative experiences and material.

Early childhood care and Education (ECCE): The ECCE focuses on the holistic development of child and preparing children for school. It is expected to provide readiness to the child for adjusting with the requirements of primary school. The function of the department in this areas are as follows....

- Developing basic examples material
- Conducting research studies
- Organizing national level workshops and seminar for sharing of experiences and best practices
- Building capacities of the state, and helping them to develop ECE cells in SCERTs and DIETS
- Conducting training programmes for key functionaries of states in planning and implementation the ECCE Programmes, developing necessary material for children, teachers, teacher educators and parents
- Advising state level coordination committees to prepare state specific plans and devise strategies for convergence of efforts between Department of Education and Department of Women and child Development
- Disseminating exemplar material developed by the department to Government and private institutions working in the area of ECCE
- Conducting a six-month Diploma Course in ECCE for functionaries deputed by State/UT Governments and NGOs
- Providing academic support to Governmental and non-governmental organization in the developing ECE curriculum and carrying out quality ECE programmes.

3.4.2 NCTE

The National Council for Teacher Education (NCTE) in its previous status since 1973, was an advisory body for the central and state Governments on all matters pertaining to teacher education, with its secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory function to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and the Programme of action there under, envisaged a national Council for Teacher Education with statutory status and necessary resources as a first step for over handling the system of teacher education.

The National council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 on the 17th August, 1995. Its website address is <https://note.gov.in>

Objective

The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system through out the country, the regulation and proper maintenance of Norms and standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

Academic Division of NCTE

Academic division of NCTE relates to different functions aiming at strengthening academic activities on various Teacher Education Programmes (TEPs) conducted in various Teacher Education Institutions (TE1s). It provides leadership in the field of teacher education and coordinates different types of academic activities for its effective implementation.

The objectives of Academic Division of NCTE

Academic division of NCTE works on achieving following objectives to materialize the overall objective of NCTE.

They are...

- Coordinate the academic activities on teacher education
- Develop curriculum Frameworks and model syllabus
- Prepare Guidelines in the field of Teacher Education
- Develop data base on various aspects of Teacher Education

Activities of Academic Decision of NCTE

To achieve the objectives of NCTE, the academic division conceives, initiates and monitors the following activities...

- Coordinates renewal of Norms and standards for various teacher education programmes
- Coordinates consultations, seminars, conferences, etc., leading to evaluation of alternative models and policies on teaching education.
- Evolves code of professional ethics and performance standards for teachers and evolves guidelines for teacher appraisal.
- Undertakes surveys and conduct research on matters relating to teacher and teacher education to assist various committees to arrive at research based division.
- Reviews curriculum of various teacher education programmers
- Assists in publication work of the council
- Coordinates with state Governments, UGC, Universities and other affiliating bodies
- Conducts survey and research on matters relating to teacher education

As mentioned above NCTE, takes care of all the dimensions of Teacher Education at all levels-pre-primary Primary, secondary and senior Secondary levels including training of persons for non-formal education, part time education, adult education and distance (correspondence) education courses.

3.4.3 UNESCO

United Nations Educational, Scientific and Cultural Organization - UNESCO is established as a result of United Nations Conference for the establishment of an educational and cultural organization convened in London from 1 to 16th November 1945 which was attended by 44 Countries. The UNESCO came into force on 4th November, 1946. UNESCO has its headquarters in Paris, Its website address is <https://en.unesco.org>

UNESCO VISION

UNESCO develops educational tools to help people live as global citizens free of hate and intolerance. UNESCO works so that each child and citizen has access to quality education. By promoting cultural heritage and

the equal dignity of all cultures, UNESCO strengthens bonds among countries, UNESCO fosters scientific programmes and policies as platforms for development and cooperation, UNESCO stands up for freedom of expression, as a fundamental right and a key condition for democracy and development. Serving as a laboratory of ideas, UNESCO helps countries adopt international standards and manages programmes that foster the free flow of ideas and knowledge sharing.

UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. The organization is the only United Nations agency with a mandate to cover all aspects of education. It has been entrusted to lead the Global Education 2030 Agenda through 4th Goal of "Quality Education" of 17 sustainable Development Goals of UNO to be achieved by the year 2030.

UNESCO provides global and regional leadership in education, strengthens education systems worldwide and responds to contemporary global challenges through education with gender equality as an underlying principle. Its work encompasses educational development from pre-school to higher education and beyond. This ,UNESCO works for and with the support of its 193 member nation and 11 Associate Members.

Role of UNESCO in Early Childhood Care and Education

UNESCO defines, Early childhood as "The period from birth to eight years old" is a time of remarkable growth with brain development at its peak. During this stage, children are highly influenced by the environment and the people that surround them.

Early childhood care and Education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive, and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens.

In this way ECCE is one of the best investments a country can make to promote human resource development, gender equality, and social cohesion, and to reduce the costs for later remedial programmes. For disadvantaged children, ECCE plays an important role in compensating for the disadvantages in the family and combating educational inequalities.

UNESCO supports national, regional and international efforts to expand and improve ECCE equitably in order to give every child the best

start in life. It regards ECCE as a fundamental and integral part of the education system: without quality ECCE children begin their lives and educational careers on a shaky foundation with the risk of learning difficulties dropout and repetition.

UNESCO seeks to assist Member States in implementing 'Education 2030' and achieving the "Sustainable Development Goal" of quality education. Its activities in ECCE focus on influencing policies and practices through evidence-based advocacy, knowledge generation and sharing, partnership building, capacity building and technical assistance. These include work in teacher development, parenting education and family literacy, and measurement and monitoring.

UNESCO collaborates with governments and other key stakeholders concerned with the care and education of young children from birth until primary school entry. As this age bracket covers various developmental stages, it is naturally difficult for countries to address all children within this group simultaneously and equally prioritization is necessary.

In this regard, UNESCO's ECCE activities focus on promoting holistic and quality pre primary education for all children over the age of 3, ensuring the use of developmentally appropriate pedagogies and emphasizing the linkages with primary education as well as early childhood health, nutrition and social services.

For the education sector to address the educational and care needs of as many children as possible, including those under the age of 3, UNESCO promotes phasing, partnership and integration of an ECCE component in sector plans and structures as key strategies.

A phased education sector plan on how to "address the needs of different age groups can reinforce a government's commitment to ensuring comprehensive attention to young children. In addition to phasing in terms of age groups, phasing in terms of target population, which pays priority attention to the disadvantaged is important.

Partnership that involves hosting with health nutrition and social sectors as well as civil society and private sector actors can help widen the reach to children and improve quality and relevance.

Integrating on ECCE component in existing sector plans helps ensure the creation of a solid foundation for, and continuity of learning. Integrating ECCE in sector structures such as developing family literacy initiatives

through adult literary structures of providing parenting education through community learning centers in a cost-effective way to expand ECCE.

From the details of above information regarding the role of NCERT, NCTE and UNESCO in Early childhood care and Education, we can understand that efforts by the local and global organizations are geared up to realize the ECCE and its allied sectors of parents' education, parents literacy and health and nutritional requirement of mothers and children. And rest of the responsibility lies with the local and state governments to provide sufficient infrastructural facilities to achieve success in Early childhood Care and Education.

Summary

Education in general and Early Childhood care and Education (ECCE) in particular has been enriched by indigenous thinkers and thinkers from west. The pioneering efforts of gurukul system of education in ancient India laid strong foundation for the theory and practice of education in ancient India. We have discussed many of modern educationist's contributions to Early Childhood Care and Education such as Gandhi, Tagore, Aurobindo, J. Krishnamurthi, Gijubhai. Modern thinkers on education such as Rousseau, Froebel, Dewey and Montessori laid strong foundation by their unique innovation in ECCE. The educational implications of theory and practice of these thinkers were theorized by Erikson, Piaget and Vygotsky, who paved a novel way to design and execute day to day learning experiences that are optimal to the different age group children. Prospective pre-school teachers should understand the contribution of thinkers on education from the east and west, assimilate and accommodate them to give their best performance to make ECCE a joyful experience to the children.

Main Points

1. Negative Education is the education children receives from the natural consequences of their actions.
2. Gifts in Froebel's Kindergarten are intended to give the child new universal aspects of the external world, suited to a child development. These gifts involve solids, surfaces, lines, rings, points.
3. Occupations in Froebel Kindergarten are materials for practice in certain skills which lead to invention and give the child power.
4. Development in children refers to the pattern of biological, cognitive, and socio emotional changes that begins at conception and continues through the life span.

5. Splintered Development in children refers to the circumstances in which development is uneven across domains such as language skills, math skills, writing skill, social skills etc.
6. Schemas in piaget's terms, are action or mental representations that organize knowledge.
7. Assimilation in Piaget's **terms**, Occurs when children incorporate new information into their existing schemas.
8. Accommodation in Piaget's terms occurs when children adjust their schemas to fit new information and experiences.
9. Organization in Piaget's terms is the grouping of isolated behaviours and thoughts into a higher-order system.
10. Equilibration in Piaget's terms is a mechanism to explain how children shift from one stage of thought to the next.
11. Ego centrism is the inability to distinguish between one's own perspective and someone else's perspective.
12. Centration in Piaget's terms, involves focusing attention on one characteristic to the exclusion of others.
13. Operations in Piaget's terms, are mental representations that are reversible
14. Conservation in Piaget's terms, is the idea that some characteristic of an object stays the same even though the object might change in appearance.
15. Seriation in Piaget's terms, involves ordering stimuli along some quantitative dimension such as length
16. Transitivity in Piaget's terms, involves the ability to reason about and logically combine relationships.
17. Zone of the Proximal Development (ZPD) is Vygotsky's term for the range of tasks that are too difficult for the child to master alone but that can be learned with guidance and assistance of adults or more skilled children.

18. Scaffolding in Vygotsky's terms, means changing the level of support or guidance to fit to the child's current performance in learning.
19. Social constructivist Approach of Vygotsky emphasizes the social contexts of learning and the consternation of knowledge through social interaction.

Field Activities

1. Visit a Kindergarten school and write a report on how far they are following Froebel's practices of Early Childhood care and Education.
2. Visit a school following Montessori methods and write a report
3. Visit ten houses of pre-school children and write a report on what role the parents are playing in the education of their children.
4. Use the Zone of Proximal Development (ZPD) concept to teach fine children and write your observations
5. Visit a pre-school and write a detailed report on the functioning of the school.

Short Answer Questions

1. Write a brief note on Rousseau's principles of education
2. What do you understand by the terms of 'Gifts' and ' Occupations' of Froebel
3. What are the principles of education of John Dewey?
4. Write a brief note on Montessori Method of teaching.
5. How does a child think at pre-operational stage of Piaget?
6. What is meaning of Zone of Proximal Development?
7. Write a brief note on Gandhi's craft based education.
8. What are the methods of teaching used by Tagore?
9. Write a brief not on the concept of Integral Education of Aurobindo
10. How does Krishnamurthi defined Freedom and Discipline
11. Write a note on Gijubhai's Bal Mandir.

Essay type questions

1. Explain John Dewey's laboratory school practices.

2. Write in detail, the contribution of Froebel to ECCE.
3. Discuss Montessori's contributions to ECCE.
4. Explain Jean Piages stages of cognitive development
5. Write in detail the concept of zone of Proximal Development and scaffolding given by Vygotsky
6. What are the contributions of Aurobindo to ECCE?
7. Write the contribution of Krishnamurti to ECCE
8. What is the contribution of Gijubhai to ECCE?
9. What in the role of UNESCO in Early childhood Care and Education ?

UNIT-4: EARLY CHILDHOOD IN CONTEMPORARY INDIA AND SOCIO- CULTURAL CONTEXT



Objectives:

After studying this unit the student will be able to ...

1. Understand about Early childhood in contemporary India
2. Know about the importance of early years from perspective of Family, community, caste, religion, gender and geographic location
3. Conceptualize the implications of socio-cultural, linguistic, religious and cultural variations on planning and transaction of ECCE curriculum
4. Influence of economic diversity on early child development.

4.0 Introduction:

Early childhood is a critical period in a child's life. A child's family is the first and most important support system to ensure healthy growth and development. Socio-cultural, linguistic and religious variations affect the ECCE curriculum. Since the selection of curriculum goals determined by the cultural and religious values the range of diversity in the classroom influence the curriculum.

- The first six years of life are critical years of human life since the rate of development in these years is most rapid.
- Global brain research also informs us about the significance of early years for brain development.
- Early childhood care and education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning.

- Parents as caregivers are critical in providing a stimulating learning environment to the child as in the first two and a half to three years the child may not be in a formal setting.
- Thus we acknowledge the significance of involvement of parents, family and community.

4.1. Understanding about Indian context, its importance and impact on early years from the perspective of family, community, caste, gender, religion and geographical location:

4.1.1 Early Childhood Education Indian context:

Globally, many events have contributed to the realization of the significance of the Early childhood year's for a country's economic progress. The beginning of this change started with the United Nations convention on the Rights of the child in 1989.

The second major event that drew attention to the issue of early childhood was the creation of the Human Development Index, by the United Nations Development Programme(UNDP) in 1990. The Human Development Index measures the achievements of countries on 3 basic dimensions of human development:

1. A long and healthy life ;
2. Knowledge,
3. A decent standard of living

The third important event in the international area was the world conference on Education for All (EFA) held in Jomtein, Thailand in 1990, where a Global commitment to Education was made.

In addition to this, a World education Forum was held in Senegal in April 2000, reiterated the importance of ECCE (Early childhood care and education) through the involvement of the state, the family and the community.

India is the signatory to all these agreements.

The process of Globalization has made it possible to draw international attention to issues of children across countries. Issues of Child Labour, Child Malnutrition and education are addressed transnationally and resources are being put together.

These global events have also influenced the field of ECCE in India.

The need for early interventions on behalf of children, especially those from economically marginalized communities, has been well recognized. India reached a population of one billion in 2001. It has the largest child population in the world. According to the 2001 Census, India has a population of 158 million children between ages 0–6. The overall level of human development is considered to be quite low. India's position in the Human Development Report has stepped down from 124 to 127, and the 2003 Report highlighted India's inadequate performance in areas such as health, life expectancy and education.

India's progress in moving towards the Millennium Development Goals (MDGs) has been much slower than that of other developing countries like Nepal, Bangladesh, and China in relation to goals such as reduction of child mortality, achieving gender equality, and primary school completion. The prospect of attaining the MDGs by 2015 seems doubtful at this pace. Five of the eight MDGs in the UN Millennium Declaration relate to the health, nutrition, and education of the young child. Therefore, ECCD (Early childhood care and development) is the first and essential step towards achieving the MDGs.

India has also ratified the Convention on the Elimination of All Forms of Discrimination (CEDAW), yet gender discrimination is seen throughout the life cycle of women in India, ranging from female foeticide, female infanticide, and child marriage to sexual exploitation and poorer access to household resources.

ECD (Early childhood development) programmes for children in the age group of 0–6 years derive their importance from this rationale and from the emerging need arising from various social, economic, and demographic changes in the last few decades. These are more specifically changes in the family structure, increase in maternal employment outside the home, and a growing demand for education. Good quality ECD programmes that cater to this age group of 0–6 years are known to produce significant short and long-term benefits.

4.1.2 Importance of Early Childhood Education:



- A balanced play and activity based program which provides a stimulating environment for the language, intellectual, social-emotional and physical development of the child.
- A child centred program catering to individual children's learning and emotional needs through individual, small and large group activities and one to one communication.
- Lays the foundation for the development of reading, writing and number work.
- A school readiness program which 'readies' children for learning to read, write and do arithmetic later.
- A program which indirectly promotes self-control and thereby inner discipline.

4.1.3 Implications of gender and caste on transaction of ECCE curriculum:

- ❑ In India, gender-based discrimination and exploitation including "female infanticide, dowry deaths, unequal wages, high levels of female illiteracy and morbidity" are widespread (Ghose, 2004).
- ❑ Researchers refer to the inverse relationship between low literacy rates, high fertility levels, and women's low status.
- ❑ As a consequence of Indian women's low status, education for daughters of the family is not always given the same emphasis as sons' education.

- ❑ Sons are valued for status and wealth. Boys are perceived to be the future caretakers of parents in their old age and prized as such.
- ❑ Girls, on the other hand, are understood to be temporary members of their own families — their primary roles and responsibilities will be as wives, daughters-in-law, and mothers in the families that they are married.
- ❑ Parents tend to want their daughters to have only enough education “to obtain a ‘clean’ and secure job”
- ❑ Rural daughters also may be sent out to work to supplement the family’s income.
- ❑ In India’s big cities, a larger percentage of middle class Indian women than ever before are completing college degrees and professional graduate programs.

- ❖ India has a tradition of valuing the early years of a child’s life, and a rich heritage of cultural practices for stimulating development and inculcating “sanskaras’ ’ or basic values and social skills in children.
- ❖ In the past this was delivered primarily within joint families, through traditional child caring practices which were commonly shared and passed on from one generation to another. However there have been changes in the family as well as social context in the last few decades.
- ❖ Families and communities represent vast geographic, social, cultural, linguistic and economic diversity within the country.
- ❖ Children also differ in their physical, emotional, social and cognitive capacities.
- ❖ Urban and rural communities offer different types of opportunities and face distinct challenges in providing good quality early care and learning experiences to children.
- ❖ Socio-economic status as well as social and cultural diversity characterize the nature of family life and the context of growing up in India.
- ❖ Each child requires a safe and nurturing environment to develop optimally.

- ❖ Children with special needs and their families need assistance and information regarding prognosis and early intervention in order to support optimal development of children.
- ❖ Other families can also face stresses that can compromise their ability to support their children's early learning and need support services to assist families in their critical role as primary caregivers.
- ❖ Discrimination and inequities based on gender, social identity, disability and other exclusionary factors is prevalent in the society that adds to the above problem.
- ❖ The issues need to be addressed proactively to ensure universal access to integrated services towards fulfillment of right to free, universal pre-primary education.
- ❖ Regardless of income, social status, geographical location and other potential barriers, all children deserve and have a right to inclusive and equitable opportunities to build on their unique strengths.
- ❖ In recent times many children are receiving early education and care outside the home in child care centers, preschool programs and other community based early learning settings.
- ❖ Whether children receive early education and care in the home or the community, it is important that their early learning experiences draw on the unique strength of their relationships with their families.

The diversity in social contexts and family structures needs to be appropriately addressed in order to bring balanced parenting, including inputs from fathers, mothers and other caregivers which undoubtedly lead to long term social and economic benefits.

We studied about Early childhood in contemporary India and impact of caste, gender, religion etc on early years till now.

We will discuss now in detail about how socio-cultural, linguistic and religious variations affect the planning and transaction of curriculum.

4.2. Socio- Cultural and religious pluralities and their influence :multiple languages, customs and traditions, regional variations, different settings (urban, rural, tribal) and intra setting variations. Relevance and implications of the above for interacting with children and families as well as planning and transaction of ECCE Curriculum.

4.2.1 Socio Cultural Influence:

Culture plays an important role in man's life. Awareness regarding various kinds of culture can help an individual in adjusting to the natural and social environment, developing an individual's personality, socialization of the individual, proper use of freedom, and understanding other cultures and proper meaning of liberality.

Educational aspects and cultural aspects are imparted to an individual through their families, communities and educational institutions. Taking into consideration the significance of culture and the role played by education in the socialization and the acculturation of an individual, it is meaningful to analyze the changes that have taken shape in our culture.

Before understanding what the impact of education on culture is, it is vital to understand the meaning of culture. By culture we mean the system of norms and standards that a society develops over the course of many generations and which profoundly affects the conduct of people living in that society.

Culture is stated to be the complete package of knowledge, beliefs, customs, art, morals, law and any other capabilities and habits acquired by man as the member of that society. The purpose of culture is to offer to the society by cognizant process of learning and experience, patterns of behavior which are found useful for harmonious existence and smooth functioning in all occupations and interactions and thereby individual and group survival and perpetuation. It is the integrated, social, biological and ethnic modes of behavior of a group or a society. It is implied that even the possession of ideas, attitudes, values etc are from culture.

4.2.2 Regional variations, different settings (urban, rural, tribal) and intra setting variations.

Rural area: It is commonly believed, in development circles, that social and cultural development in rural India has been slow. Well, conversely, it can be argued that this resistance to completely succumb to this technological change by rural India is what has preserved our identity and held us together.

Tribal area: The aboriginal tribes of India are the oldest inhabitants of the country. For millennia, tribal societies have been subjugated by more recently arrived groups; their land was taken away, they were pushed further into the hilly gorges and wilds, and they were forced to work for their oppressors often without payment. Today tribal groups, which number more than 40 million, require special attention from the government even though they live largely isolated from the national culture.

In the past, many tribal groups were forced to assimilate into the dominant culture of the country. But some groups, such as the Bhils, Gonds, Santals, Oraons, Mundas, Khonds, Mizos, Nagas, and Khasis resisted change and assimilation to maintain their cultural identities and languages. According to many Indians, their continued isolation poses problems to national integration. Under the banner of national unity, the government is now bringing these minority groups into the national mainstream. The main question is whether tribal societies can enter the national mainstream while preserving their distinct social, cultural and political beliefs.

4.2.3 Religious pluralities and their influence in ECE: Religion is central to life in Indian families. Approximately 80% of Indians practice Hinduism. In the Hindu tradition, methods of prayer, ritual cleansing, social order, and familial harmony are based on religious teachings. The belief in 'Karma,' or repercussions for actions and judgment errors in past lives is strong. The Bindi, worn by many women, is a Hindu sign of honor, intelligence, and marriage⁴ ; though in modern times it has become a kind of ornament. Many American-Indians continue to wear this sign depending on age and assimilation. Meditation is a form of Hindu prayer. Hindus tend to be more liberal than practicing Muslims in outward social expressions of religious values. Religion has acquired more importance because it is a way of maintaining Indian culture.

4.2.4 Multiple Languages: East Indians from various regions are primarily distinguished by language. The Indian government recognizes 15 national languages. The main languages of the Indo-Aryan family are Hindi, Bengali, Punjabi, Urdu, and Gujarati. In the Dravidian family Tamil is the most common language. English, also an official language in India, is often the common medium of communication. Each of the languages has its own body of literature, and some are written in more than one script.

Social Structure: The Caste system created India's social determinism. The system consisted of our 'castes' or levels in ranked order. The highest caste was the 'Brahmans' or priests. The lowest caste was called the 'Untouchables' and were not allowed to look at, touch, or speak to members of the upper caste. Intermarrying between castes was unacceptable. The Caste system was originally intended for classification of services rendered to the society as a whole, such as defenders of the nation, those dedicated to economic development, etc. but was cunningly interwoven into religion by vested interests. The Caste system has since dissolved, but the aftermath of rights and privileges protected by a small group of people still resonates in Indian society today.

Family Structure: Families are multi-generational entities in Indian society. Respect for elders is highly valued. After marriage, the daughter typically moves in with her husband's family. Gender roles are very distinct. Women manage the house, finances and family while men are the breadwinners and family conduit with outsiders, such as health workers. Children are often reared by their grandparents. In Seattle this remains consistent, though there are a number of families moving towards the more western 'nuclear' family model. In keeping with modern times and financial necessity, both men and women have started.

4.2.5 Implications of social and cultural context in ECCE curriculum:

- ❑ Development and learning of children happens hand in hand and it largely depends on the influence of the child's family, immediate environment, the community and at a broader level the society.
- ❑ Every culture has its own norms, structures and behaviours and more so each culture has its own way of interpreting children's behaviour and development in its own way.
- ❑ Educators must be sensitive to how their own culture has shaped their thinking and also consider the multiple environments in which different children live and how they need to be considered while making decisions for children's development and learning.

4.2.6 Role of families and Community on ECE:



- Parent involvement in early childhood education can extend the experiences that a child has in the classroom to real-world activities that happen in the home.
- A parent who understands what their child is working on at preschool has a better sense of their child's competency and which areas they need to work on to improve confidence and ability.
- One of the most difficult challenges for early childhood educators is figuring out how to better engage parents in their child's learning.
- By establishing good lines of communication between your child care center and parents, as well as making a strong effort to involve parents as an important partner in their child's education, you can make a positive impact on their learning ability.
- Parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school.
- It is essential for parents to support the learning that happens in preschool settings at home as well.
- Parents who are in tune with what is happening in their child's preschool classroom or child care facility are better able to establish a connection between what is learned at school and what takes place in the home.

- This connection is a key component of a child's development and supports further learning.
- Not only does family or parental involvement help extend teaching outside the classroom; it creates a more positive experience for children and helps children perform better when they are in school.

4.2.7 ECCE Curriculum:

The three broad objectives of ECCE are:

- holistic development of the child to enable him/her to realise his/her maximum.
- potential; preparation for schooling; and
- providing support services for women and girls.

The curriculum is defined as age appropriate, all round, play based, integrated, experiential, flexible, and contextual. The guiding principles of the ECCE curriculum are:

- Play as the basis of learning.
- Art as the basis of education.
- Recognition of the special features of children's thinking.
- Primacy of experience rather than expertise.
- Experience of familiarity and challenge in everyday routines.
- Mix of formal and informal interaction.
- Blend of the textual (basic literacy and numeracy) and the cultural.
- Use of local materials, arts, and knowledge.
- Developmentally appropriate practice, flexibility, and plurality.
- Health, well-being, and healthy habits.

4.2.7.a ECCE programme planning principles:

The aim of education during preschool is to stimulate the growth of the child which can be done by giving the children opportunities for play, both spontaneous and structured.

The following basic principles may be useful for the teacher while planning ECCE Programme.

1. A climate of certain degree of freedom for the child.
2. Learning activities must be doing activities
3. Activities must be around real objects and situations
4. A well planned schedule
5. Language as a tool of learning activities
6. Individual attention

Hence it is clear from the one of the above principles that Activities must be around real situations, the culture, religion, gender and caste diversities definitely affect the curriculum.

Socio-cultural variations, religious pluralities, multiple languages, customs and traditions impact ECCE curriculum because of underlying principles and sources of curriculum

4.2.7.b Sources of emergent ecce curriculum:

Jones & Nimmo (1994) describe emergent curriculum as responsiveness to particular people in a particular place, at a particular time. Emergent curriculum make themes that are important and relevant to children. The following are the sources of emergent ECCE curriculum.

1. Children's interests
2. Teacher's interests
3. Developmental tasks
4. Things in the physical environment
5. People in the social environment
6. Curriculum resource materials
7. Living together

Hence is clear from the sources of Emergent ECCE curriculum that People in the social environment and Living together are important, the socio-cultural variations, religious and caste diversities and language differences definitely affect the ECCE curriculum.

Till now we studied in detail about Early childhood in Indian context and effect of different types of diversities on planning and transaction of curriculum. We will now discuss about influence of economic diversity on Early child development and programmes.

3.1 Economic diversity and its influence on early child development and access to programme:

The following economic, societal, political, and educational trends and issues have had a major impact upon early childhood education in India.

The Enrollment of Women in the Workforce Is Growing in India.

This is not only true for women from middle and upper middle-class backgrounds who have white-collar jobs, but also for women from lower class backgrounds who work as migrant laborers in construction sites, agricultural laborers, skilled or unskilled laborers in industrial sectors, maidservants in private homes, or women engaged in income-generating activities at home. Because of the unavailability of data on women working in the private sector, a reliable estimate of the number of women working in the labor force in India is not available.

The Extended Family System Is Gradually Disintegrating.

The growing industrialization and consequent change in economic infrastructure has caused the wage earning members of many families to move to urban areas in search of employment, leaving part of their family back in their rural homes. Therefore, the traditional role of the extended family members to provide care and informal education to young children is diminished by distance.

Early Childhood Education Enables the Caregiver, Usually an Older Girl Sibling, to Attend School.

Early childhood programs, therefore, have the potential not only to reduce the dropout rate among girls but also to make universal, compulsory primary education a reality (Kanl, 1992).

Both Basic and Educational Needs of Young Children Can Be Addressed Through Early Childhood Education. The young child involved in early childhood programs receives improved health care, better nutrition, as

well as opportunities to master school-related skills, engage in constructive play, and grow in social competence (Kaul, 1992). Early childhood education also eases the transition from home to school, fostering in both parents and children a more positive attitude toward education and formal schooling.

Two powerful influences have contributed to the development of early childhood education in India. First, various women's groups, labor unions, religious groups, and political parties who demand greater justice for women and children have influenced the government to emphasize early childhood education in India. One result of these collaborative efforts is that women employees in India have been receiving a 3 month maternity leave with full salary.

Second, the early childhood education movement at the international level has also influenced research and policy issues. Many innovative research projects and pilot programs have been initiated by major agencies in India. For example, the National Council of Educational Research and Training (NCERT) has launched the Children's Media Laboratory Project in ten states of India with funding from UNICEF. The learning materials (print and non print) produced by the laboratory in different languages are distributed free of cost to all early childhood centers and organizations in the country.

3.1.1 Programmes in ECE:

There are a variety of federal, voluntary, and private programs serving children birth through age eight. Programs Run by the Government. Integrated Child Development Services (ICDS) is India's national program to serve children between 0-6 years (Muralidharan, 1992). In fact, it is the largest child development program in the world serving approximately 16 million children a year (Young, 1996). ICDS services are operated through a network of Anganwadis (courtyards) and are "supported by the World Food Program, CARE, UNICEF, the European Union, USAID, and the World Bank" (Young, 1996, p. 73). ICDS services combine both care and education and are based on four comprehensive objectives. These include:

- ★ to provide quality health and nutritional services to pregnant and lactating mothers.
- ★ to enhance physical and social development of children, birth through age six.
- ★ to facilitate coordination between various departments involved in policy making and implementation of early childhood education.
- ★ to provide health and nutrition education to mothers of targeted groups of children.

In order to meet these objectives, the ICDS programs provide a variety of services, such as: supplementary nutrition, immunization, health check-up, referral services, treatment of minor illness, nutrition and health education, and preschool education.

Three levels of personnel are involved in ICDS programs. These include:

Anganwadi or courtyard workers (for preschool and creche programs), supervisors, and project officers. Training of the ICDS personnel is conducted by various voluntary and government agencies throughout the country.

Programs Run by Voluntary Organizations. Many voluntary organizations assisted by the government agencies are actively involved in India in the field of early childhood education. The voluntary agencies work primarily with special groups like tribal people, migrant laborers, and rural children in specific contexts. For example, with the assistance of The Central Social Board, voluntary organizations run creches for children (0-5 age group) of working and ailing mothers that provide health care, supplementary nutrition and sleeping, play, and recreation facilities. The 1970 Labor Regulation and Abolition Act specified a creche within 50 meters of every workplace where women are employed as contract labor.

Another kind of program run by the voluntary organizations is the mobile creche, which started in 1969 in Delhi to serve the children of migrant laborers in Delhi. At present, mobile creches are available in major

cities of Delhi; Bombay, and Pune. They operate at one construction site until the construction is completed and then moved to other construction sites along with the workers. The staff is provided on-site training, which is considered more appropriate to the situation. Families are charged a very nominal fee within the reach of the parents at the lowest income levels.

Programs Run by Private Institutions, These programs are supported by high tuition fees from students. The pre primary schools in private sectors serve mostly as feeder schools to the primary schools. Therefore, the curriculum is more academically oriented. Moreover, the demand and competition in the formal schools also is a contributing factor in the growing academic orientation in pre primary schools in private sectors. The language of instruction in some schools is Hindi (the national language), in others one of many different state languages or in still others, English. Instruction in English is demanded by the parents because of the demand of the English language in higher education and in the job market. Private programs available in India include:

- **Parochial schools operated by various religious groups.** These programs charge tuition fees depending upon the income of parents. Catholic schools in major Indian cities are very competitive and serve mostly middle and upper-middle class groups. Some hold afternoon classes for poor children, both Christian and non-Christian. Children are required to wear uniforms. The teacher-to-child ratio in a class is around 1:35.
- **Preschools run by private sector companies for the employees.** These preschools are attached to the primary section of a school. They are well funded with available resource materials. Teachers are well qualified.

Curriculum may be academically-oriented or child-centered depending upon the school's leadership and the parental demand.

- **Schools owned by residential communities.** Enrollment in these schools is based on the residency status of the family as well as performance on an entrance examination. These schools are considered very prestigious in the community.
- **Laboratory nursery schools attached to universities.** Another category of private schools in India is the laboratory school. The curriculum in these schools is well-designed and carefully monitored.

QUESTION AND ANSWERS:

ESSAY QUESTIONS:

1. Write in detail about Early childhood in contemporary India
2. Discuss about Relevance and implications of socio-cultural and religious diversities on transaction of ECCE curriculum

SHORT QUESTIONS:

1. How does Economic diversity influence early child development?
2. Write about impact of early years from the perspective of family

ASSIGNMENT:

Write a report on history of ECCE globally and in India

UNIT-5: POLICIES AND PROGRAMES IN ECCE IN INDIA AND RELATED ISSUES.

5.1 Introduction

5.2 Objectives:

5.3 Need for Policy

5.4 ECCE Policy Frame Work

5.4 (a) ECCE Policy Frame Work-NPE (1986)

The National policy on Education was formulated in May 1986. It laid down the policies on various aspects of education. Thereafter the government of India prepared a Program of Action (POA). Part 5 of the policy deals with preschool education.

- The national policy on children specially emphasizes investment in the development of the young population in which one generation learners predominate.
- Recognizing the holistic nature of child development i.e. nutrition, health, social, mental, physical, moral and emotional development, ECCE will receive high priority and be suitably integrated with ICDS program wherever possible. Day care centers will be provided as a support service for universalization of pre-primary education, to

enable girls engaged in taking care of their siblings to allow them to attend schools and as a support service for working women belonging to poorer sections.

- Program for ECE will be child oriented focused around play and individuality of the child.
- Formal methods and introduction of the 3 R's will be discouraged at this stage.
- The local community will be fully involved in these programs.
- A full integration of child care and pre primary education will be brought about both as a feeder and a strengthening factor for primary education and for human resource development in general.
- School health program will be strengthened.

One of the significant parameters of the quality of life of any Nation is infant mortality rate, incidence of malnutrition, morbidity picture and the literacy rate.

5.4 (b) ARTICLE 45 in Indian Constitution

What is Article 45 ?

After Independence Article 45 under the Indian constitution stated that the,

- The state shall endeavor to provide, within a period of ten years, from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years.
- Article 21 A has been introduced in constitution, making this a fundamental Right.
- Right to Education has also been passed under this Article.

WHAT IS THE 86TH AMENDMENT?

Spurred by the UnniKrishnan judgment and a public demand to enforce the right to education, successive governments from 1993 worked towards bringing a constitutional amendment to make education a fundamental right. This led to the 86th amendment in December 2002 which inserted the following articles in the constitution:

Right To Education:

- 21A: The state shall provide free and compulsory education for all children until they complete the age of 14 years.
- Substitution of new article for article 45: states "45. The state shall Endeavour to provide Early Childhood Care and Education for all children until they complete the age of 6 years.

(c) The [National Curriculum Framework 2005 \(NCF 2005\)](#) is the fourth National Curriculum Framework published in 2005 by the National Council of Educational Research and Training (NCERT) in [India](#).

The [NCF 2005](#) serves as a guideline for syllabus, textbooks, and teaching practices for the schools in India. The NCF 2005 has based its policies on previous government reports on education, such as Learning Without Burden and National Policy of Education 1986-1992, and focus group discussion.

NCF has used the term ECCE instead of ECE on account of following rationale:

"Early childhood is the period from conception to age 8, a period that presents a developmental continuum. According to the theoretical framework of development psychology and learning theories. The other reason for extending the span of early childhood from 6 to 8 years is to ensure a gradual and smooth transition from pre-primary to primary education, which is a structured and formal learning system requiring effective interface. The term 'care' has been addition to their health and nutritional needs, their psychological and emotional needs also have to be met adequately for their holistic development. The term education covers learning, a process of acquiring knowledge, skills, habits, attitudes, etc. It also indicates an important focus, viz. to prepare the young child to enter the formal educational stream and system".

The National Focus Group on ECCE divides it into the sub-stages:

- i. Birth to 2+
- ii. 3 to 5+
- iii. 6 to 8+

National policy 2013

- Every child has universal child rights.
- every child has the right to life, survival, development, education, protection and participation
- right to life, survival and development goes beyond the physical existence of the child and also encompasses the right to identity and nationality
- mental, emotional, cognitive, social and cultural development of the child is to be addressed in totality
- all children have equal rights and no child shall be discriminated against on grounds of religion, race, caste, sex, place of birth, class, language, and disability, social, economic or any other status

Let us now understand what NEP 2019 talks about ECCE years:

(f) National Education Policy (NEP) 2019:

- Extension of Right to Education from 3-18 years of age (the current law provides for free and compulsory education to 6-14 years children)
- Formalization of preschooling with regulation, curriculum and integration with school system.
- Extension of Midday Meal Scheme to include preschooling years.
- Restructuring school curriculum and pedagogy in a new 5 + 3 +3+4 design corresponding to the age ranges of 3-8 (preschool + Grades 1, 2), 8-11(Grades 3, 4, 5), 11-14 (Grades 6, 7, 8), and 14-18 years (Grades 9, 10, 11, 12). Till now the scheme is 10+2

Every child in the age range of 3-6 years has access to free, safe, high quality, developmentally appropriate care and education by 2025

As millenium goal could not be achieved, NPE (2019) has strongly recommended for high quality Developmentally Appropriate Programme and included preschool years as Foundation classes and streamlined the preschool education with formal system of education. This is a significant change which is going to strengthen the Importance of Early years. It is

important that children of ages 3-8 have access to a flexible, multifaceted, multilevel, play-based, activity-based, and discovery-based education. It also becomes natural then to view this period, from up to three years of pre-school (ages 3-6) to the end of Grade 2 (age 8), as a single pedagogical unit called the “Foundational Stage”. It is necessary, therefore, to develop and establish such an integrated foundational curricular and pedagogical framework, and corresponding teacher preparation, for this critical Foundational Stage of a child’s development.

(g) Recommendations as given by NCERT (2017)

(a) Child development is a continuous and cumulative process, so that what precedes influences what follows. Therefore, in terms of programmatic interventions, it is important to address the entire childhood continuum, from the prenatal stage to the end of the primary stage, as opposed to intervening during any one sub stage exclusively;

(b) Health, nutrition, and educational/psychosocial development are all synergistically interrelated, which makes a case for the importance of addressing all the needs of children through a holistic approach; and

(c) The child’s development will be optimized if the programmes address not only the child but also the child’s overall context.

CURRICULAR FRAMEWORK FOR ECCE

The three broad objectives of ECCE are:

- holistic development of the child to enable him/her to realise his/her maximum potential
- preparation for schooling;
- providing support services for women and girls.

The curriculum is defined as age appropriate, all round, play based, integrated, experiential, flexible, and contextual. The guiding principles of the ECCE curriculum are:

Play as the basis of learning, Art as the basis of education, Recognition of the special features of children’s thinking, Primacy of

experience rather than expertise , Experience of familiarity and challenge in everyday routines, Mix of formal and informal interaction, Blend of the textual (basic literacy and numeracy) and the cultural, Use of local materials, arts, and knowledge, Developmentally appropriate practice, flexibility, and plurality, Health, well-being, and healthy habits.

<p>Check your progress: Note: 1) Write your answers in the spaces given 2) Compare your answers with the answers given at the end of the unit.</p> <p>1)What does Article 45 state?</p> <hr/> <hr/> <hr/> <p>2)Mention the mellenium goals.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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5.2 Programs and provisions in ECCE in Indian public sector and related issues.

Although Article 45 amended in 2002 refers to ECCE,it does not form an integral part of the national educational structure. It has therefore a variety of programs and structures. There is no single methodology of ECCE.

Existing Methodology of ECCE programs:

- i. Integrated Child development services(ICDS)
- ii. Scheme of assistance to voluntary organizations for conducting early childhood education (ECE) centres.
- iii. Anganwadis and daycare centres run by voluntary agencies with Government's assistance.
- iv. Pre-primary schools run by the state Governments, Muncipal corporations and other agencies.

- v. Maternal and child health services through primary health centres and sub-centres and other agencies.

Methodology of ECCE can be categorized under two heads.

One: For the age group below 2 ½ or 3 years.

Two: For the age-group 2 ½ or 3 years to 6 years(Pre-schools)

(a)EARLY CHILDHOOD CARE AND EDUCATION COORDINATION MECHANISM

Ministry	Area of Responsibility	Age of Children
Department of Women and child Development (DWCD), Ministry of Human Resource Development (MHRD)	Nutritional supplementation, nutrition and health education, referral	0-6 years
Department of Family welfare,Ministry of health and Family welfare	Immunization	0-6 years
DWCD,MHRD and department of elementary education and literacy	Pre-school Education	3-6 years
DWCD, Ministry of Labour, ministry of social justice and empowerment	Childcare, prevention and early detection of disabilities	0-6 years Prenatal onward

ANGANWADI:

Literally speaking Anganwadi means a courtyard grove. as anganwadi is a child care centre located within a village or some slum area. The centre is run by a anganwadi worker (AWW) and assisted by a helper.AWW provides a direct link to children and mothers under the Integrated Child Development Services(ICDS)

Functions of Anganwadis.Following type of services are provided:

- i. Pre-school education to the age -group 3 to 6 years
- ii. Nutrition and health education to mothers.

Creches/Day Care Centres for Children of working Mothers

The scheme of Creches was launched in 1975 as a central scheme in pursuance of the National Policy for Children adopted in 1974

The objectives of the scheme are:

1. Providing day care for children (0-5 years) of parents whose monthly income does not exceed rs 1800/ per month and are mainly casual,migrant,agricultural and construction workers.
2. Providing above mentioned services to children whose mothers are incapacitated on account of sickness/communicable diseases.
3. The services provided under the scheme are:
 - a) Sleeping and day care facilities.
 - b) Supplementary nutrition, immunization, medicines and recreation.

The scheme is implemented through the central Social Welfare Board and two other national level voluntary organizations, namely Indian Council for Child Welfare and Bharatiya Adimjati Sevak Sangh. The scheme supports about 12500 creches covering 3.10 lakh children.

Now lets look at different types of Pre-Primary schools:

The number of recognized pre-primary schools in India is about 30,000 although there is a pre-primary school almost in every street, Mohalla or village. Until recently the pre-primary stage of education did not form part of the national system of education in India. Only very recently the concept of K.G to P.G has come, which means even ukg and lkg classes will come under our Education system.

- 1) **Nursery Schools:** Margaret McMillan was the exponent of this system. These schools were originally started in slum areas in western countries for the children of working mothers. In India they are usually run for the children of well-to-do families. They charge high fees and provide a detailed program of activities. Of late nursery schools have been opened for all sections of the population.

- 2) **Pre-Basic Schools:** These follow the principles of basic education as given by Mahatma Gandhi.
- 3) **Kindergarten Schools:** These schools were originally run by the missionaries. The majority of Kindergarten is located in the big cities in India and are comparatively expensive. These schools attach much importance to English as the medium of instruction. Froebel was the founder of the Kindergarten.
- 4) **Montessori Schools:** The Montessori Schools have been named after its founder, Dr. Maria Montessori, who worked out her methods among the poor as well as abandoned children in slum areas. These schools form the largest group among the Pre-schools in India. The training facilities for the teachers of these schools exist in some states. The full use of the Montessori apparatus with trained teachers is their essential feature.

Essential Guide to Organizations in Indian Early Education

This sector in India is delicate network of government bodies and regulatory bodies making and enforcing the law. The many private schools and NGOs also play a big role. Along with them are organizations offering after school activities and tuition. Put together, they form the core of the country's early childhood care and education (ECCE) system.

A Glance at Education in India:

There are 4 levels of school in India — preschool, primary, middle and secondary. Preschool is not compulsory and is rarely provided to the majority of children. But interest in this sector is up, especially since the ECCE Policy (2013) was introduced. Schools at each level are further divided into private schools and government schools. Private schools charge varying amounts of money, and government schools are near-free.

Stakeholders in Indian Early Education

There are many parties that are interested in this field. The government makes the laws while regulatory bodies enforce them. Private parties as well as public institutes (in the form of NGOs) are also involved.

Government

Ministry of Human Resource Development (MHRD)

The Ministry of Education was created in 1947 after independence. In September 1985, it was renamed to the Ministry of Human Resource Development. The MHRD deals with both school and university education. Primary, secondary and higher secondary education are overseen by the Department of School Education and Literacy (DSEL).

Role in ECCE:

The MHRD helps in the development of education in the country to fulfill the Right to Education (RTE) Act. The Act states that education is compulsory for ages 6–14. However, the government is also starting to focus on pre-primary education. The MHRD plays a key role in increasing access to preschool education.

Department of Women and Child Development

The Department of Women and Child Development was created in 1985 and operated under the MHRD. It was given the status of Ministry in 2006. It deals with rules and regulations related to women and child development. Its current headquarter is in Delhi.

Role in ECCE:

The ECCE Policy (2013) provides services for children from 0 to 6 years and is the direct responsibility of the MWCD. The policy focuses on integrating early childhood education with the RTE Act. It covers all early childhood care and education programs and related services. These include anganwadis, crechés, preschools, playschools, and nurseries. The Ministry also created a National Curriculum Framework for ECCE.

NCPCR

The National Commission for the Protection of Child Rights (NCPCR) was also created by the MWCD. This commission looks into complaints made by parents at all school levels, including at the preschool level.

Regulatory/Semi-Regulatory Bodies

National Commission for the Protection of Child Rights (NCPCR)

The NCPCR is a governmental commission that works under the MWCD. It was created in 2005 and began work in 2007. This commission researches child rights and looks into violations. Its headquarter is in Delhi.

Role in ECCE:

The NCPCR created a set of guidelines for schools based on the ECCE Policy (2013). It is responsible for making sure the rights of children are not violated. Complaints made by parents at the ECCE level can also be taken to the SCPCR (State Commission for the Protection of Child Rights) or NCPCR if local authorities do not help.

For-profit Schools

There are currently many private schools in India offering quality early childhood education. These schools may be standalone but are most often franchises. Some schools have been started in India while others are international chains that have opened branches here.

- **Podar Jumbo Kids**
- **Kangaroo Kids**

International

Safari Kids

Non-profit Schools/Organizations

India has several organizations that provide education for kids from underprivileged backgrounds. These organizations are usually charitable and supported by donations/funds.

Indian

Pratham

Pratham was started in 1995 as a Public Charitable Trust by the Commissioner of the Municipal Corporation of Greater Mumbai, UNICEF and others. It started as a way to provide preschool education to children in slums. It has now expanded to 21 states and several countries.

Akanksha Foundation

The Akanksha Foundation was started in 1990 by Shaheen Mistri. Its aim was to deliver a high quality education to every child no matter their background. They now have 60+ after school centres with teachers, volunteers and social workers. Their 'School Project' model, made for reform in education, is now in 20 schools across India. They have also expanded internationally. Their headquarter is in Mumbai.

About Samagra Shiksha

Samagra Shiksha is a Centrally Sponsored Scheme implemented by Government of India in partnership with State Governments, is India's main programme for universalising elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. Launched in the year 2000-2001, SSA has achieved considerable success in universalising elementary education. Today, there are 19.67 crore children enrolled in 14.5 lakh elementary schools in the country with 66.27 lakh teachers at elementary level.

Sarva Shiksha Abhiyan *Sarva Shikshā Abhiyān*, [English](#): **Education for All Movement**), or **SSA**, is an [Indian Government](#) programme aimed at the universalisation of [primary education](#) "in a time bound manner", the 86th Amendment to the [Constitution of India](#) making free and compulsory education to children between the ages of 6 to 14 (estimated to be 205 million children in 2001) a [fundamental right](#) (Article- 21A). The programme was pioneered by former Indian [Prime Minister Atal Bihari Vajpayee](#). It aims

to educate all children between the ages 6 to 14 by 2010. However, the time limit has been pushed forward indefinitely.

Check your progress:

Note: 1) Write your answers in the spaces given

2) Compare your answers with the answers given at the end of the unit.

3. what is DWCD? And MHRD? What are their roles?

4. Mention Millennium Development Goals.

5. mention the objectives of ECCE policy 2013.

(5.3) Issues on ECCE in India:

There is wide gap between commitments and Achievement

NCERT, 2005 has very rightly said, "in spite of the constitutional directives and laws, policies and programs announced from time to time, the gap between the need and the actual provisions remain vast".

Let us look at Issues in ECE: A number of Committees and Commissions have gone into the issues in ECCE from time to time. These may be summarized as under:

- a) **Lack of clear concept of ECCE:** The duration of ECCE is not clear. The Article 45 of the constitution of India states this period is up to 6 years, whereas National Focus Group (NCERT 2006) observes this period from conception to age 8 years. This situation is likely to create confusion among different sections of people engaged in ECCE.
- b) **Lack of Integration:** ECCE must be single-mindedly devoted to the true welfare, growth and development of the child as a vital organism. The child must grow up and develop in conditions of freedom. The system of care and education must correspond to the fundamental

needs of the child's comprehensive growth and development, irrespective of any social, economic, political considerations.

- c) **Weak political will:** There is a need to convince politicians, policy makers, programmers and education officials, about the importance of ECCE.
- d) **Lack of clear-cut policy:** To strength the policy, we need to take few measures like..
 - a) Clarify the roles of the state, community and the private sector as well as forms of partnership among them.
 - b) Work closely with the legal profession
 - c) Establish norms and standards that are not so rigid but will also assure positive attention to children.
- e) **Poor use of financial resources:** Generally ECCE programs get a small portion of government budgets, relative to the percentage of young children in the population, therefore, there is a need to increase allocation in national budgets and make more permanent commitments to such funding.
- f) **Poor quality:** There is a pressing need to Re-examine training and to supervise pre-service and in service programs at all levels and also to improve and formulate curricula ,taking into account the "best practices".
- g) **Lack of equity:** The "disadvantaged" need to be given greater attention: low -income sections, rural, indigineous, girls, HIV/AIDS, pregnant and lactating mothers ,working mothers, SC
- h) **Lopsided Approach:** The program of ECCE should be a Holistic approach. Programes intended to improve early childhood care and education have come primarily from developmental psychology and from formal education. Hence there is a need to relate these programs conceptually and operationally, to other programs that begin from analyses of children's rights, poverty, working mothers, rural development, special needs, street children etc.

- i) Lack of training of ECCE workers:** In all the models of ECCE programs the component of training should be strengthened. Training should include a strong component of field placement under supervision. As ECCE is bound to expand considerably, corresponding training facilities to be made available for all levels of functionaries.
- j) Defective functioning of ICD centres and Day care centres:** Each Anganwadi workers Training centre should be given the responsibility of running at least 25 anganwadi centres so as to provide the trainee with adequate field practice areas, also the trainee should be placed for a minimum of one month for practical training. Instructional materials for use of trainers and the trainee should be developed. Materials for children like, picture books, pictures, posters, minimum essential play material should be made available and replenished periodically. Day care centres and crèches being run need to be reviewed and strengthened on an immediate basis and to check if they are providing adequate safe and hygienic space, drinking water, and supplementary nutrition. It's important to check the child worker ratio and see how is Para medical care. Minimum equipment like linen, cradles toys and play materials to be reviewed.
- k) Unattractive service conditions of ECCE workers:** One of the weakest points in the existing programs is inadequate child, worker ratio. Efforts should be made to strengthen the programs and make them developmental instead of providing mere custodial care. Similarly adequate remuneration to the workers is an important factor in successful implementation of any programme.
- l) Ineffective system of monitoring and evaluation:** Implementation of comprehensive programme requires a strong administrative machinery at all levels, national, state, district and local (rural and urban). In order to ensure a strong and effective central machinery for the coordination of the programs at the national level, a national committee for the pre-school should be set up under the

chairmanship of the union Minister of Human Resource Development. The department which would be responsible for the administration at the state level will differ from state to state. Where more than one department are involved, a suitable coordinating structure need to be created. A full-time officer of appropriate status will have to be made responsible for the programme. Assistance should be sought from professional institutions and expert bodies for independent, objective evaluation that can identify gaps and problems and feasible alternatives for remedial action. All types of programs should be got evaluated by independent agencies once in five years and the reports of the evaluations followed up in order to improve the quality of services.

Summary of the Measures suggested:

- Taking a holistic view of the child and of the learning and development process.
- Adopting an integrative approach
- Concentrating on the well- being of children and on active learning and not on the size of particular programme
- Beginning with prenatal attention.
- Including the excluded. Focus on gender and social equity.
- Making family-focused and community based, fostering participation.
- Building child-focused partnerships
- Seeking cost-effectiveness, broadly defined
- Seeking quality defined not only by the nature of inputs and processed but also by outcomes.
- Incorporating monitoring and evaluation into programs from the outset.

Basic Principles of the curriculum frame work according to the National Focus group (2005) are:

- Play as the basis for learning
- Art as the basis of education
- Recognition of the special feature of children's thinking

- Blend of the textual (basic literacy and numeracy) and the cultural.
- Mix of formal and informal interaction.
- Flexibility
- Integration of health and well-being

Check your progress:

Note: 1) Write your answers in the spaces given

2) Compare your answers with the answers given at the end of the unit.

6. Mention the issues in ECCE.

7. List the basic principles of curriculum as given by NCF (2005).

LET US SUM UP

In this unit we have looked at various policies (at national level and the provisions provided through constitution) and programs that laid great emphasis and given recommendations to strength the ECCE period .We also looked at how Article 45,Right to Education Act, Millenium Development Goal, National Focus Group ,ECCE policy 2013 have paved way for universalization of Elementary Education(UEE) .

- ❖ ECCE is a crucial input in the strategy of human resource development, a support program for primary education and also a support service for working women.
- ❖ ECCE in this context is considered to be significant intervention to compensate for early environmental deprivation at home by providing a stimulating environment to the children. This is particularly relevant in the case of first generation learners. The different. The different programs mentioned in this chapter such as SSA, crèche, day care centres work for children to the maximum level of implementation.

Suggested Practical Activities:

- Field visits to various ECCE settings may be conducted or project work undertaken as part of transaction of theory.
- Conduct of seminars on educational thoughts of Indian/ Western philosophers in relation to implications of these on ECCE programmes and classroom practices.
- Debate on Indian versus western philosophies regarding ECCE programmes.
- Writing an observation report on visit to any 2 Anganwadi centers keeping in view the facilities, services, role and responsibilities of teacher and parental involvement.
- Influence of socio- cultural aspects on early child development and access to ECCE programmes.
- Any other activity suggested by the teacher educator.

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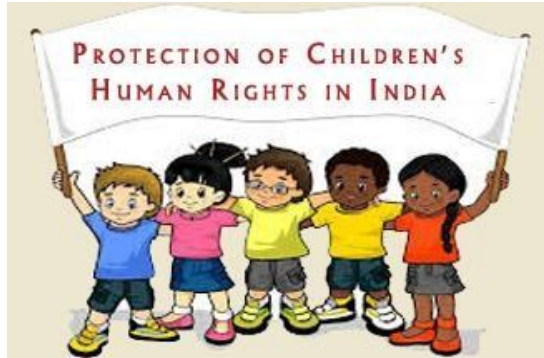
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Unit- 6

CHILD'S RIGHTS AND SOCIO-POLITICAL FRAMEWORK



6.0 Introduction:

- Early childhood is a period of enormous growth and development. Children develop more rapidly during the period from Birth to age 5 than at any other time in their lives. Shaped in large part by their experiences in the world.
- These early years of development are critical for providing a firm foundation in overall development of children (NRC and IOM, 2000)
- Children's early experiences- the bonds they form with their parents and their first learning experiences depend upon the satisfaction of the Needs.
- A Right is a recognition of the child's entitlement. Child's Rights go beyond just Human Rights, which exist to ensure fair and proper treatment of people across the world and promote their well-being.
- Children, defined as any person under the age of 18, need more than just Human Rights due to set of unique needs stemming from their vulnerabilities.
- The UN Convention on the Rights of the Children is the first legally binding instrument for the protection of the rights of the child.
- The 4 core principles of the convention include Non-Discrimination, the best interest of the child, the right to life, survival and Development and respect for the views of the child.

6.1 Needs of Children:

Need describes the conditions required for children to thrive. Need is something that is required. Need expresses the necessity.

6.1.1 Types of Needs of children:

1. Physical Needs:

- Shelter
- Warmth Clothing Nutritious Food.
- Fresh air
- Safe Environment Time & space to play.

2. Psychological Needs:

- Love & Affection Attention
- Acceptance Respect Belongingness
- Achievement Friendship

3. Social Needs:

- Social interactions
- Relationships
- Friendships.

Maslow`s hierarchy of Needs :

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others.

Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on.



1. Physiological needs- these are biological requirements for human survival, e.g. air, food, drink, shelter, clothing, warmth, sex, sleep.

If these needs are not satisfied the human body cannot function optimally. Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met.

2. Safety needs- protection from elements, security, order, law, stability, freedom from fear.

3. Love and belongingness needs- after physiological and safety needs have been fulfilled, the third level of human needs is social and involves feelings of belongingness. The need for interpersonal relationships motivates behavior.

Examples include friendship, intimacy, trust, and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work).

4. Esteem needs- which Maslow classified into two categories:

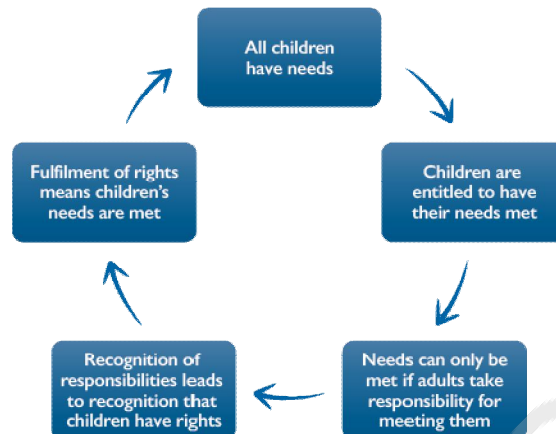
- (i) esteem for oneself (dignity, achievement, mastery, independence) and
- (ii) the desire for reputation or respect from others (e.g., status, prestige).

Maslow indicated that the need for respect or reputation is most important for children and adolescents and precedes real self- esteem or dignity.

6.1.2 Difference between Needs and Rights:

The difference between a need and a right is that a need describes the conditions required for children to thrive. A right is a recognition of the child's entitlement, by virtue of being a child, to have that need fulfilled. This, in turn, places a specific obligation on adults at all levels of society to take the necessary action to ensure that those rights are implemented for every child. For example, action to protect the

rights of the individual child, such as family life, access to health care or education, but also the consideration of public policies that potentially impact on children's health and development – housing, transport and poverty. The below figure shows how children's rights are recognized and fulfilled.



Rights are based on the shared recognition of the conditions that are fundamental to children's dignity, identity, health, development, and well-being. They are universal and applicable to every child in all contexts and cultures. All rights have equal importance. Everyone is equally entitled to human rights without any discrimination. Some rights can only be fulfilled if governments and other responsible people provide certain conditions – for example, health and education services.

Other human rights are described as freedoms – for example freedom to choose your own religion. Everyone is entitled to enjoy their rights without undue interference.

6.1.3 Role of care giver in meeting the needs:

- ❖ Despite many common experiences, caregivers' roles are highly variable across the course of care giving. The diversity of families, the timing of entry into the care giving role, the duration of the role in relation to the overall life course of the caregiver, and transitions in care experienced over time all shape the nature of the care giving role.
- ❖ A caregiver is a family member or close friend who has taken responsibility for the physical and emotional needs – and sometimes the financial affairs – of a person who cannot entirely care for him or herself because of advanced age, illness, dementia, or disability.
- ❖ A caregiver can also be someone that the family hires to provide care and/or to assist the primary caregiver.

- ❖ Caregivers may have a range of responsibilities from attending to a person's physical needs, including preparing meals and helping the person bathe and dress, to logistical tasks such as driving the person to the doctor, buying groceries, and keeping the home clean.
- ❖ The role of a caregiver can be extremely difficult. Caregivers often feel overwhelmed, resentful, and even depressed. Therefore, learning good self-care and reaching out for support are essential for caregivers. In the best of circumstances, taking care of a loved one can be rewarding and meaningful, as well as challenging.
- ❖ Despite many common experiences, caregivers' roles are highly variable across the course of care giving. The diversity of families, the timing of entry into the care giving role, the duration of the role in relation to the overall life course of the caregiver, and transitions in care experienced over time all shape the nature of the care giving role.

6.2 Emergence of UNCRC and its orientation in defining childrens needs,systems of care giving as societal-state obligations.

6.2.1 What is a UNCRC?

- The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.
- The UNCRC was ratified by India in 1992 and the 2000 Act that was brought in, adhered to the standards set by the UNCRC.
- The UNCRC states that signatory countries should treat every child under the age of 18 years in the same manner and not try them as adults.

Basic principles of UNCRC:

- All children are equal and have the same rights.
- Every child has the right to have his or her basic needs fulfilled.
- Every child has the right to protection from abuse and exploitation.
- Every child has the right to express his or her opinion and to be respected.

Emergence of UNCRC and its orientation in defining child`s needs:

- The UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children.
- In 2000, two optional protocols were added to the UNCRC. One asks governments to ensure children under the age of 18 are not forcibly recruited into their armed forces.
- The second calls on states to prohibit child prostitution, child pornography and the sale of children into slavery. These have now been ratified by more than 120 states.
- A third optional protocol was added on 19 December 2011, a third optional protocol on a Communications Procedure was approved by the UN General Assembly. This protocol will allow for individual children to submit complaints regarding specific violations of their rights under the Convention and its first two optional protocols. The Protocol opens for signature in 2012 and will enter into force upon ratification by 10 UN Member States.

Systems of care giving as societal state obligations:

- ❖ Caregivers for persons with disabilities are very important in the process of recovery and rehabilitation, irrespective of the cause of disability. Their services are equally important as of the health professionals.
 - ❖ Often it is the caregivers who bear the major burden by assisting for daily needs of persons with disabilities apart from providing financial and social supports to their dependent persons with disabilities.
 - ❖ In the process of caregiving they may have to forego their opportunities to attend work of their choice, to earn money, to progress in career, to spend satisfactory social life, and even to spend time leisurely. Yet, the informal caregiving process and the caregivers as a service provider, for persons with disabilities, have received less attention from civic societies and various state systems.
 - ❖ However, change of paradigm of caregiving process as family responsibility to society's collective responsibility and a stronger voice of caregiver associations has brought certain recent changes in this field.
 - ❖ There are few governments who have recognized the importance of caregivers for their informal services and sacrifices and started providing benefits for them, thus caring for the caregivers. We review and discuss such policies and regulations which protect the rights of caregiver.
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6.3 Constitutional provision for younger children: Article 45 and articles related to minority groups and Right to Education Act 2003; RTE amendment Bill, 2017; emerging positions of early childhood; current five year plans, major thrusts; concerns and issues.

According to Article 21 (a) of the Indian Constitution, all children between the ages of six to fourteen should be provided with free and compulsory education. The child labor (Prohibition and Regulation) Act, 1986 defines a child as a person who has not completed fourteen years of age.

6.3.1 Article 45:

- Provision for free and compulsory education for children - states shall endeavor to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for children until they complete the age of 14 years.
- Keeping in view this constitutional background for the welfare of children, the Govt, of India adopted a national policy for children in August, 1974. This policy recognized that "the nation's children are a supremely important asset. Their nature and solicitude are our responsibility.
- Children`s programs should find a prominent part in our national plans for the development of human resources, so that our children grow up to become robust citizens, physically fit, mentally alert and morally healthy, endowed with the skills and motivations needed by society.
- Equal opportunities for development to all children during the period of growth should be our aim, for this would serve our larger purpose of reducing inequality and ensuring social justice.
- "The needs of children and our duties towards them have been expressed in the Constitution". The Resolution on a National Policy on Education, which has been adopted by Parliament, gives direction to State Policy on the educational needs of the children.
- We are also party to the UN Declaration of the Rights of the Child. The goals set out in these documents can reasonably be achieved by judicious and efficient use of the available national resources.

- Keeping in view these goals, the Government of India adopts this Resolution on the National Policy for Children.
- "It shall be the policy of the State to provide adequate services to children, both before and after birth and through the period of growth, to ensure their full physical, mental and social development.
- The State shall progressively increase the scope of such services so that, within a reasonable time, all children in the country enjoy optimum conditions for their balanced growth.

Articles related to minority groups:

- In common “minority” means a group comprising less than half of the population and differing from others, especially the predominant section, in race, religion, traditions and culture, language, etc.
- The Constitution of India does not define the word ‘minority’ anywhere.
- However, Article 29 has the word “minorities” in its heading but refers to “any sections of citizens having a distinct language, script or culture”. This may be a whole community generally seen as a minority or a group within a majority community.
- Article 30 speaks specifically of two categories of minorities – religious and linguistic.

Right to Education (RTE) Act 2009:

- Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act via Article 21A. The Right to Education Act seeks to give effect to this amendment.
- The government schools shall provide free education to all the children and the schools will be managed by School Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee.
- The National Commission for Elementary Education shall be constituted to monitor all

aspects of elementary education including quality.

6.3.2 RTE Amendment Bill 2017:

- The RTE (Second Amendment) Bill, 2017 was introduced in Lok Sabha on August 11, 2017 to amend the RTE Act to remove the provision related to no- detention in the Act.
- Under the Act, no child may be detained till he completes class 8. The Bill amends this provision to state that a regular examination will be held in class 5 and class 8 at the end of every academic year.
- If a child fails the examination, he will be given additional instruction, and the opportunity for a re-examination within two months from the declaration of the result.
- If the child fails in the re-examination, the relevant central or state government may allow schools to hold back the child. Further, the central or state government will decide the manner and the conditions in which a child may be held back.

6.3.3 Current five year plan:

- The ten objectives for the 13th five-year plan includes "maintaining economic growth, transforming patterns of economic development, optimizing the industrial structure, promoting innovation-driven development, accelerating agricultural modernization, reforming institutional mechanisms, promoting coordinated development, strengthening ecological construction, safeguarding and improving people's livelihoods and promoting pro-poor development."
- Economic growth remains the top priority, but we should transfer the mode, adjust the structure, promote innovations and conserve ecology. Accordingly, economic development needs more quality focus.
- This signifies scientific understanding of economic development.
- The objective is to support economic social ecology that improves quality of life. Plotting development seeks a good environment. Economic growth should attach greater importance to social and ecological benefits.
- Frequent social and environmental issues warn us that extensive growth causes bottlenecks on natural resources and environmental protections.

6.3.4 Concerns and issues

- It has been argued that automatically promoting all children to the next class reduces the incentive for children to learn and for teachers to teach.
 - The Central Advisory Board on Education (CABE, 2014), National Achievement Survey (2012), and the Economic Survey (2016-17) observed declining learning levels in elementary education even after the implementation of the RTE Act.
 - In 2016, 58% of children in class 3 were unable to read a class 1 level text.
 - At the national level, 73% of children in class 3 were unable to do basic arithmetic. The CABE sub-committee (2014) recommended that an assessment of learning outcomes is required to determine promotion to the next class.
 - This would also improve accountability of schools and teachers to deliver quality education. Further, many states requested changes in the RTE Act to allow detention of children with poor learning outcomes.
 - Others argue that detaining a child could be counterproductive as it is de-motivating and leads to them dropping out of school.
 - Experts have highlighted that repeating a class on failing an exam presumes that the child is at fault and does not acknowledge the role of other factors that affect learning outcomes of children.
 - Poor learning outcomes could be due to lack of professionally qualified teachers, teacher absenteeism, limited infrastructure, and inadequate roll out of the Continuous and Comprehensive Evaluation method of teaching and assessment.
 - Note that the RTE (Amendment) Act, 2017 was passed in August 2017 to extend the deadline for teachers to acquire the minimum qualifications prescribed under the RTE Act by four years.
 - This extension was given as states have not completed the training of in-service untrained teachers.
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6.4 Legislations related to food and nutrition and health and care , interventions by Government such as ICDS and contributions of NGOs.

- ❖ Various government initiatives have been launched over the years which seek to improve the nutrition status in the country.
- ❖ These include the Integrated Child Development Services (ICDS), the National Health Mission, the Janani Suraksha Yojana, the Matritva Sahyog Yojana, the Mid-Day Meal Scheme, and the National Food Security Mission, among others.
- ❖ However, concerns regarding malnutrition have persisted despite improvements over the years.
- ❖ It is in this context that the National Nutrition Strategy has been released.

6.4.1 National Nutrition Strategy

Key features of the Strategy include:

- The Strategy aims to **reduce all forms of malnutrition by 2030**, with a focus on the most vulnerable and critical age groups.
- The Strategy also aims to assist in achieving the targets identified as part of the Sustainable Development Goals related to nutrition and health.
- The Strategy aims to launch a **National Nutrition Mission**, similar to the National Health Mission.
- This is to enable integration of nutrition-related interventions cutting across sectors like women and child development, health, food and public distribution, sanitation, drinking water, and rural development.
- A **decentralized approach** will be promoted with greater flexibility and decision making at the state, district and local levels.
- Further, the Strategy aims to strengthen the ownership of Panchayati Raj institutions and urban local bodies over nutrition initiatives.
- This is to enable decentralized planning and local innovation along with accountability for nutrition outcomes.
- The Strategy proposes to launch interventions with a focus on improving **healthcare and nutrition** among children.

□ These interventions will include:

- (i) promotion of breastfeeding for the first six months after birth,
- (ii) universal access to infant and young child care (including ICDS and crèches),
- (iii) enhanced care, referrals and management of severely undernourished and sick children,
- (iv) bi-annual vitamin A supplements for children in the age group of 9 months to 5 years, and
- (v) micro-nutrient supplements and bi-annual de-worming for children.

□ Measures to improve **maternal care** and nutrition include:

- (i) supplementary nutritional support during pregnancy and lactation,
 - (ii) health and nutrition counselling,
 - (iii) adequate consumption of iodized salt and screening of severe anemia, and
 - (iv) institutional childbirth and lactation management.
-

6.4.2 Interventions by government for safety and care of children:

Protection of Children from Sexual Offences (POCSO) Act

Salient features:

- The Act defines a child as any person below eighteen years of age, and regards the best interests and well-being of the child as being of paramount importance at every stage, to ensure the healthy physical, emotional, intellectual and social development of the child.
- It defines different forms of sexual abuse, including penetrative and non-penetrative assault, as well as sexual harassment and pornography, and deems a sexual assault to be “aggravated” under certain circumstances, such as when the abused child is mentally ill or when the abuse is committed by a person in a position of trust or authority vis-à-vis the child, like a family member, police officer, teacher, or doctor.
- People who traffic children for sexual purposes are also punishable under the provisions relating to abetment in the Act. The Act prescribes stringent punishment graded as per the gravity of the offence, with a maximum term of rigorous imprisonment for life, and fine.

6.4.3 Integrated child development scheme (ICDS) :

- Children in the age group 0-6 years constitute around 158 million of the population of India(2011census).
- These Children are the future human resource of the country. Ministry of Women and Child Development is implementing various schemes for welfare, development and protection of children.
- Launched on 2nd October, 1975, the Integrated Child Development Services (ICDS) Scheme is one of the flagship programs of the Government of India and represents one of the world's largest and unique programs for early childhood care and development.
- It is the foremost symbol of country's commitment to its children and nursing mothers, as a response to the challenge of providing pre-school non-formal education on one hand and breaking the vicious cycle of malnutrition, morbidity, reduced learning capacity and mortality on the other.
- The beneficiaries under the Scheme are children in the age group of 0-6 years, pregnant women and lactating mothers.

Objectives of the Scheme are

- to improve the nutritional and health status of children in the age-group 0-6 years;
- to lay the foundation for proper psychological, physical and social development of the child;
- to reduce the incidence of mortality, morbidity, malnutrition and school dropout;
- to achieve effective co-ordination of policy and implementation amongst the various departments to promote child development and to enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health condition.

Services under ICDS

The ICDS Scheme offers a package of six services, viz.

- Supplementary Nutrition
- Pre-school non-formal education
- Nutrition & health education
- Immunization
- Health check-up and
- Referral services

The last three services are related to health and are provided by Ministry/Department of Health and Family Welfare through NRHM & Health system. The perception of providing a package of services is based primarily on the consideration that the overall impact will be much larger if the different services develop in an integrated manner as the efficacy of a particular service depends upon the support it receives from the related services.

For better governance in the delivery of the Scheme, convergence is, therefore, one of the key features of the ICDS Scheme. This convergence is in-built in the Scheme which provides a platform in the form of Anganwadi Centers for providing all services under the Scheme.

The delivery of services to the beneficiaries is as follows:

Services	Target Group	Service provided by
(i) Supplementary Nutrition	Children below 6 years, Pregnant & Lactating Mothers (P&LM)	Anganwadi Worker and Anganwadi Helper[MWCD]
(ii) Immunization*	Children below 6 years, Pregnant & Lactating Mothers (P&LM)	ANM/MO [Health system, MHFW]
(iii) Health Check-up*	Children below 6 years, Pregnant & Lactating Mothers (P&LM)	ANM/MO/AWW [Health system, MHFW]
(iv) Referral Services	Children below 6 years, Pregnant &	AWW/ANM/MO [Health system, MHFW]

	Lactating Mothers (P&LM)	
(v) Pre-School Education	Children 3-6 years	AWW [MWCD]
(vi) Nutrition & Health Education	Women (15-45 years)	AWW/ANM/MO [Health system, MHFW &MWCD]

* AWW assists ANM in identifying the target group.

6.4.4 Contribution of NGO`s:

- Today, the impact of powerful child rights NGOs like Save the Children spans the lives of lakhs of underprivileged children.
- The NGO, through its network of dedicated activists, grassroots workers, and notable supporters is able to make long-lasting beneficial changes to India's most vulnerable children.
- It achieves this monumental task through its role in policy reform, on-ground change, and empowerment initiatives.
- Not only does it fight the exploitative habits, but also brings about societal mindset changes that are very important for the country.

Policies and measures:

- Various charitable organizations and NGOs are constantly working to research, document and showcase results from the analysis that they make by surveying the impoverished class of citizens from this country.
- For this, they use the money that is donated by those who want to do their bit for a better

world.

- NGOs also work to create good relationships with lawmakers, media and fellow civil society members to further their goals of lobbying for pro-children and pro-poor policymaking; that is essential for bringing about a change.
- Save the Children uses campaigns that combine public campaigning, research and dialogue to achieve positive legislation that helps unprivileged children.

Education and enrolment

- Our country has the world's largest educational system in place. However, it still faces low rates of literacy.
- The answer lies in many issues which together undermine the importance of education in the country including 'low enrolment'.
- Fewer children are choosing education in the first place and add this to the issue of dropouts and picture gets much clearer.
- Save the Children is working to reverse the situation by creating non-discriminative schools across India.
- The organization has also been working to create a financial framework that will support the ambitious Right to Education act.

Combating child labor and child trafficking

- Save the Children has acted as a bridge between the vulnerable communities and government at all levels to address issues like child trafficking and child labor.
- We aim to make child trafficking socially and culturally unacceptable and work in tandem with police forces of various states.
- In 2015, we rescued 9337 children from the clutches of child labor while more than 50,000 have been saved from traffickers.

Grass root activism

- The term 'grass root activism' involves working with communities to raise awareness and help them fight poverty and exploitation.
- This also means NGOs need to focus on providing educational resources and vocational training to some target demographics that will give them better access to stable and respectable sources of income.
- Save the children works with various major corporations to end child labor and to provide rehabilitation and education to children rescued from such exploitation.
- The NGO works to enable these children in joining the mainstream through vocational training and providing them with honorable jobs.
- Donate online to support many ongoing campaigns to give these children a viable livelihood and a bright future.

Schemes by government for children in difficult circumstances:

- The Ministry of Women and Child Development is implementing the comprehensive **Integrated Child Protection Scheme (ICPS)** for the welfare and rehabilitation of children in difficult circumstances.
- One of the objectives of ICPS is to map the needs and services for children and families at risk.
- Financial assistance is provided to the State Governments/UT Administrations under the Scheme for, inter-alia, undertaking such exercise at district level and assessing the number of children in difficult circumstances.
- Another Scheme being implemented since 2004-05 in urban areas by the Ministry is the Scheme for Welfare of Working Children in Need of Care and Protection for providing support for the wholesome development of child workers and potential child workers, especially those with none or ineffective family support.

- The progress of implementation of ICPS is reviewed from time to time in regular meetings at State, regional and national levels, through monitoring reports received from the States and by the Project Approval Board set up in the Ministry to appraise and approve the financial proposals received from States Governments/ UT Administrations.
- The Scheme for Welfare of Working Children in Need of Care and Protection was evaluated by National Institute for Public Cooperation and Child Development (NIPCCD) during the year 2009-10.
- Thereafter, a Committee was set up in the Ministry for examining the evaluation report and recommending changes to the Scheme.
- The Committee has recommended that, to avoid duplication of efforts and provide more comprehensive services to vulnerable children including working children, it would be advisable to discontinue the Scheme for Welfare of Working Children and cover the targeted children under the Open Shelter Component of the ICPS.
- Whereas, under ICPS funds are released to State Governments/UT Administrations and Childline India Foundation(CIF) only, under the Scheme for Welfare of Working Children in Need of Care and Protection, funds are directly released to the Non-Governmental Organizations (NGOs) for implementing the scheme.

Now we will discuss about Meaning of Marginalization and Impact of Discrimination and Marginalization on well-being of children.

6.5 Consideration of the impact of discrimination of children's well being in terms of children's rights – marginality such as caste , gender , poverty leading to children on street , children without families , single parent families , child abuse , impact of natural and manmade disasters, wars etc., ECCE needs of children from disadvantaged and marginalized sections of society.

Discrimination Practices in Schools and Its implications

“Discrimination is an assault on the very notion of human rights. Discrimination is the

systematic denial of certain peoples' or groups' full human rights because of who they are or what they believe. It is all too easy to deny a person's human rights if you consider them as "less than human".

Discrimination is the prejudicial and/or distinguishing treatment of an individual based on their actual or perceived membership in a certain group or category, "in a way that is worse than the way people are usually treated. It means that certain groups are denied equal protection of the law against violence inflicted on them, such as racist attacks, domestic violence, attacks targeted at people because of their actual or assumed religion or sexual orientation. It is the unlawful and intentional unfair treatment of a person based on any of a set of federally protected characteristics.

It is a differentiating treatment of an individual based on their race, gender identity, color, age and others. It is granting of some advantage to a particular section or class of society over others. Discrimination in law enforcement can mean that certain groups are viewed by the authorities as "potential criminals" and so are more likely to be arrested and imprisoned. It can also mean that they are more likely to suffer harsher treatment, possibly amounting to torture or other forms of ill-treatment, once in criminal justice system.

Discrimination against any child regardless of their needs can make them feel isolated and different to other children. Very often children with special needs or from disadvantaged sections like from poor families have a very difficult time trying to fit with other children especially if they are in a main stream school. All children must be made to understand that everyone should be good to each other under any given situation but must not intentionally or unintentionally hurt others.

Impact of discrimination:

The young children in difficult circumstances or disadvantaged positions experience their early school years may in large part determine their academic future and negatively affect their emotional, social, and mental development. Children benefit from a positive, supportive learning environment where their contributions are valued; many from disadvantaged families, however, experience discrimination in school during their early, impressionable years.

The experiences that children have in their first classrooms are foundational to how they think about themselves as learners, students, and members of the larger communities around

them. Any experiences of discrimination at this vulnerable age can negatively affect personal development and academic trajectories, and limit the emotional benefits of early childhood education.

Discrimination runs against the most fundamental values of a modern society. In fact, it is a threat to democracy. Discrimination not only forms a menace to the society, but also to the individual who is subjected to such an adverse treatment as it is a direct denial of the equal worth of the victim. It is a violation of a person's identity. The consequences of discrimination match the severity of the offence, a causal link to alienation, exclusion, and decreasing psychological well-being.

.The meaning of discrimination is often related to another term, which is "disturbing". In the Oxford Dictionary, such a term is explained as anxiety, and distress, as well as other bad mental states caused by unfairness and irritation. Therefore, such a state is often caused by various types of discrimination, since it is nothing but an unfair treatment of somebody who belongs to a particular race, ethnicity, gender, sexual orientation, and soon.

Usually the reason for such an unfair treatment is prejudice. Most people who suffer from discrimination feel frustration, and anger. It may often cause anger addressed to people who caused such an unpleasant emotional state.

The only way to stop discrimination is to implement proper laws and protect human rights at the government level. In turn, the society must support victims of discrimination, helping them to cope with consequences, as well as to integrate in

Children who experience discrimination from their teachers are more likely to have negative attitudes about school and lower academic motivation and performance, and are at increased risk of dropping out of high school. In fact, experiences of teacher discrimination shape children's attitudes about their academic abilities above and beyond their past academic performance. Even when controlling for their actual performance, children who experience discrimination from teachers feel worse about their academic abilities and are less likely to feel they belong at school, when compared against students who do not experience discrimination.

Till now we discussed about Rights and needs, Progress in ECCE during Five year plans, constitutional provisions and legislations for children.

6.5.1 Marginalization: Marginalization is a process that denies opportunities and outcomes to 'those 'living on the margins', while enhancing the opportunities and outcomes for those who are 'at the centre'. Deprived/ Marginalized combines discrimination and social exclusion. It offends human dignity, and it denies human rights. Caste and class prejudice, gender prejudice and prejudice through other disadvantaged positions in the society in many societies across the globe, exclude many groups and communities, and hinder their active participation in economic and social development.

Marginalization on Gender Basis

The idea that women and men are not equal prevails in some sections of the society. Gender marginalization is seen in some communities where girls and women are prevented to live a secure and ordinary life. This negatively affects health, education and economic condition of girls and women. Low status attributed to girls, poverty, domestic work, customs, lack of interest and negative attitude of members of society affecting enrollment and retention of girls in schools. This negatively affects health, education and economic condition of girls and women.

Marginalized Sections of Society-Children with Special Needs

People with disabilities have had to battle against centuries of biased assumptions, harmful stereotypes, and irrational fears. The stigmatization of disability resulted in the social and economic marginalization of generations.

Now we will talk about who are children in difficult circumstances and what are the different services available to them by Government.

6.5.2 Children in difficult circumstances:

“Children in need of care and protection” or children in difficult circumstances means a child:

- Found without any home or settled place Found begging, or either a street child or a working child
- Resides with a person (whether guardian of the child or not) who:
 - Has threatened to kill or injure the child and there is a reasonable likelihood of the threat being carried out
 - Has killed, abused or neglected some other child or children and there is a reasonable likelihood of the child in question being killed, abused or neglected by that person.

- Mentally or physically challenged or suffering from terminal or incurable diseases with no support
- With parent or guardian who is unfit or incapacitated to exercise control over the child
- Does not have parent and no one is willing to take care of or whose parents have abandoned (or surrendered) him or who is missing and run away child and whose parents cannot be found after reasonable inquiry
- Vulnerable and is likely to be inducted into drug abuse or trafficking
- Likely to be abused for unconscionable gains
- Victim of any armed conflict or natural calamity

Childhood is the formative period in a person's life. Hence it is important that the child grows up in a good environment that ensures safety, food, shelter, education, care and protection-a conducive environment that promises growth and development. Non availability of such conducive atmosphere is a threat to the growth and development of children.

Child feels threatened and insecure in non conducive environments that may eventually manifest as a psychosocial problem wherein the child reacts to such situations in unacceptable ways. The child may appear to be sad and isolate itself from friends and peers, or easily get agitated or irritated and pick up fights with friends or argue for trivial reasons. Such children tend to become anxious about anything and appear fearful. Unable to accept and get along with these difficulties, children may run away and end up on the streets or in much threatening situations such as in antisocial gangs. Exposed to non conducive environments at a very young age leads to poor health, and poor scholastic performances and their psychosocial development is affected. Contributing factors to such difficulties among children are varied such as poverty, class discriminations, corruption, epidemics, disasters, etc.

The cultural practices and beliefs of the community, social, geographic and political conditions of a country also influence this condition and inversely affect each child. Various socio-economic and cultural practices challenge their normal psychosocial development and interfere with their day-to-day activities.

Summary

1. Children develop more rapidly during the period from Birth to age 5 than at any other time in their lives.
2. The UN Convention on the Rights of the Rights of the children is the first legally binding instrument for the protection of the rights of the child.
3. A **Need** describes the conditions required for children to thrive. Need is something that is required. Need expresses the necessity.
4. A **Right** is a recognition of the child's entitlement, by virtue of being a child, to have that need fulfilled.
5. A caregiver is a family member or close friend who has taken responsibility for the physical and emotional needs – and sometimes the financial affairs – of a person who cannot entirely care for him or herself because of advanced age, illness, dementia, or disability.
6. The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.
7. There are few governments who have recognized the importance of caregivers for their informal services and sacrifices and started providing benefits for them, thus caring for the caregivers.
8. A **decentralized approach** will be promoted with greater flexibility and decision making at the state, district and local levels.
9. The beneficiaries under the ICDS Scheme are children in the age group of 0-6 years, pregnant women and lactating mothers.
10. One of the objectives of ICPS is to map the needs and services for children and families at risk.

Unit end questions:

Essay questions:

1. Explain in detail about the constitutional provisions for younger children.
2. Write about policies and schemes related to Food, Nutrition and health care of the children

Short answer questions:

1. Write about ICDS Referral services
2. Explain in brief about ICPS
3. Differentiate between Needs and Rights of children
4. RTE Act2009
5. Eleventh Five Year Plan – ECCE

Assignment:

1. Visit an Anganwadi center and observe the services offered at the center.
2. Write a detailed report on Rights of the children and Government schemes and policies to protect the Rights of children

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