

## 7. A critical Study of the Pre Service Childhood Education Programme Sponsored by Yashwatrao Chavhan Maharashtra Open University, Nashik

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### **Introduction**

#### **History of Childhood Education**

Childhood education basically means education of infants and young children. This stage of education includes children of age-group ranging from 03 years to 06 years. A wise saying states: 'coming events cast their shadows before them, Perhaps this is very true of budding infants. For developing child and for chnnellising their latent qualities, Montessori class is the only center for childhood education and child development. Moreover, from the earliest stage of infancy, child's social, intellectual and motor qualities begin to develop. For this purpose, it is significant to know and understand the growing child. The psychologist, eric-ericson points out that the child, according to his age level is influenced by his family, friends, teachers and society. In the specific stage of infancy and childhood, the influence of specific individual is realized effectively. This fact suggest that child's life can get proper direction for development if proper, wholesome influences are supplied to him. This very thinking had prompted the development of Childhood Education in the western countries.

There are a number of educationists, philosophers, psychologists and educational practitioners who have significantly contributed to the Theory and practice of Childhood Education. Plato, the great philosopher, had stressed the need of training for childhood education. Aristotle had suggested that in order to develop wholesome habits in child, he should be deliberately directed towards the proper activities. George Comenius had recommended that child learns through experiences and therefore he should be constantly and carefully supplied with the learning experiences. Rousseau was in favor of education to child according to child's innate capacities and needs. Pestologi had recommended child education through trial and error.

Frederick Froebel, Maria Montessori, Jean Piaget are the chief exponents and promoters of Childhood Education. They have significantly influenced the basis of childhood education. In India. Gijubhai Badheka, Tarabai Modak, Anita Wagh were inspired by these thinkers and their educational contributions to the field of Childhood Education is highly significant.

In India the first Montessori school was founded in the year 1915 in the Baroda State. The credit of implanting the seeds Of Montessori education system and making it flourish in India and of developing the new childhood education system based on the Montessori Method goes solely to Gijubhai Badheka and Tarabai Modak moreover, Tarabai Model and Anutai wagh had conducted educational experiments. The models of the Montessori schools based on Childhood Education emerged and took shapes through their experiments.

### **Contributions of Childhood Education Experts**

Froebel had stressed the need of parent's education in Childhood Education and had considered the social aspect of Childhood Education. He had attached importance to relationship between schools and child's home of family. He had stressed that only the productive activities can develop child's innate capacities. Madam Montessori had stated that every child is highly sensitive. There for, proper Childhood Education should be provided in the childhood period. Jean Piaget had proved that the true development. Therefore, infancy and childhood periods are more significant and crucial for intellectual development. Gijubhai Badheka considered parent orientation as important for childhood education. Gijubhai Badheka was highly influenced by Mahatma Gandhiji's thoughts having noticed the educational work of Gijubhai Badheka, kaka kalelkar has glorified him by calling him 'The Brahma of Child Literature, Gujarathi writers have bestowed on him 'Child-loving king' even Tarabai Modak changed the direction of her domestic life and devoted herself entirely to the cause of Childhood Education. She had observed the economic conditions and the social environment and system based on 'four varhas' she tried to provide education to children by providing maximum facilities at minimum costs.

Tarabai Modak and Anutai wagh started K.G. Classes, Court-yard classes, progress classes' meadow classes and night schools, and helped to procure a significant place for Childhood Education in Indian Universalization of education. In the west, there were three prominent philosophers – plato, Aristotle and Socrates. In the same way, Gijubhai Badheka, Tarabai Modak and Anutai Wagh are the notable thinkers of Indian Childhood Education, we find that there are two streams of thoughts in India. Some educational experts believe that Childhood Education, we find that there are two streams of thoughts in India. Some educational experts believe that childhood education serves as the foundation for children's intellectual, social and

motor developments, childhood educational is important and essential. There is another group that refuses to accept the significance of childhood education and it refuses the need for it. The group believes that the expenditure on childhood education is waste as it helps to achieve no objectives at all since there are these two opposite streams of thoughts there are very merge changes and developments in the field of childhood education. At the university level, childhood educational is sponsored and conducted on a limited basis.

## 2. Childhood education Programs in Indian Universities

Such an Indian scenario has promoted the NCTE take strict measures for promotion of childhood educations. It has ascertained the objectives of childhood education they are to implement childhods education. For the down-trodden Indian Communities, to bring about all around development of children, to train and prepare child-volunteers and teachers for imparting Childhood Education.

**There are a limited number of institutes that run the childhood education programs.**

**Some of them are as follows:-**

- IGNOU Delhi has developed a one year viz. Diploma in Early Childhood Education Course (DECE).
- Delhi Government also sponsors a two year diploma course known as early Childhood Education Course (ECEC).
- A Certificate Course in early Childhood Care and Education (ECEC) is being sponsored by national Instituted of Open School (NIOS). It is a certificate Course of one year duration.
- Mumbai University runs a one year course entitled, 'diploma in early Childhood Education'.
- SCERT, Delhi has developed a two year Diploma Course in Early Childhood Care and Education.
- National Academy, Mumbai has been teaching the early Childhood Care and Education. It is a One year Course. There is a Similar Course. Run by Osmaniya University.

Y.C.M. Open University, Nashik, has developed a similar course of one year duration. For this course in Childhood Education, the minimum entry qualification is Std. X to XII passed. When all the Childhood Education Programs sponsored by various Universities and institutes are reviewed, the YCMOU course shows similarities. Generally all the courses include the Childhood Education, teaching methods in Childhood Education, understanding of child, communication skills, arts, educational planning, basis principles of child development and child psychology. All

the universities and the institutes recommended these subjects Theory and practicum are included in varying proportions Childhood Education is either a diploma course or a certificate course. The medium of education depends on the specific regions of the institutes.

Yashwantrao Chavhan Maharashtra Open University has carefully reviewed the Childhood Education objectives specified NCTE. Its programme has developed a certificate course, Childhood Education: Recreation and Educational Supervision programme for the child volunteers. This course incorporates the educational thoughts put forward by Indian and western experts.

### **3. Nature of Childhood Education Programme developed by Yashwantrao Chavhan Maharashtra Open University, Nashik.**

This University shows respect, sympathy and love for students and supports their educational efforts. Its vision and mission are comprehensive and expansive. In the distance education mode, students remain at home and complete their education. The Child – Volunteers are required to remain present at Study Centers for counselling. Those counselling sessions provide total theoretical information about the course and the trainees are made to complete the practical's. In Yashwantrao Chavhan Maharashtra Open University, the instruction at texts are the real communicators and they speak to the trainees as teachers. Trainees are urged to study university instructional materials before they attend the contact sessions. The counsellor does counselling on the home study and resolves their difficulties concepts. The trainees rely on their self study and self efforts.

The courses developed by Yashwantrao Chavhan Maharashtra Open University is entitled as childhood education: Recreation and education supervision. Its title reveals the depth and foresight of the course. The course consists of theory and practicum. They are detailed out in the following section.

#### **Nature of Childhood Education; Recreation and Education Training Supervision Course.**

This course developed and sponsored by Yashwantrao Chavhan Maharashtra Open University consists of credit points. It is a course of total 400 marks total 12 credit points are assigned to the theory section and 04 credit points to the practicum. It means that 320 marks are assigned for the written examination, and tutorials and practicals have total 80 marks. It is a course of one year duration.

The curriculum consists of four subjects, viz

- 1) Child Development and fundamental principles of childhood education.
- 2) Child Diet and Health.

- 3) Childhood Education Procedures and
- 4) Childhood Education Management and Evaluation.

Moreover in each of the subjects relevant practical's. Have been assigned. Some practical are enlisted below-

**Subject 1: practical**

- A. Child observation: Childs physical and motor development.
- B. Child observation : Childs intellectual development
- C. Child observation : Childs Social and emotional development

**Subject 2: practical**

- A. Preparation of nutrition's food items.
- B. Identification of under nourished children

**Subject 3: practical**

- A. Dialogues with children.
- B. Collecting songs stories and games.

**Subject 4: practical**

- A) Organizing parents meeting
- B) Annul planning

Total information about all the practical works is provided in the two contact session. The teacher's volunteers are required to complete the practical in one year. They are accepted to do these practical's personally attending the classes of children and by staying in the community

In order to provide a better fill of the theory section, subject wise content details are provided.

**Subject 1:**

Child development and fundamental principal of child of education. It deals with topics such as history and basic tents and principles of childhood education and, child psychological with units such as nature tendencies, childes linguistics emotional, social and intellectual development and creativity.

**Subject 2:**

**Child diet and health**

This subject draws the attention of volunteer's the health of children and measures to provide and retain good health. It includes such as childes health, diet, mental health, habits and behavior related to food, cleanliness of child, environment, food and water accident and first aid. children's medical checkup physical deformities and parent contacts

**Subject 3:**

**Childhood Education Procedure**

In this subject, the unit such as principals off procedure of motor, ligustics, social emotional life procedure, free play, are experience, science and procedure for developing intelligence and environment.

**Subject 4:**

**Childhood education management and evaluation**

This subject contains teaching learning unit such as management and organization of childhood education, physical facilitie, production of teaching aid and materials there maintenance and repairs, records and document to be maintained, filing system, compersive planning, self-evaluation and evaluation of children etc.

These units have been dealt in details. There are a number of principal work that will provide direct experience to teachers. All this discussion proves that this Y.C.M. Open University course is significantly based on the curriculum pattern prescribed by NCTE

**A) Practicals: Work book No1 .**

**Section 1: Home Practicals**

• **Dialogues with children**

It provides guidance for initial preparation and activities for dialogues with children, planning for the same, activities for developing good friendship with children and probable difficulties encountered in these activities.

• **Chitchat with Children's Groups**

This practical guides the trainees to take up suitable story, an incident, a practical Or a picture and to begin chitchatting with children. The trainee are expected to write a report of this practical.

• **Developing Supplementary Aids and Materials**

The trainees are required to developed prepare various types of teaching materials and submit them to the contact centers. They are expected to use their own materials for practice teaching. The teaching aid such as sound-boxes, slates for touching sensation, weight bags, colorful charts etc. are normally used by teachers. The practical workshop guides the trainees to develop novel, modern and extra-ordinary aids. The teacher-volunteers are expected to develop and prepare them on their own.

- **Craft workbook Preparation**

In this workshop guides the child-volunteer to develop different workbooks for craft work such as roller painting, painting and simple activities. The trainees are required to prepare workbooks and submit them to the contact centers.

- **Collection of Games, Songs and Stories**

The child volunteer trainees are required to collect these from all sources such as radio, TV or other Montessori schools and retain them in their own handwriting. They are expected to collect atleast 10 songs, 10 stories and 10 games that are conducive and supplementary to each type of development.

- **Identifying under-nourished Children**

In this practical, the child-volunteer has to identify and select an under-nourished child, and record his / her weight and other symptoms. The child selected for this purpose should be of 3 to 4 years of age.

## **Section 2: Field Practical's**

For the types of practicals mostly observational activities are prescribed e.g. Observation of child's intellectual, Social and emotional developments. In addition to these, reports of visits to Childhood Education centers and children's families are to be submitted.

### **Study Center Practical's: Workbook No.2**

- **Demonstration Lesson Observations**

The study center counsellors demonstrate the model lessons to the future Child-volunteers who are required to observe those lessons. Prepare reports of the activity and conduct lessons in the actual classrooms.

- **Observation of Innovation Demonstration**

With a purpose of convincing the child-volunteers the significance of innovative activities, the counsellors demonstrate innovate activities especially for inculcation of ethical values. It needs proper planning and careful execution. The child-volunteers are to observe those demonstrations, maintain a record and plan innovative activities for classrooms.

- **Preparation of Nutritious Food**

This practical activity provides guidance about care and precautions that are highly necessary in cooking the nutritious food items. The trainees write the report as per the guide lines.

• **Group Discussions, Parent Meetings, Annual Planning and Apprenticeship**

The trainees discuss the care and precautions that are essential in planning. Organizing and managing the group discussions and parent's meetings. They are required to develop a report on the basis of discussions.

**Review of the Childhood Education related Principles enumerated by Childhood Education Experts.**

**Western Experts on Childhood Education**

Froebel	Dr. Maria Montessori	Jean Piaget
1) He considered the social principles in Childhood education. 2) He started the need for close relationships between home and school. 3) He assigned a significant place to the principle – parent orientation is the first prime requirement for success of Childhood Education. 4) Children's abilities can be developed only through productive activities, was his very crucial principle. He recommended three measures for developing children's creativity – a) Gifts i.e. articles and tools with basis shapes. b) Games and play activities for recreation of children. c) Absorption in activities is called occupatience.	1) Child should be considered and viewed as child. Special attention should be paid to the fact that every child is at the center of society and culture. 2) Child in age span of 2.5 years to 6 years is highly sensitive. Therefore systematic education should be provided to children during that age period. 3) Child's intelligence develops spontaneously and through various activities. The first necessity, therefore, is to understand the child. 4) It is the duty of teachers to offer children opportunities for self-education and freedom, and help them by supplying aids. 5) Every child	1) While teaching children, a large scale natural environment should be provided to their activities. 2) Teacher should not supply learning experiences by previously ascertaining and selecting the teaching contents. Child should be allowed to learn through the experiences selected by himself. Doing properly and systematically his favorite activities should be emphasized as more significant than what he learns. 3) In order to let children procure exterior knowledge of various articles and their characteristic, teacher should exhibit the articles, make children handle them for learning to determine the size, the sequence, counting etc.
<p><b>Summary</b>                      Children should be constantly kept engaged in activities with the help of aids, materials, activity games etc. Teachers should never use correction and compulsion. Teaching-learning should continue according to child's inclinations. This very principle is utilized in</p>		<p><b>Summary</b>                      Children should be helped to learn according to their age and innate capacities. Teacher should help them to learn in natural environment and through various</p>



<p>kinder garden system.</p>	<p>should be free to learn according to his own inclinations and speed. No. pressure of coercion should be used.</p> <p><b>Summary</b> It is significant to understand every child as child and to remember that he is highly sensitive</p>	<p>experiences.</p>
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**Indian Experts on Childhood Education**

<b>Gijubhai Badheka</b>	<b>Tarabai Modak</b>	<b>Anutai Wagh</b>
<p>1) He was convinced of the great significance of Childhood Education and he shaped Childhood Education in Indian tradition. He attached much importance to child's freedom in education.</p> <p>2) He specially emphasized parent's orientation in Childhood Education.</p> <p>3) The four concepts- freedom, spontaneity, self-education and education of total man summaries the theory and practice of Childhood Education.</p> <p>4) Teacher should behave like the mother of the learning child.</p> <p><b>Summary</b> He conducted experiments for practical applications of child-freedom and spontaneity. He supplied Indian shapes to those two concepts. Having realized</p>	<p>1) Peace, tranquility and harmonious environment in family and school should be a very significant part of Childhood Education.</p> <p>2) Self-reliance is the foundation of Childhood Education. It can be summarized in four concepts viz.</p> <p>3) Child should be liberated from three poisonous seeds, viz. Competition, prize and punishment.</p> <p>4) Child should have freedom to decide personally what, when and how long to learn. He should be free from study syllabus and timetable.</p> <p><b>Summary</b> She totally favored Child's freedom. She felt that teacher should behave like child's mother. Teacher mother should</p>	<p>1) Every child should be allowed to learn in natural environment.</p> <p>2) Childhood Education is always child-centered education.</p> <p>3) Childhood Education is the only method in Childhood Education.</p> <p>4) Childhood Education should be organized and managed with a view to develop innate abilities and capacities of children.</p> <p>5) Childhood Education should be pleasant and it should provide joy to children in their learning.</p> <p>6) Prizes, punishments and examinations should have no place in Childhood</p>

the significance of influences of Indian culture, he incorporated the in Childhood Education. He emphasized parent-orientation and the need to make Childhood Education an instrument of mass-education.

provide joy of the Common Mother to all Children. Teachers should go beyond chalk and talk and establish emotional relations with children. As they receive the loving warmth of the Class Mother, they should be made to develop physically and physically. The children of today are the future scientists, artists, politicians, diplomat's philosophers and supporters of our culture. Their development is highly significant.

Education.

7) There is no place for competition in Childhood Education. More emphasis should be laid on co-operation.

**Summary**

Teacher should use child's daily life experiences in learning and teaching. He should prepare reading lessons, songs. Stories etc. that reflect child's daily routines for Anutai, these are the living lessons

A careful study of these basic principles enumerated by the experts reveals that all the principles provided by the Childhood Education experts provide proper guidance and direction to the Childhood Education program. It also becomes evident that all those principles have been incorporated in the program, Childhood Education: Recreation and Bringing up of Child, developed by Yashawantrao Chavhan Maharashtra Open University.

**1. Similarities between Experts Principles and Y.C.M. Open University Programme.**

The course fundamental Principles of Childhood Education has been developed for causing all-round development of child. It clarifies the teacher roles as per child's stages of development identified by Jean Piaget. Its syllabus is based on child's physical, motor, linguistic, intellectual and social developments. This content certainly reflects Frobel's principles. Moreover, in the course Procedures of Childhood Education, various procedures of life-practices, method of art experiencing in free-play method, special methods for teaching science and environmental study have been used. All these methods and procedures reflect the Principles of Montessori.

Most of practical's recommended in this University Program are very much related to the principles by Frobel and Montessori, e.g. they had recommended parents participation in Childhood Education. So the practical, organizing parents meeting, is prescribed. The observation of two children, identification of undernourished children and dialogue with children are the practical based on the principle, 'Understanding and knowing the child.' As per the principles

recommended by Gijubahi Badheka, Tarabai Modak and Anutai Wagh, the practice of teaching with loving warmth of affection, practicals such as collection of songs, stories and games, interesting dialogues with children and preparation of the nutritious diet are recommended in the programme.

Therefore, it can be concluded that this Programme developed by Yashwantrao Chavhan Maharashtra Open University is totally based on Childhood Education principles enumerated by Childhood Education experts. It is faithfully based on their Thinking about Childhood Education.

## 2. Summary

Nowadays, Childhood Education highly significant. Therefore the Open University has developed the Childhood Education programme with the objectives such as availability of Childhood Education and school to every child, Provision for best guidance by child-volunteers and teachers, facility of Childhood Education through scientific methods so that each and every child progresses and develops properly in the right direction. In this case, the responsibilities of child-volunteers are very important. While dealing with children in classroom, the volunteers need to observe their behavior and understand them, e.g. Children talking, Crying, showing expressions of displeasure, enthusiastic participation in activities, idling through boredom etc. For this purpose, they need to study child psychology. Health of children is a state of being psychologically, physically, society strong and sturdy. It is expected that children's attitudes, intellectual powers skills and talents should be made to take wholesome shapes and forms through education and health programmes. Therefore, children's natural tendencies should be gainfully exploited education, e.g. play way method. Child-volunteers also need management skills. They must use managerial skills to use fully all the available ideas and means such as articles, materials, financial resources, human resources and time and archive the relevant objectives. There are four stages-survey, planning, execution of the activities and evaluation – in management process. During the survey stage, all the requisite activities are enlisted on priority basic. If necessary proper changes are made in activities and lists. In the second stage of planning, the individuals who are to perform activities, when and how they perform them are ascertained. All the activities are faithfully performed during the implementation or execution stage. Finally, this total educational endeavor is evaluated. In this way, this University programme trains the child-volunteers in various Childhood Education procedures. Indeed, this programme is properly developed with a view to shape their approach, enhance their competence and fully develop their teaching personality. The child-volunteers trained through this programme will certainly render a

yeoman service to the cause of Childhood Education. It is with such remarkable foresight the University has developed the programme.

### 3. References

- 1) Yashwantrao Chavhan Maharashtra Open University, Nashik: Course Book-1: Child Development and Fundamental Principles of Childhood Education.
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- 3) Yashwantrao Chavhan Maharashtra Open University, Nashik: Course Book - 3: Childhood Education Procedures.
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- 5) Yashwantrao Chavhan Maharashtra Open University, Nashik: Course Book - 5: Workbook No.1 - Practical's at Home and School
- 6) Yashwantrao Chavhan Maharashtra Open University, Nashik: Course Book - 6: Workbook No. 2 - Practical's at the Study Centers.