## **IJARSCT**



International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)

International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal

Volume 4, Issue 2, January 2024

# Importance of Early Childhood Development in Anganwadi Centers

Susanta Sarkar<sup>1</sup> and Dr. R. D. Bharti<sup>2</sup> Research Scholar, Department of Education<sup>1</sup> Assistant Professor, Department of Education<sup>2</sup> OPJS University, Churu Rajasthan, India

**Abstract:** Early childhood development (ECD) plays a pivotal role in shaping a child's future. Anganwadi centers, integral to India's Integrated Child Development Services (ICDS), serve as crucial hubs for ECD initiatives. This paper explores the significance of early childhood development in Anganwadi centers, highlighting its impact on holistic growth encompassing physical, cognitive, socio-emotional, and language development. It also discusses the challenges and opportunities in optimizing ECD services in Anganwadi centers, emphasizing the need for comprehensive strategies to ensure every child receives equitable access to quality early childhood education and care

**Keywords:** Preschool Education, Cognitive Development

#### REFERENCES

- [1]. Government of India (2013). National Early Childhood Care and Education Policy. Ministry of Women and Child Development, Government of India, New Delhi.
- [2]. Gupta, A., Gupta, S. K., & Baridalyne, N. (2013). Integrated child development services (ICDS) scheme: a journey of 37 years. Indian Journal of Community Health, 25(1), 77–81.
- [3]. Harma, J. (2011). Low cost private schooling in India: is it pro poor and equitable? International Journal of Educational Development, 31(4), 350–356.
- [4]. Hasan, Z. (2012). Trapped in an invisible present: Muslims and inequalities in higher education. In Zoya, H., & Martha, N. (Eds.), Equalising access: affirmative action in higher education: India, US, and South Africa (pp. 239–55). New Delhi: Oxford University Press.
- [5]. Hasan, A, Hyson, M., Chu Chang, M. (2013). Early childhood education and development in poor villages of Indonesia, strong foundations, later success. Directions in Development Human Development; Washington, DC, World Bank.
- [6]. Hasan, R., & Mehta, A. (2006). Under-representation of disadvantaged classes in colleges, what do the data tell us? Economic and Political Weekly, 41(35), 3791–3796.
- [7]. Hasan, Z. (2016). Disparities in access to higher education: Persistent deficit of Muslims. In A. K. Singh (Ed.), Education and Empowerment in India (pp. 152–165). Routledge.
- [8]. Heckman, J. (2011). The economics of inequality, the value of early childhood education. American Educator, 35(1), 31–35.
- [9]. Heckman, J. J., Moon, S. H., Pinto, R., Savelyev, P. A., & Yavitz, A. Q. (2010). The rate of return to the high scope perry preschool program. Journal of Public Economics, 94(1–2), 114–128.
- [10]. Jodhka, S. S. (2016). Ascriptive hierarchies: caste and its reproduction in contemporary India. Current Sociology, 64(2), 228–243. https://doi.org/10.1177/0011392115614784
- [11]. Jones, H. M. (2017). Social hierarchy and enrolment in government and private schools in rural India: longitudinal evidence from a Rajasthan village. Oxford Review of Education, 4985(January), 1–17. https://doi.org/10.1080/03054985.2017.1391762
- [12]. Kaul, V., Bhattacharjea, S., Chaudhary, A. B., Ramanujan, P., Banerji, M., & Nanda, M. (2017). The India Early Childhood Education Impact Study. New Delhi: UNICEF.

## **IJARSCT**



### International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)

International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal

#### Volume 4, Issue 2, January 2024

- [13]. Kaul, V., & Day, M. (2021). Challenges and possibilities in early childhood education. In D. Monimalika, K. Venita, & B. S. Swati (Eds.), Early childhood education for marginalised children in India: deconstructing quality. New Delhi: SAGE Publishing.
- [14]. Kim, J. H., Hailu, B. H., Rose, P. M., Rossiter, J., Teferra, T., & Woldehanna, T. (2021). Persistent inequalities in early years' access and learning: evidence from large-scale expansion of pre-primary education in Ethiopia. Early Childhood Research Quarterly, 58, 103–114.
- [15]. Kingdon, G. G. (2005). Where has all the bias gone? Detecting gender bias in the intra household allocation of educational expenditure. Economic Development and Cultural Change, 53(2), 409–451.
- [16]. Kumar, D., & Choudhury, P. K. (2020). Determinants of private school choice in India: all about the family backgrounds? Journal of School Choice, 15(4), 576–602.
- [17]. Kumar, D., & Choudhury, P. K. (2021). Do private schools really produce more learning than public schools in India? Accounting for student's school absenteeism and the time spent on homework. International Journal of Educational Development, 83, 102395.
- [18]. Maitra, P., Pal, S., & Sharma, A. (2016). Absence of Altruism? Female disadvantage in private school enrollment in India. World Development, 85, 105–125.
- [19]. Maity, B. (2016). Interstate differences in the performance of Anganwadi centres under ICDS scheme. Economic and Political Weekly, 51(51), 59–66.
- [20]. Majumdar, M., Mukhopadhyay, R., & Das, B. (2021). Preschooling in India: readying children for a race? Contemporary Education Dialogue, 18(1), 90–116.
- [21]. Marinez, S., Naudeau, S., & Pereira, V. (2012). The promise of preschool in Africa: a randomized impact evaluation of early childhood development in rural Mozambique. Evaluation Report of the Child Rights Resource Centre, Save the children. https:// resou recee ntre. savet hechi ldren. net/ pdf/ 7108. pdf/. Accessed 15 Dec 2021.
- [22]. MHRD. (2020). The National Education Policy 2020, Ministry of Human Resource Development, New Delhi, Available at https:// www. educa tion. gov. in/ sites/ upload\_ files/ mhrd/ files/ NEP\_ Final\_ Engli sh\_0. pdf. Accessed 10 Mar 2022.

