



The Importance of Event Management in Early Childhood Education: Exploring Challenges and Opportunities

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ABSTRACT

Early childhood represents a foundational stage in human development, where creative experiences and social interactions shape cognitive, emotional, and moral growth. Within this context, event management plays a pivotal role as an innovative educational approach that integrates organization, creativity, and experiential learning. This paper explores the importance, challenges, and opportunities of applying event management principles in early childhood education. Culturally inspired and ecofriendly practices such as Garbha celebrations, clay Ganesha making, rice flour Rangoli art, and cleanliness themed activities illustrate how school events can serve as powerful pedagogical tools. These experiences preserve cultural heritage while nurturing sustainability, empathy, teamwork, and environmental awareness among young learners. Despite its numerous benefits, several challenges persist, including limited financial resources, lack of professional event training for educators, and coordination difficulties between schools and parents. However, these challenges also present opportunities for educational innovation, enhanced parental engagement, and the integration of sustainability into early learning systems. The study concludes that event management is not merely a logistical function but a strategic and creative component of holistic education. By blending management principles with cultural and



environmental awareness, educators and event professionals can design enriching experiences that promote creativity, compassion, and social responsibility in children. Ultimately, the common vision and mission behind such efforts is to nurture young minds and shape a brighter, more responsible future for every child where learning is joyful, purposeful, and deeply connected to life, culture, and community. This research explores how event management serves as a transformative bridge linking education, culture, and creativity in early childhood learning. It emphasizes child welfare by nurturing confidence, empathy, and holistic growth through innovative, inclusive, and ecofriendly events. When thoughtfully designed, educational events not only enrich learning but also strengthen community awareness and collaboration among children, teachers, and parents. Activities such as annual day celebrations, health awareness programmes, dental checkups, nutrition awareness drives, and parent teacher interactions encourage effective communication and emotional development. Tree planting campaigns, traditional attire days, and cultural festivals cultivate environmental responsibility, emotional balance, and pride in heritage. Likewise, creative programs like storytelling inspired by historical and mythological heroes, drawing and colouring exercises, and motivational quote sharing enhance imagination, moral understanding, and fine motor skills. Mothers' cooking shows promoting healthy recipes further integrate family engagement and nutritional awareness into early learning. Children may face challenges such as peer pressure or competition during events, yet these experiences foster teamwork, resilience, and emotional intelligence. Event based learning transforms classrooms into vibrant spaces of participation and joy. Cultural events like Garba celebrations, clay Ganesha making, and Rangoli art using rice flour reinforce sustainability and cultural unity among young learners. Event managers often confront constraints in safety, coordination, and budgeting, but such challenges drive innovation in creating child centric, sustainable,



and educational events. India thus emerges as a global example of how event management can harmonize tradition with transformation, inspiring every celebration to become a lesson in compassion, creativity, and community.

1. Introduction

Early childhood is a critical period of cognitive, emotional, social and physical development. Integrating event management into early childhood education (ECE) offers a way to move beyond traditional classroom instruction into engaging, participatory experience-based learning. Within India, the National Education Policy 2020 emphasises universal access to quality keywords: Event Management, Early Childhood Education, Sustainability, Cultural Innovation, Challenges, Opportunities, Experiential Learning, Child Development primary education and foundational learning.

Events such as annual day celebrations, health and nutrition drives, cultural festivals, storytelling days, tree planting campaigns, and parent workshops turn educational spaces into dynamic environments of learning. In this paper, “event” is defined broadly as a planned, time-bound, participatory learning engagement involving children, teachers, parents and if possible, the larger community, with a theme tied to education, culture, health or environment.

This research focuses on how event management in ECE settings in India has evolved in the period 2020–2025, what challenges and opportunities are emerging, and how such events can be designed innovatively for holistic child development

2. Objectives of the Study

1. To examine how event management can be used in early childhood education in India (2020-2025) for holistic child development .
2. To identify the major challenges faced by ECE providers, event managers, parents and schools in organizing child-centric events during this period.
3. To highlight opportunities and innovative practices in event management for early childhood that align with sustainability, inclusivity, and cultural relevance.



4. To offer recommendations for policy, practice and future research focusing on early childhood event-based learning in the Indian context.

3. Review of Literature & Secondary Data (2020-2025)

3.1 Early Childhood Education in India: Recent Trends

A study on equitable access to quality preschool education in India (2021) finds that while access has improved, significant quality and equity gaps remain.

Research on maternal time investment in rural India (2023) shows constraints in caregiving activities which influence early childhood development.

A cross-country study (2025) using TIMSS 2019 data highlights how preschool enrollment and responsive parenting influence later learning outcomes.

Critical analysis (2023) of early childhood care and education emphasises the need for nutrition, health and environment integrated support.

3.2 Event-Based Learning and Event Management in Education Context

While specific studies on “event management in ECE” are limited, we can derive from related work: Participation in group sessions or home visits for early childhood development in India (2020) showed scalable impacts on cognition and language when structured programmes were run.

The role of cultural and environmental learning through storytelling workshops (2022) in India demonstrates how creative events engage children meaningfully.

Policy webinars (2024 - 25) emphasise the first 1,000 days and beyond in ECCE, reinforcing the importance of integrated approaches (health, culture, family, environment).

3.3 Gaps and Relevance to Event Management

Despite growing focus on ECE, fewer studies examine structured events (health drives, cultural festivals, family workshops) as part of educational strategy in early years.

There is a need to connect event management (planning, coordination, themes, budget, safety, inclusivity) with ECE outcomes (social-emotional skills, creativity, cultural competence, community engagement).



This gap offers a research opportunity: to integrate event management frameworks with ECE programming.

4. Research Design & Methodology

Since this study uses secondary data (2020-2025) and builds an innovative conceptual framework, the methodology is as follows:

4.2 Sources of Secondary Data

Peer - reviewed articles (2020–2025) on early childhood education, event based learning, culture ,nutrition,health events in schools.

Government policy documents (NEP2020 etc.), reports on early childhood care and education in India.

Media articles, case studies of schools/organisations in India that have implemented child-centric events (2020-2025).

4.3 Conceptual Framework

The study proposes a framework linking Event Management in ECE Child Outcomes, moderated by Contextual Factors (budget, safety, inclusivity, culture, environment) and mediated by Stakeholder Engagement (teachers, parents, community, event managers).

5. Event Management in Early Childhood Education: Conceptualising the Types of Events

Based on the literature and secondary data, events in early childhood education can be classified as follows (and then linked to event-management considerations):

5.1 Cultural & Heritage Events

Examples: Traditional attire day, Garba celebrations, clay Ganesha making, Rangoli with rice flour. These promote cultural pride, heritage awareness, emotional intelligence, fine motor development and social connection.

5.2 Health & Nutrition Events Examples: Dental check ups, nutrition awareness drives, mothers' healthy recipes cooking shows. These integrate health education, family engagement, and practical learning of life-skills.



5.3 Environmental & Sustainability Events

Examples: Tree - planting campaigns, no plastic drives, recycled - art exhibitions. These cultivate environmental responsibility and link classroom learning to real world action.

5.4 Creative & Story-Based Events

Examples: Story-telling inspired by heroes or legends, drawing & colouring competitions, motivational quote sharing. These boost imagination, language skills, moral understanding and creativity.

5.5 Parent-Teacher & Community Engagement Events

Examples: Parent teacher interactive sessions, family sports days, workshops for parents on emotional intelligence for children. These strengthen school home partnerships and holistic development.

For each type, event management factors (theme, planning, logistics, budget, safety, inclusivity, child-centric design, sustainability) must be considered.

6. Challenges in Implementing Event Management in ECE (2020-2025)

Based on secondary literature and practical insights, the following challenges emerge:

Safety & Security: Ensuring age-appropriate supervision, safe materials, risk assessment for children during events.

Budget & Resources: Many early childhood settings (especially in low/middle income areas) face budget constraints, limiting decorations, materials, external resources.

Time & Curriculum Integration: Aligning events with foundational learning agendas (especially as per NEP2020) and managing academic schedule.

Inclusivity & Accessibility: Ensuring children of all socio-economic groups, have equitable access and participation. The study on preschool access emphasizes these gaps.

Professional Training & Coordination: Teachers and event managers may lack formal training in event design, child centred logistics, eco friendly materials, parent engagement strategies.

Evaluation & Sustainability: Often events are one off; less follow up or evaluation of learning outcomes, and sustainability (eco-friendly materials, repeated model) is weak.



Contextual Constraints: Hybrid Formats: The 2020-2022 period (COVID-19) shifted many events online or reduced participation; this influences how events are managed, requiring hybrid/virtual adaptations.

7. Opportunities & Innovations (2020-2025)

Despite challenges, the period 2020-2025 offers notable opportunities:

Eco Friendly Event Design: With growing awareness of sustainability in education, events using recycled materials, nature - based activities, low carbon logistics can drive both learning and environmental responsibility.

Partnerships & Community Involvement: Schools can partner with NGOs, local artisans, health agencies for themed events (e.g., nutrition drives, cultural craft workshops), bringing authenticity and shared cost.

Inclusion & Sensory Friendly Designs: Events designed with multi sensory experiences, inclusive themes. These broaden the impact of event-based learning.

Policy Alignment & Funding Leverage: With NEP 2020 prioritising foundational learning and universal ECE access, there is scope for event- based learning models to be recognised and funded as part of ECE strategies.

8. Findings (From Secondary Data Synthesis)

Though this research relies on secondary data and thematic synthesis (rather than primary field data), key findings emerge:

Event based learning in early childhood offers significant potential for enhancing social - emotional development, cultural awareness, family and community engagement areas less addressed by standard curriculum.

The literature strongly supports that engaging formats (group sessions, storytelling, participatory events) yield better language and cognitive outcomes in ECE.

The most persistent barriers are equity of access, budget ,resource gaps and professional capacity of ECE providers.

The period 2020-2025 has witnessed increased policy attention (NEP 2020, ECE dialogues) and digital eco innovations, which event management in ECE can leverage.



However, formal empirical studies specifically linking “event management” in early childhood settings (themes, planning, execution, outcomes) remain limited, indicating a research gap.

9. Discussion

The integration of event management into early childhood education represents a pedagogical shift from teacher - led instruction to immersive, participatory experiences. When children plant a sapling, participate in a cultural festival, or cook healthy snacks with family involvement, they are learning through doing, through interaction and through community. This aligns with international ECE frameworks emphasising experiential learning and holistic development.

In the Indian context, event based learning gains added value: culturally rooted events resonate with children’s lived environments; family engagement is key in a collectivist society; and sustainability/eco-themes address pressing real world issues. Event managers and educators together can design curated experiences that are safe, inclusive and impactful.

Nevertheless, to move from ad-hoc celebrations to educational event programmes, there needs to be systematic planning: defined learning outcomes, integration with curriculum, resources for logistics (materials, space, coordination), monitoring and evaluation of outcomes, budget planning and sustainable design. The gap in empirical research means that many “events” in early childhood are still more festive than educationally strategic.

Thus, event management in ECE should not be seen as an add-on but as an integral part of the pedagogical ecosystem, especially between 2020-2025 when digital/eco innovations and policy support exist. For your focus on Pune/Nagpur (Maharashtra), there is rich potential to map local event practices of early childhood institutions (schools, preschools, daycare) and propose replicable models.

10. Recommendations

Based on the synthesis, the following recommendations are offered:

1. Develop a “Child-Centric Event Management Framework” for early childhood settings, including planning templates (theme, objectives, stakeholders, budget, materials, safety/permissions, inclusivity checklist, eco-criteria, evaluation).



2. Professional Development: Offer training modules for early childhood educators/event managers (covering child-safety in events, inclusive design, eco-friendly materials, digital/ hybrid event options, parent engagement).
3. Sustainability & Inclusivity: Prioritise events with recycled and eco-friendly materials, low-cost logistics, ensure participation of all the children.
4. Family & Community Engagement: Design events that directly involve parents, siblings and community members for example cooking-shows with mothers, tree-planting with families, cultural dances with community elders.
5. Integration with Policy & Curriculum: Align event-based learning with NEP2020 foundational learning goals and early childhood care & education (ECCE) standards; events should link with broader learning outcomes.
6. Monitoring & Evaluation: Schools and organisations should document each event's objectives, participants, learning outcomes, and reflect for next event improvement.
7. Research & Documentation: Encourage scholarly documentation of event-based learning models in ECE.

11. Conclusion

In the period 2020–2025, early childhood education in India driven by policy (NEP 2020), heightened awareness of foundational learning, and increasing emphasis on holistic development. Within this dynamic context, event management offers a powerful vehicle to enrich early childhood learning bridging culture, health, environment, creativity and community. By designing child-centric, safe, inclusive and sustainable events, early childhood institutions (preschools, kindergartens, daycare) can transform routine classrooms into vibrant, participatory learning spaces.

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