



Write your observations

- Have you ever seen Infants or Toddlers going to a Day care center or a crèche early morning?
- What are their facial expressions and gestures?
- How do they react?

In present days we can see a huge number of working mothers all around us. This has increased the need for children to be looked after. The scenario is not limited only to cities but can be also found in villages.

Activity :

- List down the kind of jobs women are doing in the cities and how many hours they spend on work outside home.
- List down the kind of jobs women are doing in the villages and how many hours they spend on work outside home.

1.1 History of Child rearing and Child education

History always tells us what happened in the past and how subsequent progress has taken place. Each entity created on the earth has its own history and the same holds true in the field of Child Development, Child Care and Child Education. It becomes very interesting to know the history and to know where we stand at present.

If the overview is taken globally, Child Development, Childcare and Child Education is considered together.

- During past centuries, childhood was not considered separately. Between the 11th century and the 16th century children were considered as a miniatures of human beings, Eg. clothing of children resembled those of adults. There was a total lack of the concept of Childhood.
- Children in the Middle Ages were usually expected to do things such as feeding livestock or farm animals, washing

dishes, or caring for their younger siblings throughout the day.... Children's toys were almost always handmade by the family. These toys included dolls, tops and blocks.

- In the Middle Ages, children were not valued by their families or by society as a whole. Their life was not divided into stages of life; such as infants and toddlers.
- After school, parents used to sent their children out to play. It was unsupervised play. They used to play with their siblings or older children. Play included running, jumping, skipping, climbing trees, balancing games, amongst many others.
- Affection was largely lacking in the medieval household. Some of the reasons that have been put forward to support this notion include rampant infanticide, high infant mortality, the use of child labor and extreme discipline. It is the company of older children. Their main activities were running, jumping, skipping, singing, dancing, hunting and fishing.

Write your opinion.

Presently how do children live in this modern century?

As per the history of Child Development there is an interesting history of Early Childhood Education, which was a simultaneous process of change to look at children in a different way. Many Philosophers and Educationists were concerned about children. They have contributed their views to the world.

- The first person who is known as the founder of Early Childhood Education was John Comenius who put forth a scientific approach to the field of child education.
- He Classified children on the basis of individual differences.
- He believed mothers should pay special attention to sense training from the very beginning.
- School hours should be shorter.
- Encouraged positive discipline.

- Emphasized correlation of schoolwork to life.

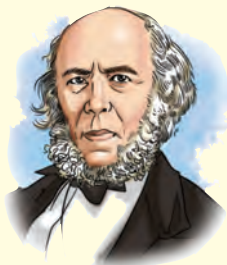


JOHNCOMENIUS European Educationist
(1592-1670) Father of Modern Education

All history of Education started with John Comenius and many Western and Eastern philosophers have given their views and thoughts regarding children and how to educate them.

EDUCATIONAL THOUGHTS BY WESTERN PHILOSOPHERS

Sr. no	Name of the Philosopher	Educational thoughts
1.	Rousseau French Philosopher  (1712-1778)	• Wrote the famous book 'Emile'. • Believed god makes all things good. • Man is cultivated by education. • Sensory experiences are most important. • Use of the Play Way method in child education. • Science should not be taught, children should learn it by 'discovering'. • Teacher must study a child thoroughly. • Learning by doing is very important.
2.	John Pestalozzi Swiss educator  (1746-1827)	• Education is the natural, progressive and harmonious development of all the powers and capacities of human beings. • Child should be studied thoroughly and thereafter appropriate methods of instruction should be used. • Sense-perception is important. • Nature is the best teacher • Guide children to control themselves. • Provide love and affection to children.

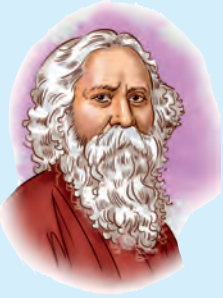
3.	John Fredric Herbart Follower of Pestalozzi. German educator,  (1776-1841)	• Teaching must be connected with the salient ideas in the child's mind. • The teacher must help the child to retain new ideas. • Teacher should understand child's mind. • Originator of the formal steps to be followed by the teacher ➤ Preparation ➤ Presentation ➤ Application • The task of education should be, to impart good behavior.
4.	Friedrich Froebel Follower of Pestalozzi. German Philosopher  (1782-1852)	• Invented play material called gifts. • Started school called Kindergarten, in 1840. • Believed that Early Childhood possesses its own creativity. • A child's inner himself and the experiences which he gets in education should go hand in hand. • Play is necessary for child's spontaneous development. • Songs, movements and construction these are interrelated and coordinated forms of expressions of a child.
5.	Herbart Spencer English educator  (1820-1903)	• The aim of education should be, to prepare for complete living. • Maxims of teaching ➤ Simple to complex. ➤ Known to unknown. ➤ Concrete to abstract.
6.	John Dewey American educator  (1857-1950)	• Progressivism and experimentalism is the education • Established a laboratory school in Chicago. • Individual has the capacities to control his environment. • Education helps a child in the process of growth. • School activities should be so simple and pure that they should help growth and development. • A School is a balanced miniature society. • A School curriculum should reflect social life. • Learning by doing should be the basic principle. • Discipline should also be related to a larger social context.

7.	Maria Montessori Italian doctor, educator, Philosopher  (1870-1952)	• Progressivism and experimentalism is the education • Originator of the Montessori method of teaching. • Worked extensively for mentally deficient children • Designed various games and apparatus to teach Colours, smell, taste and sound and building bricks to teach length, height, thickness. • Importance of sense training. • Teacher should give love and freedom to the child. • A child's personality should not be dwarfed with the fear of a punitive disciplinary method. • No material reward or punishment. • Emphasis on self learning. • Emphasis on finer motor skills. No fairy tales for preschoolers.
8.	Arnold Gasell American child psychologist  (1878-1958)	• Conducted extensive research in the field of Preprimary education. • He concluded that some type of mental disorder in adulthood has its roots in childhood. • These disorders may be avoided if proper education is imparted during the early years.
9.	J.B. Watson American Psychologist  (1880-1961)	• Experiments on learning. • Concluded the following principles ➤ Law of exercise ➤ Law of Recency According to these laws repeated trials bring success.

10.	Jean Piaget Swiss Psychologist  (1896-1980)	• Revolutionary thoughts on the thinking ability of children. • A child goes through series of developmental stages. ➤ Exploration. ➤ Practice. ➤ Motivation. ➤ Memory ➤ Assimilation and Accommodation of knowledge. • Expensive material is unnecessary to train children. • Systematic and planned learning experiences are necessary.
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EDUCATIONAL THOUGHTS BY EASTERN PHILOSOPHERS

(INDIAN PHILOSOPHERS)

Sr. no	Name of the Philosopher	Educational thoughts
1.	Swami Dayanand Founder of Arya Samaj  (1824-1883)	• Acquisition of knowledge is a must • Inculcation of love and truth. • Physical development is important • 'Guru' the teacher is the second parent of a child.
2.	Guru Rabindranath Tagore  (1861-1941)	• True education is possible only amidst nature • The subconscious mind in children is more active than their conscious intelligence. • A Teacher should have belief in human relations.

3.	Swami Vivekanand Disciple of Ramkrishn Paramhans  (1863-1902)	• Education is the manifestation of precision within a man • We must provide positive imaginations to children • Development of the mind by concentration and deep meditation.
4.	Mahatma Gandhi  (1869-1948)	• The child never learns in later life what it does in its first five years. • By education he meant all round drawing out of the child. • Nai Talim – Self supporting aspect of education. • Value to dignity of labour.
5.	Aurobindo Ghose  (1872-1950)	• His approach is integral. So his philosophy is called Integral philosophy • It aims at integrating the material and spiritual dimensions of the human personality. • According to him (1972 Vol.17 P-203) the true basis of education is the study of the human mind, infant, adolescent and adult. • The purpose of education should relate to the aims of life
6.	Gijubhai Badheka  (1885-1939)	• Had deep interest in the Montessori system. • He made an in-depth study of the preschool education philosophy, ideas and objectives given by Maria Montessori. • Started Dakshinamurti Balmandir in Gujrat in 1920. • Many people were influenced by Gijubhai's work, in Gujrat, Maharashtra and other states. • Tarabai Modak was one of them.

7.	Tarabai Modak  (1892-1973)	• Started Vikaswadi. • Great pioneer of preschool education and child welfare programme in India. • She started Anganwadi School in a rural area • Established Nutan Balshikshan Sangh.
8.	Padma Shri Anutai Wagh  (1910-1992)	• Follower of Tarabai Modak's principles. • Established Gram Mangal in 1982. • Established Preprimary Teachers' Training centre. • Believed that Quality Early Education is necessary for mental and physical health of a child. • Authored a book titled – Kosbadchya Tekadivarun.

Your opinion

Did you find any of the views given by these Philosophers and Educationist in today's schools?

1.2 Need for various centers for young children

Activity :

Compile a list of centers for young children which are run in your city or village.

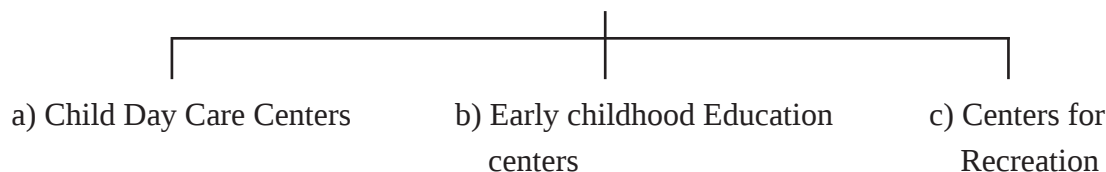
Today there is a drastic change in the structure of society and the family pattern. Modernization, Globalization and Urbanization have placed demand of different needs on the life style of people. Obviously it has a huge impact on children, thus making it necessary to adjust to new lifestyles of their family. Eg. deprivation of attention from parents, lack of love and affection

or partial, fulfillment of basic needs such as; emotional security. Lack of enough space to play, or minimal opportunity to socialize.

As a result of all the reasons stated earlier a need to run different centers for children has gradually emerged. Let us know various types of centers help children to manage their lives.

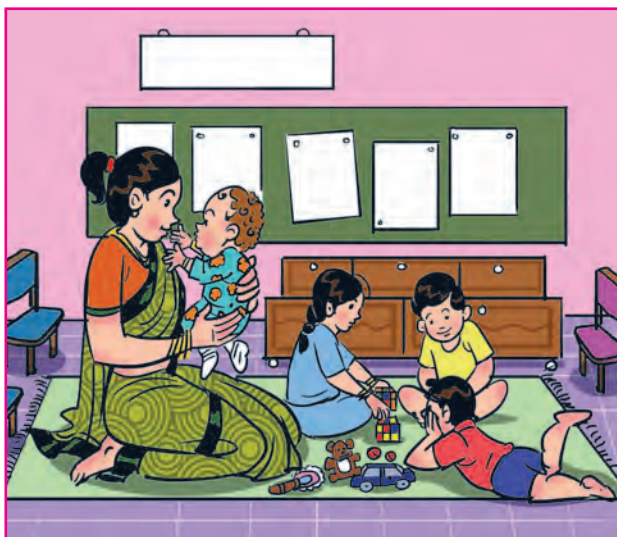
To study the centers we will divide them into three parts.

Centers for young children



1.3 Various Centers and their objectives

1.3 a) Child Day Care Centers



Picture 11.1

In recent times you are likely to find one working woman at every alternate home. So in absence of both the parents there is a need to take care of children. This need is fulfilled by day care centers in present days. Crèche (French

word) is the word used for day care center. A very First day care center was established in France in 1840. Out of industrial need crèches were established in Europe in 19th century.

Day care centers appoint trained and skilled staff. Staff should always observe the objectives of Day care centers.

Objectives of Child Day Care Centers

- To provide a child centered environment.
- To provide a stimulating environment for child's all round development
- To provide secure and reliable environment
- To fulfill all the needs of children from each age group
- To take care of each child's individuality
- To promote self help skills and independence
- To inculcate health, hygiene and cleanliness habits



Reflection / Darpan

- Do you have any experience of going to a Day Care Center or a Crèche?
- Write your experience in a few words.
- How was your Day Care Center? Which were the facilities offered?

1.3 b) Early Childhood Education Centers

Early Childhood Education centers are preprimary schools.

Activity :

- Write the types of preprimary schools which are run in your city, town or village (Schools for the age group 3 years to 6 years).
- While writing these types what is it that strikes you?
- If 'Yes' then what?
- If 'No' then go back and read the thoughts of various philosophers.

Children start going to school at a very tender age. The preschool stage (3 years to 6 years) is a very crucial stage of life. Here crucial stage means, at a very early stage of life children start going to school when the brain is developing its connections. So this period is called the foundation stage of life. It is proved through studies that the first eight years are important and 80% of mental development takes place during these years. Out of these 8 years almost 3 years are spent in a Preprimary schools where they are taking various kinds of learning experiences for the first time. During learning, children use their five sensory organs. It is therefore important that all schools must provide stimulating environment in the schools, as well as properly organized, systematic and meaningful learning experiences to children. This strengthens the brain cell connections in young children.

Various Types of Preprimary schools

- **Play Group**



Picture 11.2

This is a beginning year of entry to a wider social context. Just to get acquainted with the school environment is the primary aim of these schools. School timings are also very short. Children in the Play Group do not have an attention span of more than 3 minutes.

Accordingly objectives are decided.

Objectives of Play Group

- To entertain children
- To acquaint children to the school environment
- To help the children to interact with the environment
- To promote all round development
- To help children to increase their attention span

- **Nursery school**

Concept of the Nursery school is given by the Margaret and Rachel MacMillan sisters in the year 1911. Basically they started the nursery school for children of worker mothers in the factory. They followed the thoughts given by Frobel and incorporated activities for mental development in their school.



Picture 11.3

Did you know?

The main component of the nervous system and brain is the neuron or nerve cell, the “brain cells” in general terms. The average human brain has about 86 billion neurons or nerve cells. Unlike other body cells, neurons never divide, and neither do they die or replaced by new ones. Most neurons in the human brain are only able to divide to make new cells, a process called Neurogenes is during fetal development and for a few months after birth.

Objectives of nursery school

- To provide healthy conditions.
- To organize a happy and healthy environment.
- To assist each child to form personal habits for himself.
- To provide opportunity for imagination and to develop skills.
- To provide experience of community life on a small scale.
- To achieve a real unity with home life.
- **Kindergarten (K.G.)**



Picture 11.4

Friedrich Froebel developed a concept of kindergarten. Froebel's school was based on the principles such as :- The law of unity governs the man and the nature. All things have come from 'divine unity' (God).

Kindergarten' is a German word which implies a meaning 'Children's Garden'. He conceived school as a garden, the teacher as Gardner and children as tender plants.

Objectives of Kindergarten

- To give opportunity to strengthen children's bodies.
- To exercise their senses.
- To make the children acquainted with nature.
- To enhance all round development.

- To develop children socially.
- To bring out the development within.
- **Anganwadi**



Picture 11.5

Under the leadership of Tarabai Modak a programme of education was started for tribal children at Kosbad hills. Tarabai Modak began the famous meadow school, where the teacher used to go to the meadows to teach the children, who could not leave their cattle unattended. This was a model of non formal education which was tried many years ago. Similarly the concept of Anganwadi was established by Tarabai Modak. The concept was further expanded by Anutai Wagh.

Anganwadi is a school which is run in court-yards of Adiwasi Pada under the trees. The education in Anganwadi is harmonious to the way of living of tribal children. Presently the concept of an Anganwadis is implemented by Government under Integrated Child Development services (ICDS) from 1975-76. Anganwadi schools are also run in slums and villages. The teacher in an Anganwadi is called an Anganwadi sevika.

Objectives of Anganwadi

- To provide services to socio-economically underprivileged children.
- To provide nutritious food to malnourished children.
- To provide quality food.

- To provide all-round development to children.
- To look after children's health.

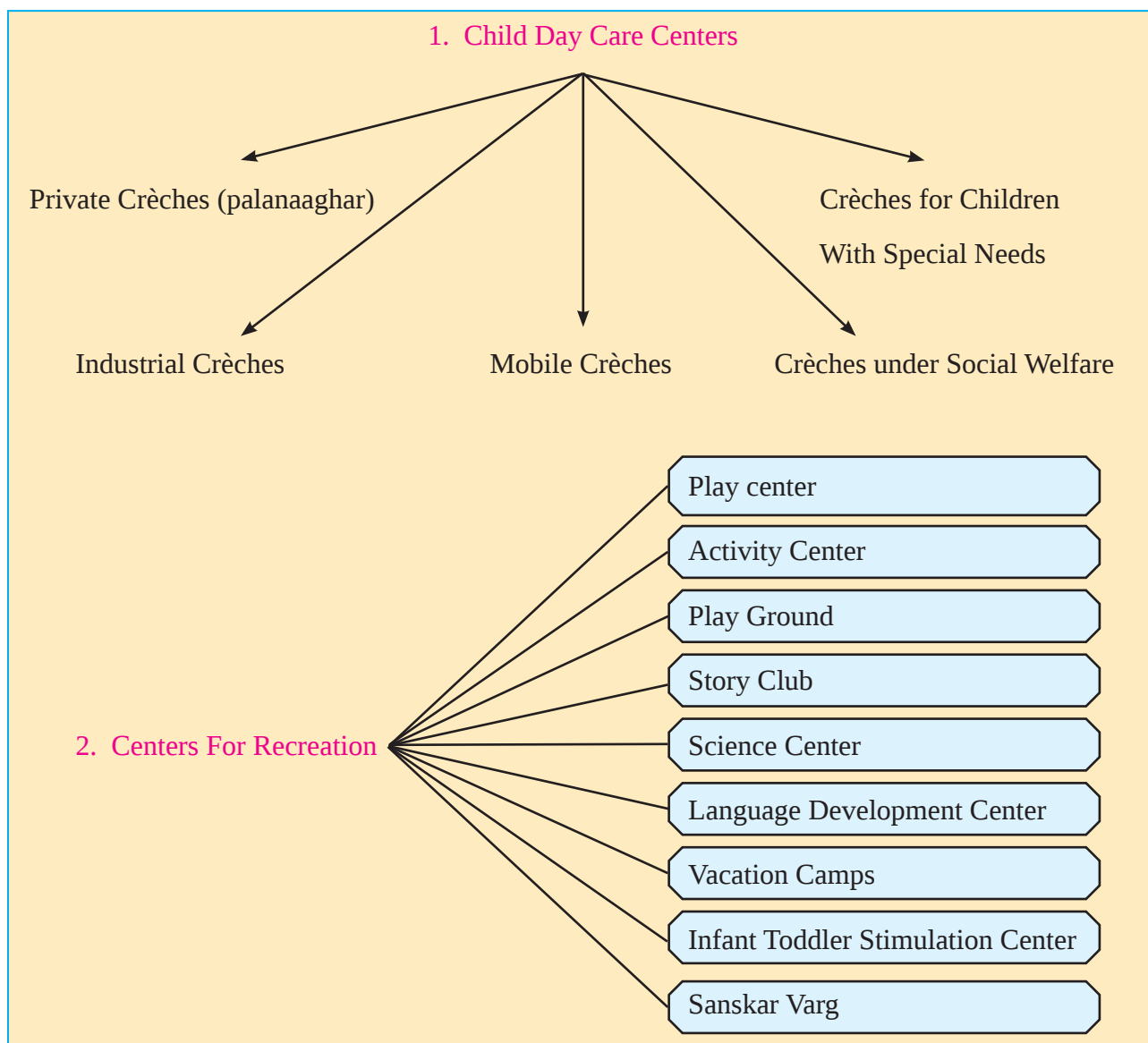
1.3 c) Centers for Recreation

These centers are run with different aims and objectives. The main objective is to provide entertainment to children. In present days these kind of centers can be found in big cities and few villages.

Objectives of Recreation centers

- To entertain children through various play activities
- To provide huge and empty space for play activities
- To provide a safe and secure environment
- To provide organized activities
- To channelize free time of children in a proper direction

1.4 Other Centers for young children



All above mentioned centers are not available everywhere but one can find them in big cities or towns. Some of them are also available in villages. One can think of starting these kind of centers in favor of young children.

Glossary

Accommodation : Resolving conflict by placing the concerns of others above one's own. Such responses are considered suitable when stakes are relatively low, and mutual relations and long-term association is more important.

Assimilation : The process of taking in and fully understanding information or ideas.

Child education centers : Any type of educational program that serves children in the preschool years and is designed to improve later school performance.

Day care center : A place providing care and recreation facilities for those who cannot be fully independent.

Experimentalism is defined as the practice of conducting studies, or a love for new experiences.

Exploration : The activity of searching and finding out about something

Law of recency : The principle of recency states that things most recently learned are best remembered. Conversely, the further a student is removed time-wise from a new fact or understanding, the more difficult it is to remember.

Pragmatic : View solving problems in a sensible way that suits the conditions that really exist now, rather than obeying fixed theories, ideas, or rules:

Progressivism : Progressivism is the support for or advocacy of social reform. As a philosophy, it is based on the idea of progress, which asserts that advancements in science, technology, economic development and social organization are vital to the improvement of the human condition.

Recreation center : Is a facility open to the public for leisure and recreation activities.

Science center : An organization, location, or a virtual location where science is done or exhibited, either professionally or educationally.

Stimulation center : Education bridges the gap between classroom learning and real-life clinical experiences.

Story club : An organization which sells selected books to members or subscribers, typically at reduced prices. a group of people who meet regularly to discuss books they are reading.

Exercises

Q. 1. Select and write the most appropriate word from the alternatives given

1. Between the 11th and 16th century children were considered as a Human being.
a) *adult* b) *miniature*
c) *replica*
2. In the medieval household..... was largely lacking for children.
a) *affection* b) *fear*
c) *jealousy*
3. The book 'Emile' was written by
a) *Froebel* b) *Rousseau*
c) *Piaget*

4. Friedrich Froebel started the school called..... in 1840.
a) *Nursery school* b) *Play group*
c) *Kinder Garten*
5. John Dewey established a laboratory school in
a) *Chicago* b) *France*
c) *India*
6. Tarabai Modak started
a) *Anganwadi* b) *Balwadi*
c) *Vikaswadi*
7. The very first Day care center was established in in 1840
a) *America* b) *Sweden*
c) *France*

Q. 2. (A) Match the columns :

Philosopher	Educational thoughts
1) Friedrich Froebel	A) Nature is the teacher
2) Maria Montessori	B) A child goes through various developmental stages
3) Rousseau	C) Invented play material called Gifts
4) Pestalozzi	D) Use of the play way method in child education
5) Piaget	E) Worked extensive for mentally deficit

(B) Match the columns :

Philosopher	Educational thoughts
1) Guru Rabindranath Tagore	A) Physical development is important
2) Padma Shri Anutai Wagh	B) Nai Talim – Self aspect of Education
3) Swami Datanand Saraswati	C) Established Grammangal
4) Shri Arobindo Ghose	D) True education is possible only in nature
5) Mahatma Gandhi	E) Integrated approach of education

Q. 3. Write short notes :

1. History of child rearing and child education
2. Need of various child centers
3. John Comenius
4. Preprimary school
5. Recreation center

Q. 4. Explain the terms :

1. Anganwadi
2. KinderGarten
3. Creche

Q. 5. Complete the following table :

Sr. No	Name of the Educationist	Type of the school
1.		Laboratory school
2.	Gijubhai Badheka	
3.	Fredrich Froebel	
4.		Anganwadi
5.	Tarabai Modak	

Q. 6.

1. Type of schools

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2. Father of Modern education

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3. 'Kosbadchya Tekadivarm' a book written by Padma Shri

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Q. 7. Unscramble the word to get the correct answer :

1. Clue: The famous book written by Rousseau
Word: LEMEI Answer:?
2. Clue : Science should not be taught, children should learn it by
Word: Vdgcnrsoie Answer : ?
3. Clue : Tarabai Modak started the school
Word : wkadivias Answer :?

Q. 8. Identify the believers of the following thoughts :

1. Early childhood possesses its own creativity.
2. God makes all things good.
3. Quality early education is necessary for mental and physical health of a child.
4. Mothers should pay special attention to sense training from the very beginning.
5. Sense perception is important / Nature is the best teacher.

Q. 9. Write the objectives of :

1. Nursery school
2. Anganwadi
3. Recreation center
4. Child day care center
5. Play group

Q.10. Who wrote the following thoughts :

1. Use of the play way method in the child's education is important.
2. The teacher must help the child to retain ideas.
3. Invented play material called gifts.
4. Sense perception is important.
5. Play is necessary for a child's spontaneous development.
6. A pragmatic view is important to development.
7. 'Guru' the teacher is the second parent of a child.
8. Integrating the material and spiritual dimension of the human personality.
9. Development of the mind by concentration and deep meditation is a necessity of life.
10. Deep interest in the Montessori system

Project / Self Study

- *Prepare a chart of Western Philosophers with their thoughts.*
- *Prepare a chart of Eastern Philosophers with their thoughts..*



Related Activities and Projects



1. Preparing a Resource File

1.1 Creative activity

Creativity must necessarily be viewed as a 'process' by which something new, either an idea or a object in a new form or arrangement is produced. In other words 'process' is of prime importance unlike the 'end product'.

There is a difference between a 'creative' activity and a 'craft' activity. While creativity is

display of free ideas craft activities are usually modeled by guidance from the teacher.

Graded activities work well with young children as they tend to be developmentally appropriate.

Creative activities give children tremendous personal pleasure and satisfaction.

Name of the activity	Objectives	Material	Method
Drawing • Crayons • Wet chalk • Color pencils • Sketch pens • Charcoal	• Provides a means for motor expression. • Cultivates creative expression and a sense of form.	Crayons/ Wet chalk/ Color pencils/ Sketch pens/ Charcoal Papers	Provide crayons/ Wet chalk/Color pencils/Sketch pens/ Charcoal and paper to the children and ask them to draw using their own ideas and imagination.
Coloring • Brush • Blot • Blow • Thread • Stencil • Spray • Wax	• Offers opportunity to experiment, explore and express feelings which the young child finds difficult to put into words. • Allows the child opportunity to work alone	Brush (tooth brush & painting brush which is made from reusable material or ready-made)/ thread/ candle/ straw/ stencil Papers, colors, bowls	Provide brush, papers, colors (in a bowl) to children and ask them to paint with these materials
Printing • Thumb • Finger • Vegetable • Palm, foot • Block • Other materials e.g. bubble wrap	• Allows release from home pressure to keep clean by offering an acceptable means to mess. • Encourages creative expressions and a chance for self-discovery	Water colors Papers Material for block printing	Print on paper using thumb, fingers, vegetables or any other material dipped in or coated with color

Paper activity • Tearing • Crumpling • Twisting • Folding (Origami)	• Builds muscle control and eye - hand coordination • Provides a means for release of tension	Colored papers from old magazines, newspapers Glaze and crape papers	Give old newspaper or magazine paper for tearing Give glaze paper for folding Give crape paper for crumpling and twisting
Pasting • Pictures • Colored papers • Collage	• Provides tactile experience and opportunities for manipulation and coordination • Offers emotional release and opportunity to acquire motor skills.	Pictures Glue Papers Cotton, Wool, Cloth Sticks, Leaves, flowers	Ask the children to apply glue on pictures or bits of picture or other material and paste it on paper
Clay activity • Shadoo • Plasticine • Dough	• Develops large and small muscles and eye - hand coordination • Permits messing in a controlled form and helps the child ease into the activity. • Provides direct sensory experiences which are deeply satisfying	Shadoo Plasticine Dough made from wheat flour/ Maida	• Give children clay that is soft and pliable and not too wet. • Give children dough made from wheat flour/ refined flour mixed with salt and edible food color. • Give children plasticine.

Prepare a Resource file with a sample for each of the activities and their variation. Clay work sample is not expected in the resource file.

1.2 Word Riddles

Word riddles are used for reinforcement of concepts related to birds, animals, fruits and many others. It is also useful for promoting language development. Riddles should be related to day-to-day life. Use of simple rhyming words adds interest. Word riddles encourage curiosity, increase reasoning and vocabulary. However, they should be age appropriate. The riddle could end with the following line. ‘..... Who am I?’ Collect clear & bold pictures relevant to riddles. These pictures can be obtained from newspapers,

old magazines or books

1.3 Physical and Motor activities

- List activities and games for gross & fine motor development with variation for each.
- List traditional games and related material like Lagori (tiles or flat stones), Spinning Top.

1.4 Collection of articles

- Children with special needs.
- Handling of emotions in pre-school years
- Parenting