



Examining the Impact of Early Childhood Education on Developmental Outcomes in Pre-School Students

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ABSTRACT: Early childhood education holds great importance in the lives of individuals, commencing when a child reaches the age of two. It serves as the groundwork for a child's learning journey. The primary objective of this research paper is to examine the impact and comprehends the purpose and significance of early childhood education and development outcomes. The early childhood stage is a critical period that necessitates sufficient attention from parents and teachers alike, both at home and in school. By imparting effective knowledge to children regarding academic concepts, play activities, arts and crafts, health, physical exercises, sports, games, environment, communication, good manners, and etiquette, parents and teachers can contribute significantly to their learning and educational development. To facilitate the progress of early childhood education, educators and school staff members must possess ample knowledge, a friendly and nurturing disposition, and an approachable attitude. They should attend to the needs and requirements of young students with care and appropriateness.

KEYWORDS: Pre-schools, Skills, Students, Teachers, Early Childhood Care and Education, Development, Early Childhood Education.

I. INTRODUCTION

The early childhood period encompasses children up to the age of eight, primarily to ensure a seamless transition in their educational journey, from playgroup to pre-primary and from pre-primary to primary levels. Early childhood education is largely organized, requiring teachers and other preschool staff to be systematic and methodical in their approach. Care holds significant importance within this framework, as teachers must consider the well-being and thoughtfulness when imparting learning, understanding, and information to young students. In preschools, students require care in various aspects such as learning, play, health, emotions, diet, nutrition, and psychoanalysis, as

these factors contribute to their overall development (Walsh & Petty, 2006).

The primary purpose of early childhood education is to foster effective growth and development in students. It establishes the foundation for students' learning, enabling them to develop skills and abilities from an early age. Early childhood care and education also provide information and knowledge to families and communities, contributing to their overall growth and development. In preschools, learning begins with play, where students derive pleasure from engaging in play activities. Subsequently, they are introduced to drawing and coloring strategies, fostering an interest in art. At the next level, students are taught academic concepts such as alphabets and numbers.

Education is a comprehensive domain encompassing skills, knowledge, attitudes, habits, communication, cognitive abilities, intellectual capacities, wisdom, astuteness, righteousness, and honesty. These factors are crucial for shaping students' mindset and contribute to their progression. It is essential for students to be adequately prepared to enter the formal education system. To gain admission to formal schools, students must possess a solid understanding of academic concepts, enabling them to effectively cope with teaching-learning methods and enhance their performance. Early childhood education plays a significant role in facilitating learning and education (Walsh & Petty, 2006).

THE IMPORTANCE OF EARLY CHILDHOOD EDUCATION (ECE)

Early childhood education (ECE) holds immense importance, recognized by individuals across various backgrounds and professions. The first three years of an individual's life are considered crucial, as this is when the foundations for advancement are established. Whether parents are educated or not, it is vital for them to possess effective knowledge on promoting growth,



development, and the significance of education. When parents are aware of various strategies related to child development, they can make a meaningful contribution. Parents play a dedicated and responsible role in the growth and development of their children, particularly until the age of three, when children rely on them for all activities and functions (Warren, 2007).

As children reach the age of four, they begin to realize that there is a world beyond their home that they need to become acquainted with. ECE plays a pivotal role in enhancing children's mental capacity and improving their skills and abilities. As individuals grow, their social needs also increase. ECE is significant as it provides knowledge and information aimed at holistic development. This field has attracted the attention and enthusiasm of numerous theorists, researchers, educators, and economists. Individuals and organizations with a keen interest in ECE have contributed to its advancement. Economic growth and productivity are pressing concerns, and ECE directly addresses these issues by making a significant contribution to the development of future citizens (Calman & Whelan, 2005).

GOALS OF EARLY CHILDHOOD EDUCATION (ECE)

The goals of ECE can be summarized as follows (Currie, 2001). One of the major goals of ECE is to promote the overall development of the child, focusing on three key areas: cognitive skills, school readiness, and social and emotional development. Cognitive skills encompass the development of intellectual and thinking abilities, including problem-solving, decision-making, and logical reasoning skills.

School readiness emphasizes the importance of physical health, proper nutrition, and active engagement in learning. Students should maintain good health, be energetic, and attentive, particularly in the classroom setting. To support this, pre-schools often provide mid-day meals to ensure students have the necessary energy and nutrition. Socialization is another crucial aspect, as children need to develop their language and interactive skills, learning how to express their needs and requirements effectively.

In terms of social and emotional development, individuals naturally possess different behavioral traits, such as introversion, extroversion, self-centeredness, isolation, or hesitancy. It is essential to teach students how to exercise self-control and manage their emotions. While different behavioral traits exist, some considered positive and

others negative, young students should be taught how to remain calm and peaceful even in challenging situations, as certain behaviors may not be acceptable in the community, school, or home, such as screaming or crying.

Improving academic learning is a crucial objective in ECE, encompassing areas such as reading, writing, numeracy, oral communication, thinking skills, logical reasoning, problem-solving, decision-making, critical thinking, job task planning, and organizing. Students receive training in these areas from the early stages, allowing them to develop and refine these skills as they grow older. Initially, students may receive assistance from parents, teachers, or friends when making decisions or facing challenging concepts. However, as they progress to higher educational institutions, they must learn to make decisions independently, highlighting the importance of academic learning starting from the ECE stage.

Students are encouraged to recognize that learning is a lifelong process and should continue throughout their lives. Academic learning is just one aspect of learning; there is also a need to generate awareness of values, norms, principles, and standards. These qualities are crucial for establishing effective relationships and interactions with others. Regardless of one's educational qualifications, honesty, truthfulness, and wisdom are essential traits that not only help build a strong social circle but also create valuable career opportunities.

The integration of technology is emphasized in ECE, as research has shown that students enjoy learning through technology. Pre-schools often utilize computers, showing students pictures of different objects, teaching them how to draw shapes and color them, and incorporating educational videos, making learning an enjoyable experience. While students may initially feel uncomfortable operating computers, integrating lesson plans through technology helps them become familiar with its use.

Learning cannot occur in isolation; socializing with family members, teachers, fellow students, and other members of the school community is vital to enhance learning and understanding. Establishing respectful relationships with teachers and peers is crucial, supported by traits such as respect, courtesy, and politeness. Encouraging teamwork is important, and teachers should be attentive to prevent students from engaging in inappropriate behavior or harming one another.



Students should be taught manners and etiquettes, such as smiling and greeting others they know, using polite words like "thank you" and "please," and apologizing when they have done something wrong. They should cultivate a sharing nature, wait for their turn, and give others an opportunity first, especially during playtime. Possessing a positive attitude, especially in school, and learning how to manage feelings of anger and frustration are also essential aspects of early childhood education.

EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

ECCE encompasses three sub-stages of education: birth to two years, three to five years, and six to eight years. Depending on their age, students are enrolled in different educational institutions. During the pre-school stage, students experience essential development and growth, with the skills and knowledge acquired at this stage often remaining with them throughout their lives. The main objectives of ECCE include promoting overall student development to realize their maximum potential, preparing them for formal schooling, and providing support services for women and girls.

Several key areas have been emphasized in ECCE. These include recognizing play as the foundation of learning, considering art as a fundamental aspect of education, acknowledging the unique thinking abilities of students.

Early Childhood Care and Education (ECCE) encompass three sub-stages of education: birth to two years, three to five years, and six to eight years. Students are enrolled in different educational institutions based on their age, as age plays a crucial role in the enrollment process. During the pre-school stage, a student's development and growth occur in a dynamic manner. The skills and knowledge acquired at this stage tend to have a lasting impact throughout their life. The primary objectives of ECCE are to foster overall student development, enabling them to reach their maximum potential, preparing them for formal schooling, and providing support services for women and girls.

Several key areas are emphasized within ECCE. These include recognizing play as the foundation of learning, acknowledging art as a fundamental component of education, understanding the unique thinking abilities of students, prioritizing experiential learning over expertise, integrating familiarity and challenges into everyday routines, promoting a mix of formal and informal interactions, incorporating textual concepts as well as cultural aspects (with a focus on basic literacy

and numeracy), utilizing local materials such as colors, stationery, arts, and local knowledge, and implementing developmentally appropriate practices that emphasize flexibility, plurality, health, well-being, and healthy habits (NCERT, 2006).

In India, measures and schemes are being formulated to address six key goals in early childhood care and education. These goals encompass primary education, gender equality, youth development, adolescent education, adult education, and quality of education. The Dakar Framework of Action within the field of early childhood education strives to establish goals to be achieved by 2015, encompassing primary education, literacy objectives, gender equality, and quality concerns (Kaul & Sankar, 2009). The main goals outlined include:

1. Providing opportunities for children from deprived, marginalized, and socio-economically disadvantaged backgrounds to improve their learning and secure their future. Financial barriers are identified as major obstacles, thus necessitating measures to provide financial assistance to overcome these challenges.

2. Ensuring that children from deprived, marginalized, and socio-economically disadvantaged backgrounds have access to basic education of good quality. Establishing educational institutions and training centers in rural areas to assist adults from deprived and marginalized groups in enhancing their learning.

3. Achieving a 50% improvement in adult education, with a particular focus on women, by 2015. Measures will be taken to provide basic and ongoing literacy programs for adults. Ensuring equal opportunities for all individuals in educational institutions, without discrimination based on gender, religion, ethnicity, caste, creed, race, or occupation. Special consideration should be given to meeting the needs and rights of women and providing them with quality education, as educating women has far-reaching benefits for society as a whole.

4. Providing comprehensive training to students in various subjects, including mathematics, science, social science, languages, nutrition, arts and crafts, physical activities, creative activities, music, dance, and sports. Enhancing skills and abilities in all important areas is vital for the overall growth and development of individuals.

EARLY CHILDHOOD EDUCATION PROGRAMS

Early childhood education programs have undergone significant changes due to evolving social, economic, political, and demographic factors.



Previously, it was widely believed that the foundation for acquiring skills and knowledge in life is established during the early years, from pre-natal to five years of age. It was also believed that children inherit these skills and knowledge through family traditions and values. In India, parents play a crucial role in shaping a child's growth and development, teaching them values and behaviors such as respect, courtesy, and following instructions when they enter preschool (Kaul & Sankar, 2009).

Typically, students enroll in preschool for a period of two to three years, during which they receive knowledge and information to enhance their academic performance when they transition to formal schooling. Upon admission at the age of two, students are provided with playthings and games to help them feel comfortable and happy in the school environment. Over time, they are introduced to arts and crafts activities and then taught academic concepts. Preschools organize competitions, workshops, and summer camps covering various activities and subjects, encouraging student participation and fostering a sense of motivation towards learning. Teachers must adequately train students for competitions, plays, or concerts to ensure well-organized performances.

When teaching academic concepts, it is crucial to cover all subject areas and not solely focus on alphabets and numbers. Science, social science, languages, and mathematics are among the other subject areas that need attention. Teachers should employ effective teaching-learning methods, considering that students at this age may require frequent reinforcement of concepts. They typically begin lessons with oral explanations and often provide textbooks to aid comprehension. Once students become familiar with the concepts, they are encouraged to write, as writing facilitates better retention. Teachers may offer hand-over-hand assistance to students who struggle with writing. Preschools often provide mid-day meals to ensure students receive proper nutrition and energy, enabling them to concentrate on their studies. Health and nutrition are important aspects emphasized in the preschool curriculum.

CURRICULUM AND INSTRUCTIONAL SYSTEMS

The field of Early Childhood Education (ECE) encompasses various curriculum outlines, including the following five approaches, Experiential Education, Active Learning, Reggio Emilia Approach, TeWhariki, and Swedish Curriculum. Experiential Education emphasizes effective learning through engagement and well-

being, while Active Learning engages students in various activities to make learning enjoyable. The Reggio Emilia Approach supports students' learning and development by fostering communication, listening skills, and fostering social relationships. TeWhariki promotes values like diversity, equity, and bi-culture, while the Swedish Curriculum focuses on developing a student's mindset, imparting values, norms, and principles for life. The Swedish curriculum aims to develop a student's mindset, develop values, and promote collaboration between pre-school and home (Wood, E., & Hedges, H. 2016; OECD, 2004)

CURRICULUM DEVELOPMENT

Curriculum development should be guided by values and norms, grounded in ethics, standards, and principles. Independence should be fostered in achieving goals and objectives, and students should benefit from a combination of associative and logical-analytical thinking. There should be a continuity of perspectives between early childhood care and education, with educational institutions supporting academic objectives. Student learning should focus on creating meaning and enabling students to apply their learning to improve their lives. The curriculum should incorporate modern and innovative strategies, be informed by cultural and learning research, and be skilled, experienced, and possess adequate knowledge and information related to their roles.

The relationship between play and learning is crucial, emphasizing the importance of play in education. Programs should be open and allow for student initiatives, with common learning objectives and approaches. The curriculum should be designed within a lifelong learning framework, with common learning objectives and approaches. The primary objective is to enhance the skills and abilities of individuals, enabling them to create a productive future. Access to quality education is essential for all children, providing employment opportunities, and providing scholarships and financial assistance to those from disadvantaged backgrounds.

Effective performance appraisal methods are essential for driving changes and improvements in the education system. Innovative strategies should be introduced with careful consideration to ensure positive effects on student learning and minimize adverse consequences (Kroll, L. R. 2017; OECD, 2004).

ORGANIZATIONS, POLICIES, AND PROGRAMS SUPPORTING EARLY CHILDHOOD EDUCATION (ECE)



Learning is a lifelong process that begins in early childhood and continues throughout one's life. Organizations worldwide have focused on promoting early childhood education (ECE) by involving parents, communities, and educational institutions. The Delhi Declaration and Framework of Action aim to improve ECE by involving parents, communities, and educational institutions. In India, free and compulsory education up to 14 years is a fundamental right for every child. The National Plan of Action for Children (1992) and the National Charter on Children (2004) emphasize the importance of early childhood care and education for survival, growth, and development (Rao.N, 2005).

Public programs, such as the Integrated Child Development Services (ICDS), are government-sponsored initiatives targeting rural and backward communities. The District Primary Education Program (DPEP) aims to strengthen connections between primary schools by establishing centers on school premises. Private ECE programs, such as kindergartens, daycares, nurseries, play schools, preparatory schools, and pre-primary classes, enroll around 10 million children. Non-governmental or voluntary organizations contribute to ECE services with support from national and international aid agencies, trusts, denominational and parochial groups. (Pan, K. M. 2007; Rao.N, 2005).

IDENTIFICATION OF INADEQUATE PROVISIONS, GAPS AND NEGLECTED AREAS

Low-income families often seek admission for their four-year-old children, which can be intense and evoke feelings of tension, anxiety, stress, and pressure. The Integrated Child Development Services (ICDS) program, initiated in 1975, aims to provide comprehensive development facilities for children. However, there is a need to enhance the quality of services provided.

Ensuring job satisfaction is essential for individuals to perform their duties well. The involvement of various organizations, policies, and schemes reflects the commitment to promoting early childhood education (ECE) in India. It is recognized that ECE plays a crucial role in retaining children in primary schools and setting a strong foundation for their future education. (Pan, K. M. 2007; Rao.N, 2005)

Efforts are being made to address the educational needs of children from diverse backgrounds and communities. The provision of free and compulsory education up to the age of 14

years, as enshrined in the Indian Constitution, emphasizes the importance of equal access to quality education for all children. Additionally, initiatives such as the National Plan of Action for Children and the National Charter on Children underscore the significance of early childhood care and education for the overall development of children.

In both rural and urban areas, various programs and services are available to support early childhood education. Public programs, such as the Integrated Child Development Services (ICDS), cater to the needs of children in rural and backward areas by providing integrated services encompassing health, nutrition, and basic necessities. Private ECE programs, although fee-based, offer alternative options for parents and contribute to the overall landscape of early childhood education. Non-governmental organizations (NGOs) and voluntary organizations play a crucial role in extending support to marginalized communities and areas affected by social or economic challenges.

Efforts are being made to ensure that early childhood education is accessible and inclusive. However, challenges persist, such as the need to improve the quality of services, address disparities in access, and alleviate the stress and pressure associated with the admission process. Continued collaboration between organizations, the implementation of effective policies, and the provision of adequate resources are essential to facilitate the holistic development of children and promote an equitable and inclusive early childhood education system in India (Pan, K. M. 2007; Rao.N, 2005).

CURRICULUM AND ASSESSMENT PROCEDURES

Curriculum and assessment procedures require careful consideration of various aspects. Teachers must have a thorough understanding of students' needs, actively share ideas, and possess knowledge of academic concepts and approaches. They should adhere to DECE (1996) criteria, ensure high standards of quality and excellence, and provide equal rights and opportunities for students with learning disabilities or health issues. Teaching methodologies should be precise, understandable, and based on research and learning principles. Effective communication and engagement are crucial, especially in pre-school settings where young learners can be challenging to manage.

The reliability of the curriculum depends on students' interest levels, and the methodology should be carefully formulated considering their



needs and requirements. Repetition of concepts is essential to reinforce learning and ensure information becomes ingrained in students' minds. The primary goal of curriculum and assessment is to be beneficial and understandable to students. Teachers should provide personal attention to identify areas for improvement and develop measures to enhance their performance (Chen & McNamee, 2006).

EXCELLENCE IN ECE

ECE excellence is centered on the infant room, where infants learn about themselves and their surroundings. The ECE framework identifies four developmental domains: physical, social, emotional, cognitive, activities, and plans. Physical development involves rapid growth in motor skills, social development involves social interaction, emotional development involves self-esteem and self-confidence, and cognitive development involves intellectual growth.

Repetition is crucial in fostering overall growth in all developmental domains. Regular evaluation of lesson plans is essential to identify areas for improvement and promote innovation. Extra-curricular activities, such as role plays, water sports, games, and dance, enhance students' skills and abilities while fostering creativity. A peaceful and supportive school environment is essential for establishing positive relationships between principals, staff members, and teachers.

An inclusive approach ensures equal rights and opportunities for all students, including those with learning disabilities or health issues. Teachers play a crucial role in providing quality education, possessing a comprehensive understanding of students' needs and requirements, and having a strong grasp of academic concepts and approaches.

Motivation and engagement are essential in ECE, with a curriculum that captures students' interests and makes learning enjoyable. Teachers should provide individualized support to address specific needs and formulate targeted measures to facilitate improvements.

Continuous improvement is essential in ECE, as it requires regular assessment of lesson plans and teaching methods, identifying areas for enhancement, and incorporating new ideas and perspectives to foster effective growth and development among students (Pan, K. M. 2007).

CHILD DEVELOPMENT THEORIES

Child development is an ongoing process that spans from birth to adulthood. Over the course of the 20th century, there has been growing interest

in understanding child development, irrespective of people's occupations or backgrounds. This field has given rise to various theories, categorized as grand theories that cover all aspects of development using a stage approach, and mini theories that focus on specific areas like cognitive or social growth (Thomas, R. M., 2000).

One category of theories is psychoanalytic child development theories, which include the contributions of Sigmund Freud and Erik Erikson. Freud emphasized the significance of early childhood experiences and their impact on mental disorders. He outlined psychosexual stages of development, stressing the completion of each stage to avoid fixation. Erikson, on the other hand, believed that human growth involves overcoming conflicts and developing maturity and understanding for peaceful resolutions.

Cognitive child development theories, represented by Jean Piaget, highlight children's distinct thinking and the importance of their interaction with the environment. Piaget emphasized the need for children to communicate not only with family but also with the broader community to enhance their learning and overall personality development (Cherry, 2012).

Behavioral child development theories, associated with John B. Watson, Ivan Pavlov, and B.F. Skinner, focus on how a child's behavior is influenced by both internal and external factors. These theories concentrate solely on observable behavioral traits and view development in terms of responses to rewards, punishments, stimuli, and reinforcements, without considering thoughts and emotions.

Social child development theories, including the contributions of John Bowlby, Albert Bandura, and Lev Vygotsky, emphasize the impact of relationships and social interactions on child development. Bowlby emphasized the importance of caregiver-child relationships, which shape social relationships throughout life. Bandura's social learning theory highlights how children learn by observing others and internalizing experiences. Vygotsky's socio-cultural theory emphasizes the role of society, communication, norms, values, and culture in shaping higher-order functions.

Other theories mentioned include the maturationist theory, which views development as a biological process occurring in predictable stages, and the environmentalist theory, which suggests that a child's learning and development are influenced by environmental conditions. Lastly, the constructivist theory, associated with Piaget, Maria Montessori, and Vygotsky, emphasizes children's active



interaction with the environment and motivation for teach (Thomas, R. M., 2000).

DEVELOPMENTAL MILESTONES

Developmental milestones are age-specific tasks children achieve as they grow older. These milestones indicate the progression of development as children learn and master more complex abilities. Key skills include gross motor skills, fine motor skills, language skills, cognitive skills, and social skills. Gross motor skills involve using muscles for movement, fine motor skills involve using hands for tasks, and language skills involve listening, speaking, body language, and communication. Cognitive skills involve problem-solving, judgment, learning, reasoning, understanding, and remembering, contributing to intellectual development. Social skills involve interacting with others, forming positive relationships, and understanding social norms (Thomas, R. M., 2000).

ACADEMIC CONCEPTS

Early childhood education (ECE) is a crucial field where parents play a primary role in shaping a child's learning and development. Key academic concepts in ECE include distinguishing between appropriate and inappropriate behavior, encouraging self-reliance and independence, promoting etiquette and effective communication, educating students about responsible financial management, promoting healthy eating habits, introducing students to various subjects, and celebrating festivals and competitions. The curriculum, activities, lessons, and games are essential components of ECE, with smaller class sizes allowing personalized attention. Teachers must possess qualities such as patience, kindness, and approachability, as well as follow rules and policies to create a conducive learning environment. These academic concepts not only contribute to children's intellectual development but also shape their character, social skills, and overall growth (Wood, E., & Hedges, H. (2016).

PRE-SCHOOL RESOURCES AND THEMES

Preschool resources play a crucial role in the learning and development of children. These resources include printable activities, encouraging interaction, facilities and infrastructure, and technology integration. Printable activities promote fine motor skills and creativity, while encouraging interaction helps students build confidence and engage with teachers and peers. Facilities and infrastructure are essential for accommodating students with learning disabilities or special needs.

The preschool curriculum covers subjects such as alphabets, numbers, shapes, colors, art and crafts, games, drawing, painting, storytelling, rhymes, poems, thematic units, and book reviews. Technology integration is utilized by teachers and staff to develop lesson plans, curriculum, and instructional systems, as well as to deliver instructions and knowledge to students.

Evaluation procedures assess student performance through class tests, assignments, and participation in competitions or workshops. Positive feedback and appreciation from teachers reinforce good performance, while areas for improvement are identified to enhance teaching methods and encourage student concentration. Engaging in arts and crafts provides children with opportunities to learn academic concepts.

Developing interactive abilities in preschoolers is crucial for their overall growth and preparation for future academic and social challenges. Preschool resources should include clean restrooms, drinking water, appropriate furniture, and hearing aids (Tal, C., 2010; Sylva, 2010).

Pre-school themes play a crucial role in educating young children, as they guide classroom activities, assignments, tests, and activities. These themes are often based on students' cultural background, experiences, norms, and environment, and are designed to address their needs and requirements. Key themes include self-awareness, alphabets, animals, birds, the environment, plants, trees, flowers, vehicles, families, and festivals.

Early Childhood Education (ECE) standards play a crucial role in designing an effective pre-school curriculum, serving as a shared framework for teaching and learning processes. The Illinois Early Learning Standards are particularly valuable as they recognize the interconnectedness of emotional, social, cognitive, and physical development. The primary goal of ECE standards is to provide teachers with the necessary knowledge to develop their lesson plans.

The guiding principles of ECE standards include development in one aspect influencing other aspects, such as language and social skills. Teachers, parents, and caregivers should have high expectations for their students, as all students possess developmental traits and abilities. The rate of growth and development varies among students, and consistent practice and repetition can lead to improvement over several classes (Sylva, 2010).

Play is essential in fostering growth and development, with age-appropriate playthings provided during early childhood and advanced



games as they grow older. Exploring objects within their environment, participating in various activities, and socializing are essential aspects that should be encouraged to help students develop an understanding of their surroundings.

Effective communication and collaboration between parents and teachers are vital for the learning and progress of the child. Parents should understand the goals and objectives of pre-school education and the reasons behind sending their children to pre-school, as well as the purpose behind the efforts and resources invested in their child's learning and development (Tal, C., 2010).

II. CONCLUSION

The Impact of Early Childhood Education (ECE) holds significant importance not only in India but globally. In India, policies, measures, and schemes have been formulated to enhance efficiency and competence in this field. Urban areas have witnessed the establishment of modern and innovative pre-schools with advanced teaching methods, instructional strategies, infrastructure, and facilities. However, there is a need for improvement in pre-schools and educational systems in rural areas, and the government has implemented policies and plans to address this issue.

The development of theories, themes, standards, concepts, strategies, and approaches has contributed to the progress of ECE. To bring about further improvements, it is crucial to understand the goals, objectives, purpose, and significance of ECE. Parents play a vital role in this process as they work hard and dedicate themselves to the growth and development of their children. They invest their resources, including finances, to meet their children's educational and other needs. Ultimately, it can be concluded that children are the future citizens of the country, and their effective growth and development will contribute significantly not only to their families but also to society and the nation as a whole.

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