

EARLY CHILDHOOD EDUCATION FOR DISADVANTAGED- A CASE STUDY OF BODHSHALA IN JAIPUR

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ABSTRACT

Expansion and improvement of comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children has been one of the major goal for achievement of education for all (EFA). But in the absence of 100% accessibility of Aanganwadi centers of ICDS and high cost of private preschools in India, many children below 6 years devoid of early childhood care and education. Besides this Aanganwadi centers and private nursery preschools there are many non-governmental organizations providing early childhood education to the disadvantaged children. The aim of the present case study was to find out the quality of education provided in the preschools run by NGOs. The primary as well as secondary data was collected from two Bodhshala run by Bodh Shiksha Samiti-an NGO of Rajasthan. The primary data was collected from the teachers, principals/coordinator and observation done by the researcher. The secondary data included records, registers and website of Bodhshala. The findings of the study shows that, both the Bodhshala were having very poor infrastructure facilities such as lighting, ventilation, toilet and drinking water facilities and learning materials. The children were of different age group (from 3 to 9 years) sitting in the same classroom and being taught by one teacher. Even the curriculum for all the age group was same. The teacher were not having professional qualification of ECCE, rather all of them were having the qualification of Bachelors in Education (B. Ed).

KEYWORDS: Early Childhood Education for Disadvantaged

INTRODUCTION

Early childhood is a crucial stage of life in terms of a child's physical, intellectual, emotional and social development. Growth of mental and physical abilities progress at an astounding rate and a very high proportion of learning take place from birth to age six. It is a time when children particularly need high quality personal care and learning experiences. It has been proved through neuroscience researches that 85% development of brain takes place within 5 years. With this in mind, young children need caring and stimulating early learning experiences to help their intellectual, social and emotional development. In Indian context the early childhood care and education services is basically provided by public, private and non-governmental organizations. As far as public provisions are concerned, Ministry of Women and Child Development of Government of India runs world's largest programme to provide integrated services to children of 0 to 6 years age group. Integrated child development service is a program for maternal, child health and nutrition. The scheme was launched in 1975. ICDS program also involves several government departments. The beneficiaries are children below 6 years, pregnant and lactating women and women in the age of 15 to 44 yrs. There are different types of preschool managed by organization or a person. The rest of the 48% of children in the age group of 0-6 years either go to pre-schools run by private management or pre-school run by NGO's. But private pre-school charges fees which many

parents cannot afford. They are left with the option of either making their children sitting at home or senders them to the birth by NGO which do not charge any fee. There are many NGO running ECC for these types of disadvantaged children.

DISADVANTAGE CHILDREN

Economically Disadvantaged

In common usage "the disadvantaged" is a generic term for those "from lower-income backgrounds" or "the Disadvantaged Poor". The "economically disadvantaged" is a term used by government institutions in for example allocating free school meals to "a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price meals (less than or equal to 185% of Federal Poverty Guidelines)" or business grants.

Many disadvantaged groups are also not recognized as disadvantaged, thus giving a disadvantage when they are denied access for tools of self-sufficiency. One example is gender. Such groups are low Socio-economic status and racialized males, especially non-custodial fathers, as well as women choosing traditional gender roles.

BODH SHIKSHA SAMITI

A Bodhshala is a community school initiated collectively by local communities and Bodh. Bodh Shiksha Samiti is evolved from experiences of collective action that helped establish a community school or Bodhshala in Jaipur (Rajasthan, India). The school, initiated in 1987, was the result of a unique partnership between the Gokulpuri urban slum community and a group of likeminded men and women. The bodhshala group's belief that quality education was an inalienable right and that deprived communities possessed the strength to translate this vision into reality for their children this belief has continued to shape all institutional efforts.

Today, Bodh is recognized as a pioneer in the field of education for the urban deprived with growing expertise in the rural domain as well. It has also gained the stature of a resource agency for providing training and other support focusing on aspects such as child centered pedagogy, community involvement in education etc. Its key strength lies in its emphasis on learning from varied community settings and classrooms. This process of learning is aided by its network of bodhshalas (urban and rural), the innovative Manas Ganga Schools (Senior Secondary Residential Girls School, Pre and Primary School) and the work with the government schools.

Overall, Bodh is engaged in programme implementation (in urban slums and rural habitations), evolving and refining teaching learning processes, professional development and other stakeholder trainings, research and documentation, networking and policy advocacy. It reaches out to more than 26,000 deprived children (urban and rural) through its Bodhshala and government schools in Jaipur and Alwar districts, Rajasthan, India. It has touched the lives of many more children through partnerships with likeminded NGOs and agencies across the country.

OBJECTIVE

- To study the administrative and academic structure of Bodhshala.
- To find out the school readiness of children of Bodhshala. (To find out the efficiency of Bodhshala).

METHODOLOGY

This study was designed to see the involvement of parents, teachers, students and see the relationship among all of

them and see how they interact with each other and give time to the community and how Bodhshala teacher help to the community people and students for their education purpose and to see the success of Bodhshala in rural community of Jaipur city. Case study is a deep study of Bodhshala. The data includes the observation, interviews, audio and video data and document collection. In this study we take two Bodhshala of Jaipur city and 20 students from each Bodhshala.

ANALYSIS AND DISCUSSION OF CASES

Infrastructure

Table 1

	BODHSHALA 1	BODHSHALA 2
Proper Building	No	Yes
Accessibility	Easily accessible	Easily accessible
Outdoor space	There is no proper space	Proper space for children
Indoor space	Well maintained and sufficient storage	There is no proper ventilation
Furniture/Storage space	No furniture facility	No furniture facility
Water facility	Poor water facility	Poor water facility
Toilet facility	Yes	Yes
Separate toilets for boys and girls	Separate toilets are there	Separate toilets are there
Barrier free environment like ramps, wide doors etc.	Yes	Yes
Learning material	Provide proper material	Proper material
Number of class room	4	6
Proper lighting and ventilation	Yes	No

The infrastructure of Bodhshala is not well maintained there have some problem in the infrastructure like no water facility for children, the light is not proper in the classroom and lack ventilation. There is no proper furniture in the classes children sit on the carpet. The classroom have the sufficient space such as shelves, cupboard etc. The best part is that all learning materials are displayed on those shelves and they are easily accessible by children. Children are allowed to take out those materials when they want to play. Even the hygienic condition was very poor. Those two toilets were located near the classroom and the cleanliness and hygiene condition can be judged by the stinky smell coming from it to the classroom. There is no cooking facility and no rest room in both Bodhshala. There is no proper play ground available in school for playing children.

Details of Teachers

Table 2

	Name	M/F	Age	Education Qualification	Professional Qualification	Experience of Teaching (In Years)
Bodhshala- I	Teacher I	F	28yr	M.A	B.ed	5 year
	Teacher II	F	38yr	B.A	B.ed	15 year
	Teacher III	F	18yr	B.A	--	1 year
	Teacher IV	F	32yr	M.A	B.ed	5 year
Bodhshala II	Teacher I	F	32yr	M.A	B.ed	3 year
	Teacher II	F	23yr	M.A	B.ed	3 year
	Teacher III	M	30yr	B.sc	B.ed	5 year
	Teacher IV	F	25yr	B.sc	B.ed	2 year

Teachers are well qualified both educationally and professionally and 50 % of them have experience of 5 years. One of them is working from last 15 years in that Bodhshala. She says that she belongs to the same community and it gives her satisfaction to work for the children of her own community. All of them were found to have professionally qualified having the degree of B.Ed. They all have joined Bodhshala by their own choice and the zeal to work with children for their all round development could be observed by the researcher. In Bodhshala teachers are selected by the interview on the basis of age and they adopt activity based method for the teaching. They organize parent's teacher meeting to communicate with parents personally regarding their children and their other problem regarding school facility. Teachers give proper attention towards the children and provide proper studying and playing material. By this they develop the children in all development (like language, social, motor etc.).

TEACHING LEARNING PROCESS

The teaching process of Bodhshala teachers are very good they provide all material and they develop their personality and give proper details and constructive feedback. Their activities given by the students are all clearly related to what students learned. They all create that type of environment in which students are fully involved and teachers also take full participation with student. Teachers also communicate with student very clearly and in understandable manner by which student can understand all the things and also ask their all queries. The teacher start the lesson with logical flow that moves from simple to complex concepts and then they also stimulate the activity in which all student take part with their full interest. Another side they have some problem in Bodhshala their classroom management is not proper. They provide free atmosphere but it is not good enough for students because classes are very conjusted student don't have proper space to sit properly or put their bags and other accessories. Some teacher correct their misbehave of children but some teacher are rude towards student.

COMMUNITY PARTICIPATION

There is big participation of community in both the Bodhshala. In both Bodhshala meeting is organized monthly or weekly where all the problems are placed by parents towards teacher. Bodhshala situated in Gurjarkithadi Ram devnagar in that Bodhshala parents are happy with the teachers and atmosphere of the school but there is no water facility for children and teacher both. Bodhshala situated in Malviyanagar in this Bodhshala all parents are involve and take part in meeting but in that Bodhshala parents have problem and argue one thing again and again that there is no water facility and their children go far for drink water by this parents are very disappointed because they have fear that their children do not suffer from any accident or any other injury. In Malviyanagar Bodhshala parents have problem that when their children fight together than teacher don't response or say anything to the student they ignore all this matter

CONCLUSIONS

The Bodhshala refer to the pre-primary section of "Bodh Schools". Bodhshala pre group section has a play material for children, learning material which is used by the children independently and understands all things whatever provided to them. The teacher of Bodhshala is well qualified and they develop their personality development and give proper details and use teaching aids. The curriculum of the school is flexible and parents the involvement of parents is also in the lesson planning. In school readiness form the 100% students are clear their space concept and match the following numbers, 55% students are clear the pre-concept numbers and some other students need a proper guidance to clear the instruction.

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