

**A COMPARATIVE STUDY OF MONTESSORI
AND KINDERGARTEN SYSTEM OF
EDUCATION IN THE DEVELOPMENT OF
SOCIAL AND LANGUAGE SKILLS OF
CHILDREN**



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27-FSS/MSEDU/F07

Submitted in partial fulfilment of the requirements for the degree of
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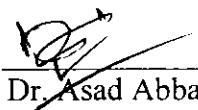


DEDICATION

I dedicated my thesis to ALLAH ALMIGHTY,
HE blessed me the path in the direction
of which I found the ways to complete
my thesis. HIS guidance always holds me
and leads me to the destination.

FORWARDING SHEET

This thesis entitled "A comparative study of Montessori and kindergarten system of Education in the development of social and language skills of children" submitted by Asghar Abbas in partial fulfillment of MS Education degree, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow him to submit this thesis for further process as per International Islamic University Islamabad rules and regulations.



Supervisor: Dr. Asad Abbas Rizvi

APPROVAL SHEET

“A Comparative Study of Montessori and Kindergarten System of Education in the Development of Social and Language Skills of Children”

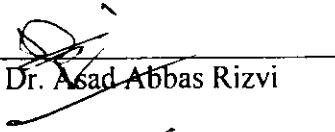
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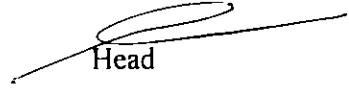

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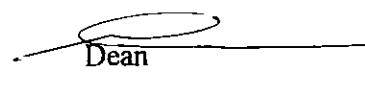
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Asghar Abbas

ABSTRACT

Early childhood education is considered as back bone in any education system. Traditionally there are two types of early childhood education in the world. These are Montessori and Kindergarten system of education. This study entitled "Comparative Study of Montessori and Kindergarten System of Education in Term of Social and Language Skills of Children" focused on investigating difference between two systems. The objectives of study were to compare the both system in terms of philosophy, objectives, contents, teaching methodology, evaluation system, social and language skills of the students. It was a document and survey type study. The research was delimited to the private schools of Rawalpindi having pre-school education. The sample was comprised of ten schools and hundred students, ten students from each school. Five schools from Montessori system of Education and five schools from Kindergarten system of education were selected. Observational checklists were developed to check the social and language skills of children. Chi-square test was applied to check the significant difference of statements. The mean value technique was used to compare the differences of both systems. Montessori system of Education focuses on Child care, development, sense training, individuality and freedom. In kindergarten, education is basic right of every individual. The System focused on learning through doing group. The role of learner is active not passive. It was found that the language skills of Montessori system were better than the kindergarten system of education. But social skills were found vice versa. Montessori system was more scientific and more practical than the kindergarten system of Education. It was also concluded that the Montessori system emphasized on individual activity based

learning but kindergarten system focused on group activity based learning. It was recommended that activity base and play way method may be used in pre schooling years. Both the systems may apply language skills of Montessori system of education and social skills of kindergarten system of education.

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LIST OF ABBREVIATIONS

ECE	Early childhood Education
ECCE	Early Child and Care Education
CGN	Children's Global Network
CRI	Children's Resources International
KG	Kindergarten
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational Scientific and Cultural Organization
SMC	School managements committee
PTSMC	Parents teacher school managements committee
GOP	Government of Pakistan
MOE	Ministry of Education
VCR	Value added, Child centered, Research based

CHAPTER 1

INTRODUCTION

Education being an indispensable tool in nations building is a process of systematic training and instruction designed to transmit knowledge and acquisition of skill, potentials and abilities which will enable an individual to contribute efficiently to the growth and development of his society and nation. It involves all round development of an individual physically, socially, morally, intellectually, and mentally (Osakwe, 2006).

Pre-primary education is the education meant for children between the ages of three to six years. That is to say that early education is a special kind of education provided in an institution for children, Prior to their entering the primary school.

For the teachers of the eighteenth century the child was a little man or woman, different from the adult only in size, strength, and knowledge. For it there was no growth, only expansion. Education consisted in training and instruction not in development. It was artificial rather than natural. Childhood was not manhood or womanhood in miniature, but something different, with interest, ideals, virtues, and activities of its own, a stage in the development of the individuals, on the proper unfolding, strengthen and functioning of which depend the welfare of the future man or woman. It remained for Froebel, with his sensitive woman soul, his philosophical mind, his poetic feeling for the

fundamental principles of evolution, to comprehend infancy the first six or seven years of life as the most important period in the life of individual, and its proper treatment as the most important problem in education. After long years of study of infancy in the light of philosophy, he embodied but he conceived to be the fundamental principles of the education of little children in his doctrine of the kindergarten, and his ideas of the best means for the application of these principles in his kindergarten program, materials, and devices. This discovery of the kindergarten for such he called it (not the kindergarten, but infancy was the real discovery) made a new tendency in education, and is one of the significant events marking a new era in the history of the world. From the day of this discovery until now interest in child study has constantly increased, and the care and education of little children has become constantly more intelligent, both in the home and in the school (Eliizabth, 1992).

Kindergarten is a system of pre-school education. Froebel designed in 1837 the kindergarten to provide an educational situation less formal than that of the elementary school but one in which children's creative play instincts would be organized constructively. Through the use of songs, stories, games, simple manual materials, and group activities for which the furnishings of a kindergarten adapted, children develop habits of cooperation and application, and the transition from home to school is thought to be made less formidable (Goode, 1970).

The theory implicit in the kindergarten system, that education develops through expression and social cooperation has greatly influenced elementary education and parent education especially in the United States, where kindergartens are generally a part of public school systems (Barbe, 1980).

Montessori was first woman doctor of Italy. Since 1907 her educational philosophy has been adopted all over the world with great success. After becoming interested in the education of children, her observation led to many new discoveries about how children learn. She was a spokes woman for children's rights knowing that children absorb their whole world and from much are their character and intelligence from birth to age six. She developed a multitude of educational equipment where children could learn by doing. She believed inner values, high morals and good work habits made strong responsible adults.

Montessori is a method of education developed by Maria Montessori. A prepared environment full of age appropriate manipulative learning equipment is available which allows the child to progress of his own pace. Positive reinforcement, learning by doing, order and movement are principles that are advocated. Children learn self-confidence and responsibility through purposeful activity, observation and discovery.

Early childhood education, in the context of formal education can be said to be "a formalized educational process to which children between the ages of two and half through five plus are subjected to in designated pre-school institutions".

Learning is a natural process of pursuing meaningful goals, discovering and constructing meaning from information and experience filtered through the learners' unique perceptions, thoughts and feelings. Hence, when a child is born into the world learning commences immediately to enable him/her get adapted to the new system. The child learns to feed, hear, see and respond to stimuli, before learning to sit, walk, talk and behave like people around him. Day-to-day fluctuations in a child's behavior may be expected as he strives between

dependency of infancy and the dependency of childhood. He goes further to expose the world around him curiously seeking to acquire knowledge. The drive for curiosity is innate in every child and can be developed to yield greater results by giving him early education (Osakwe, 2006). Early childhood education experiences positively affect later home and school involvement in education. A child who fails to acquire early education may suffer emotionally, socially, intellectually and even physically if he is trusted into the primary school without a sustainable early childhood education experience that will give him a solid foundation in the primary school. Therefore for the effective and efficient unlocking and development of a child's latent abilities, attitudes and other forms of behavior of positive values in the society in which he lives, early childhood education becomes very imminent. This is of utmost importance because researches on early childhood education have shown that early childhood education experiences have great impact on all areas of a child's development and had suggested that the first teacher is an extremely important person in the child's life.

Early childhood education is an asset of immense value in the later academic pursuit of a child and much more lately in life. This early experience exposes the child to all fields which make him more apt to learn in the primary level as the confidence in his learning capabilities which he acquired from the nursery school is lifted to the primary school. This eventually aids and facilitates his learning. The early childhood institution aims at developing the cognitive and affective potential at an early age.

Anderson (2002) is of the view that when children are exposed to early childhood education, they develop superior communication skills necessary physical ability and social unity needed in adult life and an increased cognitive and effective educational balance.

Miedel and Reynolds (1999) are of the opinion that when families are involved in their children's early education, children experience greater success once they enter primary school and even in later life. The formal school setting in early childhood education is a supplement to the home and a substitute. It promotes the complete development of the child that the house can easily provide. Most parents are limited in what they can give such as space, variety of equipment, educational materials and experiences of their children. Many parents are burdened with their own concerns that they are unable to provide the guidance that a child needs as he faces problems and frustrations especially where mothers are the sole support or breadwinner of the family. Children may be left in the care of untrained and unhealthy people in crowded apartment devoid of play materials and playmates that children need leading to neglect and deprivation which may result to lasting severe and negative effects in the life of the child. If however the formative years are characterized by exposure to a wide variety of learning activities and social contacts, skilled teaching, and intelligent guidance, then healthy growth and adjustment occurs. Early childhood education give children a group experience which extends values of family given them a total experience in democratic living in which cooperation is strengthened and competition minimized.

The different effects of the environment on the growth of mental structures of the child which are facilitate learning. He said that the environment stimulates learning and the development of the cognitive domain that the early years hold the key to learning. There is therefore the need for special attention to be given to the sensitive nature of early learning by affording the child the right environment where he will develop the potentials and skills for later life experience and education (Piaget, 1956).

The Government has a deliberate attempt to raise the quality of education at all levels in order to make the products of our educational system more useful to the society. Therefore early childhood education will provide that vital physical, psychomotor, affective, cognitive, social potentials which are fundamental to human life that will play very essential roles in the academic performance of children in the primary, level and even more in the later life of the individual child. The effectiveness and advantages of early child hood education has long been the subject of debate and research. There are many studies that indicate negative and positive outcomes, but research must be conducted over a period of years and track the progress of students from various ethnic and educational backgrounds as well as the types of early child hood program attended for the results to be reliable and verifiable(GoP, 2009).

1.1 Statement of the Problem

Historically however ECE has not been formally recognized by the public sector in Pakistan. The traditional ‘Katchi’ class in public sector schools has predominantly remained a familiarization stage towards formal un-admitted,

young students. A limited part of the grade 1 National curriculum is taught to this group.

Against this background, for the first time in Pakistan history ECE was included as a component in the education sector reforms program and funding was provided to the provincial and district governments. ECE was also included in the National plan of action of education for all. Pakistan is committed to Dakar framework of action, the first goal of which is to expand and improve comprehensive ECE for all children, especially for the most vulnerable and disadvantaged (GoP. 2009).

1.2 Objectives of the Study

The objectives of the study were as under:

1. To compare the both system in terms of philosophy, objectives, contents, teaching methodology and evaluation system.
2. To compare social skills of the students of Montessori and kindergarten systems.
3. To compare language skills of the students of Montessori and kindergarten systems.

1.3 Significance of the Study

The study was providing us sufficient information about the Montessori and kindergarten educational systems. The study was helpful for parents to understand the importance of pre-primary education. It was helpful for all public and private schools. The study was useful for the educationist and policy makers to include pre-primary education in educational policy. The study was helpful for

the curriculum developer to design pre-primary curriculum. The study was helpful to children in their personality building and provided the children a platform for better learning. The study stimulated the teachers to find out the problems of students and tried to overcome the problems at pre-primary level.

1.4 Delimitation of the Study

Due to time and resources constraints, the study was delimited to Rawalpindi and Islamabad.

1.5 Research Methodology

The research design for this study was survey and documentary analysis, to look into and compare the educational systems of Montessori and Kindergarten system in term of basic philosophy, objectives, contents, teaching methodology and evaluation system.

1.6.1 Population of the Study

The population for this study comprised all private schools of Rawalpindi and Islamabad having the educational system of Montessori or Kindergarten.

1.6.2 Sample of the Study

Purposive sampling technique was used to select the sample. There were selected ten private schools of Rawalpindi and Islamabad.

1.6.3 Research Instrument

Document Study: For collecting related information of Montessori and kindergarten system of education in terms of basic philosophy, content,

methodology, evaluation system, related documents, books, education ministry reports, education policies, research papers, research thesis, articles and generals were searched out for collecting the data for this study.

Observational Checklist: An observational checklist was framed to collect the data about the social and language skills of the children. It consisted of twenty items of each type and five point Likert scale was used for social skills i.e. always, usually, sometime, rarely and never and for language skills i.e. excellent, very good, good, satisfactory and average.

1.6.4 Data Collection

The data was collected from relevant documents and observational checklist. The observational checklist was used to observe social and language skills from the sampled schools. The researcher personally visited the schools and filled the observational checklists with the help of class teachers.

1.6.5 Data Analysis

There were to find out the similarities and dissimilarities in both the system. In analyzing the collected data, chi-square and mean values were used.

1.7 Definition of Key Terms

The operational definitions of the key terms were given as under:

1.7.1 Early Childhood Education

Early childhood education, usually defined as “pre-school provides the best opportunity to engage children in active instruction and build the foundation for future learning” (Hollowell, 1994).

1.7.2 Pre-primary

The pre-primary is schooling of a child before the primary education. A prepared environment full of age appropriate manipulative learning equipment is available allows the child to progress at his pace (Myers, 1945).

1.7.3 Kindergarten

A school for young children, conducted on the theory that education should begin by gratifying and cultivating the normal aptitude for exercise, play, observation, imitation, and construction (Ahmad, 1929).

1.7.4 Montessori

Montessori education emphasizes learning through all five senses, not just through listening, watching, or reading. Children in Montessori classes learn at their own, individual pace and according to their own choice of activities from hundreds of possibilities. Montessori classes play children in multi-age groups, forming localized communities in which the older children spontaneously share their knowledge with the younger ones (Tedsco, 1997).

1.7.5 Social Skills

Practical life encompasses the activities of daily living which allows for a child to become independent in self-care and care of his/her school and home environment (Montessori, 1973).

1.7.6 Language Skills

Language includes the development of refinement of oral language, writing and reading. The pre-primary class room language rich environment where children were encouraged to take part in verbal discussion through lessons, storytelling, sharing times and reading (Mohanty, 2004).

CHAPTER 2

REVIEW OF LITERATURE

Early childhood education is a term that refers to educational programs and strategies geared to word children from birth to the age of eight. This time period is widely considered the most vulnerable and crucial stage of a person's life. Early child hood education often focuses on guiding children to learn through play. The term often refers to pre-school or infant/child care program. In Order to realize the significance of early child hood education, first we have to know its proper definition. Early childhood education refers to the combination of physical, intelligence/cognitive, emotional, and social learning of a child during the first six to eight years of his/her life. While parents and primary care givers play an important role in the child's acquisition of such knowledge, in a more specialized sense a professional early childhood educator offers early childhood education to the child. However, a good educator will always involve the parents in his/her early childhood programs to get the maximum benefits from the program

Early child hood education in Pakistan should correlate with attainable goals. Equal treatment for boys and girls by adults is necessary to remove the biases in society. Parents and teachers partnership is essential to achieve the desired result in early child hood education. Early child hood education delivery system is inadequate. Many children of Pakistan are deprived of early child hood education. Low cast and affordable early child hood programs should be available

in urban and rural areas of Pakistan. Thus it has been recommended that early child hood education should be a part of educational development program of Pakistan. For this purpose political awareness and the commitment on the part of government and educationists should also be developed. To break the tradition of teaching children in piecemeal and integrated curriculum should be developed to look after the holistic development of children (Mohiuddin, 2002).

The Montessori schools culture is devoted to helping each child grow towards independence by building confidence, competence, self-esteem and respect for others. More than an approach to education, Montessori is an approach to life. The program at the Montessori school, both in philosophy and pedagogy, is based on the scientific research work of Dr. Maria Montessori. The school respect children as self-directed individuals and foster their growth towards independence and social responsibility, while creating a joyful, diverse and family-oriented community. Montessori classrooms are designed in a multi-age mix from toddlers through adolescents which allows for both individual and social development. The classrooms are beautiful by design. They are setup in an open style, with work areas throughout the room and materials available on accessible shelving. Most lessons are given to small groups or individual children while other children are working independently.

The school uses stories, Montessori materials, charts, timelines, objects of nature, treasures from the wealth of cultures around the worlds and sometime conventional tools to teach the children. Guided by the teacher, Montessori students actively participate in planning their time and taking responsibility for their work.

Kindergarten is a form of education for young children which serves as a transition from home to the commencement of more formal schooling. Children are taught to develop basic skills through creative play and social interaction. In most countries kindergarten is the part of pre school system of early childhood education. Children usually attend kindergarten any time between the ages of two to seven years, depending on the local custom. In most of the children attend kindergarten to learn to communicate, play, and interact with others appropriately. A teacher provides various materials and activities to motivate these children to learn the language and vocabulary of reading, mathematics and science, as well as of music, art, and social behaviors. For children who previously have spent most of their time at home, kindergarten may serve the purpose of helping them adjust to being apart from their parents without anxiety. It may be their first opportunity to play and interact with a consistent group of children on a regular basis.

The National education Policy (1998-2010) called for a reintroduced of katchi /pre-primary class as a formal class in primary schools, extending primary education to a six year programme. However, this policy measure failed to generate any serious commitment from the government or bring about any substantive allocation of financial resources.

Early childhood education has, however, greatly benefited from the investments made by the private sector extending good quality pre-primary education services.

There is an urgent need for improvement in pre-primary education which can be achieved by transforming the present pre-primary (katchi) offered in the

government schools into good quality ECE with separate classroom, trained teacher and required materials (GoP, 2008).

Early child should have the opportunity to grow up in a setting that values children, that provides conditions for a safe and secure environment, and the respect diversity. Because children are both the present and the future of every nation, they have needs, rights, and intrinsic worth that must be recognized and supported.

Children must receive appropriate nature and education within and outside their families from birth onwards if they are to develop optimally. Attention to the health, nutrition, education, and psychosocial development of children during their early years is essential for the future well-being of nations and the global community. Knowledge about human development is more substantial now than it has ever been at any time in history. The new century offers opportunities to consolidate recent gains and respond to new challenges that lie ahead. It is important to bear in mind that children, just like adults, need to be respected as capable, thinking and feeling individuals with unique personalities (GoP, 2007).

Researchers have concluded that children learn at the fastest pace when they are between 0-6 years of age Based on this notion, the early child educators. Advanced psychological design their program that helps boot up the child natural learning process Now a scientific child develop program is not all; it must be accompanied by proper nutrition, parental/caregiver interaction, and stimulus and in the absence of any these factors, the child is bound to lag behind miserably in the latter course of his or her life. Thus side by side of a well chalked out early

childhood course, it is equally important that the children must receive due attention, a respectful treatment and lots of affection from parents.

2.1 Introduction of Montessori System of Education

The twentieth century is called the age of “The Discovery of the child”. That the child, its physical features, psychological needs, its growth and development are given individual attention. Individual is given prominence. Child psychology has assumed more importance. Individual differences are studied for facilitating the physical, psychological, social and spiritual aspect of the child's personality. Individualism in Education has been a significant trend and feature of the 20th century.

Montessori was born in Italy in 1878 at a time when the woman was still the adornment of the house. Brilliant, self-willed and determined, this genius, from the very beginning, soared high. When her parents, glimpsing her fine mind, suggested she might become a teacher, this young teenage girl tossed her head and said with great determination, “anything but a teacher”.

Against tremendous opposition and suffering obstacles and humiliation, Maria Montessori entered the medical school in Roam, the only female over to have done so. Passing every exam brilliantly, she became the first woman Doctor of Medicine in Italy in 1896. She specialized in psychiatry.

In the course of her work with patients of mental asylums. Dr Montessori came in touch with little children, either retarded or deaf and dumb, all of whom were abandoned and relegated with adults in mental asylums. Any other person, man or woman, would have done little for these little unfortunate people. Dr.

Montessori was at once roused to do something for them, for their education. Studying the works of Izard, Seguin and Froebel, she applied their methods and found a response. When these children, outcast as useless by society, where so educated as enter public examination in Italy, with normal children, and pass: not only Italy but the whole world took note.

In Montessori's mind the problem that arose was a doubt regarding the adequacy of the education of normal children. She longed to look into the problem. An opportunity presented itself in 1906 when she was asked to organize a school for small children in San Lorenzo, a slum of Rome. The project, started more as a welfare one, brought about such astounding results, that the world press acclaimed its wonders. "A new child has been discovered a child whose inborn and natural powers of growth and development has never been suspected before.

Realizing the great promise of her discovery upon the future of child development and consequently upon world progress. Dr. Montessori left her brilliant and promising medical career and devoted all her energies to the study of the child. The result is the famous Montessori method arising from what, as she says, "The children showed me" (Montessori, 1968).

Montessori is regarded as one of the world's greatest educator. Although professionally she was trained to be a doctor, vocationally she was required to serve for the feeble-minded children of a psychiatric clinic. She for the first time discovered that their dullness was due to inadequate sense-training. Her sense-training became one of the important planks of her child education. She established the school called "children's House". There she experiment a kind of

early childhood education which subsequently developed to the Montessori system of education.

According to her, teachers should maintain dispassionate and detached attitude towards children. They are to keep the physical and psychological records for each individual. She insisted on freedom of the child. She, therefore, told, "if a new and scientific pedagogy is to arise from the study of the individual such study must occupy itself with the observation". She was a great scientist and a great observer of the real situations of the child development (Mohanty, 2002).

The Montessori Method of education has been successfully assisting in the development of children for more than a century. It is an internationally recognized method that translates into many different cultures. Montessori schools follow a model of education first developed by Maria Montessori in the mid 19th century in Italy. Dr. Montessori "had a clear theory of development, primarily a constructivist theory similar to Piaget's" (Chattin, 1992).

Montessori believed there were planes of development for children to learn and she called these planes "sensitive periods". During these sensitive periods of a child's development, manipulative materials are presented sequentially to introduce concepts concretely that would also lead to later abstraction. Four main aims of a Montessori lesson were to encourage control (of movement and self), concentration, and independence and order (completing a cycle, replacing materials). Montessori philosophy sought to develop children who were⁷ independent, confident (based on their competence), responsible and respectful of others.

Montessori classrooms are composed of multi-aged students with an age span of three years. The three year span allows opportunities for children to learn from each other, to find appropriate peer groups that offer intellectual challenges and support (Loeffler, 1992). The student to teacher ratio can range from ten to fifteen to one and depends on individual schools and state regulations. A Montessori classroom is designed for the students that spend most of their day there. All of the furnishings and materials are at the students' height for easy accessibility. Much of the didactic materials students work with in Montessori classrooms are self correcting which provide students the opportunity for self evaluation and discovery. The work choices are not static, nor are they identical from one culture to another.

By assisting children in solving problems and evaluating their own successes, Montessori's didactic apparatus provides a unique form of scaffolding and, especially in the mathematics and language materials for early elementary children, is designed to help children construct a higher level of abstraction while building on present understanding and skills. According to Loeffler (1992) students have freedom of movement to move at their own pace through a prescribed, integrated curriculum, put work away when finished and then move on to the next task. Students are given individual, small group and whole class lessons from teachers who are guides in the environment. Direct teacher instruction, for the whole class on curriculum topics is rare. Whole class group time is reserved for morning meetings with announcements, times for music experiences or reading aloud by the teacher. Individual learning styles are respected and lessons are reformatted to meet individual needs. Projects, presentations, and current events are shared and discussed. Montessori's prepared

environment with self-selection and free choice for the child as its major components, coupled with interesting manipulative objects as stimulation for activity, and a three-year age span for social and intellectual collaboration and challenges - provides an ideal setting for the child's self-construction process (Loeffler, 1992).

In a Montessori classroom, observation is one of the primary roles of the teacher. Observation is basic and significant to the Montessori Method. Dr. Montessori referred to her approach as a "scientific pedagogy" with its foundation based on observation and experimentation. Teachers act more like facilitators and have the role of being an affirmer of each individual student in the classroom (Neubrt, 1992).

The teacher is the architect and the resource person in the Montessori classroom. Much of a Montessori teacher's time is spent assessing and preparing the classroom environment to ensure that the educational, developmental, and social needs of each student are met (Montessori, 1962).

2.2 History

Maria Montessori was an Italian educator and physician. She won international fame for designing an educational system to aid children in the development of intelligence and independence (Encyclopedia, 2002).

Maria Montessori achieved a universal reputation for her unique contribution to the early childhood education. In her book "The Montessori Method" which gives a basic statement of her views regarding childhood education. Although her approach is based on "liberty", actually discipline is

enforced in the children's Houses. Montessori has aptly asked, "Discipline must come through liberty. Here is a great principle which is difficult for flowers of common-school methods to understand. How shall one obtain discipline in a class of free children?"

Montessori, one of the world's great educators believed that God has invested human beings with the urge and power to fulfill themselves. She developed a new system of education as a joyful process of self-discovery and self-realization. She was at first work for the deficient children and then for the younger children under six in kindergarten where she tried out her own ideas. Montessori achieved many accomplishments as anthropologist, doctor and educator. She was a scientist as well as a democrat. As a scientist she aimed at educating children with real objects and organizing learning situations psychologically. As a democrat she strongly pleaded for individual liberty and adeptly promoted the full and free development of children (Montessori, 1973).

Montessori laid stress on the development of the child's individuality to the maximum. She did not believe in external motivation for accelerating learning. She pointed out that it is not fear of punishment or hope of reward that motivate a child, but the sheer satisfaction of the work itself. The greater reward, according to her, is to go from stage to another.

Montessori advocated education as a development process. She emphasized the complete unfolding of the child's individuality. She observes "the child is a body which grows and a soul which develops. We must neither m. nor stifle the mysterious form which lies within these two forms of growth, but a wait for the manifestation which we know will succeed one another.

Senses are, according to Montessori, the gateways of knowledge. She tried to impart education through the senses and devised learning materials for children through direct experience. They include pieces of wood with graded colors, bells producing different tones, but appearing exactly similar, Montessori gave more importance to the sense of touch and as such, she is called education by touch. In sense training, however she like Rousseau believed in isolating the senses whenever it was possible. For example, in order to develop actual sense, the pupils of the Montessori school are blind-folded and to develop auditory sense, exercises are given in an environment of silence as well as darkness.

Self-education or auto-education is a unique feature of Montessori Method of education. Spontaneity is an essential characteristic of her education. Montessori says, "The establishment of such a method should open up a new path to all education. It is, therefore, necessary that the environment should contain the means of auto-education. That is, the child should be provided with an environment full of external means of auto-education. Montessori also devised a series of self-correction tools.

Montessori laid stress on the social development of children who learn health habits and social behaviors in there," children houses". Children are trained in clearing the rooms and arranging seats for meals. Montessori was aware of children social needs and their roles in improving the society. She has rightly said," the discipline to which the child habituates himself here is, in its character, not limited to the social environment, but extends to the society."

Motor education is an important part of Montessori Method. Montessori emphasized the muscular development of children and believes that efficiency in this promotes improvements like writing, drawing, walking, running etc.

Therefore, motor development is given due importance in the early childhood education of Montessori (Mohanty 2004).

2.3 Philosophy

Like all educationists Montessori has her own philosophy of life and that has been well reflected in her experiment in education. There might not be a well developed and systematic as well as sophisticated educational philosophy to her credit, but the principles of her educational philosopher are mainly as follows which have shaped and strengthened the Montessori system of education.

2.3.1 Individuality

Every child is unique. He develops as an individual physically, socially, mentally and spiritually. Montessori believes that each child manifests his own peculiar powers and ability at his own pace and according to his own way. He is to grow spontaneously. The child's individuality is to be respected and recognized by all means. The teacher is to acquire knowledge about the individual child-his character, his mind -his interests-and so on. Montessori believed that it is not fear of punishment or hope of reward that motivates the child. It is the pleasure or satisfaction of achievement which makes him work. His greatest reward is to go ahead, to do further. In the words of John Adams, Dr Montessori "has rung the death knell of class teaching." She believes that every child is peculiar to himself and he progresses at his own speed and rate and collective methods of teaching crush his individuality. She treats each child as a separate individual and recommends that he should be helped and guided in a manner that helps him in his

proper growth and development. The teacher is concerned with his mental as well as his physiological development.

2.3.2 Development

Education, Montessori believes, is a development from within. She says, "the child is a body which grows and a soul which develops.... We must neither mar nor stifle away the mysterious from which lies within these two forms of growth, but await for the manifestation which way know will succeed one another". She states, "If any educational act is to be efficacious, it will only that which tends to help towards the complete unfolding of the child's individuality." She emphasizes that in order to make any educational activity affect, it is essential that the child's individuality must be unfolded completely. She also believes that in the child's nature at birth, there is already contained all that the child is to become and the teacher should look after the child as the gardener does for the plant, so that natural growth is properly guided and aided in the process of unfolding itself.

2.3.3 Freedom

Since the child's whole future development is already ingrained in his nature at birth, it should be allowed, to grow and unfold it freely and spontaneously. Montessori therefore, believes that freedom is the birth right of every individual irrespective of age, sex and class. Freedom, according to her, is a democratic process and an essential condition for development of the child through full liberty which means the absence of many restraints that would mar or stifle inborn powers of the child. Freedom should be allowed to each and every child for two reasons. One is that liberty is essential as an object of scientific study. In Montessori a system of education, discipline is not an imposition from

outside or a restraint on the activities of children. It is self-control which comes through activity in an atmosphere of freedom. Her belief is that there should be no hindrance or interference in the way of child's growth and development. She believes that the freedom is the birth right of every individual and she advocates the spontaneous development of the child through full liberty. She does not impose any restraints as she thinks that these may mar or stifle the innate powers of the child. She says, "The school must permit the free, nature, manifestations of the child if he is to be studied in a scientific manner."

2.3.4 Auto-Education or Self Education

Montessori has shifted the emphasis from teaching to learning. She believes that self education or auto-education is the only true education. She advocates that the child should remain undisturbed by adult interference. She has devised the Didactic Apparatus which attracts the attention of the children, keeps them busy spontaneously, leads them to learn the power of movements, reading, writing and arithmetic etc. The Montessori Method of education insists on self-education or auto-education as its unique feature. It aims at bringing about the spontaneous progress of the child and full development of the psychic potentiality of the child. Montessori has rightly said, "in order to ensure psychical phenomena of growth, we must prepare the environment in a definite manner. It is therefore, necessary that the environment should contain the means of auto-education. In other words, the child should be educated in a special environment with external means of self education. She devised self-corrective apparatus for a self education the teacher is to observe the individual and provide suitable activities according to their needs and interests.

2.3.5 Sense Training

Montessori strongly believes that senses play a very significant role in the educational process. Senses are the gateways of knowledge and they need be properly trained for enabling children to acquire knowledge throughout the age-group 3 and 7 and great deal of learning takes place during this period. Without the ability to make fine sensory discrimination, she believes, no intellectual development is possible sense training prepares the child directly for intellectual education and the refinement of the senses enables children to discriminate better between the various stimuli that necessary for true education. Montessori devised learning aids called "Didactic materials" for teaching various subjects through direct experience. For example using identical pieces of wood in different colors the child learns to grade colors from the lightest to the darkest. Sorting out bells that look exactly alike, but produce different tones, he tries to discern musical notes. Similarly he gets the idea of weight, temperature etc. through the didactic apparatus. Thus, the sensory training is of great importance in the Montessori system of education. (Mohanty 2002).

2.3.6 Motor or Muscular Training

Montessori has laid stress on muscular activities as a means of motor training as an integral part of early childhood education. She believes that such activities are purely physiological in nature and wants the child to know the proper use of his muscles. She has also attached importance to muscular training as a part of the early education of children. She believed that muscular training facilitates other activities like writing, drawing, speaking. This muscular training also helps and facilitates other psychomotor activities such as writing and

painting, walking and running for all-around personality development. She takes muscular activity as purely physiological in character. She stresses that running walking, all depend on muscular training.

2.3.7 Social Development

The Montessori system of education insists on social development of children and the “children’s Houses” provide ample opportunities for this. There are a good number of health practices, social activities, games and sports which require children to conform to certain standards of social behavior and qualities. Montessori aptly says, “The discipline to which the child-habituates himself here is, in its character, not limited to the social environment but extends to society”. Pupils are trained in certain community activities and health habits which fulfill the social needs and make them quite sociable, (Mohanty 2002).

2.3.8 The Teacher as the Directress

She replaces the word teacher by the word ‘directress’ as she think that the function of the teacher is to direct and not to teach. Her motto should be, “I must diminish to let you grow”.

2.3.9 No Place for Fairytales

She would like to banish fairy stories from the curriculum of young children since these tend to confuse children and to hinder them in the process of adjusting themselves to the real world.

2.3.10 Scientific Basis of Development and Education

She states, “If a new and scientific pedagogy is to arise from the study of the individual, such study must occupy itself with the observation of free children” (Rahman 2004).

2.4 Methodology

The methods of teaching as advocated by Montessori were practically adopted organizing the three types of exercises.

1. Exercises of practical life
2. Exercises in “sensory training”
3. Didactic exercises
4. Motor training
5. Language and Arithmetic

2.4.1 Exercise of practical life

The Montessori school is specially equipped with a view to meet the needs of young children. The children are given exercises for practical life: they sweep their rooms, dust their furniture, arrange them, dress and undress, fasten the buckles, tighten their shoes and do other day to day activities themselves. Various furniture and equipment are furnished in the Montessori schools and pupils are to handle them easily. They learn to move them carefully without noise and hindrances, thereby acquiring skills in motor adjustment. There are black boards at low heights on which they draw according to their interests. They may paste illustrations paper cutting and other materials of beauty and interest to them. Small musical instruments are handled by them and their rooms are decorated

with flowers and pictures as they like. Similarly, they are trained to be have proper and use different things rightly in lunch rooms, gymnasium, bedrooms, and practical activities rooms and so on.

2.4.2 Exercise in Sensory Training

There are well graded didactic apparatus for sensory training in the Montessori schools. These are meant for developing children's perception of size, from weight, touch, hearing, color and so on. For instance, for perception of sizes, there are series of wooden cylinders varying in height, in diameter or in both dimensions, at a time: for perception of color there are pink cubes, brown prisms etc. and other colored tables and words; for weight discrimination there are tables of wood similar in size but differing in weight.

The lesson is divided into three stages or steps:

1. Association
2. Recognition
3. Recalling.

THAT'S ALL

Association: The names of various items are associated with the actual things or colors or sounds. For instance the child is shown two colors, red and blue: when red is presented, the teacher simply says "This is red", when the blue "It is blue".

Recognition: At the second stage, two colored things are presented and the teacher asks the child, "give me the red" or "give me the blue".

Recall: Thirdly, two colored objects are shown one after another and the child is asked “what is this “and he responds “it is red” and then “it is blue”. Montessori strongly believes in developing the sense separately.

2.4.3 Didactic Exercises

A set of didactic apparatus is used for teaching of language and arithmetic. Montessori believes that muscular skill develops in children quite naturally and easily. So she pleaded for teaching of writing before that of reading as her thesis is reading actually involves higher intellectual development and can be postponed till the writing is mastered by the child. Writing involves two diverse types of movement, the one by which the forms of letters are reproduced and the other by which instruments of writing are manipulated for writing of words and letters.

The phonetic sounds are taught in three stages, namely association, recognition and recall. The handling of pen properly is taught through exercises of writing, starting with geometrical shapes with coloring. The child is given visual, muscular, tactful and auditory sensation and then he starts writing spontaneously.

According to Montessori, reading is more important than writing and reading is the reproduction of the sounds from the symbols. Montessori observes. “What I understand by reading is the interpretation of an idea from the written signs.” For teaching reading the child is given a card on which a name is written in script and then translates in writing slowly into sounds. Similarly sentences are written on slips of paper and the children select them and carry out the orders or requests contained therein. (Mohanty, 2004).

For teaching numbers four simple rules popularly known as "a long stair" is used in the pre primary education stage. It is a set of ten rods varying in length from 1 to 10 decimeters. The child first learns to arrange the rods colored in red and blue. By learning alphabets, subtraction, multiplication and division are introduced by means of same didactic material and later on the child is allowed to express graphically.

The methods of teaching clearly reveal that the child is taught various skills and concepts through suitable activities and aids. Assimilation, Recognition and Recall are the basic concepts that are used as stages of the teaching learning process. Freedom and spontaneity are the pre conditions for enabling the child to learn, to grow and to develop according to his ability and interests. There are properly graded audiovisual aids which are used by the teacher to motivate, to clarify and to teach the concepts and skills (Mohanty, 2004).

2.4.4 Motor Training

These practical life exercises or are considered to be very helpful for motor education. Muscular education is imparted in connection with the movements of walking, sitting and holding objects. The care of child's own body, managing the household affairs, gardening and manual work and rhythmic movements provide motor education. Children also learn how to walk in straight lines and to balance them properly (Rahman, 2004).

2.4.5 Language and Arithmetic Teaching

Montessori is of the opinion that muscular skill in children is very easily developed and, therefore, the teaching of writing should precede the teaching of

reading. According to her, writing is a purely mechanical activity and reading partly intellectual (Montessori, 1968).

2.5 Emphasis

The principles and practices of teaching advocated by Montessori almost revolutionized the traditional nations. Madam Montessori's profound love and affection, keen sensitiveness, artistic imagination and exceptional sympathy for children have given a new touch to various aspects of education. In fact, she has ushered in new era in child education and especially of small children at the nursery stage (Montessori, 1968).

2.5.1 Scientific Concept of Education

Montessori system of education emphasized the scientific concept of education. She sought to teach educational facts in the light of children's experience. She was a scientific observer of the child development and developed methods and aids for teaching on the scientific lines. Madam Montessori was a scientist and she applied scientific principles based on experience and observation and not upon prejudices. Montessori was pioneer in this new trend (Montessori, 1973).

2.5.2 Individualism in Education

In this system, each child is taken as unique and different from others. Montessori insisted on this individualism and individual differences. That is why, she pleaded for individual teaching in contrary to the collective teaching which is a modern trend endorsed by psychologists. Individualism is the key note of the Montessori Method. Her method is a reaction against collective teaching. As

observe by John Adams, Montessori has rung the death knell of class teaching (Montessori, 1973).

2.5.3 Sensory Training

The Montessori Method aims at educating the children through the sense training. It is based upon the maxims proceed from concrete to abstract from general to abstract. Senses of the child are regarded as a gateway of knowledge and as such the Montessori system emphasized the sense training as an important step in her educational process (Montessori, 1912).

2.5.4 Freedom for Children

Liberty is the key note to the success of Montessori system of education and it is given to the Child as a pre condition to learning. Self discipline is the best discipline and is required for ensuring self reliance and self education. She ranks among the forefront educators who want to give education in an atmosphere of complete freedom. In her method discipline is that of self control and self directed activity (Montessori, 1968).

2.5.5 Motor and Muscular Activity

Training of the muscle or motor training is emphasized by Montessori for success of education. She believes that motor efficiency is essential and it should precede intellectual activity. That is why, she pleaded for writing to be followed by reading which according to her called for superior mental ability. Special importance to the learning of writing has been provided in the method. She takes into consideration the muscular movements in the process of writing. Properly

graded and correlated exercises for reading and writing are provided (Montessori, 1968).

2.5.6 Learning Through Living

She has provided practical exercise in her school which enables children to learn good habits of cleanliness and order. The students learn the lesson of dignity of labor and self help by attending to their needs themselves. Many practical lessons are provided. The provision of practical exercises in the Montessori system of education is found quite useful. The children are trained and get accustomed to do their own jobs themselves without waiting for others. Thus they learn to live in the community as effectively as possible.

Montessori's system of education has a very scientific foundation. Montessori was an environmentalist in true sense of the modern concept. In her book "The Secret of Childhood" she has rightly observed, "Our own method of education is characterized by the central importance that we attribute to the question of environment; it is known how our pedagogy consider the environment important to make it the central point of the whole system" (Montessori, 1968).

2.5.7 Role of Teacher

In both systems of pre-school education teacher participate only as a facilitator who guide the child to perform properly in the given direction.

2.5.7.1 Teacher as a Directress

In this system of Montessori education, teacher's role is different and in accordance with the guidelines or principles of Montessori. Teacher function is

not so much of teaching but mostly of direction or management. She must feel and understand the needs and problem of children. Her position is of non intervention and non imposition. She has to facilitate and coordinate the facility that is available for effective learning of pupils. Dr Montessori has replaced the word 'teacher' by the word 'directress' and she think that the primary duty of the person in authority is to direct and not to teach. She insists that the directress should have an extensive knowledge of psychology and laboratory technique.

2.5.7.2 Teacher as a Gardener

According to her view a teacher should care for the child like a gardener who cares for the plant so that the natural growth of the child is properly guided and aided in the process of unfolding itself (Montessori, 1973).

2.5.7.3 Knowledge of Each Child

The teacher should have an intimate knowledge of the mind and character of each individual. He should keep the physiological records of each child's development; his weight, height and other measurements (Montessori, 1973).

2.5.7.4 Doctor-Cum-Scientist-Cum-Missionary

Montessori, the directress should be partly doctor, partly scientist and completely religious. Like a doctor she should avoid scolding or suppressing the patient in order to avoid worst situation. Like a scientist she should wait patiently for the results and conduct experiments with her material. Like a religious lady she should be there to serve the child (Montessori, 1968).

2.5.7.5 Faith in the Personality of the Child

She should allow the child to grow according to his own inner law. Her business is to provide for suitable environments. She should provide children with suitable opportunities to think for them (Montessori, 1968).

2.5.7.6 Moral Qualities

Virtues and not words are the main qualifications of the directress. "She must acquire moral alertness, patience; love and humility." She must banish anger which is a great sin and which prevents from understanding the child. The soul of the child, which is pure and very sensitive, requires her most delicate care. Her motto should be "I must diminish to let you grow" (Rahman, 2004).

2.5.8 Social Development

Montessori system mostly focuses on individual activities so there should be some lack of social development of child.

2.5.8.1 Education of Senses:

Education in general is two-fold, biological and social. From the biological side we wish to help the natural development of the individual, from the social stand point it is our aim to prepare the individual for the environment. Under this last head technical education may be considered as having a place, since it teaches the individual to make use of his surroundings. The education of the senses is most important from both these point of view. The development of the senses indeed precedes that of superior intellectual activity and the child between three and seven years is in the period of formation.

The other part of education, the adaptation of the individual to his environment, is indirectly touched. We prepared with our method the infancy of the humanity of our time. The men of the present civilization or pre-eminently observes of their environment because they must utilized to the greatest possible extent all the riches of this environment (Rahman, 2004).

The progress of positive science is based upon its observation and all its discoveries and their applications, which is the last century have so transformed our civic environment, where made by following the same line that is, they have come through observation. We must therefore prepare the new generation for this attitude, which has become necessary in our modern civilized life. It is an indispensable means man must be so armed if he is to continue efficaciously the work of his progress.

The education of the senses makes men observers, and not only accomplishes the general work of adaptation to the present epoch of civilization, but also prepare directly for practical life. We had up to the present time, I believe, a most imperfect idea of what is necessary in the practical living of the life. We have always started from ideas, and have proceeded thence to motor activities: thus, for example, the method of education has always been to teach intellectually, and then to have the child follow the principles he has been taught. In general, when we are teaching, we talk about the object which interest us, and then we try to lead the scholar, when he has understood, to perform some kind of work with object itself; but often the scholar who has understood the idea finds great difficulty in the execution of the work which we give him, because we have left out education a factor of the utmost importance, namely the perfecting of the senses. I may, perhaps, illustrate this statement with a few examples. We asked

the cook to buy only 'fresh fish'. She understand the idea, and tries to follow it in her marketing, but, if the cook has not been trained to recognize through sight and smell the signs which indicate freshness in the fish, she will not know how to follow the order we have given her.

Such a lack will show itself much more plainly in culinary operations. A cook may be trained in book matters, and may know exactly the recipes and the length of time advised in her cook book; she may be able to perform all the manipulations necessary to give the desired appearance to the dishes, but when it is a question of deciding from the odor of the dish the exact moment of its being properly cooked, or with the eye, or the taste, the time at which she must put in some given condiment, then she will make a mistake if her senses has not been sufficiently prepared (Loeffler, 1992).

She can only gain such ability long practice, and such practice on the part of the cook is nothing else then a belated education of the senses an education which often can never be properly attained by the adult. This is one reason why it is so difficult to find good cooks.

Senses education is most difficult for the adult, just as it is difficult for him to educate his hand when he wishes to become a pianist. It is necessary to being the education of the senses in the formative period, if we wish to perfect this sense development with the education which is to follow. The education of senses should be begun methodically in infancy, and should continue during the entire period of instruction which is to prepare the individual for life in society (Rahman, 2004).

2.5.8.2 Environment

Montessori was environmentalist in true sense of the modern concept. In her book "The secret of childhood" she has rightly observed, "our own method of education is characterized by the central importance that we attribute to the question of environment; it is well known our pedagogy consider the environment important to make it the central point of the whole system" (Montessori, 1968).

The first essential for the child's development is concentration. It lays the whole basis for his character and social behavior. He must find out how to concentrate, and for this he needs things to concentrate upon. This shows the importance of his surroundings, for no one acting on the child from outside can cause him to concentrate. Only he can organize his psychic life. None of us can do it for him. Indeed, it is just here that the importance of our schools really lies. They are places in which the child can find the kind of work that permits him to do this. Any enclosed space, of course, favors concentration. The entire world over, when people wish to concentrate, they seek out the place set aside for it. What do we do in shrine or temple? These create an atmosphere favorable to concentration. They are forcing houses character formation. Children are seldom admitted to the ordinary schools before they are five and then the most formative period is over. But our schools offer the times a sheltering refuge in which the first element of character can take shape, each of which has its own importance (Loeffler, 1992).

According to dr. Maria Montessori great value of an environment specially adapted in this way to the needs of little children, this idea aroused great interest in architects, artists, and psychologists, some of whom collaborated with

Montessori to settle the ideal size and height of the rooms, and the decorations desirable in a school were concentration was to be favored.

There is only one specimen of each object, and if a piece is in use when another child wants it, the later--- if he is normalized will wait for it to be released. Important social qualities derive from this. The child comes to see that he must respect the work of others, not because someone has said he must, but because this is a reality that he meets in his daily experience. There is only one between many children, so there is nothing for it but to wait. And since this happens every hour of the day for years, the idea of respecting others, and of waiting one's turn, because a habitual part of life which always grows more mature.

Out of this comes a change, an adaptation, which is nothing if not the birth of social life itself. Society does not rest on personal wishes, but on a combination of activities which have to be harmonized. From their experiences another virtue develops in the children: the virtue of patience, which is a kind of denial of impulses by means of inhibition. So the character traits that we call virtues spring up spontaneously. We cannot teach this kind of morality to children of three, but experience can, and because in other conditions normalization is prevented so that people the world over see children fighting for what they want the fact that our children waited struck them as all the more impressive (Loeffler, 1992).

When adults interfere in this first stage of preparation of social life, they nearly always make mistakes. When children are "walking on the line" one of them may go in the opposite direction to all of the others, and a collision seems inevitable. One's impulse is to seize the child and turn him round. But he looks out very well for himself, and solves the difficulty--- not always in the same

fashion, but always satisfactorily. Such problems abound at every step, and it gives the children great pleasure to face them. They feel irritated if we intervene, and find a way if left to themselves. This is all social experience, and it provides constant practice in dealing suitably with situation that no teacher would be able to invent. The teacher, instead, usually intervenes, but his/her solution differs from that of the children and this disturbs the harmony of the group. Apart from exceptional cases, we ought to leave such problems to the children. We can then study their behavior objectively, and of this very little is known. It is through these daily experiences that a social order comes into being.

Teachers who used direct method cannot understand how social behavior is fostered in a Montessori school. They think it offers scholastic material but not social material. They say, "If the child does everything on his own, what become of social life?" But what is social life if not the solving of social problem, behaving properly and pursuing aims acceptable to all? To them, social life consists in sitting side by side and hearing someone else talk: but that is just the opposite (Henry, 2001).

The only social life that children get in the ordinary schools is during play time or on excursions. Ours live always in an active community.

2.5.8.3 Social Life

when the classes are fairly big, differences of character show them more clearly, and wider experience can be gained. With small this is less easy. The higher levels of perfection all come through social life.

What is the constitution of this society of children? It has come together by chance, but not a casual chance. The children who find themselves in this

circumscribed world are of mixed ages “between” three to six years. This does not happen in schools unless the older ones are mentally retarded. Grouping is commonly based on age, and only in a few schools does one find our “vertical classification” (Henry, 2001).

When some of our own teachers wanted to apply the principle of one age for one class, it was the children themselves who showed what great difficulties sprang from this. It is just the same at home. A mother with six children finds them easy to manage. But when there are twins, or if other children are brought in of same age, things become harder, since it is very tiring to cope with children who are all wanting the same thing at the same time. The mother with six children of different ages is far better off than the mother with one. “Only children” are always difficult, not so much because of spoiling, as because they suffer more from lack of company. Parents often have more trouble with the first born than they do with later children. They put this down to their own experiences, but actually it is because the later children have companionship.

The charm of social life is in the number of different types that one meets. Nothing is duller than a Home for the Aged. To segregate by age is one of the cruelest and most inhuman things one can do, and this is equally true for children. It breaks the bonds of social life, deprives it of nourishment. In most schools the sexes are first of all separated, and then the ages each, more or less, in different rooms. This is a fundamental mistake, which breeds a host of evils. It is an artificial isolation and impedes the development of the social sense. In our schools the sexes are usually mixed but putting boys and girls together is not really very important. They can quite well go to different schools. What matters is to mix the ages. Our school shows that children of different age help one another. The younger one

sees what the older ones doing and asks for explanations. These are readily given, and the instruction is really valuable, for the mind of five year old is so much nearer then ours to the mind of a child of three, that the child one learns easily what we should find it hard to impart. There is a communication and a harmony between the two that one seldom finds between the adult and the small child (Montessori, 1968).

There are many things which no teacher can convey to child of three, but a child of five can do it with the utmost ease. There is between them a natural mental "osmosis". Again, a child of three will take an interest in what a five year old is doing, since it is not far removed from his own power. All the older ones become heroes and teachers, and the tines are their admirers. These look to the former for inspiration, and then go on with their work. In the other kind of schools, where children in same class are all of the same age, the more intelligent could easily teach the others, but this is hardly ever allowed. The only thing they may do is to answer the teacher's questions when the less intelligent cannot. The result is that their cleverness often provokes envy. Envy is unknown to little children. They are not abashed by an older child knowing more than they do, for them senses when they are bigger their turn will come. There is love and admiration on both sides; a true brotherhood. In the old type of school, the only way to raise the level of the class was by emulation, but this too often aroused the depressing and antisocial feelings of envy, hatred and humiliation. The brighter children became conceited and dominated to others, where as in our schools in five year old feels him a protector of the younger one. It is hard to believe how deep this atmosphere of protection and admiration becomes in practice. The class gets to be a group cemented by affection. Finally, the children come to know one

an others characters and to have a reciprocal feeling for each other's worth. The only thing they used to say in schools of the old kind was," so and so has won the first prize", or "that boy has got naught". True fellow feeling does not develop in such a fashion. Yet this is the age in which social or anti-social qualities are going to be evolved according to the nature of the child's surroundings. This is their point of origin (Rahman, 2004).

People sometime fear that if a child of five gives lessons, this will hold him back in his own progress. But, in the first place, he does not teach all the time and his freedom is respected. Secondly, teaching helps him to understand what he knows even better than before. He has to analyze and rearrange his little store of knowledge before he can pass it on. So his sacrifice does not go un-rewarded.

The classroom those of three to six are not even rigidly separated from that of the children from seven to nine. Thus, children of six can get idea from the class above. Our dividing walls only waist-high partitions, and there is always easy access from one classroom to the next. Children are free to pass to and fro between classrooms. If a child of three goes into the rooms of sevens, eights and nines, he does not stay their long because he soon sees that it contains nothing useful to him. There are demarcations but no separations, and all the groups can inter communicate.

Each has its appointed place but is not isolated: one can always go for an intellectual walk! A child of three may see another of nine using beads to perform the arithmetical operation of extracting a square root. He may ask him what he is doing. If the answer makes him no wiser, he will return to his own room, where there are things of greater interest. But a child of six may comprehend a little of

what the nine year old is doing, and may stay to watch, learning something from it. Freedom like this enables the observer to note the limit of understanding at each age. In fact, this was how we came to realize that children of eight or nine could understand square root operations. In the same way, it was brought to our notice that children of eight can be interested in algebra. The child's progress does not depend only on his age, but also on being free to look about him.

Our schools are alive. To understand what the older one is doing fills the little ones with enthusiasm. The older ones are happy to be able to teach what they know. There are no inferiority complexes, but everyone achieves a healthy normality through the mutual exchange of spiritual energy (Henry, 2001).

All this, and more, are serves to show that the events which seemed at first so astonishing in our schools are really due only to the working of natural laws.

Studying the behavior of these children and their mutual relationship in an atmosphere of freedom, the true secrets of society come to be revealed. These are fact so delicate and refined that a spiritual microscope is needed to discern them. but there interest is immense, for they show us the true nature of man. Therefore. we look on these schools of ours as laboratories of psychological research, though we mean by this, not research as commonly understood, but that these are places specially suited for child observation.

Children, as we have said, solve their own problems, but we have . . . yet explained how. If we watch them without interfering, we see something apparently very strange. This is that they do not help one another as we do. If a child is carrying something heavy none of others run to his aid. They respect one another's efforts, and give help only when it is necessary. This is very

illuminating, because it means they respect intuitively the essential need of childhood which is not to be helped unnecessarily. One day it happens that a little one had spread out all the wooden geometric figures with their cards on the floor. Suddenly a band heading a procession was heard passing in the street right under the school room window. All the children ran to look except this one, because he would never have dreamed of leaving so much work lying about loose. It must all be put back in its right place and no one seems inclined to lend him a hand. But his eyes filled with tears, as he would dearly have loved to see the procession. The other noticed this and many turned back to help him. Adults are lacking in this fine power of discrimination by which an emergency can be recognized. More often than not they give unnecessary help. How often will a gentleman, in the name of good manners, move the chair forward as a lady is seating herself at table, although the lady can quiet well do it for herself; or he offers her an arm when going downstairs, though she is far from needing any support. But, in case of real want, everything changes. No one comes running when there is dire need of help; but when there is no need, everyone helps! So here is a field in which children have nothing to learn from grown-ups. I believe the child has an unconscious memory of his own early wish (and deeply felt need) to make a maximum effort, and that is why he does not help others when his help would be an obstacle (Montessori, 1973).

Another interesting point in children's conduct concerns their treatment of those who disturb the class. Let us suppose, for example, that a child recently admitted to school and not yet acclimatized, is restless, troublesome and a nuisance to everyone. The teacher, in the ordinary way, says, "That won't do: it is not at all nice," or perhaps, "you are a very naughty little boy!"

But his companion reacts quite differently. One of them may approach the new comer and say, "it is true you are very naughty, but don't worry about it. We were just as bad when we came!"

He has felt pity for him, regarded his ill behavior as a misfortune, and tried to comfort him and perhaps to bring out in him all the good of which he was capable.

How the world would change if wickedness always awakened pity, and if we made an effort to comfort the criminal with the same sympathy as we do the sick! Besides, wrong-doing is often pathological and may be due to bad home conditions, to a misfortune at birth, or some other kind of mishap, and it ought to excite compassion and the wish to help. This alone would raise the very substance of our society (Montessori, 1973).

With our children, if there is a mishap, like the breaking of vase, the child who has dropped it is often desperate. He takes no pleasure in breaking things and feels ashamed of himself for not being able to carry it safely.

The grown-up's instinctive reaction to shout:

"Now you have broken it. How often have I told you never to touch those things?" or, at least, the grown-up will tell him to pick up the pieces, thinking this will impress him the more.

But what do our children do? They all run to help, saying with an encouraging tone in their little voices, "Never mind, we shall soon find another vase," and, while some collect the pieces, others wipe up the spilled water. They have an instinct to help the weak, encouraging and comforting them and this is

really an instinct for social progress. Indeed, the greatest step forward in human evolution was made when society begins to help the weak and the poor, instead of oppressing and despising them (Montessori, 1968).

The whole science of medicine has grown up from this principle, and thence comes the wish not only to help those who awaken pity, but mankind itself. It is not the mistake to encourage the weak and inferior, but a contribution to general and social progress. The children show that they posses these sentiments as soon as they have become normalized and they show them not only for one another, but also for animals.

The usual belief is that respect for animal life has to be taught, because we think of children as being naturally cruel or insensitive. But this is untrue. Normalized children feel protective towards animals.

Something else very uncommon can be seen in our schools: it is admiration for the best. Not only these children free from envy, but anything well done arouses their enthusiastic praise. This happened in the now famous “explosion” into writing the first word to be written by one of them, brought a great outburst of joy and laughter. Everyone looked admiringly at “the writer,” and thus they felt moved to follow his example. “I can do it, too!” they cried. The achievement of one started off the whole group. It was the same with the letters of the alphabet, so much so that, once, the whole class formed a procession holding up the cards bearing the sand paper letters like banners. So great was their joy, so loud their cheering, that pupil on the floor below came running up to see what was going on. The teacher had to explain: “They are so delighted at learning their letters.” There is among children an evident sense of community. This rests on the

noblest feelings and creates unity in the group. These examples are enough to teach us that under conditions in which the emotional life reaches a high level, and children's personalities are normalized, a kind of attraction makes itself felt. Just as the older ones are drawn to the younger, and vice versa, so are the normalized drawn to the new comers, and these to those already acclimatized (Montessori, 1968).

2.5.9 Language Skills

Language is truly the expression of a kind of super intelligence. As a matter of history language have sometime grown so cumbersome that, on the breakup of the civilization they served, they have fallen into disuse, and being so hard to remember have disappeared. At first sight, one would think that language was something given us by nature. It is a creation super-imposed on nature, an intelligent product of the mass mind. It spreads in all directions, like an unlimited network by which everything can be expressed. With a language like Sanskrit, or Latin, we may study it for years and still not master it completely. It is a mystery impossible to fathom. To carry out any of their projects, men must agree, and for this they need a common language. This language is a real thing, yet of all the instruments that man uses it is the least substantial (Montessori, 1968).

2.5.9.1 Importance of Language in Child's Development

Some reflection on this is necessary; otherwise we may fail to see its connection with social life. Not only does it fuse men into groups and nations, but it is the central point of difference between human species and all others.

Language lies at the root of that transformation of the environment that we call civilization.

Human life is not wholly instinctive like that of the animals. No one can predict what a given baby will do in the world. But without mutual comprehension with others, it is pretty clear that he would not be able to do very much! The power to think is not enough. However intelligent men were, this alone could not produce the deliberations and agreements between them which are necessary for achievement. Language is an instrument of collective thought (Montessori, 192).

The attention we have given to this problem how this instrument becomes acquired by man leads us to believe that it is the child who “absorbs” language. The reality of this absorption is something deep and puzzling, to which not enough attention has yet been given. All we usually say is that, “children live with people who speak, so naturally they come to speak themselves”. But, considering the innumerable complications of most languages, this idea is very superficial. None the less, it has held the field for thousands of years without the slightest advanced being made on it.

Explosive happening and eruption in his power of expression continue in the child well after the age of two. There is the use of sentences simple and complex, the use of verb in their tenses and moods, including the subjective. Coordinate and subordinate clauses appear in the same unexpected way. So become established the mental structures and the language mechanisms of expression, peculiar to the race, or social class, to which the child belongs. This is a treasure prepared in the unconscious which is then handed over to consciousness, and the

child, in full possession of his new power, talks and talks without cessation (Montessori, 1912).

Beyond this age of two and a half, which marks a border line in man's mental formation, there begins a new period in the organization of language, which continues to develop without explosions, but with a great deal of liveliness and spontaneity. The second period lasts till somewhere about the fifth or sixth year, and during it child learns many new words and perfects his sentence formation. It is true that if the child's circumstances are such that he hears very few words, or nothing but dialect, he will come to speak like this. But he lives among cultured people with a wide vocabulary; he takes it all in equally well. Circumstances, therefore, are very important, yet the child's language, at this time, becomes richer no matter what his surroundings.

Some Belgian psychologists have found that the child of two and a half has only two or three hundred words, but at six he knows thousands. And this all happens without a teacher. It is a spontaneous acquisition. And we, after he has done all this by himself, send him to school and offer as a great treat, to teach him the alphabet.

We must careful to bear in mind the double path which is always followed. There is an unconscious activity that prepares speech, succeeded by a conscious process which slowly awakens, and take from the unconscious what it can offer.

And the final result? It is men. The child of six who has learned to speak correctly, knowing and using the rules of his native tongue could never describe the unconscious work from which all this has come. Nevertheless, it is he, man, who is the creator of speech. He does it entirely by himself, but if he lacked this

power, and could not spontaneously master his language, no effective work would ever have been done by the world of men. There would be no such thing as civilization.

This is the true perspective in which we must see the child. This is his importance. He makes everything possible. On his works stands civilization. This is why we must offer the child the help he needs, and be at his service so that he does not have to walk alone (Montessori, 1973).

2.5.9.2 Language in Childhood

Spoken language is at the same time a natural function of man and instrument which he utilizes for social ends, so written language may be considered in itself, in its formation, as an organic ensemble of new mechanisms which are established in the nervous system, and as an instrument which may be utilized for social ends.

In short it is the question of giving to written language not only a psychological importance, but also a period of development independent of the high functions which it is destined to perform later.

It seems to me that graphic language bristles with difficulties in its beginning, not only because it has heretofore been taught by irrational methods, but because we have tried to make it perform, as soon as it has been acquired, the high function of teaching the written language which has been fixed by centuries of perfecting in a civilized people.

Think how irrational have been the methods we have used! We have analyzed the graphic signs rather than the psychological acts necessary to produce

the alphabetical signs; and this without considering that any graphic sign is difficult to achieve, because the visual representation of the signs have know hereditary connection with the motor representation necessary for producing them; as, for example, the auditory representation of the word have with the motor mechanism of the articulate language. It is, therefore, always a difficult thing to provoke a simulative motor action unless we have already established the movement before the visual representation of the sign is made. It is a difficult thing to arouse an activity that shall produce a motion unless that motion shall have been previously establish by practice and by the power of habit.

Thus for example, the analysis of writing into little straight lines and curves has brought us to present to the child a sign without significance, which therefore does not interest him, and whose representation is incapable of determining a spontaneous motor impulse. The artificial act constituted, therefore, an effort of the will which resulted for the child in rapid exhaustion exhibited in the form of boredom and suffering. To this effort was added the effort of constituting synchronously the muscular associations coordinating the movement necessary to the holding and manipulating the instrument of writing.

All sort of depressing feelings accompanied such effort and conduced to the production of imperfect and erroneous signs which the teacher had to correct, discouraging the child still more with the constant criticism of the error of the imperfection of the signs traced. Thus, while the child was urged to make an effort, the teacher depressed rather than revived his psychical forces (Montessori. 1968).

2.6 Introduction of Kindergarten System of Education (1782-1852)

Come, let us live for children" was the epitaph on the tombstone of Froebel, the father of kindergarten. We should live for children, because children live for us. They are the future of the mankind. Froebel developed this system of infant education with much care, interest, insight and involvement. This educational system was popular throughout the world and was declared "by far the most original, attractive and philosophical form of infant development, the world has yet seen.

Froebel is a world famous educator and has the unique distinction of being the developer of the kindergarten system and a set of special instructional materials called "Gifts". His important works on education are "The education of Man" and "Pedagogies of the kindergarten". Froebel considers him "An educator of mankind" and believed that education must begin in early childhood. According to him child nature has its fullest expression in play which should be the means of child education. He started kindergarten which meant children's garden where they may grow as naturally as plants under the care of an expert gardener. He devoted his life to the founding of kindergartens and elaborating his methods and principles and devising instructional aides for kindergartens (Goode, 1970).

Froebel sees a unity in all diversities. He believes in an internal law which governs all things. According to him God is almighty and there is the universal unity of God. "all things live and have their being and through the divine unity, in and through God. Nature as well as existing things, is a manifestation, a revelation of God". Hence the aim of education should be according to Froebel, to help the

child to realize unity in diversity. He should be educated in accordance with the laws of his development.

Unlike Rousseau, Froebel believes that the child should properly develop only in the society. He does not want to take him out of the society. Rather he insists on group activities in home, school and community. School, according to him, has sample social significance. It enables the child to discover his own individuality and to develop through cooperation and joint activities.

According to Froebel "play is self active representation of inner necessity and impulse. Play is the purest, most spiritual activity of man it gives, therefore, joy, freedom, contentment, Inner and outer rest, Peace with the world." He developed "gifts", number games, rhythmic plays, dances, songs, drawing, geometric studies and group games involving dialogues and cooperation. He practically removed the distinction between play and work.

Froebel believes in the value of children's manual work. The child is according to him, worker by nature. Manual work is a pre condition for realization of the pupil's personality. The child gets pleasure in constructive work through which his ideas find concrete expression.

Nature study occupies an important place in the child's curriculum devised by Froebel. It provides different opportunity for his learning experiences through numerous activities. Materials for reading, writing, language, number and constructive works are provided by nature study.

Froebel's educational ideas have been realize through kindergartens. K. char has rightly observed, "Ever since the time of Plato, men have said that education

should begin with the beginning of life and continue to the end of it. Froebel at least made a beginning in this direction". The advice given by Froebel "Educate every child as if he were your own" contains all the important principles of the child's education (Goode, 1970).

2.7 History

Friedrich Wilhelm August Froebel (1782-1852) popularly known as Froebel who was a German educator founded the Kindergarten Method. Kindergarten is a German word which means the 'children's garden' a place where young human plants are cultivated. Froebel regarded school as a garden, the teacher as a gardener and the children as plants. The teacher like a gardener carefully tends the children under his care and helps them to grow. Before becoming a teacher at the age of 23, Froebel has worked as an apprentice to a forester, a fairer, a clerk, a surveyor, private secretary, a book keeper and a student of architecture.

Froebel was born in 1782 in South Germany. The sad memories of his early childhood as well as his youth made him very eager in promoting the happiness of children. Having lost his mother when he was just 9 months old, he was brought up by a strict father and an in different step mother. Rejected at home by his step-mother, scorned at school for his stupidity and repressed child and seemed to be out of control for some time. However, at his tolerant and liberal uncle's place in Switzerland' Froebel first tasted affection, freedom and trust. Froebel served for sometime in military also (Mohanty, 2002).

Froebel spends a few years at the University of Jena, University of Gottingen University of Berlin. He was greatly influenced by the idealistic philosophy Fichte (1762-1884) and Schelling (1785-1854) great German

philosophers. Froebel worked for three years at Pestalozzi's (1746-1827) school at Yuerdum. The year 1816 was a turning point in the life of Froebel. For in thi. year he established a small school at Griesheim. The school was meant for the education of small children between the ages of 3 to 7. In 1827, the school was transferred to Blankenbug, near Keithan.

The school attracted world-wide attention for its novel approach to methods of teaching. The school was named 'Kindergarten' a German word which means the children's garden. Froebel regarded the school as a garden and the teacher as a gardener.

Froebel gave many lectures in different towns in Germany and started regular courses of instruction and training for teachers at Blake burg and other towns and villages. The great aim and purpose of his life is summed up in his famous saying 'Come; let us live for our children (Mohanty, 2004).

2 .8 Philosophy

Kindergarten system of education is based on the theory and philosophy of Froebel and it contains most of the principles enunciated by him. It has been immensely influenced by the idealistic philosophy initiated by Kant and develops by Fitche, Schelling and Hegel. Froebel's philosophy of education derives its inspiration from the following principles.

1. The law of unity or interconnectedness. The unity of universe is three fold in nature.
 - a. Unity of substance.
 - b. Unity of origin.

- c. Unity of purpose.
- 2. The principle of continuous development from within.
- 3. The principle of self activity.
- 4. The principle of development of individuality through social institutions.

2.8.1 The Principle of Unity

According to Froebel, there is an internal all-pervading law of unity that governs the entire universe. He sees a unity in all diversities and that unity is the unity of God who is Almighty or omnipotent. Everything comes through and from Him and he is the source of all beings both fauna and flora. All are interconnected, all-comprehending and all-sustaining through the desire of God. All things animate and inanimate originate from Him. Man and nature are one and there is individuality as well as unity in each and every thing and throughout the world. Froebel believes “All things live and have their being in and through the divine unity, in and through God Nature as well as the existing things, is a manifestation, a revelation of God.” The Principle underlying all creation is one and there is law of unity and interconnectedness in the entire universe.

According to Froebel this unity is three-fold:

- Unity of substances, i.e. Man and nature are made of one substance:
- Unity of Origin i.e. God is the source of all things; and
- Unity of purpose, i.e. all things aim and strive at perfection-God (Mohanty, 2002).

2.8.2 The Principle of Development

This principle is the concomitant of the previous one and as such is based on the first principle. We are all marching towards the same unity and same perfection. Froebel believes that mind evolves from within and the entire child is ever to be and to become, can be developed from within. He says that all life is characterized by continuity and it is evolving and developing. Not only mind, the entire universe grows from within and thus, dynamic from within is a manifestation of the pursuit or quest towards the same eternal unity. That is why; by “Development” he means an increase in volume or quantity increase in complexity or structure, an improvement in power, skill and variety in the natural function (Franks, 1897).

2.8.3 The Principle of Self-Activity

The third Principle envisions that real growth and development is possible only through self activity. This self activity is innate themselves spontaneously in their thoughts and actions is an atmosphere of freedom. Play is the characteristic activity of childhood, an inner urge, an internal impulse and a natural need of the organism. Both play and work are modes of self activity and means of self realization. It is only through them that spiritual divine self assumes an outward form. Froebel therefore, pleads, “Each human being must develop from within self active and free, in accordance with the eternal law.” Everything force or imposed from above is unnatural to the growth through self activity (Mohanty, 2002).

2.8.4 Function of Education

The functions of education, according to Froebel, may be summed up as “Education should lead and guide man to clearness, concerning himself and in himself to peace with nature and the unity with God. It should lift him to knowledge of himself, to mankind to knowledge of God and of nature, and the pure and holy life” (Franks, 1897).

2.8.5 Stress on the Education of Pre-school Child

One might rightly ask why Froebel, with his comprehensive training in so many fields of knowledge and his philosophical interest, finally concentrated his effort particularly on the education of the pre-school child. There are two reasons for it. One is psychological. Froebel reveals an astounding insight into the importance of early experiences of childhood for the future development of the personality. This anticipation of modern analytical psychology, which has share with Pestalozzi and Herbart, led him naturally to emphasize the importance of pre-school education. The other reason is of sociological nature. Froebel lived in the period of the Napoleonic wars, with all their destructive influences, upon which followed the early period of capitalism and a series of social revolutions. He saw that in all these crises nobody was so imperiled as the children (Rahman, 2004).

2.9 Methodology

Froebel's aim of education are “living out” and giving expression to the child's ideas, emotions, beliefs, desires and purposes in him. Education must be provided in accordance with his inner needs and must help nature to guide it to ends higher and loftier than those that would grow unaided. According to Froebel.

education must not be prescriptive, interfering and rigid, but should be “free self activity and self determination” on the part of man who is created for freedom after the image of God.

Froebel advocates that the aim of education is not to make the mind of the child a jumble of words. It should enable the child to realize the unity in diversity. He says “Education should bad and guide man to rareness, concerning him and in himself to place with nature, and to unity, with God. It should lift him to knowledge of himself, to mankind, to knowledge of God and of mature, and to the pure and holy life” (Franks, 1897).

2.9.1 Basic Principle

According to Rahman, (2004) there are the some basic principles of kindergarten system.

2.9.1.1 Free Self Activity

Education should provide for free self activity and self determination on the part of man, he being created for freedom in the image of God.

2.9.1.2 Education Through Doing

“Plastic material representation in life and through doing, united with thought and speech, is by far more developing and cultivating than the mere verbal representation of ideas.

2.9.1.3 Education through Play

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.

2.9.1.4 Study of Nature

Froebel wants to study nature 'as life the plants development the animal as acting the organ as functioning.'

2.9.1.5 'Drawing out' as the Objective of Teaching

"The object in teaching is to bring more and more out rather than to put more and more in."

2.9.1.6 Teaching Learning a Double Side Process

All true education is simultaneously double sided giving and taking, uniting and dividing, prescribing and following, between educator and pupil.

2.9.1.7 Religious Education

'Religious instruction quickens, confirms and explains feeling that man's own spiritual self, his soul, his mind and spirit, have their being and origin in God and proceed from God.'

2.9.1.8 Discipline through Love

Froebel believed “Control over the child was to be exercised through knowledge of his interest and by the expression of love and sympathy” (Rahman, 2004).

2.9.2 Teaching Methods

The kindergarten is a school without books and without rigid mental activities, self activity, creativeness and social cooperation find complete application and concrete expression. In a kindergarten, there are three coordinate forms of expression: a. Song b. Movement c. Construction. The child expresses his feelings and ideas through singing, gestures and construction. Everything to be taught to the child must be express to him through these activities. These three activities should go together through the means adopted for each of them may be quite distinct and separate. For example, something may told or written or read out in a story form, it may be expressed in song and the idea may be dramatized and all these may be illustrated by constructive work. Froebel made it clear that these modes of expression are not isolated, but very much related and as such should be taught to the child according to his innate ability and interest.

Froebel was of opinion that songs are the common objects of life and are intoned to exercise the infant’s limbs and muscles. Every song should be related to the physical, mental and moral needs of the child. The selection and arrangement or ordering of the songs to be used in a KG is determined according to the development of the child. Each of these songs has three parts: a. motto for the guidance of the teacher or the mother, b. a verse with accompanying music to be

sung to and by the child' c. a picture illustrating the content of the verse. Thus, song, gesture and construction are taken as an organic whole and interrelated to ensure all round development of the child's personality (Mohanty, 2004).

2.9.3 Teaching Aids and Activities

Children are, according to Froebel, quite restless both body and mind. They are interested to move their limbs and muscles. They are inquisitive and curious. Froebel, keeping this in view, developed a set of aids called gifts and a series of activities called occupations. They are mainly used for stimulating student's activities

2.9.3.1Gifts

Froebel selected three forms the sphere, the cube and the cylinder. These are children's basic materials for play and he called them gifts. The sphere were balls which children's of kindergarten rolled and tossed; the cubes were used building blocks and the cylinders were forms in between, could be used as either stationery or moveable materials in plays. Squares, triangles, sticks and rings were also worked out for construction. These materials were considered as typical of nature and art, which Froebel believed, formed a unity and that the highest form of unity was God. There all together 20 gifts which are combined and arranged to form different materials, gifts in kindergarten are introduced for stimulating activities. We have already stressed the place of activity and play. To provide activities, Froebel devised suitable materials known as gifts. These have been carefully graded. The order of the gift is devised in such a way as it leads the child from the activities and thought of one stage to another. (Mohanty, 2004).

Gift 1 consists of six colored balls contained in a box. The balls are of different colors. The child is to roll them about in play. The occupation consists in rolling them. The balls are intended to give the students an idea of color, materials, motion and direction. The rhymes accompanying the rolling of the ball are:

Oh, see the pretty ball

So round so soft and small

The ball is round and rolls each way,

The ball is nice for baby's play.

Gift 2 consists of a sphere, a cube and cylinder made of hard wood. These are contained in a box. The child plays with them and notices the difference between the stability of the cube and the mobility of the sphere. He learns that the cylinder is both movable and stable and is harmonies the qualities of both.

Gift 3, often called 'the first building box' has a large cube divided into eight smaller equal cubes from which the child can build up a number of artistic forms such as benches, steps, doors and bridges, etc. Through these cubes, the child can also gain elementary knowledge of addition and subtraction.

Gift 4 is composed of large cubes divided into eight oblong prisms in each of which the length is twice. The breadth is twice the thickness. This is helpful to the child in constructing different types of buildings and patterns when combined with the third gift.

Gift 5 is very similar to gift 3. It consists of a large cube divided into twenty-seven small cubes, three of which are again divided diagonally into halves and three into quarters. With these, the child can construct several beautiful forms and

An inspector reported about this self activity, “self activity of the mind is the first law of this institution, the kind of instruction given here does not make the young mind a strong box into which, as early as possible kinds of coins of the most different values and coinage, such as are now current in the world that are stuffed, but slowly, continuously, gradually and always inwardly that is according to a connection found in nature of the human mind, the instruction steadily goes on without any ticks, from the simple to the complex, from the concrete to the abstract, so well adopted to the child and his needs that he goes as easily to his learning as to his play.”

Points about self activity

- a. It should not be vague.
- b. It should be a sublimated or controlled activity.
- c. Social atmosphere is essential in order to secure meaningful activities.
- d. Self activity may take the form either of work or of play

(Mohanty, 2004).

2.9.3.4 Play

According to Froebel, “Play is a purest, most spiritual activity of man at this stage. It gives therefore, joy, freedom, contentment, inner and rest, peace with the world. It holds the source of all that is good.” Froebel recognized that play needs to be organized and controlled on definite materials so that it may not degenerate into aimless play “Instead of preparing for those tasks of life for which it is destined.” There should be rational conscious guidance. Consequently, Froebel has given seven gifts to children to play with (Rahman, 2004).

patterns by combining the third and fourth gift. Gift 5 is very helpful in teaching form and numbers to children.

Gift 6 is again very much similar to gift 4. It consists of a large cube divided into eighteen whole and nine small oblong blocks. Children can form several designs from this gift. It is also very useful in teaching numbers.

Gift 7 comprises a set of square and triangular tablets made of fine wood in two colors. It provides help in many exercises in geometrical form and mosaic work (Mohanty, 2004).

2.9.3.2 Occupation

In kindergarten occupations are the activities suggested by gifts and are carefully graded for helping the child to identify him with the divine spirit and social unity. The occupations make a long list of construction with paper, clay, sand, wood and other materials. There are also many other occupations like map and paper weaving, sewing, shaping, drawing, load threading, paper cutting and so on. There are several other gifts which can be used in occupations (activities) such as basket making, drawing, and embroidery, mat-making, modeling perforating, paper-cutting, and treading of beads etc (Rahman, 2004).

2.9.3.3 Self Activity

Froebel believed that the growth of the child is directed by inner force in the child. “Education” said Froebel, should provide for “free self activity and self determination on the part of man the being created for freedom in the image of God.” He regarded self activity as a process by which the individual realized his own nature and builds up his own world and then unities and harmonies the two.

2.9.3.5 Songs, Gestures and Construction

Froebel saw an organic relationship between songs, gestures and construction. He regarded these as three coordinate forms of expression in the child. What is to be learnt by the pupils is first expressed in a song, and then it is dramatized or expressed in gesture or movement and lastly illustrated through some constructive work such as paper or clay. Thus, a balanced development of the mind, the speech organs and the hand is aimed at. These three activities provide exercise to the senses, limbs and muscles of the child (Rahman, 2004).

2.9.3.6 Selection of Songs

He has given songs in his book. Mother and Nursery Songs These are fifty play songs. The idea of the introduction of songs is to enable the child to use his sense, limbs and muscles and also to familiarize him with the surroundings. The children begin to use language through the songs. Each song is accompanied by a game such as 'Hide and Seek'. The selection of the song is determined by the teacher in accordance with the development of the child.

There are three parts in a song.

- a. A motto for the guidance of mother or teacher.
- b. A verse accompanied by music.
- c. A picture illustrating the song.

The song for drill is:

Let us have a drill today,

March a long grand array,

And whoever steps the best

*

Shell be captain over the rest,

And lead us on our way (Rahman, 2004).

2.10 Emphasis

Froebel's education is entirely based upon the idea of unity with God, or the conscious development of the "Divine in man". He explains this as something which inherent in the individual and peculiar to him (Hanschmann, 2005).

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2.10.1 Pioneer of Pre-school Education

Froebel was the first man in the history of Education to give the idea of pre-school education in the form of Kindergarten children's garden. Kindergarten was devised to help children to their optimum growth and development by providing an environment to realize their potentialities to the fullest extent. The present educator fully recognizes the important of the education in early years. Today we find a large number of schools catering to the needs of such children. Froebel has also realized that until the education of nursery was reformed, nothing solid and worthy could be achieved.

2.10.2 Guiding, not Molding

In the Kindergarten all attempts are made for unfolding the innate potentialities of children. But such enfolding is guided, not molded and children's development is nourished and nurtured, not imposed and forced. Early childhood education must not be prescriptive, interfering and rigid, but

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free and flexible providing ample scope for self activity and self realization (Hanschmann, 2005).

2.10.3 Active not Passive

Children were regarded earlier, even today as passive audience. But they are actually quite active and can be made more receptive and responsive to the learning experiences. Children are not only receptive, but also active in expression.

2.10.4 Love and Attention to Children

Froebel's life clearly shows his loving attention for children. The mission of his life was to love and help children to grow in all aspects of their personality. The motto of kindergarten is the epitaph on the tomb of Froebel, "come, let us live for the children". Which indicate deep love and concern for children

2.10.5 Native Ability to be Recognized

Children's native capacities should be properly recognized, so that adequate facilities can be provided for their optimum development. Nothing can be imposed or forced; everything should be induced and infused as naturally as possible.

2.10.6 Joyful and Interesting

In the kindergarten children are encourage to play with gifts and occupations. They experience great pleasure and satisfaction in engaging

themselves in these activities. Early childhood education should, thus, be joyful and interesting.

2.10.7 Psychologically and Sociologically Sound

The kindergarten education based on native abilities and interests of children are quite psychologically sound. Children are encouraged to interact and respond to the poor's as much as possible. Such environment facilities socialization and education becomes socially useful as well as relevant.

2.10.8 New Concept of School

Hughes says, "His kindergarten school was a little world where responsibility was shared by all, individual rights respected by all, brotherly sympathy developed and voluntary co-operation practiced by all." His school was a society in miniature

The present tendency in education is to regard to school as a society in miniature. Dewey also regarded the school as a social institution. The present school is being regarded as a co-operative institution (Mohanty, 2002).

2.10.9 Respect for the Child Individuality

Froebel lived for children, worked for children and died for children. He had profound love and sympathy for children.

2.10.10 Stress on the Study of the Child

Froebel stressed the need for the study of the nature of the child, his instincts and impulses. Modern education is very particular to see that adequate scope is provided for the free play of the impulses and instincts of children.

2.10.11 Education through Play

Froebel believed that play is the highest phase self development he introduce play-way in the activity of the school. Today we find that the principle of play way has been accepted every educator. We teach children through songs, movements, gestures, dramatization, and handwork (Rahman, 2004).

2.10.12 Sense Training

Froebel introduced gifts for the training of the senses of children with the help of these gifts he wanted to give the idea of shape, form, color, size and number. In every modern school those activities are introduced that help in the training of senses. Audio visual aids form and integral part of the present system of education.

2.10.13 Nature Study in Education

Froebel was the first educator to make self activity as the basis of education. 'Learning by doing' is the slogan of the day. The present school has become a place of activity and joy for children. We provide activities to students so that they may satisfy their instincts of construction, manipulation, curiosity and acquisition.

For Froebel nature study was a means of bringing the child nearer to God. He advocated a syllabus of nature study to enable the child to understand the world in which he lived and to developed habits of careful observation. This idea has taken such a strong hold today that we do not regard any school worthy of name if it does not provide for nature study (Rahman, 2004).

2.10.14 Women Teacher on the Nursery Stage

It will not be wrong to say that it is due to the influence of Froebel that we find a trend to entrust that the education at the pre primary or pre basic stage to women teachers who are considered to be more suited for this task of instruction at this stage (Rahman, 2004).

2.11 Social Skills:

In the words of Froebel the object of a Kindergarten is to give the children employment in agreement with their whole nature, to strengthen their bodies, to exercise their senses, to engage their awakening mind and through their senses to make them acquainted with nature and their fellow creatures. It is specially to guide them about the heart and affections, and to lead them to the original ground of all life, to unity with themselves.

Kindergarten is a miniature society for children. The young citizens learn here to move freely with consideration for each other. It is a school without books. There are no set intellectual exercises. It is permeated with play, freedom and joy. Children should be led to express themselves through self-activity, creativeness and social cooperation. The kindergarten is unified organism in which the unity of developing individuality will perfect them through participation in the life of the world. It has social significance at the individuality evolves through the experience of group relationships and activity. It has to enable the child to discover his own unique individuality, workout his own personality and develop his own power of initiative. The child should achieve this through cooperation with others. Mutual help, cooperation and participation are the basic

to the philosophy and functioning of the kindergarten. The kindergarten, thus, seeks to achieve the fullest individual development through self activity and play and social cooperation (Rahman, 2004).

2.12 Language Skills

The study of languages has been emphasized by Froebel as it helps in enabling the child to express himself adequately. According to him, "the child must learn to use many languages, the language of sports, of art, of algebra and geometry and so on, if he would express himself to the world within and understand the world without". Languages help in establishing the inner living connection among the diversities of things and thus, complete the work of education (Mohanty, 2004).

2.13 Related Researches

At present, there is weak coordination between the stakeholders in ECE which needs to be strengthened. Education services are delivered at the district level and as such it is recommended that provinces should facilitate coordination between districts in matters of education. This will allow for sharing of information and "lesson learnt" at various levels of education, including ECE.

There is also a need for strengthening coordination between public and private sectors as well as the civil society. As private sector is also operating pre primary classes, with better facilities and equipment, the public sector can gain from sharing their experiences, teachers training and ECE materials.

Involvement of parents through parent teacher school management committees (PTSMCs) and school management committees (SMCs) as well as

the community members will yield positive impact on managers, teachers and students of ECE. ECE students, in particular, would benefit immensely and it would have positive impact on children's academic performance.

Early child hood education ECE is an important subsector of the overall education system in Pakistan. By providing basic learning and social skill in a child, ECE lays the foundation for learning in higher classes and more importantly, retention in school. It is therefore important for policy makers and planners to divert adequate technical and financial resources to this important area and give due importance to both access and quality aspects of early child hood education (CRI, 2008).

The evaluation of early childhood education in Pakistan identifies following parameters of the system.

1. Early child hood education need to co relate practices with attainable goals. Early child hood education in rural schools needs to make efforts to develop activity based learning and teaching.
2. Early child hood education is a mean to satisfy psycho - social needs of children.
3. Activity based learning is crucial in early child hood education programme.
4. Equal treatment of boys and girls is necessary to remove gender basis in the society.
5. Training of teachers is necessary to develop perception of objectives and skills for effective delivery of early child hood education.

6. Parent's involvement and partnership is essential to supplement school efforts at home and in the community.
7. Parents and teachers awareness in gender issues is an important factor.
8. Academic achievement and psycho - social development of children who attended ECE is rated higher than those who did not (Mohiuddin, 2002).

CHAPTER NO 3

RESEARCH METHODOLOGY

This chapter deals with the method of resources used in the study under the following headings.

3.1 Design of Research

The study was descriptive in nature. It was the combination of "Documentary analysis" and "Survey" The study was conducted, to enquire about the comparison of Montessori and Kindergarten system of education in term of basic philosophy, objectives, content, methodology and evaluation system of both. Observational based survey was conducted to check the social and language skills of the students in Montessori and kindergarten system of education.

3.2 Population of the Study

Population of the study consisted of all the schools having pre primary education system under Montessori or Kindergarten education system in Rawalpindi and Islamabad.

The criteria for selection of the population were given as under.

- Schools having pre primary system of education.
- Schools having pre primary kindergarten system of education.
- Schools having pre primary classroom environment.
- Schools having same level of fee.

Table 3.1

Population of the study

Items	Numbers
Pre-primary schools	200
Pre-primary students	4000(estimated)

3.3 Sample of the Study

The main purpose of the study was to select those schools fully following basic Montessori and kindergarten system of education. That is why ten schools having pre primary education system under Montessori or Kindergarten system of education were selected through purposive sampling technique (Shami & Hussain. 2008, p.23). Students were selected through random sampling technique.

Table 3.2

Sample of the study

	Population	Sample
Pre-primary Schools	200	10
Pre-primary Students	4000	100

3.4 Research Instrument

Document Study: For collecting related information of Montessori and kindergarten system of education in terms of basic philosophy, content, methodology, evaluation system, related documents, books, education ministry reports, education policies, research papers, research thesis, articles and generals were searched out for collecting the data for this study.

Observational Checklist: Two observational checklists were framed to collect the data about the social and language skills of the children. It consisted of twenty items of each type and five point Likert scale was used for social skills i.e. always.

usually, sometime, rarely and never and for language skills i.e. excellent, very good, good, satisfactory and average.

Language skills (listening, speaking, reading and writing) were observed with the help of the following items in the checklist.

Table3.3 Language Skills

Sr. No	Language Skills	Item Numbers
1.	Listening	1,2,16,19,
2.	Speaking	7,8,10,11,12,15,20
3.	Reading	3,4,17,18
4.	Writing	5,6,9,13,14

3.5 Validity of Sources

The validity of sources was also ensured by cross checking materials, books, reports, articles, research papers and other source through different media. Internet websites information has been cross checked by different journals, newspapers published by different organizations.

External Criticism: The external criticism was carried out. For any source, it was assured that it was genuine and there is general acceptance of that document.

Internal Criticism: Internal criticism was carried out by ensuring that the content was accurate. Every possible effort was made to select the content which was up to the mark.

3.6 Validity of the Research Instrument

Validity: Content validity of the questionnaires was judged by the committee of experts of the Departments of Education, Faculty of Social Science International Islamic University Islamabad.

3.7 Data Collection

The researcher reviewed all the related documents for collection of data, related to early childhood/pre-primary education under Montessori or Kindergarten system of education. The researcher tried to use the reliable sources in this regard.

To check the social and language skills, data was collected through personal visits to all the sample schools and complete the observational checklists on the response of children with the help of the class teacher. The researcher observed the skills and completed the checklists by attending classes during the periods. For the completion of the observational checklists three days were spent in each school. During the school visited the English, Urdu, and social skills were observed and complete the observational checklist.

3.8 Data Analysis

The collected data was arranged into tabular form, percentage score was used to analyze the data. On the basis of analysis, results, findings were made on the basis of analysis; and conclusions were drawn the basis of these findings. The recommendations were made on the basis of findings and conclusions.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

Pre-school or early childhood educations have much importance in teaching learning process. Learning starts from the birth of child. Child learns through observation in his/her own environment.

Kindergarten system of education is very first pre-school system of education. Froebel was the first person who identifies how important the child is. Froebel called the father of Kindergarten. He developed this system of infant education with care, interest, insight and involvement. Froebel considers him “an educator of mankind” and believed that education must begin in early childhood.

Another most famous pre-school education system was introduced by Italian doctor Maria Montessori, known as Montessori system of education. This system gives importance to child care and education. Under this system child learn through organized set of activities in his/her own pace with respect of many more possibilities.

These both systems focus the importance of pre-school education identify the importance of early child hood education.

Survey has been conducted to check the social and language skills of children studying under kindergarten and Montessori system of education. Data have been collected from ten selected schools having pre-school education.

Two questionnaire/observational checklist developed to check the social and language skills of children studying under kindergarten and Montessori system of education in pre three steps.

Class teacher completed questionnaires on the response of children. Collected data organized evaluated with the help of chi square for presentation of data.

4.1 Introductory Differences of Kindergarten and Montessori Systems of Education

Table 4.1

Kindergarten system of education	Montessori system of education
Educationist Father of Early childhood education before him there was no practice of pre-school education. Education is basic right of every individual child.	Doctor/ physician Pre-school education was introduced before Montessori's ideas. Child development and care Senses training in child development.

Very common objection on Maria Montessori was not an educationist she was a doctor by profession. But after Vietnam War she observes the educational problem of children and she had done a lot of work for children basic right especially focuses special children. After this her interest developed on children care and education and she focus on early childhood education under her own ideas of pre-school education.

Friedrich Froebel was the first who admitted how important child is and introduced the system of early childhood education known as kindergarten system of education. Where the child was as a plant teacher was a gardener and school like a garden. Before Froebel there was no any type of practice of pre-school education so he called the pioneer of pre-school education

4.2 Historically Differences between Kindergarten and Montessori Systems of Education.

Table 4.2

Kindergarten system of education	Montessori system of education
<p>The sad memories of his early age as well as in his youth made him very eager in promoting the happiness of children.</p> <p>Start from small school for the children in age of 3 to 7 years in 1816 in Griesheim.</p> <p>School is as a garden, teacher as a gardener and child as a plant.</p>	<p>The children's conditions after Vietnam war impress Montessori and she started thinking about early childhood education.</p> <p>She developed a new system of education as a joy full process of self discovery and self realization.</p> <p>Set of purpose full activities</p> <p>Children perform their own individual pace.</p>

Historically both systems introduced in the results of unforgettable events like misbehavior with Froebel make the foundations of to work on children's education.

Maria Montessori leaves her own profession and focus to work on children's education system of early childhood. Root cause of her special interest in early child hood education was also her keen observation about children rights. Any incident make very conscious to the effected person and someone who deeply observe the situation.

Froebel's love for children presents his school or system of education as name related to the Garden and plants.

Montessori focus on purpose full activities that give a child complete opportunities to perform free and frequently.

4.3 Comparison of Basic Philosophy of Kindergarten and Montessori System of Education.

Table 4.3

Kindergarten system of education	Montessori system of Education
System based on his own theory and philosophy	Self own philosophy reflected in her experiments on children education.
Basic principles explain Froebel's philosophy.	Montessori philosophy based on principles
Principle of unity	Individuality
<ul style="list-style-type: none"> • Unity of substance • Unity of origin • Unity of purpose 	Development Freedom Auto education or self education
The principle of development	Senses training
The principle of self activity	Motor or muscular training
Function of education	Social development
Unity with God	No place for Fairy tales
Peace with nature	Scientific basis of development and education
Stress on pre-school education	

According to some experts Froebel's system have complicated philosophy. But the very first pre-school education system have own philosophy and theory. Focus on development from within.

According to Froebel's philosophy "all things live and have their own being in and through the divine unity, in and through God nature as well as the existing things, are manifestation, a revelation of God".

Montessori system has experimental philosophy based on individual activities, freedom, and self education called auto education.

Montessori philosophy focus on sense training and through senses child develop social skills and motor training.

4.4 Role of Teacher in Kindergarten and Montessori System of Education

Table 4.4

Kindergarten system of education	Montessori system of education
School as a Garden	Teacher as a directress
Teacher as a Gardener	knowledge of each child
Child as a plant	Doctor-cum scientist-cum-missionary Faith in the personality of the child

Teacher's role in both systems little bit different but so much common in many aspect. Both system recommend female teacher at the preprimary level. The teacher is only facilitator to guide the child in proper directions.

In kindergarten teacher care child like gardener care a plant. Growth and development of child should observe and evaluate by the teacher. In Montessori system teacher only give some directions to the child in the light of these directions child perform activities free and frequently.

In both system role of teacher is not as dictator or ruler or not on the basis of any type of authority. Role of teacher is completely democratic and as a facilitator who guide the child to perform in proper way.

4.5 Comparisons of Evaluation System in Kindergarten and Montessori System of Education.

Table 4.5

Kindergarten system of education	Montessori system of education
Observation	Observation
Anecdotal records	Anecdotal records
Portfolios	Portfolios
Standardized achievement test	Standardized achievement tests
Student demonstration of skill mastery	Student demonstration of skill mastery
Written skill test	Written skill test
Checklists of materials	Checklists of materials
	One to one interview

Evaluation system is almost very common In the light of these given key points in both kindergarten and Montessori systems of education. One to one interview in Montessori evaluation system differ from kindergarten evaluation system.

4.6 Comparison of Teaching Methodology in Kindergarten and Montessori System of Education.

Table 4.6

Kindergarten system of education	Montessori system of education
Froebel's aims of education are "living out" and giving expression to the child's ideas, emotions, beliefs, desires and purposes in him.	Methods of teaching advocated by Maria Montessori were practically adopted organizing the types of exercises
Basic principles in methodology	Exercise of practical life
Free self activities	Exercise in "sensory training"
Education through doing	The lesson is divided in three stages or steps
Education through play	<ul style="list-style-type: none"> ➤ Association ➤ Recognition ➤ Recall
Study of Nature	Didactic exercise
'Drawing out' as the object of teaching	According to Maria Montessori reading is more important than writing and reading is the reproduction of the sounds from the symbols.
Teaching learning a double side process	
Religious education	
Discipline through love	

Kindergarten system of education	Montessori system of education
Teaching method	Motor training
Teaching ideas and activities	Practical life exercises or considered to be
Teaching learning through gifts set of seven gifts	very helpful for motor education. Muscular education is imparted in connection with the movement of walking, sitting and holding objects.
Occupations	
Self activity	Language and arithmetic teaching
Play way method	
Song, Gestures and construction learning through songs	According to Maria Montessori writing is a purely mechanical activity and reading partly intellectual.

Froebel focus on the study of nature and aims of education are living out differ his philosophy and methodology from Montessori system of education.

Religious education has given importance in Froebel methodology.

Other aspects are very much common in both systems methodologies like self activity learn through doing play way method of learning.

Discipline through love, teaching learning through gifts Froebel methodology give seven types of gifts for child effective learning. According to Froebel, Learning through songs is helpful in effective learning.

Methodology given by Maria Montessori is more practical, scientific and focuses on sensory training skilled base learning helpful in practical life. In

Montessori Method, Reading is the art of the language. Writing is called mechanical activity and reading is partly intellectual.

In Montessori methodology use of senses by child and perform with the help of different set of activities.

Both kindergarten and Montessori systems of education identify the importance of child that he/she is how much important and highlight the importance of pre-school or early child hood education.

4.7 Emphasis

Both systems give importance to the child care and education through their own philosophy, methodology and objectives. Here we try to identify that in which way they emphasize pre-school education.

Table 4.7

Kindergarten system of education	Montessori system of education
Pioneer of pre-school education	Scientific concept of education
Guiding, not molding, Active not Passive	Individualism in education
Love and Attention to the children	Sensory training
Native ability to be recognized	Freedom for child
Joyful and interesting	Motor and muscular activity
Psychologically and sociologically sound	Learning through living
New concept of school	Moral qualities
Respect for the child's individuality	Children's house known as school
Stress on the study of the child	Scientific and practical
Education through play	Provide prepared environment
Nature study in education	Learning through all five senses.
Women teacher at the nursery stage	

Friedrich Froebel was the very first who feel the importance of early childhood education. Both system give importance to play way learning method at this stage. Froebel is famous because he is the pioneer of pre-school education. According to his ideas not to mold the child only guide and role of child is active not passive. He wants to make teaching learning process joyful healthy and interesting for children. Healthy environment in which child got self respect and confidence. Froebel also focuses on insight learning through nature.

Montessori's special interest in children care and education made her great educationist and thinker for children betterment. Montessori Method is based on scientific methodology. Specific organized methodology for early child hood care and education give the importance to the child. In which an individual perform in his own pace through set of different activity with hundreds and thousands of possibilities.

Montessori emphasis learning through all five senses, not only through listening, watching, or reading. Children in Montessori classes learn at their own, individual pace and according to their own choice of activities from hundred of possibilities. Learning is an exciting process of discovery, leading to concentration, motivation, self discipline, and a love of learning.

This system gives a child joyful and healthy environment to perform with a lot of self confidence. The method also focus play way learning and gives a child an opportunity to work free and frequently with complete confidence. In this way we trust our child and make him/her a very responsible. To aware the matter of responsibility this methodology plays a vital role in this contrast. The role of learner is not a passive but most actively participate in teaching learning process.

Difference between kindergarten and Montessori system of education.

Montessori mainly focus on individual activity, personality development and sense training.

Kindergarten system of education focus on group activities which develop cooperation in children's socially. Friedrich Froebel has his own philosophy of education a little more complicated. Montessori based on scientific methodology. Both pre-school education systems identify that how important the child is. Mostly pre-school education based on these two methodologies. According to own norms and value early child hood education working on a track to promote pre-school education. This century is the age to promote education in every field and on every stage. Progress of any country and nation is directly related to the progress of education. Achievement in educational field is only possible when emphasis early child hood education. Without identification of problems in pre-school education and promotion of pre-school education the achievements are not possible.

SOCIAL SKILLS

4.8 Eye Contact

Table 4.8

He/she gives appropriate eye contact.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	20	17	10	2	1	29.4	4.06
Kindergarten	15	20	12	1	2	27.4	3.9

$df= 4$

$\alpha = 0.05$

$\chi^2 = 9.48$

Referring the above table, the calculated value of Chi-square of Montessori 29.4 was greater than Chi-square value of Kindergarten 27.4. Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 4.06 was greater than mean value of Kindergarten 3.90 both lie in usually. It is concluded that there is no significance difference between both systems.

4.9 Use of Greeting to Familiars

Table 4.9

He/she uses greetings to familiar peers and adults.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	14	14	19	2	1	25.8	3.76
Kindergarten	15	18	14	2	1	25.0	3.88

$df= 4$

$\alpha = 0.05$

$\chi^2 = 9.48$

Referring the above table, the calculated value of Chi-square of Montessori 25.8 was greater than Chi-square value of Kindergarten 25.0 Both

were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.76 was less than mean value of Kindergarten 3.88 both lie in usually. It is concluded that there is no significance difference between both systems.

4.10 Use of Greeting to Non Familiars

Table 4.10

He/she uses greetings to new non familiar peers and adults.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	5	17	17	5	6	16.4	3.2
Kindergarten	9	14	14	6	7	5.8	3.24

$df = 4$

$\alpha = 0.05$

$\chi^2 = 9.48$

Referring the above table, the calculated value of Chi-square of Montessori 16.4 was greater than Chi-square value of Kindergarten 5.8. The value of Montessori was greater than the tabulated value but the value of Kindergarten is less than tabulated value so the statement was rejected. The mean value of Montessori 3.2 was less than mean value of Kindergarten 3.24 both lie in sometimes. It is concluded that there is no significance difference between both systems.

4.11 Introduce Them Self

Table 4.11

He/she introduces them self to others.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	6	18	17	6	3	19.4	3.36
Kindergarten	10	17	14	7	2	13.8	3.52

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 19.4 was greater than Chi-square value of Kindergarten 13.8 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.36 was less than mean value of Kindergarten 3.52 Children of Montessori system lie in sometimes but the children having kindergarten system lie in usually. It is concluded that there is no significance difference between both systems.

4.12 Understand the Concept of Sharing

Table 4.12

He/she understands the concept of sharing.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	20	15	10	2	3	23.8	3.94
Kindergarten	20	18	8	4	0	30.4	4.08

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 23.8 was less than Chi-square value of Kindergarten 30.4 Both were

greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.94 was less than mean value of Kindergarten 4.08 both lie in usually. It is concluded that there is no significance difference between both systems.

4.13 Participation in Art and Craft Activities

Table 4.13

He/she participates in art and craft activities.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	21	11	14	3	1	26.8	3.96
Kindergarten	30	6	9	4	1	53.4	4.2

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 26.8 was less than Chi-square value of Kindergarten 53.4 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.96 was less than mean value of Kindergarten 4.2 both lie in usually. It is concluded that there is no significance difference between both systems. It is concluded that there is no significance difference between both systems.

4.14 Enjoy Food With Peers

Table 4.14

The child enjoys food with peers.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	16	18	13	3	0	25.8	3.94
Kindergarten	25	16	7	2	0	43.4	4.28

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 25.8 was less than Chi-square value of Kindergarten 43.4 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.94 was less than mean value of Kindergarten 4.28 both lie in usually. It is concluded that there is no significance difference between both systems.

4.15 Positive Attitudes

Table 4.15

He/she maintains a positive attitude even when losing or failing at something.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	14	3	14	9	10	8.2	3.04
Kindergarten	12	15	14	3	6	11	3.48

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 8.2 was less than Chi-square value of Kindergarten 11 the value of

Montessori is less than the tabulated value but the value of Kindergarten is greater than the tabulated value so the statement was rejected. The mean value of Montessori 3.04 was less than mean value of Kindergarten 3.48 both lie in usually. It is concluded that there is no significance difference between both systems.

4.16 Close Observation

Table 4.16 He/she observes new things or happening closely.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	10	18	19	3	0	29.4	3.7
Kindergarten	20	16	11	2	1	28.2	4.04
df=d 4			$\alpha = 0.05$		$\chi^2 = 9.488$		

Referring the above table, the calculated value of Chi-square of Montessori 29.4 was greater than Chi-square value of Kindergarten 28.2 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.7 was less than mean value of Kindergarten 4.04 both lie in usually. It is concluded that there is no significance difference between both systems.

4.17 Behavioral Problem

Table 4.17

The child has significant behavioral problems such as physical or verbal aggression towards self or another.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	0	8	14	14	14	15.2	2.32
Kindergarten	4	12	13	6	15	9.0	2.68

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 15.2 was greater than Chi-square value of Kindergarten 9 the value of Montessori was greater than the tabulated value but the value of Kindergarten was less than the tabulated value so the statement was rejected. The mean value of Montessori 2.32 was less than mean value of Kindergarten 2.68 Montessori lie in rarely but kindergarten lie in sometimes. It is concluded that there is no significance difference between both systems.

4.18 Use of Polite Words

Table 4.18

The child uses polite words, such as 'please' 'thank you' 'excuse me' etc.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	24	15	6	4	1	35.4	4.14
Kindergarten	27	16	5	1	1	51.2	4.34

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 35.4 was less than Chi-square value of Kindergarten 51.2 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 4.14 was less than mean value of Kindergarten 4.34 both lie in usually. It is concluded that there is no significance difference between both systems.

4.19 Help Others

Table 4.19

He/she offers help to others if they are hurt or sick.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	11	13	17	8	1	14.4	3.5
Kindergarten	19	17	11	3	0	28	4.04

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 14.4 was less than Chi-square value of Kindergarten 28 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.5 was less than mean value of Kindergarten 4.04 both lie in usually. It is concluded that there is no significance difference between both systems.

4.20 Participate in Other Ideas and Suggestion

Table 4.20

He/she participates in other peers' suggested ideas.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	3	10	17	9	11	10	2.7
Kindergarten	8	21	14	3	4	22.6	3.52

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 10 was less than Chi-square value of Kindergarten 22.6. Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 2.7 was less than mean value of Kindergarten 3.52. The Montessori lies in sometime but the kindergarten lies in usually. It is concluded that there is no significance difference between both systems.

4.21 Blurt out Inappropriate Comments

Table 4.21

He/she blurts out inappropriate comments.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	1	6	21	8	14	23.8	2.44
Kindergarten	2	4	12	13	19	19.4	2.14

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 23.8 was greater than Chi-square value of Kindergarten 19.4. Both

were greater than the tabulated value so the statement was accepted. The mean value of Montessori 2.44 was greater than mean value of Kindergarten 2.14 both lie in rarely. It is concluded that there is no significance difference between both systems.

4.22 Answer Telephonic Message

Table4.22

He/she answers the telephone appropriately and takes messages.

Option	always	usually	sometime	rarely	never	χ^2	Mean
Montessori	3	6	16	12	13	11.4	2.48
Kindergarten	12	12	12	5	9	3.8	3.26

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 11.4 was greater than Chi-square value of Kindergarten 3.8 the value of Montessori was greater than the tabulated value but the value of Kindergarten was less than the tabulated value so the statement was rejected. The mean value of Montessori 2.48 was less than mean value of Kindergarten 3.26 both lie in sometime. It is concluded that there is significance difference between both systems.

4.23 Body Language Reading

Table 4.23

He/she reads body language (specifically cues of bored, annoyed and angry).

Option	Always	Usually	sometime	rarely	never	χ^2	Mean
Montessori	3	11	12	10	14	7 *	2.58
Kindergarten	10	13	18	3	6	13.8	3.36

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.48$

Referring the above table, the calculated value of Chi-square of Montessori 7 was less than Chi-square value of Kindergarten 13.8 the value of Montessori was less than the tabulated value but the value of Kindergarten was less than the tabulated value so the statement was rejected. The mean value of Montessori 2.58 was less than mean value of Kindergarten 3.36 both lie in sometime. It is concluded that there is significance difference between both systems.

4.24 Speak the Truth

Table 4.24

He/she tells the truth.

Option	Always	Usually	sometime	rarely	never	χ^2	Mean
Montessori	17	24	9	0	0	44.6	4.16
Kindergarten	24	20	5	1	0	50.2 *	4.34

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 44.6 was less than Chi-square value of Kindergarten 50.2 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 4.16 was less than mean value of Kindergarten 4.34 both lie in usually. It is concluded that there is no significance difference between both systems.

4.25 Organize the Room

Table 4.25

He/she usually keeps his/her bedroom clean and organized.

Option	Always	Usually	sometime	rarely	never	χ^2	Mean
Montessori	5	21	14	9	1	24.4	3.4
Kindergarten	11	20	13	3	3	20.8	3.66

$df=d-4$

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 24.4 was greater than Chi-square value of Kindergarten 20.8 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.4 was less than mean value of Kindergarten 3.66 mean value of Montessori lie in sometime and the mean value of kindergarten lie in usually. It is concluded that there is no significance difference between both systems.

4.26 Misplace or Lose Items

Table 4.26

He/she loses or misplaces items often.

Option	Always	Usually	sometime	rarely	never	χ^2	Mean
Montessori	4	17	13	11	8	9.9	2.96
Kindergarten	3	8	22	3	14	26.2	2.66

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 9.9 was less than Chi-square value of Kindergarten 26.2 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 2.96 was greater than mean value of Kindergarten 2.66 both lie in sometime. It is concluded that there is no significance difference between both systems.

4.27 Explanations

Table 4.27

He/she explains directions with appropriate detail, naming the main point.

Option	Always	Usually	sometime	rarely	never	χ^2	Mean
Montessori	1	7	24	15	3	36	2.76
Kindergarten	13	10	20	4	3	19.4	3.52

df=d 4

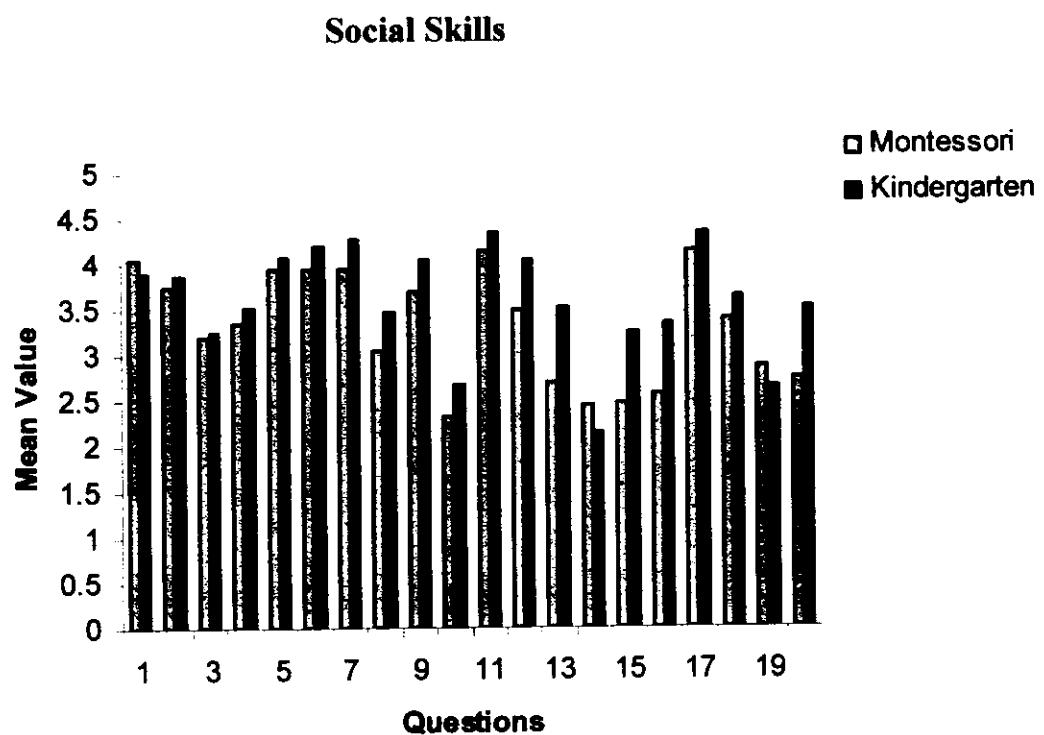
$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 36 was greater than Chi-square value of Kindergarten 19.4 Both were

greater than the tabulated value so the statement was accepted. The mean value of Montessori 2.76 was less than mean value of Kindergarten 3.52 Montessori mean value lie in sometime and the mean value of kindergarten lie in usually. It is concluded that there is no significance difference between both systems.

COMPARISON OF SOCIAL SKILLS OF MONTESSORIES AND KINDERGARTEN



Graph 1

LANGUAGE SKILLS

4.28 Identification of letters in Urdu

Table 4.28

He/she tells the name and sound of letter in Urdu.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	16	15	14	4	1	19.4	3.82
Kindergarten	15	13	20	2	0	29.8	3.82

$df=d$ 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 19.4 was less than Chi-square value of Kindergarten 29.8 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.82 was equal than mean value of Kindergarten 3.82 both lie in v.Good. It is concluded that there is no significance difference between both systems.

4.29 Identification of Letters in English

Table 4.29

He/she tells the name and sound of letters in English.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	22	19	7	2	0	39.8	4.22
Kindergarten	16	21	11	2	0	32.2	4.02

$df=d$ 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 39.8 was greater than Chi-square value of Kindergarten 32.2 Both

were greater than the tabulated value so the statement was accepted. The mean value of Montessori 4.22 was greater than mean value of Kindergarten 4.02 both lie in v.Good. It is concluded that there is no significance difference between both systems.

4.30 Identification of Capital and Small Letters

Table 4.30

He/she identify small and capital letters in Urdu.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	27	17	3	3	0	53.6	4.36
Kindergarten	16	11	22	1	0	36.2	3.84

$df=d$ 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 53.6 was greater than Chi-square value of Kindergarten 36.2 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 4.36 was greater than mean value of Kindergarten 3.84 both lie in v.Good. It is concluded that there is no significance difference between both systems.

4.31 Identification of Capital and Small Letters

Table 4.31

He/she identifies small and capital letters in English.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	39	6	4	1	0	107.4	4.66
Kindergarten	23	20	4	3	0	45.4	4.26

$df=d-1$

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 107.5 was greater than Chi-square value of Kindergarten 45.5. Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 4.66 was greater than mean value of Kindergarten 4.26 both lie in v.Good. It is concluded that there is no significance difference between both systems.

4.32 Spell Their Own Name in Both Languages

Table 4.32

The child writes his/her full name in Urdu and English.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	23	10	8	6	3	23.8	3.88
Kindergarten	19	12	18	1	0	33	3.98

$df=d-1$

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 23.8 was less than Chi-square value of Kindergarten 33. Both were greater than the tabulated value so the statement was accepted. The mean value of

Montessori 3.88 was less than mean value of Kindergarten 3.98 both lie in V.Good. It is concluded that there is no significance difference between both systems.

4.33 Write Three or Four Letter Words

Table4.33

He/she writes three and four letter words in English.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	12	20	6	10	2	18.4	3.6
Kindergarten	8	11	21	10	0	22.6	3.34

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 18.4 was less than Chi-square value of Kindergarten 22.6 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.6 was greater than mean value of Kindergarten 3.34 both lie in Good. It is concluded that there is no significance difference between both systems.

4.34 Creation of Sentences

Table 4.34

He/she creates four to six words sentence in Urdu and English.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	3	14	10	18	5	15.4	2.84
Kindergarten	4	10	13	9	14	6.2	2.62

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 15.4 was greater than Chi-square value of Kindergarten 6.2 the value of Montessori was greater than the tabulated value but the value of Kindergarten was less than the tabulated value so the statement was rejected. The mean value of Montessori 2.84 was greater than mean value of Kindergarten 2.62 both lie in Good. It is concluded that there is significance difference between both systems.

4.35 Expendng Vocabulary

Table 4.35

He/she expends his/her vocabulary.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	5	16	23	6	0	34.6	3.4
Kindergarten	4	13	23	7	3	27.2	3.16

$df=d-4$

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 34.6 was greater than Chi-square value of Kindergarten 27.6 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.4 was greater than mean value of Kindergarten 3.16 both lie in Good. It is concluded that there is no significance difference between both systems.

4.36 Answer Simple Questions

Table 4.36

He/she answers simple questions.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	17	21	11	1	0	35.2	4.08
Kindergarten	22	13	13	2	0	32.6	4.1

$df=d-4$

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 35.2 was greater than Chi-square value of Kindergarten 32.2 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 4.08 was less than mean value of Kindergarten 4.1 both lie in V.Good. It is concluded that there is no significance difference between both systems.

4.37 Contribution in Group Discussion

Table 4.37

He/she contribute in group discussions.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	14	22	11	2	1	30.6	3.92
Kindergarten	12	13	21	4	0	27	3.66

$df=d-4$

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 30.6 was greater than Chi-square value of Kindergarten 27 Both were greater than the tabulated value so the statement was accepted. The mean value of

Montessori 3.92 was greater than mean value of Kindergarten 3.66 both lie in v.Good. It is concluded that there is no significance difference between both systems.

4.38 Talk About Home Activities

Table 4.38

The child talks about school and home activities.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	11	18	17	3	1	24.4	3.7
Kindergarten	11	13	17	8	1	14.4	3.5

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 24.4 was greater than Chi-square value of Kindergarten 14.4 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.7 was greater than mean value of Kindergarten 3.5 both lie in V.Good. It is concluded that there is no significance difference between both systems.

4.39 Family Introduction

Table 4.39

The child tells about his/her family.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	11	21	15	3	0	29.6	3.8
Kindergarten	12	15	17	4	2	17.8	3.62

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 29.6 was greater than Chi-square value of Kindergarten 17.8 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.8 was greater than mean value of Kindergarten 3.62 both lie in V.Good. It is concluded that there is no significance difference between both systems.

4.40 Shade of Vowels and Consonants

Table 4.40

The child shades different vowels and consonants in Urdu and English.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	7	15	12	14	2	11.8	3.22
Kindergarten	5	10	20	13	2	19.8	3.06

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 11.8 was less than Chi-square value of Kindergarten 19.8 Both were greater than the tabulated value so the statement was accepted. The mean value of

Montessori 3.22 was greater than mean value of Kindergarten 3.06 both lie in Good. It is concluded that there is no significance difference between both systems.

4.41 Three Four Letter Words in Urdu

Table 4.41

The child makes three or four letter words in Urdu.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	5	8	15	17	5	12.8	2.82
Kindergarten	6	11	10	7	16	6.2	2.68

$df=d$ 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 12.8 was greater than Chi-square value of Kindergarten 6.2 the value of Montessori was greater than the tabulated value but the value of Kindergarten was less than the tabulated value so the statement was rejected. The mean value of Montessori 2.82 was greater than mean value of Kindergarten 2.68 both lie in Good. It is concluded that there is significance difference between both systems.

4.42 Create a story

Table 4.42

The child creates a story in Urdu by him/her self.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	3	13	22	11	1	28.4	3.12
Kindergarten	4	10	12	14	10	5.6	2.68

$df=d$ 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 28.4 was greater than Chi-square value of Kindergarten 5.6 the value of Montessori was greater than the tabulated value but the value of Kindergarten was less than the tabulated value so the statement was rejected. The mean value of Montessori 3.12 was greater than mean value of Kindergarten 2.68 both lie in Good. It is concluded that there is significance difference between both systems.

4.43 Show Curiosity in Stories

Table 4.43

The child shows curiosity to listen the short stories.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	15	18	12	5	0	21.8	3.86
Kindergarten	14	19	15	2	0	28.6	3.9

df=d 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 21.8 was less than Chi-square value of Kindergarten 28.6 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.86 was less than mean value of Kindergarten 3.9 both lie in v.Good. It is concluded that there is no significance difference between both systems.

4.44 Book Reading

Table 4.44

The child reads the books.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	7	12	15	12	4	7.8	3.12
Kindergarten	12	7	18	11	2	14.2	3.32

$df=d-4$

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 7.8 was less than Chi-square value of Kindergarten 14.2 the value of Montessori was less than the tabulated value but the value of Kindergarten was greater than the tabulated value so the statement was rejected. The mean value of Montessori 3.12 was less than mean value of Kindergarten 3.32 both lie in Good. It is concluded that there is significance difference between both systems.

4.45 Action Words

Table 4.45

He/she explains ten to fifteen action words.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	1	7	18	12	12	16.2	2.46
Kindergarten	8	6	10	5	21	16.6	2.5

$df=d-4$

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 16.2 was less than Chi-square value of Kindergarten 16.6 Both were greater than the tabulated value so the statement was accepted. The mean value of

Montessori 2.46 was less than mean value of Kindergarten 2.5 both lie in Good. It is concluded that there is no significance difference between both systems.

4.46 Creativity

Table 4.46

He/she creates four sentences on a topic.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	1	9	9	19	12	16.8	2.36
Kindergarten	3	8	12	7	20	16.6	2.34

$df=d$ 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 16.8 was greater than Chi-square value of Kindergarten 16.6 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 2.36 was greater than mean value of Kindergarten 2.34 both lie in Good. It is concluded that there is no significance difference between both systems.

4.47 Know About Five Senses

Table 4.47

The child tells about the five senses.

Option	Excellent	V. Good	Good	Satisfactory	Average	χ^2	Mean
Montessori	21	12	6	11	0	24.2	3.86
Kindergarten	19	9	16	4	2	21.8	3.78

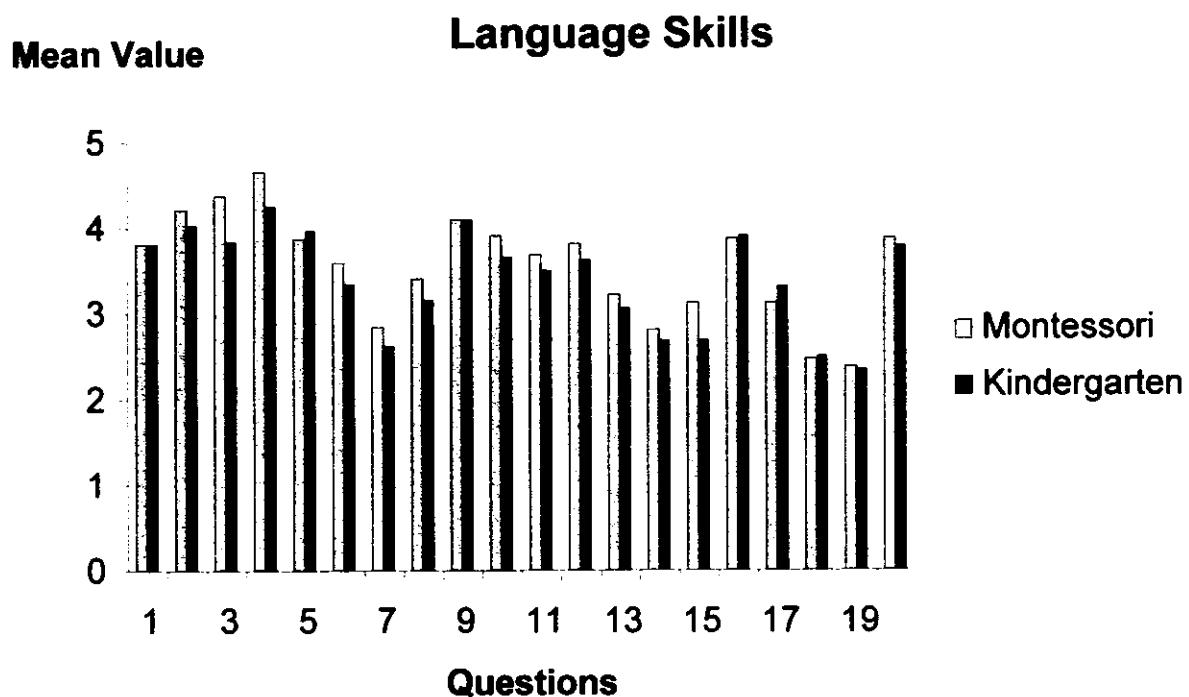
$df=d$ 4

$\alpha = 0.05$

$\chi^2 = 9.488$

Referring the above table, the calculated value of Chi-square of Montessori 24.2 was greater than Chi-square value of Kindergarten 21.8 Both were greater than the tabulated value so the statement was accepted. The mean value of Montessori 3.86 was greater than mean value of Kindergarten 3.78 both lie in v.Good. It is concluded that there is no significance difference between both systems.

COMPAROSION OF LANGUAGE SKILLS OF MONTESSORIES AND KINDERGARTEN



Graph 2

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

First chapter shows introduction and importance of the problem. In the second chapter the thematic side has been described. In the third chapter the research methodology has been described, which shows that what research tools are used and the population and sample study of the internal and external validity of the source in the chapter. In fourth chapter the collected data from different documents and from different schools was presented, interpreted and analyzed. In this final chapter five the summary and finding will be presented. On the basis of these findings, the recommendations will be given by the researcher.

5.1 Summary

Study was aimed to observe the status of early childhood education. In the study compression of Montessori and Kindergarten systems of early childhood education was conducted in the light of objectives. Study was aimed to compare the base philosophy content teaching methodology of both systems of education. Study was also aimed to compare that which system emphasizes on which aspect of pre-school education.

The first part of study was documentary analysis. The second part of study was survey type in which the study was aimed to observe the social and language skills of children studying under Montessori and kindergarten system of pre-school education.

Ten schools having pre-school education under these two systems were selected through convenient sampling. Ten students from each school were selected as respondents for observation. Two questionnaires were developed, one to check social skills and another to check language skills of children studying under both systems. Five schools having Montessori system of education and five others with kindergarten system of education were selected to fulfill the research requirements.

Observational checklists were completed by the class teacher at pre three levels on the response of participants. The researcher personally delivered the questionnaires to the target schools and collected them after completion of work.

Collected data was analyzed and evaluation conducted through statistical tools. Chi square used to check the significance of values. Mean score was used to see the difference between social and language skills of children studying under both systems.

Mostly private schools stated they are following Montessori or kindergarten education system that do not actualized in classrooms. Many pre schools look after the children in piece meal. They help the children in their academic work but over look their health, psycho-social and language needs which are the first priority of Montessori and kindergarten education systems. Private Pre primary schools utilize the activity based approach but they do not completely follow the Montessori and kindergarten systems. Some pre primary school who claims they are follow the Montessori and kindergarten education, their education delivery system is inadequate and unfair. It is necessary to take steps to reduce the gaps between actual Montessori and kindergarten system and artificial Montessori and

kindergarten systems. More effective system is required to make it accessible to all the children of Pakistan.

5.2 Findings

On the basis of data analysis the findings of the research are given as under:

5.2.1 Philosophy

1. In Montessori system of education the basic philosophy is that child development through education. The system enabled child with sense training through a set of purposeful activities.

Friedrich Froebel was the pioneer of pre-school education, he identified that the education is basic right of every individual (Table 4.1).

5.2.2 History

2. Montessori was a Doctor by profession who did a lot of work for children rights, after Vietnam War when a number of children suffered on the early child hood education. This system was based on self discovery and self realization. Child performs individually with the help of purposeful activities. Froebel Pioneer of kindergarten system of education was neglected child so his positive mental approach motivated him to work for children's education. He presented child like a plant, school like a garden and teacher like a gardener (Table 4.2).

5.2.3 Objectives

3. Montessori system focused on the experiments, individuality, development, freedom and sense training.

Kindergarten system was based on the theory and philosophy of Froebel's Principles of development and principles of self activity. Both systems recommend female teacher at pre primary level (Table 4.3).

5.2.4 Teaching Methodology

4. Role of teachers in Montessori as a directress and in kindergarten teacher is like a gardener (Table 4.4).

5.2.5 Evaluation system

5. Evaluation system in Montessori and kindergarten system of education was mostly same process. Major parts to assess the child are commonly used in both systems. Main steps for assessment are observation, anecdotal record, and portfolios one to one interview in Montessori different from kindergarten (Table 4.5).

5.2.6 Contents

6. In the Montessori system of education, the lesson is divided into three stages: association, recognition, and recall. In this system reading and writing is considered as a mechanical activity and reading as a part of intellectual process.

Kindergarten methodology focuses on learning by doing and education through play way method. Religious education has much importance and the child learns about discipline through love, rather than strictness (Table 4.6).

7. Montessori system gives a scientific concept of education and individualism in education in sense of freedom for child. The system develops moral qualities, scientific and practical approach and fully prepared joyful environment with learning through the use of all five senses.

Kindergarten system emphasizes on giving the child guidelines, not to mold or change the child. Child plays his/her role actively. System creates natural and interesting environment for learning process and enhances the child's understanding psychologically and sociologically (Table 4.7).

5.2.7 Social skills

8. In Montessori system, social skills, such as the response of children, the eye contact were better as compared to kindergarten system (Table 4.8).
9. In the response about misplace or lose items Montessori system respondents were more than the kindergarten system of education (Table 4.26).
10. In the response to blurt out inappropriate comments Montessori system respondents were better than the kindergarten system of education (Table 4.21).
11. In the response of greeting to familiars and non familiars kindergarten respondent were better than the Montessori system (Table 4.9-10).

12. In the response of introducing themselves and understand the concept of sharing kindergarten was better than the Montessori system of education (Table 4.11-12).
13. In the response to participation in art and craft activities kindergarten was better than the Montessori system of education (Table 4.13).
14. In the response to enjoy food with peers kindergarten was better than the Montessori system of education (Table 4.14).
15. In the response to positive attitude kindergarten respondents were better than the Montessori system of education (Table 4.15).
16. In the response to close observation kindergarten respondents were better than the Montessori system of education (Table 4.16).
17. In the response to behavioral problem kindergarten respondents were better than the Montessori system of education (Table 4.17).
18. In the response of using polite words kindergarten respondent were better than the Montessori system of education (Table 4.18).
19. In the response of helping others kindergarten respondents were better than the Montessori system of education (Table 4.19).
20. In the response to participate in others ideas and suggestions words kindergarten respondents were better than the Montessori system of education (Table 4.20).
21. In the response to answer telephonic message kindergarten respondents were better than the Montessori system of education (Table 4.22).

22. In the response to body language in reading kindergarten respondents were better than the Montessori system of education (Table 4.23).

23. In the response to truth speaking kindergarten respondents were better than the Montessori system of education (Table 4.24).

24. In the response to organize the own room kindergarten respondents were better than the Montessori system of education (Table 4.25).

25. In the response about explanations kindergarten respondents were better than the Montessori system of education. (Table 4.27).

5.2.8 Language skills

26. In the response of identification of letters in English Montessori system respondents were better than the kindergarten system of education. (Table 4.29).

27. In the response of identification of the capital and small letters in Urdu and English Montessori system respondents were better than the kindergarten system of education (Table 4.30-32).

28. In the response to three or four words in written form and creation of sentences Montessori system respondents were better than the kindergarten system of education (Table 4.33-34).

29. In the response to expending vocabulary Montessori system respondents were better than the kindergarten system of education (Table 4.35).

30. In the response to contribution in group discussion Montessori system respondents were better than the kindergarten system of education (Table 4.37).

31. In the response of sharing about home activities and family introduction Montessori system respondents were better than the kindergarten system of education (Table 4.38-39).

32. In the response of shade of vowels and consonants Montessori system respondents were better than the kindergarten system of education (Table 4.40).

33. In the response of three or four letter word in Urdu Montessori system respondents were better than the kindergarten system of education (Table 4.41).

34. In the response of create a story Montessori system respondents were better than the kindergarten system of education (Table 4.42).

35. In the response of creativity Montessori system respondents were better than the kindergarten system of education (Table 4.46).

36. In the response to know about five senses Montessori system respondents were better than the kindergarten system of education (Table 4.47).

37. In the response to spell the own name kindergarten system respondents were better than the Montessori system of education (Table 4. 32).

38. In the response to answer simple question kindergarten system respondents were better than the Montessori system of education (Table 4.36)

39. In the response of show curiosity in stories and book reading kindergarten system respondents were better than the Montessori system of education (Table 4.43-44).

40. In the response to understand action words kindergarten system respondents were better than the Montessori system of education (Table 4.45).

41. In the language skill question air the response of identification of letters in Urdu the respondents of both systems were equal. (Table 4.28).

5.3 Conclusions

The following conclusions were drawn on the basis of the finding of the research:

1. Montessori system focuses on individual activities and kindergarten system prefers group activities and team work (Finding 1).
2. Kindergarten system is primarily based on philosophy and Montessori system focuses on scientific background and practical needs (Finding 2-3).
3. Evaluation system and role of teacher in both systems mostly remain same (Finding 4-5).
4. Montessori system is far more practical and scientific, prefers individual activities while kindergarten system gives guidance, not molding to the child's behavior (Finding 6-7).
5. Students under Montessori system have better eye contact than those of kindergarten (Finding 8).

6. Children under kindergarten system were better in greeting familiars, non familiars, and introducing themselves, sharing and participating in art and craft activities than Montessori students (Finding 9-11).
7. In kindergarten children enjoy food with peers, positive attitude close observation, using of polite words, helping others, and participate in others ideas comparatively better than Montessori students (Finding 12-18).
8. Montessori children blurt out inappropriate comments better than kindergarten system children (Finding 19).
9. Kindergarten student gives telephonic answer, organizes his/her room, tells about lost item and gives explanations comparatively better than Montessori students (Finding 20-25).
10. In language skills, Montessori student perform better in identification of letters, than kindergarten students (Finding 26-28).
11. In the spelling domain, kindergarten children were better than Montessori students (Finding 29).
12. Montessori students create sentences, have extensive vocabulary, answer questions, contribute in group discussion, utter openly about their home activities, instant introduction of family, shade of vowels, making of three or four letter words and create a story better than kindergarten students (Finding 30-37).
13. Kindergarten students were better to show the curiosity in stories, in book reading and understanding of action words than Montessori students (Finding 38-39).

14. In creativity and use of five senses Montessori students were better than kindergarten students (Finding 40-47).

5.4 Recommendations

After this thorough study of comparison of Montessori and kindergarten pre schooling system of education, findings and conclusions were drawn and the following recommendations are made on the basis of the findings and conclusions of the study which may help the children for better performance studying under Montessori and kindergarten system of education.

1. Teaching through activities and role plays may be used in pre schooling years.
2. Montessori system of education may be used to improve language skills of children and to understand art of language at early childhood level.
3. Teachers may use group activities and team work in students of Montessori system to improve their social skills.
4. In kindergarten system of education teachers may use more language exercises this would be helpful in improving children's language skills.
5. There may be public and private partnership in understanding and promotion of both systems.
6. In kindergarten system there may be focused to improve language skills.

7. A pre schooling system based on both systems may be evolved

This may be VCR system

Value added

Child centered

Research base

5.5 Further researches

Following are the some areas for further researches.

1. The present study may be conducted with government schools and Montessori or kindergarten system.
2. The present study can be enhanced by study the others skills like writing or reading etc.
3. The present study can enhance by studying the role of the chain of schools system in early childhood education.

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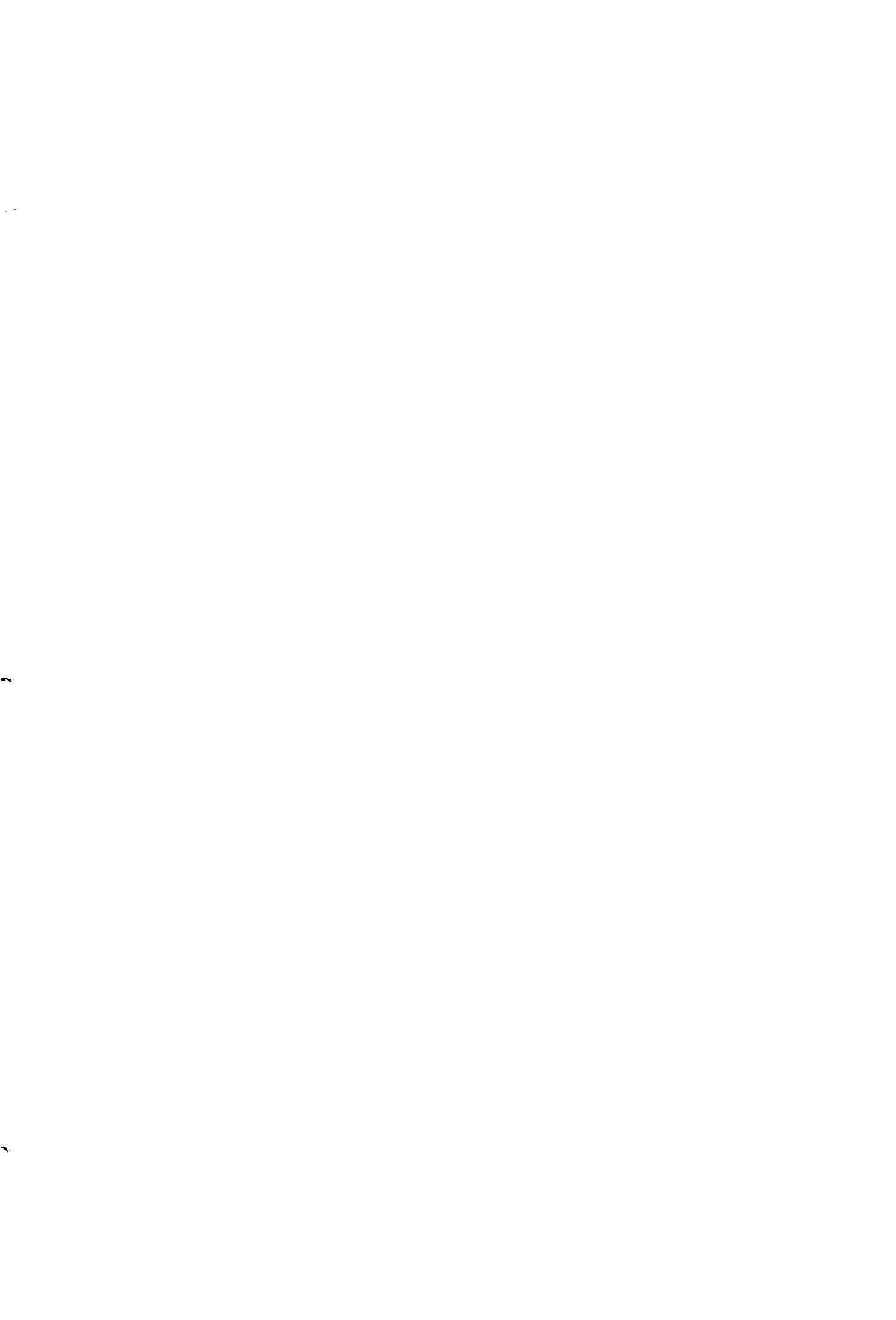
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APPENDIX-A

SOCIAL SKILLS OBSERVATIONAL CHECKLIST

Name	Gender (circle one)	Boy _____ Girl _____
Age		
Parent's names		
Institutions name		

1. He/she gives appropriate eye contact.
 Always Usually sometimes rarely never
2. He/she uses greetings to familiar peers and adults.
 Always Usually sometimes rarely never
3. He/she uses greetings to new non familiar peers and adults.
 Always Usually sometimes rarely never
4. He/she introduce them self to others.
 Always Usually sometimes rarely never
5. He/she understands the concept of sharing.
 Always Usually sometimes rarely never
6. He/she participates in art and craft activities.
 Always Usually sometimes rarely never
7. The child enjoys food with peers.
 Always Usually sometimes rarely never
8. He/she maintains a positive attitude even when losing or failing at something.
 Always Usually sometimes rarely never
9. He/she observes new things or happening closely.
 Always Usually sometimes rarely never

10. The child has significant behavioral problems such as physical or verbal aggression towards self or another.

Always Usually sometimes rarely never

11. The child use polite words, such as 'please' 'thank you' 'excuse me' etc.

Always Usually sometimes rarely never

12. He/she offer help to others if they are hurt or sick.

Always Usually sometimes rarely never

13. He/she participate in other peers' suggested ideas.

Always Usually sometimes rarely never

14. He/she blurts out inappropriate comments.

Always Usually sometimes rarely never

15. He/she answers the telephone appropriately and takes messages.

Always Usually sometimes rarely never

16. He/she reads body language (specifically cues of bored, annoyed and angry).

Always Usually sometimes rarely never

17. He/she tells the truth.

Always Usually sometimes rarely never

18. He/she usually keeps his/her bedroom clean and organized.

Always Usually sometimes rarely never

19. He/she loses or misplaces items often.

Always Usually sometimes rarely never

20 He/she explains directions with appropriate detail, naming the main point.

Always Usually sometimes rarely never

APPENDIX-B

LANGUAGE SKILLS OBSERVATIONAL CHECKLIST

Name	Gender (circle one)	Boy Girl
Age		
Parent's names		
Institutions name		

1. He/she tells the name and sound of letter in Urdu.

Excellent V.Good Good Satisfactory Average

2. He/she tells the name and sound of letters in English.

Excellent V.Good Good Satisfactory Average

3. He/she identifies small and capital letters in Urdu.

Excellent V.Good Good Satisfactory Average

4. He/she identifies small and capital letters in English.

Excellent V.Good Good Satisfactory Average

5. The child writes his/her full name in Urdu and English.

Excellent V.Good Good Satisfactory Average

6. He/she writes three and four letter words in English.

Excellent V.Good Good Satisfactory Average

7. He/she creates four to six words sentence in Urdu and English.

Excellent V.Good Good Satisfactory Average

8. He/she expands his/her vocabulary.

Excellent V.Good Good Satisfactory Average

9. He/she answers simple questions.

Excellent V.Good Good Satisfactory Average

10. He/she contributes in group discussions.

Excellent V.Good Good Satisfactory Average

11. The child talks about school and home activities.

Excellent V.Good Good Satisfactory Average

12. The child tells about his/her family.

Excellent V.Good Good Satisfactory Average

13. The child different shade vowels and consonants in Urdu and English.

Excellent V.Good Good Satisfactory Average

14. The child makes three or four letter words in Urdu.

Excellent V.Good Good Satisfactory Average

15. The child creates a story in Urdu by him/her self.

Excellent V.Good Good Satisfactory Average

16. The child shows curiosity to listen the short stories.

Excellent V.Good Good Satisfactory Average

17. The child reads the books.

Excellent V.Good Good Satisfactory Average

18. He/she explains ten to fifteen action words.

Excellent V.Good Good Satisfactory Average

19. He/she creates four sentences on a topic.

Excellent V.Good Good Satisfactory Average

20. The child tells about the five senses.

Excellent V.Good Good Satisfactory Average

LIST OF SCHOOLS

S.L.S Montessori School Rawalpindi

Daffodils Montessori School Rawalpindi

Asif Public School Rawalpindi

Grammar School Rawalpindi

Al-Huda Montessori School Rawalpindi

The Educators School Rawalpindi

Global System of Integrated Studies

Dar-e-Arqam School Rawalpindi

British Academy School Rawalpindi

The Cambridge School

APPENDIX- D

The Principal

Private Pre-Primary School _____

Subject: Permission – Schools' Visit for MS/M Phil Research Work

Dear Sir / Madam,

I am presently doing research in education at MS / M Phil level from International Islamic University, Islamabad under Reg. No 27-FSS/MSEDU/F07 and my research topic is "**A Comparative Study of Montessori and Kindergarten System of Education in the Development of Social and Language Skills of Children**". This research will be very beneficial for policy-makers, administrators, and teachers of pre-primary schools.

I have to apply observational check list for the teachers on the response of pre-school student to check the social and language skill of children. You are, therefore, requested to accommodate and facilitate me for the research work. I assure you that the information supplied by the teachers will not be used other than research purpose.

Your co-operation in this regard will be highly appreciated /obliged.

Yours truly,

Asghar Abbas

Dated: _____