

Module 4:

Early- Childhood

Education

Index

| | |
|---|----|
| 4.1 Meaning of Education | 3 |
| 4.2 According to Miss. Grace Owen, the aims of these schools are six fold | 7 |
| 4.3 Pre- School Education In India | 11 |
| 4.4 Suggestions for the promotion of Nursery Education | 18 |
| 4.5 The Child Care | 24 |
| 4.6 The Child In The Family | 27 |
| 4.7 Family Relations in Early Childhood | 32 |
| 4.8 Childhood: The importance of early years | 34 |
| 4.9 Children's development and learning are affected by | 35 |
| 4.10 What are some important areas of learning? | 35 |
| 4.11 Early childhood education | 37 |
| 4.12 Developmental domains of children | 38 |
| 4.13 Make the Child Feel Lovable | 40 |
| 4.14 Early Childhood Education in India | 42 |
| 4.15 Merging Educational Expansion to Include All Children | 44 |

Early Childhood Education

4.1 Meaning of Education: Education is a conscious, deliberate and purposive influence exerted by the society on the growing child to enable him to be culturally refined, emotionally stable, ethically sound, mentally alert, physically strong, socially efficient and spiritually upright.

ORIGIN OF THE WORK EDUCATION: Education is traced to 3 latin words .

- Education - means teaching or training.
- Educare - means bringing up, to raise, to educate.
- Educere - means to bring forth.

Hence the Education means act of teaching, act of training, act of bringing up, act of raising and act of leading on.

4.1.2 The wider meaning of Education includes:

1. Education is continuous from childhood to old age or from womb to grave.
2. It includes experiences gained through the various formal and informal agencies of We learn from home, school church or temple, cinema, club, press travel, friends, cultural and social environment.
3. All experiences is said to be educative.

4.1.3 Formal And Informal Education:

We have in our society formal and informal educational process.

Formal Education: This type of Education is obtained in Schools or Colleges.

Informal Education: Informal education is obtained under the influence of the Home and the Society. Their influence is very merger but at the same time very important and significant.

The various aspects of the educative process may be explained as under: The Educative Process

| | | | | | | |
|-----------------------|-------------------------|-----------------------------|---------------------------|------------------------------|--------------------------------------|------------------------------|
| Why to Educate (Aims) | Whom to educate (Child) | Who is to educate (Teacher) | Where to educate (School) | What to educate (Curriculum) | How to educate (Methods of teaching) | When to educate (Motivation) |
|-----------------------|-------------------------|-----------------------------|---------------------------|------------------------------|--------------------------------------|------------------------------|

- ✓ **Why to Educate:** This includes aims of education. The educator and the educatee must be clear about the aims of education so that efforts are made in the right direction. Aims of education depend upon a lot of factors, Political economic, social geographical, religious etc. In a nutshell, education must produce socially efficient individuals.
- ✓ **Whom to educate:** the educator must understand the educatee thoroughly his aptitudes interests, temperaments So that the best of him is drawn out.
- ✓ **Who is to educate:** The teacher is to educate and he must thoroughly understand himself also. He must get rid of all the blemishes and remember the woe to the teacher who teaches one thing with the lips and carries another in the heart.
- ✓ **Where to Educate:** The child is to be educated in a school which must simplify, purify and idealize the environment.
- ✓ **What to Educate:** This leads to the contents of the curriculum which has been described as the environment in motion. In a broader sense, it includes all the courses, readings, associations and activities in the school in the classroom, laboratory, workshop, playgrounds and in the numerous informal contacts between teachers and pupils. The teacher must make use of all these.
- ✓ **How to Educate:** This involves the knowledge and technique of various methods of teaching for making the learning process dynamic, effective and inspirational.
- ✓ **When to Educate:** This is concerned with the different stages of the child so that motivational aspects may be handled and attended psychologically.

4.1.4 Definition of Education: The concept of education is like a diamond which appears to be of different colour when seen from different angles. Like the proverbial elephant and the blind man everybody i.e. an artisan a biologist, an economist, a merchant, a parent, a philosopher, a politician, a priest, a psychologist, a statesman, a teacher etc. seems to have his own concept of education which is influenced by one's own outlook on life and one's past experience in his limited field.

4.1.5 Selected definitions of Education

1. Education as the creation of a sound mind in a sound body –Aristotle.
2. Education as the building of the powers of the human mind and spirit –aurobindo.
3. Education as the development of the whole man – Comenius.
4. Education as the realization of the illustrious virtue –Confucius.
5. Education as the formation of character - Dayananda (Swami).
6. Education as the drawing out of the best in child and man - body, mind and spirit- Gandhiji.
7. Education as developing morality –Herbert.
8. Education as attainment of a sound mind in a sound body - Locke.

9. Education as the natural, harmonious and progressive development of man's innate powers –Pestalozzi.
10. Education as training the intellect, refinement of the heart and discipline of the spirit –Radha krishnan.
11. Education as the purification of the mind and the heart - Ramakrishna (Swami).
12. Education as noble thought - Rig Veda.
13. Education as development from within-Rousseau.
14. Education as dispelling error and discovering truth - Socrates.
15. Education as preparation for complete living –Spencer.
16. Education as making life in harmony with existence - Tagore.
17. Education as manifestation of the perfection already in man - Vivekananda.

4.1.6 Difference between Formal and Informal Education

| FORMAL EDUCATION | INFORMAL EDUCATION |
|---|---|
| 1. It is organized by some agency - say the Government or the Private Managing Committee | 1. No organized institution is usually behind the process. |
| 2. It is organized at an institution - say in the School | 2. Usually there is no organized institution |
| 3. It is planned, keeping in view of some definite aim. | 3. It has no definite aim. |
| 4. There is a definite course to be covered during a definite period. | 4. There is no such definite course and period. |
| 5. It is imparted through formal lessons or well - planned methods. | 5. It is not parted through any formal lesson. |
| 6. The teacher and the taught are aware of the process through which education is imparted. | 6. The teacher and the taught are not conscious of the process. |
| 7. It starts and ends at a particular stage. | 7. It is a life long process. It has neither a beginning nor an end. It continues for the whole life. |
| 8. It puts some mental strain both on the teacher and the taught. | 8. Being natural, doe not strain anybody. |
| 9. There are some definite rules and regulations framed by the institution. | 9. Rules, if any, are framed by the members themselves. |

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