



EFFECTIVENESS OF CURRICULUM IN THE PHASE OF EARLY CHILDHOOD EDUCATION

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ABSTRACT

Early childhood education (ECE) is a branch of education theory which relates to the teaching of young children (formally and informally) up until the age of about eight. The quality of the early childhood education a child receives has a direct impact on positive child development. Many different "curricula" or teaching approaches can create an enriched learning environment for children. A curriculum should reflect current research on child development and it should include specific learning goals for children. To ensure optimal development for all children, there is a need to create a planned curriculum framework, encompassing developmentally appropriate knowledge and skills, with flexibility for contextualization. A curriculum framework is also required to ensure that important learning areas are covered, taking care of all the developmental needs of the young child.

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I. INTRODUCTION

Simply said, the term "curriculum" refers to all of the initiatives taken by a school toward the holistic growth of its students. "It includes the totality of experience that a pupil receives through the manifold activities that go on in the school—in the classroom, library, laboratory, workshop, and playground and in the numerous informal contacts between teachers and pupils," wrote the Secondary Education Commission (1952–1953). In this context, the entire school becomes the curriculum, which may affect the students' lives in various ways and aid in the formation

of well-rounded individuals.

Multiple disciplines contribute to our understanding of early infancy. While infant and toddler care was at first linked to child welfare and kindergarten covered child development and/or education in the "home," 20th-century nursery school programs were intimately linked to the child studies movement. Thus, the results and aims of child development experts have been embedded in nursery school practice from the very beginning. And what has endured the test of time is the connection between child development and the field. When he said,



"early childhood education was one of the first venues in which a very significant notion was being played out that normal psychological development might be strengthened and expanded by building an ideal environment for children," he captured the centrality of the connection.

II. CURRICULUM CONTENT

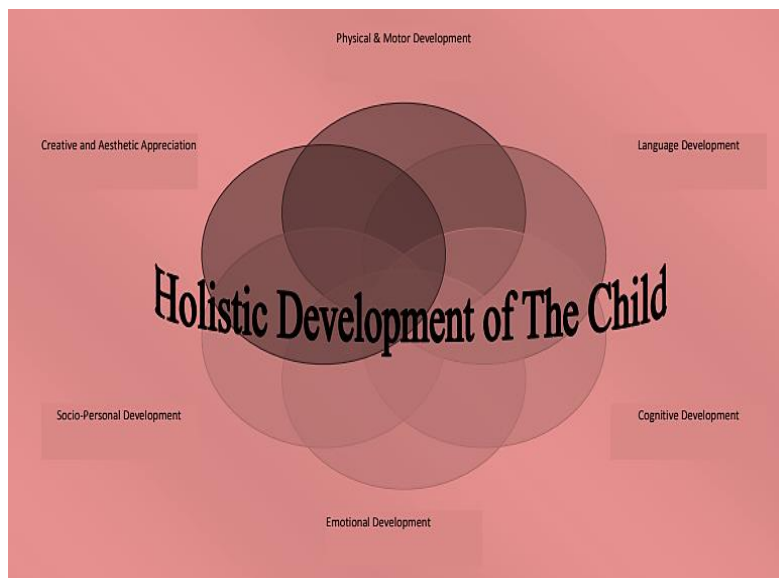
The following connected areas of development must be addressed in the curriculum using a multifaceted, play-based strategy that emphasizes skill acquisition in real-world contexts.

1. Gross motor abilities; dexterous coordination of fine muscles; eye-hand coordination; balance, physical coordination, and spatial awareness; nutritional and healthful habits; all contribute to a child's overall physical and motor development.
2. Pre-literacy and emerging literacy abilities include phonological awareness, print knowledge and ideas, letter-sound correspondence, identification of letters, creating words and phrases, and early writing.
3. Number concepts and operations

(knowledge and skills related to comparing, classifying, seriating, conserving space and quantity, one-to-one correspondence; counting), spatial sense, patterns and estimations in measurement, data handling, sequential thinking, critical thinking, observing, reasoning, and problem-solving, and knowledge about concepts and physical, social, and linguistic contexts are all examples of cognitive development.

4. Improvements in self-concept, self-control, life skills, habit formation, initiative, curiosity, engagement, persistence, cooperation, compassion, social relationships, group interaction, pro-social behavior, expressing and accepting one's own and others' emotions, and so on and so forth are all part of a well-rounded social and emotional education.
5. Growth of the senses through seeing, listening, touching, and tasting is known as sensorial development.
6. Exposure to a variety of artistic disciplines helps nurture an open mind, an outgoing personality, and a deep love of music, dance, and theatre.





III. PRINCIPLES OF EARLY LEARNING

- **Learning begins from birth:** Children are physically and cognitively active from the time they are very little. In this way, they are able to acquire knowledge from a wide variety of inputs.
- **Children construct knowledge:** Through participation in their surroundings and frequent encounters with people and objects, people develop their own understanding or working models. Meaning they use their senses of touch, taste, and sound to explore their surroundings and gain knowledge.
- **Children's curiosity and desire to learn:** Children naturally want to learn and explore the world around them. The desire to gain knowledge and understanding of the universe is innate in all humans.
- **Children learn through play:** The importance of play to a child's health and growth cannot be overstated. Exploration, experimentation, manipulation, and problem solving are foundational to the knowledge construction that may take place during children's unstructured play. Having fun with other people helps kids learn how to think symbolically.
- **Child development and learning are characterized by individual variation:** To put it simply, no two kids are the same. Each kid develops at his or her own pace, has his or her own unique learning style, and experiences childhood in his or her own unique way. There is a wide range of diversity in children's personal, familial, and cultural experiences.
- **Children's learning reflects a recurring spiral that begins in awareness, and moves to exploration, to inquiry, and finally, to application:** Children's learning is a circular process that begins with awareness, which is sparked by their encounters with things, events, and people, and concludes with usage, when they are able to put their knowledge to use in a variety of contexts and circumstances. Here, kids start delving into the next level of content, and the learning process continues in a never-ending spiral.



- **Children need to experience success more than failure to form a positive self-concept:** To foster a sense of pride in one's abilities, it's important that the children's experiences be tailored to their developmental stage. Young people do better when they believe in themselves. Because of this, they are always up for a challenge, and as they take on increasingly difficult tasks, they develop both their skillset and their self-assurance.
- **Children develop holistically and benefit from integrated experiences and education:** For children, learning and growth occur as a whole. Physical, motor, cognitive, linguistic, social, emotional, artistic, and all other areas of development are all interconnected and occur concurrently.

IV. CURRICULUM OUTLINES

In the field of ECE, the five curriculum outlines have been stated as follows:

- **Experiential Education**

An successful learning environment prioritizes students' happiness and participation in class. The goal of this kind of teaching is to help young children understand the many facets of what it means to be a student and a member of a school community in a systematic, gradual fashion. Child care, special education, secondary education, teacher training, and other fields have all benefited from this type of instruction. The educational system must priorities quality and excellence. Educators use it to refer to a wide range of activities, from planning lessons to assessing students' progress to determining whether or not their efforts are paying off.

- **Active Learning**

Children at pre-school participate in a wide range of educational and fun activities. The primary goal of these events is to make education enjoyable for them. Language, literacy, reading, writing, listening, and speaking, or the cultivation of interpersonal and intrapersonal abilities, are all included in these activities. Additionally, active learning encompasses ideas such as initiative and social interactions, play, laughter, interaction with others, sensitivity, and niceness.

- **The Reggio Emilia Approach**

The focus of this method is on creating a classroom setting that will help kids learn and grow. Students develop an understanding of the ways in which ideas, environments, and persons are intertwined, and they start to see that there is a world outside their own that they need to get familiar with. The method relies heavily on interpersonal interaction with the pupils. Teamwork entails engaging in conversations, debates, comparisons, criticisms, negotiations, problem solving, and hypothesis testing.

- **Te Whariki**

To stand on Te Whariki is to do so on a woven mat, which is the literal translation of the phrase. The metaphor is often used to refer to a curriculum that is structured like a spider web. The topic was developing in its own right, connecting to the propagation of principles like diversity, equity, and bicultural understanding. It also covered the cost of educating and reimbursing the educators and staff workers who work in early childhood education. People in the community and the family are all examples of this. The importance of responsive and reciprocal connections, as well as the importance of the students' own empowerment, as well as the building of family and community ties, should be reflected in the curriculum. The students' sense of well-being, belonging, contribution, communication, and discovery are the primary



characteristics that will help them stand well within the community.

- **The Swedish Curriculum**

The knowledge and skills a child receives in preschool often stay with him forever. Preschool education helps in many ways, including the child's mental growth and the inculcation of good character traits. Education at this level helps the child lay the foundation for future success. Whether one's passion resides in reading, writing, art, creative pursuits, sports, music, languages, science, the social sciences or mathematics. He likes to place more weight on whichever topic the kids show the most enthusiasm for. If he develops a passion for painting, for instance, he could choose to pursue that as a career. Awareness of values, norms, principles, and ethics is just as crucial as understanding academic subjects and participating in extracurricular activities. Norms and values, learning, shaping pupils, pre-school and home, and class, school, and recreation center coordination are the five aims of the Swedish curriculum.

V. ISSUES IN CURRICULUM DEVELOPMENT

Key issues in curriculum development have been stated as follows:

1. Combining associative and logico-analytical thinking should assist students the greatest.
2. The goals are consistent across educational levels despite differences in complexity. There is diversity in approaches to education, strategies for teaching and learning, subject matter, pedagogical tools, course materials, and methods of assessment.
3. ECCE and school-wide perspectives that are congruent with one another. The field of early childhood care and

education succeeds academically because of the institutions that support it.

4. Meaning making should be at the heart of every student's education. Students should make excellent use of the knowledge and abilities they acquire in the classroom.
5. Incorporating novel and imaginative concepts into the curriculum and the methods of instruction is essential to fostering learning.
6. Knowing the connection between play and education is essential.
7. Students should feel safe to speak up and share their perspectives in these activities.
8. A framework for lifelong learning, with common goals and teaching strategies, should be established in the curriculum.
9. It's crucial to make sure that care, consideration, and detail are given to curriculum and teaching strategies.

VI. CONCLUSION

Current subject standards, especially the K–12 curriculum, should be reflected in the early childhood education curriculum. To aid in a child's overall development and to foster a better and more responsive learning environment, it should incorporate the key elements and expectations of the new curriculum. In order to address the many facets of a child's development, the curriculum must take an interdisciplinary approach. The curriculum's content and structure should be reviewed often to ensure it meets the requirements of students and facilitates a smooth transition into formal schooling. If we want to ensure that the ECE curriculum is effectively implemented, we need to increase



the use of ICT or multimedia in preschools and kindergartens. However, it is the responsibility of school officials and instructors to ensure that all students utilize these technology tools responsibly.

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