

**A STUDY OF STANDALONE PRESCHOOLS IN PUNE CITY FROM THE
PERSPECTIVE OF MANAGEMENT FOR THE IMPLEMENTATION OF THE EARLY
CHILDHOOD CARE AND EDUCATION POLICY OF INDIA.**

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By

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CERTIFICATE OF THE SUPERVISOR

It is certified that work entitled **A STUDY OF STANDALONE PRESCHOOLS IN PUNE CITY FROM THE PERSPECTIVE OF MANAGEMENT FOR THE IMPLEMENTATION OF THE EARLY CHILDHOOD CARE AND EDUCATION POLICY OF INDIA** is an original work done by Ms. Meera Jindal

Under my supervision for the degree of Doctor of Philosophy in Management to be awarded by Tilak Maharashtra Vidyapeeth, Pune.

To best of my knowledge this thesis

- Embodies the work of candidate herself
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- Up to the standard in respect of both content and language for being referred to the examiner.

Prof. Dr. Mukesh Kanaskar

UNDERTAKING

I Meera Jindal is the Ph.D. Scholar of the Tilak Maharashtra Vidyapeeth in Management subject. Thesis entitled **A STUDY OF STANDALONE PRESCHOOLS IN PUNE CITY FROM THE PERSPECTIVE OF MANAGEMENT FOR THE IMPLEMENTATION OF THE EARLY CHILDHOOD CARE AND EDUCATION POLICY OF INDIA** under the supervision of Prof. Dr. Mukesh Kanaskar. Solemnly affirm that the thesis submitted by me is my own work. I have not copied it from any source. I have gone through extensive review of literature of the related published/unpublished research works and the use of such references made has been acknowledged in my thesis. The title and the content of research is original. I understand that, in case of any complaint especially plagiarism, regarding my Ph.D. research from any party, I have to go through the enquiry procedure as decided by the Vidyapeeth at any point of time. I understand that, if my Ph.D. thesis (or part of it) is found duplicate at any point of time, my research degree will be withdrawn and in such circumstances, I will be solely responsible and liable for any consequences arises thereby. I will not hold the TMV, Pune responsible and liable in any case.

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ABSTRACT

This study attempts to investigate the thought process of the parents whose child is of the age between 2 to 6 years of age and importance of pre-primary education from the view of all the three stakeholders those are the parents, the school management and the government. This study focuses on the current scenario of standalone preschools in Pune. This study also throws light on the very crucial factor of the Government policy for regulating the preschools and its implementation. A total of 213 parents from the standalone preschools in Pune are given questionnaires and their responses are analyzed. Results show that almost 53 % of the parents are not aware of the existence of the ECCE policy which specifies standard norms for the preschool establishments. The study also reveals that there is complete absence of the government body that regulates the functioning of the standalone preschools and the finding of the study gains high importance when there is no data of standalone preschools in Pune is available in any of the government organization. The study becomes crucial when it focuses on the fact that there is no research available for the implementation of the National Early Childhood Care and Education policy of India. Therefore this research becomes very important as it not only focuses on the most crucial age of 2 to 6 years of a child which is considered to be the age of maximum potential of brain development but also comprises all the three stakeholders that is the parents of the child whose age is between 2 to 6 years, the preschool management and the government.

Table of Content

Certificate of the Supervisor-----	I
Undertaking-----	II
Acknowledgement-----	III
Abstract-----	IV
Table of Contents-----	V
List of Figures-----	VIII
List of Tables-----	XI
1 <u>Introduction</u>	
1.1 Background of the Study-----	1
1.2 Problem Statement-----	5
1.3 Objectives of the study-----	7
1.4 Research Questions-----	10
1.5 Scope of Research-----	13
1.6 Significance of the Study-----	17
2. <u>Review of Literature</u>	-
2.1 Introduction-----	46
2.2 Previous Research-----	46
2.2.1 Ph.D.Thesis-----	46
2.2.2 Research Papers-----	50
2.2.3 Committee Reports and Project Reports-----	52
2.3 Reference Books -----	58

2.4	Articles from Journals/Periodicals-----	59
2.4.1	Articles and Topic related News items from Newspapers-----	66
2.5	Articles from Website-----	68
2.6	Different Patterns of Schools in India-----	73
2.7	ECCE Policy-----	84
2.8	Research Gap Observed-----	88
2.9	Chapter Summary-----	89
3.	<u>Research Methodology</u> -----	
3.1	Introduction-----	90
3.2	Research Design and Approach -----	91
3.3	Population, Sample and Setting Plan-----	92
3.4	Appropriateness of the Design-----	97
3.5	Ethical Considerations in Research-----	98
3.6	Primary Data Collection-----	99
3.7	Ethics in Research Study-----	100
3.8	Data Collection-----	101
3.9	Data Analysis-----	103
3.10	Research Questions and Hypothesis-----	104
4.	<u>Data Analysis and Findings</u> -----	
4.1	Demographics-----	106
4.2	Descriptive Statistics-----	107
4.3	Statistical Tests- Hypothesis Testing-----	167

5.	<u>Discussions and Conclusions</u>	
5.1	Demographic Assessment-----	179
5.2	Descriptive Assessment-----	182
5.3	Conclusion-----	183
5.4	Contribution to the Body of Knowledge -----	184
5.5	Limitations of the Research-----	190
5.6	Recommendations-----	191
5.7	Scope for Further Research-----	193
	Abbreviations-----	195
	Questionnaire-----	196
	Bibliography-----	204

List of Figures

Serial No.	Figure	Page No.
3.1	Child Age	101
01	Development of the curriculum	102
02	Competencies and appropriate tools and techniques	103
03	Providing learning aids, methods, directions	104
04	Adoption of necessary mechanism or system	106
05	Developing practical education system	107
06	Fulfilling the demands and satisfying the needs	108
07	Teacher development programme	109
08	Reviewing the activities and development	110
09	Interactions with parents and community	111
10	Interaction among the parents and the teachers	112
11	Awareness of ECCE policy	113
12	Guidelines by ECCE policy	114
13	Proactive in development	115
14	Improvement in processes and methodologies	116
15	Dealing with innovative techniques	117
16	Students in safe environment	118
17	Identifying the needs of every child	119
18	Equipped with teaching aids	120
19	Management is well versed with policies	121
20	Preschool following the guidelines, rules and regulations	122
21	Implementation of the innovation	123
22	Healthy relations with the teachers and staff	124
23	Satisfaction with the management	125

Serial No	Figure	Page No.
24	Involvement in the administrative staff	126
25	ECCE implementation processes	127
26	Framework of the education	128
27	Mechanism to monitor	129
28	Checking by policies and regulatory bodies	130
29	Development of the ECCE policy	131
30	Updation of Government records	132
31	Government has the transparent system	133
32	Management's managerial aspects	134
33	Taking responsibility of the child	135
34	Management accountable for every child	136
35	Establishing emotional warmth	137
36	Big challenges by Management	138
37	360 degree development	139
38	Qualification of Teachers	140
39	Innovative methods of teachings	141
40	Parents criteria's – Distance	142
41	Parents criteria's – Quality of Education	143
42	Parents criteria's –Fees Structure	144
43	Parents criteria's – Popularity of the Preschool	145
44	Special Education Teacher	146
45	Special Education Assistant/Aids	147
46	Speech Language Therapy	145
47	Physiotherapy	159
48	Occupational Therapy	150
49	Psychologist	151
50	Community Health Nurse	152

Serial No	Figure	Page No.
51	Social Worker	153
52	Adequate textbooks in the school	154
53	Classroom equipments	155
54	Competencies of Teachers	156
55	Competencies of caregivers	157
56	Competency of the school Leaders	158
57	Outdoor playing materials	159
58	Sanitation of the Area	160
59	Safety of the Area for Children	161

List of Tables

Serial No.	Table	Page No.
3.1	List of Preschools in Pune	89
4.1	Development of the curriculum	102
4.2	Competencies and appropriate tools and techniques	103
4.3	Providing learning aids, methods, directions	104
4.4	Adoption of necessary mechanism or system	105
4.5	Developing practical education system	106
4.6	Fulfilling the demands and satisfying the needs	107
4.7	Teacher development programme	108
4.8	Reviewing the activities and development	109
4.9	Interactions with parents and community	110
4.10	Interaction among the parents and the teachers	111
4.11	Awareness of ECCE policy	112
4.12	Guidelines by ECCE policy	113
4.13	Proactive in development	114
4.14	Improvement in processes and methodologies	115
4.15	Dealing with innovative techniques	116
4.16	Students in safe environment	117
4.17	Identifying the needs of every child	118
4.18	Equipped with teaching aids	119
4.19	Management is well versed with policies	120
4.20	Preschool following the guidelines, rules and regulations	121
4.21	Implementation of the innovation	122
4.22	Healthy relations with the teachers and staff	123
4.23	Satisfaction with the management	124

Serial No	Table	Page No.
4.24	Involvement in the administrative staff	125
4.25	ECCE implementation processes	126
4.26	Framework of the education	127
4.27	Mechanism to monitor	128
4.28	Checking by policies and regulatory bodies	129
4.29	Development of the ECCE policy	130
4.30	Updation of Government records	131
4.31	Government has the transparent system	132
4.32	Management's managerial aspects	133
4.33	Taking responsibility of the child	134
4.34	Management accountable for every child	135
4.35	Establishing emotional warmth	136
4.36	Big challenges by Management	137
4.37	360 degree development	138
4.38	Qualification of Teachers	139
4.39	Innovative methods of teachings	140
4.40	Parents criteria's – Distance	141
4.41	Parents criteria's – Quality of Education	142
4.42	Parents criteria's –Fees Structure	143
4.43	Parents criteria's – Popularity of the Preschool	145
4.44	Special Education Teacher	146
4.45	Special Education Assistant/Aids	147
4.46	Speech Language Therapy	148
4.47	Physiotherapy	149
4.48	Occupational Therapy	150
4.49	Psychologist	151
4.50	Community Health Nurse	152

Serial No.	Table	Page No.
4.51	Social Worker	153
4.52	Adequate textbooks in the school	154
4.53	Classroom equipments	155
4.54	Competencies of Teachers	156
4.55	Competencies of caregivers	157
4.56	Competency of the school Leaders	158
4.57	Outdoor playing materials	159
4.58	Sanitation of the Area	160
4.59	Safety of the Area for Children	161

Abbreviations

ECE:	Early Childhood Education
HS:	Higher Secondary
ICDS:	Integrated Child Development Scheme
IMR:	Inverse Mill's Ratio
OBC:	Other Backward Caste
RTE:	Right to Education Act
S.C:	Schedule Tribe
UNESCO:	United Nations Educational Scientific and Cultural Organization
BB:	Bal Bhavan
NBB:	National Bal Bhavan
KGBV:	Kasturba Gandhi Balika Vidyalaya
MLE:	Multi Lingual Education
EBB:	Educationally Backward Block
UEE:	Universalization of Elementary Education
NAEYC:	National Association for Education of Young Children
NCRC:	National Child Research Center

CHAPTER -1

INTRODUCTION

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

“Education is the vital part of the life of the human being” if we state this, it will not be an exaggeration. Since ancient time, Education is playing an inevitable part in the journey of Mankind.

Education was there when there was Barter system, as people need to gain the knowledge of what is quantity, measures, quality, value so on and so forth. For any activity though it's about innovation, discovery, practice, formation, establishing, ventures, livelihood, relations, family, health everywhere knowledge is must, which can be derived only from Education.

To understand the concept in depth we need to understand the basic description of the child. What is the meaning of child is the primary focus on which the entire study goes ahead. According to the Unicef the Child is defined as “The Convention defines a child as a person below the age of 18 unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child the monitoring body for the Convention has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18” (Lindsey, 2014).¹

When the child is born after 2 or 3 years and up to 6 to 8 years of age, last, this age is technically can be termed as the early childhood age. This age is globally acknowledged as the most crucial age for life-long development. It is in these early childhood age which is critical for the growth of many skills and that contributes largely to the successful life.

Like any building or construction needs firm base, they need solid foundation to stand upon, likewise a human being also requires a solid foundation to stand on it

¹ <https://docplayer.net/563-Fact-sheet-a-summary-of-the-rights-under-the-convention-on-the-rights-of-the-child.html>

and reach to the heights. The foundations are built strong at these early stages of their life, wherein the grasping capacity of a child's brain is found to be at the maximum.

Inculcating good habits and giving good education is not only the need of a parent of today's child, but it is the right of the child as well to have a quality education and step into the world with power of knowledge.

If each and every child in the country is given good education from the right age of the child, then that country would be the richest country having quality human capital with knowledgeable youth power.

Our whole conception of school discipline changes when we see in critical moments, we all realize the only training or discipline is that we got through life itself. We learn from experiences, from books, from sayings of others. But the school is set apart. This is the place where children are sent to get discipline is the only place in the world where getting experience is difficult. Thus, The School is worth naming "Mother of all Disciplines".

The Environment in which child grows, obvious is the home, and the ideal home would naturally have a workshop where the child could work out on his innovations and constructions. A place where his queries are directed, topics are discussed, statements are made, child is introduced to the garden, surrounding fields, facilities, the child learns continuously. Now if we organize and generalize all of this, we have the ideal school.

In the 16th century the school concept had started only from primary education. When the child is able to walk, talk, understand and express than he was considered as eligible for going to the school and that age is approximately between five and six years of age. The concept of kindergarten evolved when the teachers and parents found a visible disconnect at the primary level.

Something has to be done to bring the school into closer relation with the home

and neighborhood life, instead of having the school a place where the child comes solely to learn certain lessons. Something has to be done to break down the barriers which have unfortunately come to separate the school life from the rest of the everyday life of the child. Therefore, the motives that keep the child at work and growing at home shall be used in the school, so that he shall not have to acquire another set of principles of actions belonging only to the school and separate from those of the home.

The primary school grew practically out of the popular movement of the sixteenth century, the growth of commerce, it became the business necessity to know how to read, write and figure. But the disconnection and need were the moral development of the children. Thus, the kindergarten education started getting importance for the moral development of the child rather than instruction or discipline.

The importance of preschool education is not a current phenomenon. It is from 1937 when Mahatma Gandhiji looking into the at most importance of child education at early stage, appointed a committee under the chairmanship of Dr. Zakir Hussan had strongly put forth the need of some organizations, conducted or supported by state for the age between 3 and 7 years.

UNICEF has mentioned in its report about how crucial the age between 2 to 6 years is. This is the age when the brain of a child has the greatest potential of development.

The Education is facing a change. The change is shifting the center of gravity. Now the child is becoming the Sun, around which the levels of education is spread in different orbits.

Another dynamic side of the educational enterprise is the school management. Educational philosophy sets the objectives of education, explains the principles and the school management is the operational entity of the principles for the realization of the objectives.

“A Cyclopedia of Education (1913) by Paul Monre states the meaning of school

management as: School Management, as a body of educational doctrine comprises a number of principles and percepts relating primarily to the techniques of classroom procedure, and derived largely from the practice of successful teachers. The writers in the field have interpreted these principles and percepts in various ways usually by reference of larger and more fundamental principles of psychology, sociology and ethics.” These concepts of school management have gone through various changes with the changing time and modernization. With the explosion of information and communication technology, management has emerged as a distinct principle.

In the present context, school management can be defined as an Art and Science of coordinating human material resources of the school in such a way to attain the objectives to optimal level of satisfaction of those served with high degree of morale and sense of attainment on the part of those rendering the services.

Just as mind is supposed to get its filling by direct contact with the world, equally all the needs of instructions were thought to be met by bringing the child mind into direct relation with various aspects of external facts like mathematics, social science, grammar, art and craft, etc. These classified sets of facts were simply selected from the social life of the overlooked past. They had been generated out of social situations and represented the answers found for social needs.

In the past, children were mostly being cared for within the extended family, not only by parents but also by other members of the family.

It is in this sense that the school would be an experimental station in education. Thus, there is a need to study the vital aspects and necessities of the age 2 to 6 years and bring the change in the educational methodologies by finding the drawbacks of existing patterns of preschool education.

1.2 PROBLEM STATEMENT

The specific research problem under evaluation in this study was inadequate framework of the instructions for preschool education and unawareness of the available framework among the parents.

In the absence of any sort of guideline for the preschools it is very difficult to get any literature in this regard. This also highlights the importance of this research which will be a crucial contribution to the sector. No previous study available.

In the ECCE policy of India, there is the mention “According to the Census 2011 India has 158.7 million children in the 0-6 years age group and the challenges of catering to this important segment of population for ensuring the holistic development of children in the country are well acknowledged”² (Ministry of Women and Child Development & India, 2013).

“There is a quite a deep requirement to complement the activities of all these education providers, in accordance with knowledge delivery norms, standards and regulations. The most important duty of catering needs related to education is of the government.” (National Early Childhood Care and Education-Resolution.pdf, 2013,page no 6,para2.3.6)

“Despite the existence of multiple service providers, there is no reliable data available about the actual number of children attending ECCE provisions and their breakup as per delivery of service/ type of service. Out of the 158.7 million children in the below six years category (Census 2011) about 76.5 million children i.e. 48.2 percent are reported to be covered under the ICDS, (MWCD, 2011). With emphasis on quality in the strengthened and restructured ICDS, this figure is likely to increase further. Broad estimations indicate that a significant number is also covered by the private service providers besides some limited coverage by the

² National Early Childhood Care and Education (ECCE) policy,
<https://wcd.nic.in/sites/default/files/National%20Early%20Childhood%20Care%20and%20Education-Resolution.pdf>

nongovernmental service providers for which no reliable date exists”³ (State_ECCE_Policy-converted.pdf, 2020).

ECCE policy 2.3.8 - “The quality and coverage of non-formal preschool / early childhood and education imparted through these various education providers is not similar. It varies from an unassuming approach to accelerated academic programs. This is largely an outcome of inadequate understanding of the concept of ECCE and its basic promises, its philosophy and importance among all stakeholders. This coupled with inadequate institutional capacity in the existing policy and lack of rules and regulations centralized standards which can ensure the good quality of Education has multiplied the problem” (Ministry of Women and Child Development & India, 2013) (India, 2013).⁴

“The 12th Five-year plan acknowledges the importance of ECE and improving school preparedness. The Government of India approved the National Early Childhood Care and Education (ECCE) policy in 2013. This Policy also undertakes the National curriculum framework and Quality Standards within the context of Early Childhood Care and Education (ECCE) preparing a Policy Framework along with the implementation plan establishing a National Child Development Resource Centre developing a curriculum activity booklet and PSE Kit as well as quality capacity building and monitoring and evaluation measures will be a priority for MWCD. But unfortunately people are not aware of this and have also misinterpreted the standards as per their convenience. . Laying foundation for development of children below 6 years with focus on Supplementary nutrition and preschool non-formal education and to enhance the awareness and capability of the mothers for nutritional and health needs of the child” (India M. o., 2011).⁵

³ State_ECCE_Policy-converted.pdf,
https://sswcd.punjab.gov.in/sites/default/files/State_ECCE_Policy-converted.pdf

⁴

<https://wcd.nic.in/sites/default/files/National%20Early%20Childhood%20Care%20and%20Education-Resolution.pdf>, National Early Childhood Care and Education Policy

⁵ [https://wcd.nic.in/sites/default/files/MWCD Strategic Plan 10-02-2011.pdf](https://wcd.nic.in/sites/default/files/MWCD%20Strategic%20Plan%2010-02-2011.pdf), Five Year Strategic Plan (2011-2016)

Above all the primary problem is that the parents of this age group are unaware of the importance of preschool education, quality education, requirements, availability, rights, norms, regulations etc.

The problem is to bring the child to recognize the necessity of similar development within him. The need for securing for himself practical and intellectual control of such methods of work that will enable him to realize results for himself.

1.3 OBJECTIVES OF THE STUDY

The importance of preschool education is not a current phenomenon.

It is as old as the concept of education emerged, but unfortunately the age group of 2 to 6 years lacked behind or we can say could not fetch the attention of the government and the parents at large.

Since the first Planning Commission of India there is just brief mention of early childhood education, but it took almost more than 50 years to get the required attention for preschool education. The Planning Commission of India in their Sixth 5-year plan states – “The preschool years of child is the period of its maximum learning and intellectual development and hence of gross potential educational significance”.

Unfortunately, none of the five years plans contains strong measures considering various aspects of child development. The Early Childhood Care and Education Policy caters to all children under 6 years of age and commits to universal access to quality early childhood education.

The Aim is to make people aware about the existence of ECCE policy and make them understand the policy in correct manner.

In the absence of any regulatory body, the institutions providing access to the category of 0-6 years of age are functioning as per their own convenient manner

and with minimum possible efforts.

The aim is to lay down the norms mentioned in the ECCE policy in elaborative and simplified manner and to put specifically each specification which is mentioned in the paragraph 5.2.1 of ECCE policy.

The aim is to put whatever specifications are led in all the above documents under one roof, avoid duplication and present it in most precise manner so that this study could benefit to all the institutions which are currently running preschools or planning to start new preschools.

The Aim of this study is to make the things simpler so that it could not be misunderstood. To make the general public understand the concept of ECCE so that it can be implemented in more effective manner.

The Aim is to study the current scenario, understand the ECCE policy, focus the aspects which are not covered in the ECCE policy also through recommendations, in order to benefit the society at large.

Above all the primary need is to educate the parents of this age group for the importance of preschool education, quality education, requirements, availability, rights, norms, regulations etc.

The Education Commission described the following extensive purpose of ECCE programme.

- ❖ “Develop in the child a good physique adequate muscular coordination and basic motor skills.
- ❖ Build up in the child good health habits and to build up basic skills necessary for personal adjustment, such as dress intake wash clean etc.
- ❖ Encourage healthy group participation and to make the child sensitive to the rights and privileges of others
- ❖ Develop emotional maturity by guiding the child to express understand accept and control his feelings and emotions.

- ❖ Encourage aesthetic appreciation.
- ❖ Stimulate intellectual curiosity and to help him understand the world in which he lives and to foster new interests through giving opportunities to explore investigate and experiment.
- ❖ By providing good opportunities and facilities we should encourage the child's creativity and give them the feel of Independence.
- ❖ Develop the child's ability to express his thoughts and feelings in fluent correct, clear speech" (Viji, 2018).⁶

1.4 RESEARCH QUESTIONS

Given the importance of preschools which caters to the most important and crucial age of human brain development that is 2 to 6 years, whether there are standard guidelines or any regulatory mechanism is prevailing for the management of preschools?

The intent of this research is to find answers to empirical questions like:

- 1) Are the parents aware of the existence of the ECCE Policy?
The study has shown that most of the parents are aware of the existence of the ECCE policy.
- 2) Do parents check any of the norms mentioned in ECCE policy before taking admission in preschool?
The survey says that the parents are just aware of the ECCE policy but are unaware of the contents of the policy.
- 3) Whether the importance of preschools has been sufficiently recognized?
The researcher found that today the parents are concerned for the preschool education of their child. The importance of preschools has increased widely.
- 4) Given the importance of preschools, whether there are standard guidelines for management of preschools?
The study says that though there was the mention of the importance of

⁶ <https://vikaspedia.in/education/teachers-corner/early-childhood-education/overview-of-early-childhood-education>, vikaspedia.in, Overview of Early Childhood Education

preschool education from decades but the first documents with guidelines was established in the year 2013 and since then there is no amendment in the policy. The guidelines from the point of view of management and the government need attention.

- 5) Whether the standalone preschools are managed in the spirit as envisaged in ECCE policy?

From the study we can say that the ECCE policy and its impact it's not delivering the same in the spirit of the policy by the preschools. Government has led down certain rules and regulations in ECCE policy and the implementation of the same has to be monitored and the study says that government is lacking in keeping the check on the implementations in the preschools.

- 6) Is there any effective system to keep check and take reviews of standalone preschools?

The study has clearly stated that there is no mechanism for keeping check or monitoring or taking reviews of the standalone preschools.

- 7) Do the present standalone preschools have those managerial aspects required to run the preschools effectively, work on the social, emotional skills of children and help them to become independent?

The study suggests that the parents had found that the standalone preschools are performing competitively and aggressive in developing themselves.

- 8) Does the preschool management consult parents about decisions which affect children's wellbeing and successfulness in achieving curricula goal?

Most of the preschools have very good communication system with the parents where in there is separate parent-teacher association which takes the decisions with the help of parents suggestions.

- 9) How much the standalone preschools and their management are successful in establishing co-operation among the school, the parents and the community?

The survey says that most of the schools have very good and strong communication system with the parents and the community. Parents take active participation in the child's activities and in social events at the school

that establishes good co-operation among the teachers, the management and the community.

- 10) If the management of preschools is successful in establishing the basic “MEDIA” that is “an emotional warmth” between a child and preschool teachers?

Yes, the preschools are successful as today they are working hard on establishing healthy relations among the child and the teacher by conducting various sessions, play activities, games, puzzles. The schools adopt this at initiative stages so that the teacher, the school, the parents get connected well to each other.

- 11) Does the reality of today shows that the preschool management has a big challenge of co-creation of life in preschools?

Yes, the management is facing big challenge of co-creation of life as the importance of preschool education has increased tremendously and there is no single tasted method or path or criteria that can ensure the success. Thus, every time they have to undergo trial and error methods to survive in this competition.

- 12) Do the parents find the existing level of education is sufficient for 360-degree development of a child?

The study suggests that most of the preschools are having 360-degree approach towards the development of the child. Looking into the current market conditions and future educational demands, every preschool develops their own research patterns and are particular about updating their curriculum accordingly.

- 13) Do the existing preschools provide the services to the full satisfaction of the parents?

Looking into the results we can say that today parents are quite happy with the management as they get quite well planned and well -organized services in the preschool.

- 14) Does the ECCE policy have any norms for checking the implementation of its policy?

The study reveals that the ECCE policy does not have any norm for checking the implementation of its policy.

- 15) Does the management of preschools have any committee in form to

govern the execution of ECCE policy norms?

No committee or criteria was found in the preschools to govern the execution of ECCE policy norms.

- 16) Does ECCE policy carry the rules and regulation from all aspects of management of a preschool and development of a child?

The ECCE Policy which was established in 2013 is lacking from many aspects of management of preschool. It has no specific mention of any standard norms or policies the execution of which will ensure the continuous development of the child.

1.5 SCOPE OF RESEARCH

Early childhood Development programs for children of 6 years derive their importance from this rationale, and from the changing social, economic and demographic environment. The early childhood years that is the age from prenatal to 6 years was considered to be the age for laying foundation for inculcating good habits, good values, respect for elders and caring emotions., which can be labeled as ‘Sanskaras’.

Mostly the early care and childhood was quite informal. In those times, development of a child was the responsibility of the entire family which was normally consisting of a Grand Mother, Grand Father, Uncles and Aunts, brothers and sisters. Different age groups in one house teaches the child according to his/her capacity in the form of stories, songs, home teachings, by giving small responsibilities, maintain good social networks, household works and so on. With the changing social environment and realities, various modern provisions replaced these teachings.

In not only India, but also in many other countries, these changes are more specifically associated with changes in the family structure. Gradually the families became nuclear families from the joint families. Slowly the responsibility of upbringing of a child shifted to the parents solely which earlier was the shared responsibility of the entire family.

This responsibility was again further shared with the paid care givers, crèches and child care homes. Thus, resulting into further dilution of the emotion and care, which was the fundamental right of the child.

The children from the higher socio-economic segment are often left with paid surrogate care givers, and in the lower socio-economic communities the responsibility of the child care gets upon older sisters or brothers, keeping them away from their own basic education and schooling, and ultimately from their childhood,

The subject or topics of Preschool Education which sounds so delicate and of so much importance is quiet a neglected topic from research point of view.

“Early Childhood Education: Meaning

Early childhood education (ECE) programmes for nurseries, preschools, kindergartens, preparatory schools, etc.) Early primary education programmes as part of schooling for 6-8 years” (Viji, 2018).

“As per UNICEF website early childhood is defined as the period from conception through eight years of age. As per the 2011 census children in the age group of 0-6 years constitute around 158 million population of India.

The RTE Act (2009) while does not include children below 6 years under its aegis does include ECE and says with a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years the appropriate Government may make necessary arrangement for providing free pre-school education for such children.

The Ministry of Women and Child Development (MWCD) is responsible for the policy on ECCE. MWCD is in charge of a flagship programme introduced by Government of India for Early Childhood Education which is Integrated Child

Development Services (ICDS) Scheme. ICDS offers six basic services to its beneficiaries which include supplementary nutrition and health education health check-up pre-school non-formal education immunization, and referral services. By 2014 349.82 lakh 3-6 years children were benefitting from the pre-school component of the ICDS.

According to a report by UNICEF despite the recognition of ECCE by the Government of India there is still a gap between the number of pre-schoolers and those enrolled in pre-schools.

Considering the research backed assessment that early childhood education significantly affects the academic performance of a child at primary and secondary levels it is important that an urgent approach be applied to make quality pre-school learning available to children specially from disadvantaged sections” (Singh, 2018).⁷

In India the Early Childhood Care and Education (ECCE) is elaborated as the utmost care and education of all the children right from their birth.

It includes:

- ❖ Early encouragement programmes through crèches/homes stimulation for 0–3-year- old.
- ❖ Early childhood education (ECE) programmes for 3–6-year-olds (as seen in anganwadis, balwadis, nurseries, preschools, kindergartens, preparatory schools, etc.).
- ❖ Early crucial Education Programmes that includes schooling for 6–8-year-olds.

⁷ <https://www.ndtv.com/education/early-childhood-education-in-india-and-its-impact-1812769>, ndtv.com, Anisha Singh, Feb 14, 2018.

Context of Early Childhood Development

“The experimental exploration has handed us with a picture of the normal development of children. Although individual child develops at her own pace yet all children pass through an identifiable sequence of experimental stages i.e. physical cognitive and emotional growth and change. Within these stages they frequently undertake characteristics common to numerous children of the same age. The preceptors and parents need to know these characteristics in order to meet their requirements adequately

The Early Child Development (ECD) fact is grounded on the proven fact that children respond best when pre-school preceptors’ parents and other care-givers use specific ways and give applicable conditioning and gestures to encourage and stimulate progress to the coming position of development. Knowledge of experimental characteristics of children helps pre-school preceptors to plan age- and developmentally applicable programmes that would ameliorate children’s capacity to develop and learn.

There exists a normal pattern of development of motor chops socio-emotional chops cognitive chops and language chops in children. Although chops are acquired in a predictable pattern it's important to remember that they aren't achieved at the same time by all children.

While looking at the characteristics of young children the preschool school teacher can plan for age-and developmentally applicable conditioning and can make variations for the individual differences wherever needed. The important thing to remember is that each child is unique. They cannot and shouldn't be compared with one another. As said before although there are set patterns of growth yet each child develop at her own pace and in her own style. That's why we find differences among children in a class. The quality of the literacy terrain plays a significant part in early times as it affects young children’s passions and capability to negotiate tasks. The ECE programme’s schedule routines and transitions also help produce a comfortable atmosphere” (Viji, 2018).

“Quality of Early childhood education can make a significant contribution to the physical psychomotor cognitive social and emotional development of the child including the acquisition of languages and early literacy. The first eight years of a child’s life is a period of tremendous growth and development. Brain connections multiply exponentially in the first three years and the potential for ensuring optimal development is very high up to age eight. It is imperative that this true window of opportunity is fully used and strengthened to ensure long term benefits not just for each individual child’s development but also for the larger community. A large proportion of human brain development takes place after birth as a result of interactions with the environment the impact of early experience has a greater influence on development than heredity”⁸.

1.6 SIGNIFICANCE OF THE STUDY

In the constitution of India, various provisions are made in the form of Fundamental rights or in the form of state legislative policy for executing and promoting the weaker section. Also, special provision for girl child and children from disadvantaged social sections are initiated. The Indian Constitution when it became republic committed for free and compulsory education up to fourteen years of age. Early childhood services were also considered in to the commitment of the constitution as there were no separate provisions for this age group.

“The following provisions laid down in the Constitution of India as Fundamental Rights or Directive Principles of State Policy could be effectively employed in promoting quality ECCE services in the country. Article 15(3) of the Constitution of India (Fundamental Right) empowers the State to practice positive discrimination favoring economically and educationally weaker groups which allows for special provisions for girls and children of disadvantaged social groups and in difficult situations... not discriminate against any citizen (3) nothing in this article shall prevent the state from making special provisions for women and children Under the Directive Principles of State Policy of the Constitution of India specific Articles provide for a supportive framework for early childhood care and

⁸ <https://vikaspedia.in/education/teachers-corner/early-childhood-education/overview-of-early-childhood-education>, vikaspedia.in, Overview of Early Childhood Education

education in the country”⁹ (2003, 2003).

The Earlier studies have mentioned how important is Pre-Primary education for the development of young children before they enter into formal education or school. The primary education requires certain level of pre conditions such as student's exposure to the different world other than their home, also they need to be acquainted with the surrounding which consist of other similar aged children which demands the qualities such as sharing, caring, listening, adjusting with each other.

The child before entering into the formal education is well groomed into skills like motor skills, cognitive skills, understanding concepts, Imaginations than it becomes easier for the child to focus on the studies and he develops better grasping capacity.

The pre-primary education also prepares the child in minute things like cutting, pasting, coloring, balancing, stringing beads, treading beads, jumping, climbing, running, catching ball, throwing ball, solving puzzles and many more which develops the child physically well. Daily undertaking all these activities for 2 to 3 years develops the motor skills of a child well.

The pre-primary education also focuses on the language development by practicing reading, writing, shapes, patterning, following instructions, trying to speak the letter, words and gradually sentences, developing the understanding techniques, creative activities so on and so forth.

Along with the physical and mental developmental activities, the child needs to be developed socially. The social development focuses on the activities like willingness to share with peers, becoming friendly with other children, showing respect to the person and property, if the child co-operates with others, handling of frustration, Neatness, leadership skills among the group, active participation in

⁹ CASE STUDY OF THE STATUS OF INDIA S EARLY CHILDHOOD CARE AND EDUCATION SERVICES Dr Deepa Das New Delhi for UNESCO New Delhi April 2003 <https://docplayer.net/20842894-Case-study-of-the-status-of-india-s-early-childhood-care-and-education-services.html>

group activities. These activities allow the child to be more confident, more open minded. They are more capable of handling the things and give results.

The pre-primary education though is an informal pattern of education but it plays a vital role in the life of the child. The trees whose roots are fully developed grows well and bigger, in the similar way if the child is developed well from all the angles leads successful life ahead. Along with all the other qualities one more quality is there which not only makes the child stronger from inside but also makes him good human being and good decision maker and that skill is the emotional development. If the child is in a better situation to handle the emotions like Love, Anger, Fear, Shy, Jealousy, Sorrow, Stubbornness, peer pressure than it is capable of handling all the situations on all the fronts.

When the child is in the process of pre schooling, it knowingly and unknowingly develops many other qualities among itself. It also develops in memory, imagination, and capacity of identifying, develops curiosity, develops capacity of understanding concepts well and its overall general knowledge gets increasing day by day. Nowadays the preschools are also paying attention on meditation and yoga which allows them to become stronger in all the aspects.

Pre-primary education is the most important step for the child as it prepares the child to enter in the world of knowledge and into purposeful life maintain good health. The child who has gone through the process of preschool education is more confident and independent. The organized curriculum and learning aids tend to learn more rapidly. The communication which takes place among the children also plays vital role in their development.

The pre-primary education helps the child in improving their performances which reduces early drop outs. The concept of pre-school education has played very important role for the girl child. Now instead of taking care of the siblings and doing household work, they can attend the schools and learn.

Thus, we can say that, as the pre-primary educations is so helpful in the social, emotional, mental development of the child so it is necessary for all the children of

3-6 years old irrespective of their socio-economic background. As the numbers increasing of nuclear families and a lack of family support, preprimary school education is becoming more important. Availability of quality preprimary education will promote education and meaningful access to school education by increasing enrolment and reducing the vulnerability of children to failure and drop out at later stages of education.

In the year 2001, the eighty sixth amendments to the constitution made the elementary education a fundamental right of children between the ages of six to fourteen years. But again, lacking into mentioning anything for the age group of two to six years. In the form of compromise, ECCE is now included as a constitutional provision, but not as a justifiable right of every child.

ECCE and the Successive Five-Year Plans of India

After the independence of India, the First Five years plan was of utmost importance. Five-Year Plans are centralized and integrated national economic programs.

First Five-Year Plan (1951–1956)

This plan also, in some or the other form it's being emphasizing on the education and development of the early childhood education. The first Indian Prime Minister, Jawaharlal Nehru, presented the First Five- Year Plan to the Parliament of India and demanded critical attention. The First Five- Year Plan was launched in 1951 which substantially concentrated in the development of the primary sector.

The most important point of this phase was active part of state in all profitable sectors. Such a part was justified at that time because incontinently after independence, India was facing introductory problems of insufficiency of capital and low capacity to save. At the end of the plan period in 1956, five Indian Institutes of Technology (IITs) were started as major specialized institutions. The University Subventions Commission (UGC) was set up to take care of backing and

take measures to strengthen the advanced education in the country.

The major focus was on Agriculture, Rehabilitation of Landless growers, Transport and Communication. Education was also the focus but the need of the hour was immediate advanced education to the youth of independent India.

Second Five- Year Plan (1956 – 1961)

In the Alternate plan, social well conditioning was extended to different sectors. States were involved in the sphere of statutory enactment and association of introductory services for education and recuperation of the impaired and the extension of well services for women and children in pastoral areas. 2100, motherliness and child health centers were set up. These centers arranged for the regular training of motherly and child health help and also give periodic lesson courses.

The alternate five- year plan provides for a larger emphasis on introductory education, expansion of abecedarian education, diversification of secondary education, enhancement of norms of council and university education, extension of installations for specialized and vocational education and the perpetration of social education and artistic development programs.

Major focus for furnishing educational installations was the age group 6-11, 11-14, and 14-17. Primary education couldn't get important attention in the alternate five-year plan as it concentrated on the development of the public sector and rapid-fire Industrialization. Hydroelectric power systems and sword shops were established. Coal product was increased. Further road lines were added in the north east.

This quantum was allocated among colorful sectors power and irrigation, social services, dispatches and transport, and eclectic. The alternate plan was a period of rising prices. The country also faced foreign exchange extremity. The rapid-fire growth in population braked down the growth in the per capital income. No measure way was taken for preprimary and primary education.

Third Five Year Plan (1961 – 1966)

The Third Five- Year Plan stressed husbandry and enhancement in the product of wheat, but the brief Sino-Indian War of 1962 exposed sins in the frugality and shifted the focus towards the defense assiduity and the Indian Army. In 1965 – 1966, India fought a War with Pakistan. There was also a severe failure in 1965. The war led to affectation and the precedence was shifted to price stabilization.

Numerous primary seminaries were started in pastoral areas. The Government initiated the development conditioning in primary education. Along with the advanced education, now the introductory education also started gaining attention of the government in this five- year plan.

State electricity boards and state secondary education boards were formed. States were made responsible for secondary and advanced education.

The period of 1966-69 was the period of failure. The war was the main reason behind the retardation of this period. The government of India declared “ Devaluation of Rupee/” to increase the exports of the country. Though the primary education took a flight in this plan only, but couldn't go much further due to the query in the frugality. War also was the main reason why the government couldn't take any of the proffers into action.

Fourth Five Year Plan (1969-1974)

In the plan the three-public institute for the eyeless, the deaf and the mentally retarded, public institute of handicapped was set up. The scheduled casts and listed lines were greatly advantaged from this plan. The children who are destitute were to admit topmost precedence. The plan of setting 14 foundling homes and 270 orphanages was executed in this plan. Due to the misgivings of extension of war with Pakistan and the Bangladesh emancipation war the finances allocated for artificial development. The targeted growth rate couldn't be achieved due to query in the country. Again, advanced education has to be given precedence as the youth

of India was lacking the proper direction in advanced education and careers, in this plan also the primary education and preprimary education couldn't get important of the attention of the Government and no remarkable development took place in this area but one thing which was primarily noticed in this plan was the number of girl child education increased.

Fifth five- year plan (1974-1978)

The fifth plan proved to be the corner in the field of child development. The public policy for children 1974 was espoused and Integrated Child Development Services (ICDS) was launched. The approach which was weal of the child shifted to the approach of development of the child. The ICDS program offered introductory services like health scan immunization referral services supplementary feedings non formal preschool education and health and nutrition education for children below six times. The Anganwadi Center was formed for expectant and nursing maters that were living in the most backward areas. For the first time after the independence of India physically impaired were handed literacy for the central and state Governments. The abecedarian education program was given high precedence in this plan. The registration of tutoring personals was increased and construction of classrooms especially in backward areas was enforced. The Minimum Needs program (MNP) was introduced and the ideal of the program is to give certain introductory minimum needs so that the living norms of the people may be bettered. This five-year plan can be mentioned as a platform for child development and primary education. This is the first five- year plan which actually started allowing and working on the roots of mortal being and enforced in the form of child development.

Sixth Five Year Plan (1980-1985)

The Sixth Plan, endured expansion of programmes started in the earlier Plans. The National Policy on Education of 1986 emphasized universal registration and retention of children in the seminaries especially the girl children. Non-formal education programmes were also promoted intensely. Pre-school education centers

entered lesser support in the educationally backward countries by extending subventions to voluntary associations. It was proposed that the programme of universalization of abecedarian education would be seriously considered, especially in the States that are educationally backward and for reaching the socially underprivileged who constitute the bulk of the non-attending children and of the drop-outs.

Seventh Five- year Plan (1985-90)

The seventh five- year plan also concentrated majorly on promoting early nonage survival and development in different sectors like, ICDS, Child care services, nutrition, preschool education, defended drinking water, environmental sanitation, hygiene and family planning.

The Government of India legislated the Child Labour Prohibition and Regulation Act, 1986 and in 1987, the National policy on Child Labour was formulated.

In order to look after the non-formal education many voluntary associations were approached and not only weal conditioning but also nutrition, health care and skill development was on the docket of these voluntary associations.

During the Seventh Plan 1990-92, the significant increase in the programmes and services were noticed. Overall welfare of the children who are physically challenged was considered on large scale. All the states that were having the population of impaired participated and executed this programme.

Nearly all the Countries enforced programmes in addition to four National Institutes for Disabled, two other associations, viz., the Institute for the Physically Handicapped (Delhi) and the National Institute of Rehabilitation Training and Research (Cuttack) also offered a wide range of services for the recuperation of the Impaired and systematized force training.

Along with these the developed medical and health care installations were introduced in civic areas.

The Eighth Five Year Plan (1992-97)

The review of all the early five- year plans didn't satisfactory outgrowth in respects

with the abecedarian education for the age group 2 to 6 times. So, in Eighth five-time plan further string end conduct were taken. All the programs and programmes that are related to the child development were taken on high precedence. The family and the community were also taken into consideration.

The Government focused on the precedence areas of health, nutrition, education, water, sanitation and terrain. In order to remove the demarcation of girl and boy and to increase their value.

“The Government targeted to give equal openings for their survival, protection and wellbeing. Both the Plans of Action pretensions were laid down in the Action Plans in close uniformity with the major pretensions of 'Health for All,' Education for All'etc. At the end of 1991-92, the gross registration at the primary and upper-primary stages could reach 10.09 crores and 3.44 crores independently. The Government is taking further sweats to increase the number of enrolments in primary and pre-primary education.

Programmes under different sectors of the Plan, further particularly, Status of Children in our Five- year Plans health, nutrition, education, wisdom and technology, employment and weal were integrated in such a manner that effective inter-sectoral support was developed. The enactment of a comprehensive legislation, videlicet, The Persons with Disabilities (Equal Openings, Protection of Rights and Full Participation) Act, 1995, was a land mark achievement in the history of the weal of the 73 Impaired. The Rehabilitation Council of India (RCI) was set up as a statutory body under the RCI Act of 1992., with the ideal of elevation and homogenizing the syllabus and icing invariant norms of training of professionals for the weal of the Impaired” (Sinha, 2020).¹⁰

The Ninth Five Year Plan (1997-2002)

The Ninth Five Year Plan came with the top most precedence to the development of early childhood as an investment in the country's mortal resource development.

¹⁰ CRY Child Protection Policy.pdf, written by Subhrajit Sinha,
<https://www.cry.org/downloads/CRY%20Child%20Protection%20Policy.pdf>

The strategy aimed at placing the Young Child at the top of the Country's Developmental Agenda with a Special Focus on the Girl Child; constituting a National Charter for Children insuring that no Child remains illiterate, empty or lacks medical care; insuring Survival, Protection and Development 'through the effective perpetration of the two National Plans of Action-one for the Children and the other for the Girl Child; admitting that the first six times as critical for the development of children, thus, lesser stress will be laid on reaching the youngish children below 2 times; continuing to lay a special thrust on the 3 major areas of child development viz. health, nutrition and education.

“The Ninth Five Year Plan was concentrated on promoting the over-all development of the young children, especially the Girl Child and the mothers each over the country. Government also made many plans for furnishing easy access to health care services including RCH services and 100 percent of immunization in respect of all vaccine preventable conditions; In order to achieve these commitments/ strategies, efforts were being made during the Ninth Plan through colorful policy/ programmatic interventions, in all child- related sectors.

Good efforts were made to strengthen the approach of converging the introductory services of health, nutrition and preschool education towards promoting the holistic development of the young child through Integrated Child Development Scheme (ICDS)” (Sinha, 2020).

The other efforts are enlisted for the people living below poverty line. “The scheme named Balika Samridhi Yojana was launched to extend a special package to girl children. This was launched substantially to bring each and every girl child in the academy for studies and good education. Special efforts were declared to the mother and periodic literacy for girl children in classes I toX.

Another scheme Kishori Shakti Yojana was introduced as a fortified interpretation of the scheme for Adolescent Girls.

The scheme UDISHA was launched to strengthen the on- going ICDS Training Programme into a dynamic, responsive and comprehensive training-cum-human resource development programme. For the implementation of UDISHA, World Bank extended fiscal backing to the extent of Rs.600.55 crore. The scheme of Preschools and Day Care Centers for children of working mothers, being an expanding scheme, maintained the same position of 12470 preschools serving 3.12

lakh children.

The Reproductive and Child Health (RCH) Programme, being operated by the Ministry of Health and Family Welfare since October 1997 aimed at integration and expansion of family welfare services, up-gradation of their quality and making them fluently accessible to "the people" (Sinha, 2020).

Mid-Day Meals Programme for school going children were implemented by the State Governments in order to give them good nutrition and enough food so that the child could come to the school and have good food along with good education.

"A Child Line Foundation was set up to extend child line 77 services in major metropolises to cover children facing abuse, exploitation and neglect etc.

A Programme for Juvenile Justice aimed at strengthening the perpetration of Juvenile Justice Act 1986 and to bring about a qualitative enhancement in the services handed for both neglected as well as tardy children" (Sinha, 2020)

The number of schemes were launched in the Ninth Five Year Plan which gave a good supporter to the education field.

The Tenth Five-year plan (2007-2011)

In the Tenth five- year plan numerous programmes for children at a regard launched few examples are looking into the need of care taking centers for working mother the Rajiv Gandhi National Crèche Scheme was started. The rough estimate of the working mother population is 21 crores from the entire informal sector and to fulfill their need of creches almost more than seven lakh crèches were required... Nearby 23000 creches were sanctioned in the year 2006. Integrated Programme were also developed looking into the need for Street Children- Precluding pauperism of children; furnishing sanctum, nutrition, health care, education, recreation, and protection against abuse and exploitation.

The target is to reach out-2 lakh children looking into their welfare. Also, the welfare of working children. There's a huge demand for the Care and Protection of

these children.

Government located many voluntary associations who enforced these schemes Government could reach to nearly 6500 children with the support of the NGOs.

One more scheme of Shishu Greh means the homes for children were launched by the Government which also proved to be the great support to the children. Government supported the NGOs at large level in order to give service to the needy.

The Planning Commission of India launched the Nutrition Programmes especially for the Girls child and they were successful in reaching to almost 2600 needy girl child.

It envisages that all girls who are in the age group of 9 to 19 years will be counted four times a year and families of girls weighing lower than 35 kg will get 6 kg of food grains/ month for three months.

“The 10th five- year plan period also saw adoption of programs like the National Charter for Children, 2003. In 2005 the National Commission for the Protection of Child Rights Act was passed to give for the constitution of a National & State Commissions for protection of child rights and for children’s courts for speedy trial of offences against children or violation of child rights.

To continue ICDS as the dependence for promoting the over-all development of young children and mothers especially that of the Girl Child each over the country. To recognize that while the early childhood up to six times is critical for the development of children the prenatal to first three years is the most pivotal and vulnerable period in the life for laying the foundations for the achievement of full human development potential and cumulative life-long learning. To achieve universal coverage under the 25 Universal Immunization Programme, and area specific high quality integrated RCH services to make focused interventions aimed at improving the nutritional status of children below 6 years with special priority for children below 24 months through the on-going direct feeding programme of the Special Nutrition Programme.

District Primary Education Programme (DPEP), Mid-Day Meal Scheme (MDMS), Teacher Education Scheme, and Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS)” (Singh, 2018).

There are always numerous reasons behind why the children drop out from the school. To name a few reasons we can mention the most crucial one is the food for which the Government has introduced the Mid-day meal concept. The other one is Income levels, for this also Government has introduced the Employment Guarantee Scheme. The one strong reason behind this is the poor quality of education. We can easily find out this reason to be the prominent one due to the low attendance in various states and almost in all the states. This definitely results in huge amount of wastage of the human resources, the funds which have been diverted for the fulfillment of these programmes, poor development of the deserving student category which ultimately results in poor development of the country.

The Eleventh Five Year Plan

The 11th five-year plan was known as “India’s educational plan”. The 11th Plan, concentrated on the main concern that's Education as a centered tool for achieving rapid-fire growth. The 11th Five Year Plan presents a comprehensive approach for strengthening the education sector covering all parts of the education pyramid. India will reach the heights on the base of universal knowledge, right of entry to education and knowledge- grounded artificial development. The days aren't far when India will be ranked among the great nations of the world who have proved to be far ahead in technology and intelligence which they've achieved through methodical literacy, development thorough knowledge structure.

“The approach paper mentions that the 11th Plan should ensure, we move towards rising public spending in education to 6% of GDP.

“The Constitutional obligation of providing free and compulsory elementary education of good quality to all children up to the age of 14. It must ensure both access and good quality and standards in respect of curriculum, pedagogy, and infrastructure irrespective of the parents’ ability to pay.

Elementary Education

Under the Sarva Shiksha Abhiyan (SSA), dropout rates for both boys and girls of all social groups must be reduced sharply, if not eliminated altogether. This was around 31% in 2003-04 and was much higher in many states.

Looking into the significance of the Elementary education of all the children and the measures espoused by the Government to give the Elementary education to this group of children is remarkable. But along with this there's the utmost need to develop a system or borrow a measure wherein the children who aren't continuing the education or dropping out without completing their education should also be given the high precedence. Under the Sarva Shiksha Abhiyan (SSA), special care has been taken for this aspect and to some extent the success has been achieved.

The Employment Guarantee Scheme has raised the family inflows latterly. The ladies has been eased to work by opening the Crèches for children at the work place and also it has extensively reduced the girl child's involvement of taking care of their siblings for which they've to stay at home only. Now the girls can also go to the academy and take the education which is their abecedarian right. Farther Government also introduced the Mid-day mess conception in order to promote the abecedarian education. This corresponds of furnishing the Mid-day mess to all those scholars who are studying in the seminaries. And this was accompanied by two-fold purposes. The alternate purpose corresponds of the responsibility of cooking the healthy and aseptic food for the children, which was given to all those Ladies who were unfit to shoulder any other work also cooking for earning plutocrat.

Elementary education and introductory knowledge

The National Policy of Education (NPE), has been revised in 1992 and prominently indicates three driving force areas in abecedarian education –

- 1-Universal entrance registration
- 2-Universal withholding of children

3-A significant enhancement in the quality of education to enable all children to achieve essential aspects of learning.

From the view point of Elementary Education, the ideal of the National Policy of Education has been mentioned in 11th Five Year Plan substantially through the Sarva Shiksha Abhiyan, and the Mid-Day Meal Scheme and through Teacher Education Programmes.

Sarva Shiksha Abhiyan

Not only the number of children not going to seminaries has been reduced but also there's a significant decline in gender and social gaps and a decline in powerhouse rates. Comparing the earlier times, the number of preceptors and number of seminaries has increased significantly.

According to the Checks, 89 of pastoral population was served by primary seminaries

2002-04 whereas some gaps have been linked at primary and upper-primary position. Structure installations have bettered compare to the earlier being lot but backlog still exists.

Nearly further than 8 of the children population is coming under the order of delicate to reach for Education purpose and issues relating to quality enhancement, bridging social gaps and reducing inter-State, inter-district and inter-unit difference.

The thing of universalization of abecedarian education also includes education for children with special requirements (CWSN). The children from nearly all the orders should be covered under elementary education were the area of focus.

Quality of education in terms of better educational attainment situations are a thrust area for the coming phase of SARVA SHIKSHA ABHIYAAN.

Further emphasis needs to be given on girls education keeping in mind the gender gap with a focus on 'addition' and 'quality'. Girls' education schemes could also offer openings for public-private cooperation to condense the coffers needed for creating of girl's seminaries o/ up-gradation of the being girl's seminaries at the upper-primary and secondary situations to ameliorate structure and installations like library for reading, labs for conducting exploration and rehearsing and sports

for overall physical development and fitness.

Sarva Shiksha Abhiyan seeks to give abecedarian education to all children in the 6-14 years age group by 2010 and backing for this program was generated by levying 2 percent education cess. There's a need of further upper primary seminaries at all India position.

Access installations in the upper primary training is, still, still an issue as, only 76 of the habitations had similar installations within a compass of 3 km. in 2002-04.

The school structure under the Sarva Shiksha Abhiyan has shown a significant growth.

SARVA SHIKSHA ABHIYAAN.

Still, the huge structure gaps and slower capacity to apply large civil workshop programmes in some States, has led to low completion rates. This means that allocations for civil workshop will need to be maintained for select sections in the 11th Plan period as well.

One of the outgrowth pointers in reporting of SARVA SHIKSHA ABHIYAAN progress in the outgrowth budget is reduction in the rate of children not attending the schools by 5 percent points each year.

The 11th Plan, approved at the meeting of the National Development Council in December 2007, places the loftiest precedence on education as a centered instrument for achieving super growth.

Twelfth Five Year Plan (2012–2017)

Expansion of Teaching Installations 20.155. The Government shall take the super eminent part in creating tutoring capacity in health, while private sector sodalities would also be allowed. Enterprise would be taken to upgrade being District hospitals and CHCs into knowledge centers, where medical, nursing and para-medical tutoring and lesson courses can be held side-by-side with patient care. States shall be encouraged to take this up through the incitement fund of the NHM. The current state level tutoring institutions similar as the State Institutes of Health

and Family Welfare would also be strengthened. Contemporaneously, the current Government medical institutions and central Government institutions would be strengthened in order to increase the strength of the seats by 250. Huge number of efforts will be continued to sustain the prevailing institutions to produce further post-graduate seats. To make at least one training center in the period of Eleventh Plan is one of the long- term planning.

“ECCE supports children's survival, growth development and learning including health nutrition and hygiene and cognitive social physical and emotional development from birth to entry into primary school in formal informal and non-formal settings (Source: Education for All Global Monitoring Report 2007 UNESCO). Developmentally appropriate early stimulation programmes (for 0–3-year-olds) and ECCE programmes (for 3–6-year-olds) with integrated nutrition and health components are a critical investment for enhancing elementary education outcomes laying a strong 72 foundation for cumulative lifelong learning and human development and also for intergenerational benefit towards ensuring social inclusion and equity. In India ICDS is identified as a major programme to achieve the first goal of Education for All (EFA) i.e., universal provision of ECCE. It is the largest public provider of Early Childhood Care and Education. Out of the 16 crore children below six years 7.61 crore children are attending ICDS anganwadis and 3.8 crore of them are receiving pre-school education”¹¹

ECCE provisions are also available through other government programmes, NGOs and private service providers.

In the 12th Plan period, various transformational activities were adopted so as to attract children through all divides, social, artistic, estate, gender and knowledge to sustainable literacy. BBM will significantly support SARVA SHIKSHA ABHIYAAN and RTE, bringing all children to grade position reading and numeracy through art education and fun, out-of- academy conditioning. Hence, the

¹¹ Results-Framework Document (RFD) for Ministry of Women and Child Development-(2012-2013) 2012.

need to mainly step-up investment in this movement to increase inclusive reach and effectiveness.

New enterprise in the 12 plan the public children's resource centers will establish NCRC (National Child Research Center) which will be a one- stop place for all effects related to the child. It'll have virtual programmatic links to all similar centers across the world. NATIONAL VISUAL ARTS RESOURCE CENTRE (NV-ARC) considering the significance of TV and flicks in the lives of children, a new Visual Trades Resource Centre will be set up. The NV-ARC will be a depository for all children's flicks and TV shows made in India. Award winning children's Television and flicks will be acquired from other countries. NV-ARC will act as an empowered reality to foster culture linking of all indigenous child-related content as well as have adopting installations to give content for Television, Radio and Theatre. NATIONAL ASSOCIATION FOR EDUCATION OF YOUNG CHILDREN (NAEYC).

The Bal Bhavan public knowledge grid-new technologies like pall computing will link all Bal Bhavans, reducing cost of reach. Dramatic changes brought by the digital revolution will work at every position and put collaborative knowledge to advantage in multiple locales. Communication systems will nurture sharing of success at every Bal Bhavan, declining power from the Mecca to remote points. Bal Bhavans will crop as a network of knowledge centers in fostering imagination in children. ICT and digital multimedia technologies will be brought into all Bal Bhavans and Bal Kendras including the living bones like interactive defenses, "Touch Me!" galleries spaces, word cells, IT operated toys and a modernized wisdom demesne. Ethnical and remote/ pastoral BBs, including the North-east States, will be handed solar- operated computers Access through Skype, Internet will be made possible for all Bal Bhavans. The National Bal Bhavan Portal will link its public resource center with like-inclined public/ transnational centers and sodalities/ institutions to produce and make available training and tutoring/ literacy modules from the NTRC and other Bal Bhavans to help in collaborative schoolteacher education.

Scale up excellence, effectiveness in being programmes upgrade and modernize structure. Private seminaries are also the education institutions where the scholars

gain education under the supervision of a schoolteacher. These institutions are completely possessed and controlled by the private operation. But these institutions are still subject to the government rules to some extent, especially in the financial felicitations. Since these institutions aren't government funded, they should have limitations in the operation of fiscal factors. The figure structure for the scholars may vary greatly from that of the government institutions. The scholars will be admitted then according to some criteria and its' completely under the control of the private operation. Some seminaries will conduct examinations and interview for the admission of scholars. These seminaries produce their own class and organize examinations for assessing the pupil faculty. Since there are limitations in the input of scholars in each class, further attention will be given to each pupil and to help them to ameliorate their studies.

New Interventions in the 12th Plan --

Pre School Education NAC has made a clear recommendation that children up to 4 times could be handed ECCE gests through the ICDS in the AW with an fresh worker, and a time of preprimary class be attached to every primary academy to insure academy readiness for all children, which has been handed to contribute significantly to a sound foundation for learning for all children.

Thirteenth Five- Year Plan (2017-2021)

From 1947 to 2017, the Indian frugality was presumed on the conception of planning. Numerous primary seminaries were started in pastoral areas. Countries were made responsible for secondary and advanced education. rearmost is 2017 – 2022. There will be no Thirteenth Five- Year Plan.

With the Planning Commission dissolved, no more formal plans are made for the frugality, but Five- Year Defense Plans continue to be made.

The rearmost is 2017 – 2022. There will be no Thirteenth Five- Year Plan.

National Policy of Child (NPC)

“National Policy for the Child 1974 & National Plan of Action A Commitment to the Child 1992 It has been stated that it shall be the policy of the State to provide adequate services to children both before and after birth and through the period of growth to ensure their full physical mental and social development. The State progressively increases the scope of such services so that within a reasonable time all children in the country enjoy optimum conditions for their balanced development. Key measures identified include coverage of the 0–6-year-old children by a comprehensive health programme implementation of programmes to provide nutrition services in order to remove deficiencies in the diet of children and informal pre-school education. Motivated by the UN Convention on the Rights of the Child (CRC) 1989 India formulated its National Plan of Action (NPA) A Commitment to the Child in with the framework of the NPA for Children each State was encouraged to formulate its own State Plan of Action for Children (SPAC) based on the status indicators for child development and resource situation in the States. The SPAC deals with multi-dimensional issues for child protection survival development and growth. For each of the areas covered in the SPAC time-bound goals and strategies have been laid down to guide the course of activities in that time period. National Nutrition Policy 1993 The National Nutrition Policy recognizes children below 6 years as nutritionally vulnerable and one of the high-risk groups and accords highest priority to them through policy articulations and programmatic interventions. The problem of malnutrition is envisaged to be tackled through direct nutrition intervention for especially vulnerable groups and also through conditions created for improved nutritional status. The composition and terms of reference for the proposed National Nutrition Mission (NNM) are in the process of finalization. National Health Policy (NHP) 2002 The NHP sets targets of reducing IMR to 30/1000 live births and MMR to 100/lakh by the year 2010, the target group obviously including the 0–6-year-olds. In summing up, NHP 2000 states that under the umbrella of the macro-policy prescriptions in this document, governments and private sector programme planners will have to design separate schemes tailor-made to the health needs of women children geriatrics tribals and other socio-economically under-served sections. National Population Policy (NPP) 2000 the health of children is an acknowledged area of concern in the

population policy as it is seen to be a clear strategy for population stabilization. National Policy on Education and Programme of Action the National Policy on Children specially emphasizes investment in the development of young child particularly children from sections of the population in which first generation learners predominate. Recognizing the holistic nature of child development viz. nutrition health and social mental physical moral and emotional development. Early Childhood Care and Education (ECCE) will receive high priority and be suitably integrated with the Integrated Child Development Services scheme wherever possible. Day care centers will be provided as a support service for universalisation of primary education to enable girls engaged in sibling care to attend school and as a support service for working women belonging to poorer sections. Programmes of ECCE will be child-oriented focus around play and the individuality of the child. Formal methods and introduction of the 3 R s will be discouraged at this stage. The local community will be fully involved in these programmes” (Das, 2003).¹²

Significance of Child Education at International level –

“Rights based multisectoral strategies. In many countries and regions early childhood has received low priority in the development of quality services. These services have often been fragmented. They have frequently been the responsibility of several government departments at central and local levels and their planning has often been piecemeal and uncoordinated. In some cases, they have also been largely provided by the private and voluntary sector without adequate resources regulation or quality assurance. States parties are urged to develop rights-based coordinated multisectoral strategies in order to ensure that children’s best interests are always the starting point for service planning and provision. These should be based around a systematic and integrated approach to law and policy development in relation to all children up to 8 years old. A comprehensive framework for early

¹² <https://docplayer.net/20842894-Case-study-of-the-status-of-india-s-early-childhood-care-and-education-services.html>

childhood services provisions and facilities is required backed up by information and monitoring systems” (Rights, 2006).¹³

First, in its recommendations following the day of general discussion on implementing child rights in early childhood in 2004, “the Committee underlined that the concept of the child as rights holder is anchored in the child’s daily life from the earliest stage.

Research shows that the child is able to form views from the youngest age even when she or he may be unable to express them verbally.

Consequently, full implementation of article 12 requires recognition of and respect for non-verbal forms of communication including play body language facial expressions and drawing and painting through which very young children demonstrate understanding choices and preferences

Second it is not necessary that the child has comprehensive knowledge of all aspects of the matter affecting her or him but that she or he has sufficient understanding to be capable of appropriately forming her or his own views on the matter.

The Committee recommends that States parties take action to build opportunities for children to express their views and for those views to be given due weight with regard to the following issues. In all educational environments including educational programmes in the early years the active role of children in a participatory learning environment should be promoted. Teaching and learning must take into account life conditions and prospects of the children. For this reason, education authorities have to include children’s and their parents’ views in the planning of curricula and school programmes” (Andrijasevic, 2009).

The Convention on the Rights of the Child (CRC) was adopted by the United Nations on November 20, 1989, establishing global standards to ensure the protection, survival and development of all children.

The Convention on the Rights of the Child is adopted by General Assembly, guaranteeing minimum standards for children's rights and their protection. It is considered as a benchmark achievement for all human rights.

¹³ CRC/C/GC/7/Rev.1, page 10-11

The United Nations Convention on the Rights of the Child is an important agreement by the countries that are the part of this convention and they have promised to do so. The Convention states all the responsibilities towards the Child of the State and the Government.

On international Level also the right to child education is examined in critical manner. The report presented by the committee of United Nations on the twenty second session of the CRC- Convention on the Rights of the Child following statements is crucial.

“The Committee notes that the State party has elaborated a National Programme of Action for Children () which focuses on health; population and family planning; nutrition; water supply and environmental sanitation; agriculture, livestock and fisheries; and education. However, the Committee is concerned that a specific budget has not been allocated for the implementation of the Programme. The Committee encourages the State party to undertake the entire proper actions to implement the National Programme of Action for Children. In this connection, the Committee recommends that the State party seek technical assistance from, inter alia, UNICEF and the World Health Organization (WHO). 10. The Committee is concerned at the lack of a data collection mechanism within the State party to make possible the systematic and comprehensive collection of disaggregated data for all areas covered by the Convention and in relation to all groups of children in order to monitor and evaluate progress achieved and assess the impact of policies adopted with respect to children. The Committee recommends that the State party develop a comprehensive system of data collection consistent with the Convention. This system should cover all children up to the age of 18 years, with specific emphasis on those who are particularly vulnerable, including children with disabilities, child victims of abuse or ill-treatment, and children living in remote island and urban squatter communities. 11. The Committee remains concerned for the rights of children” (CHILD, 1999).¹⁴

¹⁴ <https://docplayer.net/18389516-Committee-on-the-rights-of-the-child-twenty-second-session-consideration-of-reports-submitted-by-states-parties-under-article-44-of-the-convention.html>

From eighteenth to twenty-third sessions, the Committee considered the initial reports of Armenia, Austria, Barbados, Belize, Benin, Chad, the Democratic People's Republic of Korea, Ecuador, Guinea, Grenada, Hungary, India, Iraq, Fiji, Japan, Kuwait, Luxembourg, the Maldives, Mali, the Netherlands, Sierra Leone, St. Kitts and Nevis, South Africa, Thailand, the former Yugoslav Republic of Macedonia, Vanuatu and Venezuela, Bolivia, Costa Rica, Honduras, Nicaragua, Mexico, Peru, the Russian Federation, Sweden and Yemen.

Hungary—

There was a concern for the absence of a comprehensive and integrated National policy on the promotion and protection of children's rights. The gaps have been found in monitoring progress in all areas covered in relation to all groups of children living in urban and rural areas, especially those affected by the consequences of economic transition. There was a concern of the lack of disaggregated statistical data covering all children under the age of 18 and the potential of the non-governmental sector in contributing to the development of children's rights policies and programmes is not fully realized. With regard to infant and under-five mortality rates, universal immunization and low birth weights, as well as in the field of education, the Committee is still concerned. Ample of non-discrimination about the unequal access to health services and opportunities in the education system, especially in rural areas, among minority groups and families living in poverty.

“The Committee recommends that the State party strengthen and expand the scope of existing mechanisms for coordinating and monitoring children's rights in order to reach local-level governments. In this regard, the Committee suggests that structures dealing with children's issues be established in the various local governments. The relationship between the Coordination Council for Children and Youth Affairs and the various relevant structures in the local governments needs to be defined the Committee strongly recommends that the State party take all appropriate measures to prevent and combat ill-treatment of children, including physical and sexual abuse within the family, at school and in childcare institutions. The Committee recommends that the State party undertake prevention campaigns, including through education, to protect children against abuse and maltreatment. Comprehensive studies

on these issues should be initiated in order to understand them better and facilitate the elaboration of policies and programmes, including rehabilitation programmes, to combat them effectively” (Committee, 2000 (CHILD, 1999)). page 14-16.

Democratic People’s Republic of Korea—

In the Democratic People’s Republic of Korea both education and health services are free of charge in the State party.

The State party is concerned in international cooperation programmes to facilitate the full implementation of the Convention on the Rights of the Child. Also, the State party has fulfilled technical cooperation, such as nutrition, health, educational support materials, collecting and processing data and statistics, and monitoring, training and providing appropriate support to children with disabilities.

The discriminatory attitudes that may occur against children with disabilities and at the insufficient measures taken by the State party to ensure that these children have effective access to health, education and social services, and to facilitate their full inclusion in society.

“The Committee recommends that consideration be given to incorporating the Convention in the curricula of all educational institutions and that appropriate measures be taken to facilitate access by children to information on their rights. The Committee also suggests that the State party direct further efforts to providing comprehensive training programmes for professional groups working with and for children such as judges, lawyers, law enforcement personnel, army officials, teachers, health personnel including psychologists, school administrators, social workers, and personnel of childcare institutions. Furthermore, the Committee recommends that the State party reinforce its dissemination activities with regard to the Convention in the spirit of its article 42. International cooperation, especially from UNICEF, should be sought in this regard” (Committee, 2000). page 16-20

Fiji—

“Fiji has done adequate establishments of several administrative monitoring and protection mechanisms on children’s rights in the State party such as the Coordinating Committee on Children (CCC) the Children’s Unit within the Ministry of Health and Social Welfare and the Child Abuse Unit within the Police Department.

It has also been noted that the participation of non-governmental organizations in the Coordinating Committee of Children.

Insufficient measures have been adopted particularly in relation to access to education and health services. Of particular concern are certain vulnerable groups of children especially the girl child children with disabilities children living in rural areas or in slums and children born out of wedlock” (Committee, 2000) page 20-24.

The Committee recommends that the State party undertake all appropriate measures to accelerate the full implementation of the compulsory education system and to improve the access to education of the most vulnerable groups of children. Furthermore, efforts should be undertaken to prevent and combat economic exploitation, or any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development.

Japan—

“The Committee is concerned at the insufficient measures taken by the State party to Guarantee the child’s right to privacy especially in the family schools and other institution and ensure effective access of these children to education and to facilitate their full inclusion in society.

While noting the importance given to education by the State party as illustrated by a very high literacy rate the Committee is concerned that children are exposed to developmental disorders due to the stress of a highly competitive educational system and the consequent lack of time for leisure physical activities and rest.

The concern about the significant number of cases of school phobia was also noticed.

The Committee recommends that the State party strengthen its efforts to prevent and Combat drug and substance abuse among children and take all appropriate measures, including public information campaigns in and outside the schools.

The awareness-raising campaigns be conducted to ensure that alternative forms of discipline. In view of the highly competitive educational system in the State party and its negative effects on children's physical and mental health the Committee recommends that the State party take appropriate steps to prevent and combat excessive stress and school phobia" (Committee, 2000). Page 25-29

Maldives—

"With regard to the situation of children with disabilities and to facilitate their full inclusion into society.

The lack of well-trained professionals' inadequate teachers working with and for children with disabilities and smaller age group is the area of concern.

Although the Committee is aware of the State party's achievements in the area of primary school enrolment it remains concerned at the fact that education is not compulsory by law. The Committee recommends to the State party to make primary education essential and make without cost to everybody to improve the training of school teachers and the access to education of the most vulnerable groups of children including girl children and children living on remote islands" (Committee, 2000). page 32-37

Luxembourg—

Luxembourg is quite loaded with lot of problems related to human rights, political, social, and economical. The government is quite occupied in the getting the things done at very slow pace. The amendments are also executed on a slow pace.

"There is a concern that the State party has not adopted a comprehensive policy to promote and protect children's rights. It is also concerned by the absence of a strong coordination and monitoring mechanism and that the project to establish a Luxembourg

Committee on Children's Rights as an independent monitoring mechanism has still not been formalized.

Further the insufficient measures taken by the State party to introduce human rights education including the rights of the child into the school curricula in a systematic mannerism also the matter of concern.

The Committee recommends that the State party continue to disseminate the Convention in appropriate languages to adults and children alike. It also recommends that the authorities continue to ensure awareness raising education and training programmes about the Convention on the Rights of the Child for professional groups working for and with children such as judges' lawyers law enforcement and army officials' civil servants including at the local level personnel working in institutions or other places of detention for children health personnel and social workers" (Committee, 2000). page 39-41

The countries mentioned above and all other countries who participated in the Convention and had promised to apply the rules laid down in the convention had below listed few observations in the article written by Georgina Foster.

"The Committee notes that the State party has elaborated a National Programme of Action for Children which focuses on health; population and family planning nutrition water supply and environmental sanitation agriculture livestock and fisheries and education.

This system should cover all children up to the age of 18 years with specific emphasis on those who are particularly vulnerable including children with disabilities child victims of abuse or ill-treatment and children living in remote island and urban squatter communities.

The State party is encouraged to fully integrate the Convention into the curricula at all levels of the educational system. It is suggested that the State party seek technical assistance from inter alia, the Office of the High Commissioner for Human Rights U the Committee expresses grave concern that primary education is still not compulsory and free to all children in the State party. Further the Committee is concerned about the limited access to education the low rate of enrolment of girls the low literacy rates the poor quality of education the general lack of relevant learning material and other resources and the insufficient numbers of trained/qualified teachers. There is a concern that efforts have not been made to introduce local languages into the

education curricula. Many parents continue to see education as having a negative impact on the behavior of children. NICEF and UNESCO” (Foster, 2016).

CHAPTER – 2

REVIEW OF LITERATURE

REVIEW OF LITERATURE

2.1 INTRODUCTION

As soon as the research title was finalized the first and foremost task that was undertaken by the researcher was to get her acquainted and understand the research topic in right perspective. This was essential to understand the previous research related area, which enabled her to identify the direction in which her research should proceed with. This extensive reading was also useful to identify with the research gap which this present research should bridge.

The objectives stated above were accomplished through interpreting the research topic related literature available through the following sources:

1-Previous Research

- a) Ph. D. Theses/Dissertations
- b) Research Papers presented by the Research Scholars in various conferences.

2- Committee hearsay/Project information

3- Reference Books

4- Research Papers / Articles published in Journals and Periodicals.

5- Articles and research topic related news from the Newspapers.

6- Articles available on the Websites

2.2 PREVIOUS RESEARCH

A) Ph. D. Theses

1. **Shashi Rekha, (2018),¹** thesis titled, “Play in early childhood education”. Principle objectives of her research were:
 1. To study the relevance of play in early childhood education.
 2. To compare the play in Montessori and non-Montessori approaches.

¹ Shashi Rekha, (2018), thesis titled, “Play in early childhood education”, submitted to Jain University, available on <http://hdl.handle.net/10603/249383>

3. To study whether pretend play is a part of early childhood education in India.

Her main findings were:

In majority of the private preschools there is academic content and also there is no scope for physical activity and play. This absence of sports and physical activity has led to physical, mental and other problems amongst children. In order to make the learning experience enjoyable physical education periods are inserted. They also practice daily brain games; stress removing activities and meditation are also practiced. We cannot point out the lapse on the schools, parents are also aware of the vital importance of early childhood education. They are very much demanding education in English medium. The parents feel that their child can learn better in English medium school. Because of the crowded streets parents are very much concerned about the safety of their child and do not allow their children on the roads as in good old days. Parents recollect their childhood and the games they use to play on the roads. They expect that the pre-schools provide scope for playing. Obviously, it has been experienced that the children are comparatively play less in the school. This inadequate playing and denial of play time has led to physical and mental problems amongst the children. In turn this further lead to depression, violence, loss of impulse controls. Therefore, the schools have been rather forced to introduce stress relieving periods in their schedule.

2. Mamta, (2007)², Ph. D. Thesis titled, “A Study of effectiveness early childhood care and education (ECCE) programme in community participation, involvement of school, teacher's and children's learning achievement”.

The main objectives of this research were:

- 1- To study the effectiveness of ECCE program in relation to community participation.
- 2- To study the effectiveness of ECCE program in relation to teacher involvement.

² Mamta, (2007), Ph. D. Thesis titled, “A Study of effectiveness early childhood care and education (ECCE) programme in community participation, involvement of school, teacher's and children's learning achievement” available on <https://shodhganga.inflibnet.ac.in/handle/10603/10984>

3- To study the effectiveness of ECCE program in relation to children's learning assessment.

4- To find out the difference between the learning assessment of children belonging to high and average, high and low and average and low effective ECCE program category.

The main findings of this researcher were as follows:

- 1- Positive and significant relationship was found between the effectiveness of ECCE program and community participation.
- 2- The percentage of community members (44.30%) having average community participation belonging to average effective ECCE program category is higher.
- 3- Positive and significant relationship was found between the effectiveness ECCE program and teacher involvement.
- 4- Significant difference was found between the involvement of teachers belonging to high and average effective ECCE program category.
- 5- The percentage of teachers (79.63%) having high teacher involvement belonging to high effective ECCE program category is higher as compared to the percentage of teachers (25%) having high teacher involvement belonging to low effective ECCE program category.

The reading of this thesis was very much useful in understanding the implementation of the ECCE program at the grass root level. It also enlightened this researcher to understand the ECCE program in right perspective.

4- Lisa Herbst,³ (2016), She studied the priorities accorded by the families for taking enrollment decision. She also studied how the families assess quality of education, whether the rating agency's influence the families' decisions etc.

Her research study conclusions were:

- 1- Top priority was given by the families as to how teachers interact with the children (72%), health and safety (70%) and Classroom environment.

³ Lisa Herbst, (2016), dissertation titled, "Early Childhood Education Quality and Family Engagement", available on: <https://jscholarship.library.jhu.edu/bitstream/handle/1774.2/40364/HERBST-DISSERTATION-2016.pdf?sequence=1>

- 2- So far as perception of the families about the quality of education in two different ECE program the quality was almost same.
- 3- These data suggested that neither these two ECE programs nor MD EXCELS and Maryland State Department of Education were communicating effectively as they might with families or that quality ratings were not important to families.
- 4- While research into family priorities and preferences was conducted, few consistent patterns were found. In this survey, upper-middle income, highly educated families identified teacher/child interactions as their highest priority (and second highest priority when advising a friend about what to look for in ECE).

This researcher has been benefitted to understand how the parents in US where the early childhood education has been in existence for several decades' accord their priorities while taking an admission decision for their child. It seems the Indian parents also accord the same priorities only with one difference i.e., in US there is a rating organization exist so far as the quality of early childhood education.

5- Vasal Mukta,⁴ (2007) doctoral thesis titled, "Early childhood education ECE Ideas concepts and practices in rural setting of Gurgaon Haryana". This is an ethnographic study carried out with an aim to gain in-depth understanding of the ways in which differing ideas about Early Childhood Education (ECE) are reflected in socio- cultural context that are "still developing" or "undergoing rapid social change".

The broad objective of this research was to understand and document the varied dimensions and Conceptions of Early Childhood Care and Education (ECCE) in rural setting of Gurgaon (Haryana).

⁴ **Vasal Mukta, (2007)** doctoral thesis titled, "Early childhood education ECE Ideas concepts and practices in rural setting of Gurgaon Haryana". Submitted to Maharaja Sayajirao University of Baroda and available on <http://hdl.handle.net/10603/59552>

The researcher's major conclusions were:

- 1- It emerged from the study that the program executers did not have awareness and knowledge about the policies related to ECCE
- 2- There is a need to the need is to broaden the vision of program executers, by restructuring their training modules so that they can look beyond their prescribed task
- 3- The findings highlighted that the workers had all the resources and expertise to make ECCE program a quality program. Due to lack of motivation, low wages and unrealistic job charts, they could not bring out the best from the program.
- 4- The present study has reflected the major gaps between policies and practices. The basic reason for failure to translate policy into action appears to be the adoption of fragmented approach and divided responsibilities with no concrete action plan in place
- 5- Quality of service is variable in nature due to growing commercialization of preschool and parental aspirations. Therefore, there is a need for Regulatory Mechanism for opening and functioning of a pre-school program.

B) Research Papers

1. Otero Gómez, María C. 1 & Giraldo Pérez, W. 2 (2019)⁵, in their paper studied, Brand equity as a determinant of product purchase and repurchase intention. According to hem Brand equity is considered a differentiating element of a product or company performance in relation to the competition. Their research question was “Does brand equity has the capacity to generate purchase and repurchase intentions?” They have concluded that young consumers showed repurchase intention of products they have used since childhood. And hence the companies develop the brand awareness and brand loyalty on a long-term basis... Their study highlighted the

⁵ OTERO Gómez, María C. 1 & GIRALDO PÉREZ, W. 2 (2019), Brand equity as a determinant of product purchase and repurchase intention”, published in the Revista, Vol.40 (Number 35), pp not available.

importance of customer's feedback on an ongoing basis so that they can accomplish just expectations of the consumers.

Reading of this paper has enabled this researcher the relations between the brand and its impact on the consumer's buying decision. This researcher concurs with the conclusion drawn by the authors.

2. Jason Anderson and Amy Lightfoot,⁶ (2019), overviewed "The school education system in India". They observed that the school education system in India is the largest in the world, catering to over 260 million young people each year. So far access to education is concerned India has made tremendous progress over the years. Expenditure on education has been stepped in recent years. This overview has taken in its gamut the entire education system in India including the preschools. Following are the observations relating to the Early Childhood Education.

According to government figures, 34 initiatives to provide access to school for all children have led to increases in the total number of schools in India.

Kindergarten, Anganwadi (meaning 'courtyard shelter') care centres, which are common in rural areas and fall under the Ministry of Women and Child Development. ASER (Annual State of Education Report) statistics (rural only) indicate that in 2018, 67 per cent of three-year-olds, 74 per cent of four-year-olds, 58 per cent of five-year-olds and 26 per cent of six-year-olds were attending 'preschool' in 2018.

It noted that the quality of preschool education, in private and state facilities as well as Anganwadis was not developmentally appropriate, reporting that alongside limited use of songs, rhymes and games, children were often being taught aspects of formal literacy and numeracy too early through rote learning methods, due in many cases to parental pressure.

⁶ Jason Anderson and Amy Lightfoot,⁶ (2019), overviewed "The school education system in India".https://www.researchgate.net/publication/335022177_The_school_education_system_in_India_An_overview

There is a great resemblance with the observations made by the study that of the findings of this researcher. It means lot of work needs to be done to improve the quality of preschool education. Unless the government makes it compulsory to all the preschool irrespective of its ownership, to follow meticulously the prescribed curriculum, things will not improve.

3. Venita Kaul, Deepa Sankar (2009)⁷, mentioned that base on pre-primary education programs as well as more widespread ICDS program. She has observed that this is a vital area of crucial importance due to increasing empirical evidence which brings forth the value of providing preschool experience to children for preparing them for schooling as also meeting their basic growth and developmental needs.

C) Committee Reports & Project Reports

1. Ministry of Women and Child Education (2020): National Early Childhood Care and Education (Ecce) Curriculum Framework.⁸ While introducing the curriculum framework the ministry has explained the background on which this is being introduced. “Early Childhood Care and Education (ECCE) make a positive contribution to children’s long-term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning. Parents as caregivers are critical in providing a stimulating learning environment to the child and the first two and a half to three years need not be in a formal learning environment. The ECCE program needs to be determined by children’s developmental and contextual needs, providing for more need-based inputs and an

⁷ Venita Kaul, Deepa Sankar (2009), paper titled “Early Childhood Care and Education in India” published by National University of Educational Planning and Administration New Delhi, available on [https://www. Education for allinindia.com /early-childhood-care-and-education-in-india.pdf](https://www.Educationforallindia.com/early-childhood-care-and-education-in-india.pdf)

⁸ Ministry of Women and Child Education (2020): National Early Childhood Care and Education (Ecce) Curriculum Framework, available on website: https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29.pdf

enabling environment. According to the Ministry there is need to ensure optimal development for all children. However, the program should be based on the curriculum principles and guidelines laid down in this framework.” The ministry has also stated that this is a dynamic concept and as per the demand of the time there will be appropriate changes which will be conveyed to the schools through the concerned department.

2. State of the Sector Report on Private Schools in India⁹ (2020). According to this report nearly half of Indian children are attending private schools. Learning quality, articulated in the National Education Policy (NEP) Draft 2019 as the key goal of the education system, still remains a challenge for all students across sectors. The report points out that though parents believe that private schools provide better learning environments for their children, actual student learning outcomes in private schools require much improvement. COVID-19, with accompanying economic challenges, is likely to have a very serious impact on the private school sector. In the short term, including government schools, and schools with lower liquidity possibly even closing. Lower teacher salaries and larger school sizes contribute to cost-effectiveness in private schools and hence the quality of education hampers.

3. United Nations Children’s Emergency Fund (UNICEF), (2017)¹⁰, studied, “The India Early Childhood Education Impact Study”. The study was conducted in three states namely Andhra Pradesh, Assam and Rajasthan.

The main objectives of the study were:

- 1) In which institutions do children participate between ages 4 and 8, and how do these patterns vary over time and across locations?

⁹ State of the Sector Report on Private Schools in India (2020), report by Central Square Foundation, Omidyar Network India. Available on https://centralsquarefoundation.org/Highlights-Version_State-of-the-Sector-Report-on-Private-Schools-in-India.pdf

¹⁰United Nations Children’s Emergency Fund (UNICEF), (2017), studied, “The India Early Childhood Education Impact Study”. Available on https://www.academia.edu/34458607/The_India_Early_Childhood_Education_Impact_Study

- 2) What is the impact of these participation trajectories on children's school readiness at age 5?
- 3) Does higher school readiness at age 5 improve children's learning outcomes at age 6, 7 and 8?
- 4) Are there specific dimensions or characteristics of preschools that improve children's readiness for school, and that can therefore be identified as components of 'quality' early childhood education in the Indian context?

The major findings of this study were:

- 1- Every village had at least one Anganwadi run under the ICDS of the Government of India, and over half also had at least one privately managed preschool (although differences were visible across states).
 - 2- Private provisioning is rapidly expanding across rural India
 - 3- Approximately 70 per cent of sampled children were attending a preschool at age 4.
1. The common assumption that children across the country follow a linear trajectory, entering the same grade at the same age, does not match with ground realities.
 2. This study shows that children adopt a variety of pathways within and across preschools/schools. On the one hand, a significant proportion of children begin Grade 1 at age 4, well before the official age of entry into school;
 3. Given the rapid pace of brain growth and overall development of the child in the early years, a difference of even a few months is significant
 4. Preschool participation from age 4 to 5 years has a significant impact on children's school readiness levels at age 5+.
 5. Individual and household factors emerging as significant for influencing school readiness levels in children at age 5+ include (a) age of the child,

(between ages 4- 5, older children did better), (b) mother's education; and (c) household affluence and early learning environment at home.

6. This study conducted a comprehensive quality assessment of three models of programmes available in India for preschool education attended by 3- to 6-year-old children. These included Anganwadis, private preschools, and a few 'known practice' preschools run by an NGO.
7. Neither Anganwadis nor private preschools offer an age and developmentally appropriate curriculum, although there are differences across states.

Some key learnings from the study which provide the rationale for this recommendation are as follows:

- (a) Children do not follow an age-wise linear pathway in pre-primary and primary stages as prescribed;
- (b) Many cognitive competencies linked to school readiness which are prerequisites for the primary curriculum, such as phonemic awareness or sequential thinking, are often not mastered by children even till the age of 7 or 8 years, suggesting the need to move away from a rigid grade-centric approach to a flexible curricular approach which allows for individual pacing;
- (c) The influence of preschool participation and school readiness is much better sustained if there is upward continuity in the curriculum and a good quality curriculum is ensured in the transition years. Taken together, these findings point to the need for an upwardly graded, progressive curriculum for this foundational stage of education that will ensure that children get a sound head start for later learning. In this context, it may be useful to also conduct a review of the existing state curricula that have been developed in alignment with the National Curriculum Framework (2013) to ensure they are consistent with the indicators of quality emerging from this study.

4. UNICEF ¹¹(2020) conducted study on “The India Early Childhood Education Impact Study” The major findings of this report are listed hereunder:

- 1- Almost all of the villages sampled for the IECEI Study had at least one government preschool facility.
- 2- Regular preschool participation from ages 4 to 5 years has a significant impact on children’s school readiness levels at age 5+, with the quality of preschool education emerging as a key factor in enhancing school readiness levels.
- 3- Government-run Anganwadi Centres and privately managed preschools are the two major models of early childhood education available in India today. Only a tiny proportion of children access other options. Primarily the nutrition/day care centres and private preschools are functioning largely as a downward extension of primary schools.
- 4- Anganwadi’s which are run by the government are with low infrastructure and learning aids, pupil teacher ratio is low, children in the age group of 2 to 4 are more, no regular schedule is followed, social workers are provided low training. In contrast this the privately run preschools are better equipped with infrastructure and learning aids, pupil teacher is high, relatively homogeneous group, these have fixed weekly schedule with a close supervision, teachers are untrained in ECE.

The key policy recommendations include:

- 1- Experiences at the preschool stage influence children’s outcomes at the primary stage of education; hence it is recommended that pre-primary education should be made as an integral part of the Right to Education Act (2009).
- 2- In many states, government allows children to enter schools before the age of 6. It is necessary to ensure that children get school admission only when they are developmentally ready.

¹¹ UNICEF (2020) Policy Brief on “The India Early Childhood Education Impact Study”, available on <https://www.unicef.org/india/media/2076/file>

- 3- Design a curriculum should be flexible, play based foundational for 3- to 8-year-olds along an early learning continuum. The curriculum should meet the specific content and pedagogical requirements of this foundational stage with play-based opportunities and experience for emergent and early literacy and numeracy and all-round development of the child.
- 4- There is a need to institute a regulatory system for early childhood education. This should encompass preschool education private, public and voluntary sectors to ensure compliance with quality standards and prerequisites for developmentally appropriate practices in these critical years.
- 5- Policy makers, teachers, parents are main stakeholders of preschool education. They should understand the need for quality childhood education. Activities that should be prioritized and proactively supported include large scale advocacy via public service messages and media campaigns, mechanisms that facilitate direct communication between pre-primary education programs and parents.

5- Yuki Ohara ¹² (2013) project titled “Early childhood care and education in India. The Ministry of Women and Child Development (**MWCD**) plays a central role in ECCE activities in India. The author has stated that it is said one in every six children of the world is Indian. The demand for ECCE is increasing and diversifying in India due to reduced child mortality and maternal mortality both of which were once very high in the country as well as increased investment in education along with improved family income and emerging trends of nuclear and double-income families.

In order to meet the diversified demands for ECCE various organizations across public private and non-governmental sectors are providing ECCE programs. In India non-government organizations (NGOs) are established and run by individual’s religious organizations and private companies. These NGOs provide ECCE programs as part of their social contribution activities for protecting the socially vulnerable.

¹² Yuki Ohara, (2013), project titled, Early childhood care and education in India. Available on https://www.childresearch.net/projects/ecec/2013_13.html

The author has observed that there is general recognition among parents in India that private schools using English as the primary medium of instruction (so-called English-medium public schools provide a better quality of education than those that uses local languages in teaching. It is reported that even some children of poor families whose parents can afford to pay a certain tuition fee attend the English-medium public school. There is no legal framework that specifies requirements and standards of ECCE teacher training programs in India instead various education channels provide different types of training”.

Most teachers working at Anganwadi centers, NGOs, and private preschools are those with little training without any teaching qualifications, and thus hired for a low salary.

For addressing children's rights, the MWCD proposed in 2012 the "National ECCE Policy," "National Early Childhood Education Curriculum" and "Quality Standards for ECCE," in order to improve the government's stance of non-interference regarding ECCE and to ensure equal access to ECCE and quality.

2.3 REFERENCE BOOKS

Abhiram Kulshreshtha¹³ (2017) book titled, “Early Childhood Care and Education; Principles and Practices”. The author has highlighted the importance of the Early Childhood Education. The author has stressed that during this period (3 to 6 years) the development of the brain is very fast. Therefore, the input that is given during the early childhood carries significant importance. The Early Childhood Education has been comprehensively included in the teachers’ training programs. The author has also explained the present status of preschools both in public and private sector in India. The author has also pointed out the deficiencies in the present approach to the

¹³Abhiram Kulshreshtha (2017) book titled, “Early Childhood Care and Education; Principles and Practices” Kanishka Publisher, Distributors; First Edition (1 January 2017)

early childhood education. There is no uniformity in the curriculum followed by these preschools.

The book was very much useful to this researcher as it provided in a lucid manner the basic knowledge about the preschools in India and also introduced to the challenges that these schools are facing.

Roopnarine / Johnson,¹⁴ (2015), book titled, “**Approaches to Early Childhood Education**”. The authors have observed that today there is a greater awareness amongst the parents about the early childhood education. Parents are bringing pressures on the school’s management to provide quality education to the children in the preschools. The book has discussed at length the various approaches to instruction and learning. The authors have highlighted the importance of constant improvement in the approaches that the teachers adopt. The book has dealt in detail about the current approaches that are being followed. The book has dealt with the evaluation strategies.

2.4 ARTICLES FROM JOURNALS/PERIODICALS

1. Asifa Nawaz, Dr. Ijaz Ashraf, Dr. Aisha Siddique¹⁵ (2021), studied “Impact of Effectiveness of Early Childhood Education on Students Learning Outcomes in Pakistan”. They have observed that Learning occurs faster in the early years of life. Early Childhood Education (ECE) programs generally entail an acquisition of concepts, skills, and attitudes that lay the foundation for school readiness. They have concluded that a lot of challenges existed. In the private preschools the teachers are

¹⁴ Roopnarine / Johnson, (2015), book titled, “Approaches to Early Childhood Education”. Available on <https://www.amazon.in/Approaches-Childhood-Education-Roopnarine-Johnson/dp/9332550069/ref>

¹⁵ Asifa Nawaz, Dr. Ijaz Ashraf, Dr. Aisha Siddique (2021), studied “Impact of Effectiveness of Early Childhood Education on Students Learning Outcomes in Pakistan”. Published in Interdisciplinary Journal of Education and Research, vol. 3 no. 2 (2021): Interdisciplinary Journal of Education Research, available <https://injer.org/injer/article/view/21394>

untrained, the dearth of playing material resulting in lack of physical activities, lack of mentoring and assessment, unawareness of significance of Early Childhood Education amongst people. These also have a significant influence on the effectiveness of the ECE program. In Consequence, the effectiveness of ECE programme has a significantly positive impact on students learning outcomes. It was recommended that emphasis should be placed to improve the provision of ECE and to address the problems related to its implementation. And that government should introduce a proper system for effective monitoring and evaluation to maintain a conducive environment for learning and for complete mainstreaming of the ECE program.

2. Nirmala Rao, Namita Ranganathan, Ravneet Kaur & Rashi Mukhopadhyay,¹⁶(2021) Research paper titled, “Fostering equitable access to quality preschool education in India: challenges and opportunities”. This paper has focused its attention on the provision of center-based preschool education for children ranging in age group of 3 to 6 years in India. They have observed that India has the largest number of children (63.4 million) in the world. They have observed that children who attend early childhood programs are less likely to drop out of school than other children. “In India the term early childhood care and education (ECCE) is used to refer to all care and education services provided for children below 6 years. According to the authors the underrepresentation in education may be a function of gender caste religion migration minority status special needs or socio-economic status.

The quality of center-based ECCE services has typically been assessed by considering both structural and process dimensions. Structural quality includes teacher academic and professional qualifications adult–child ratios, group size and the physical setting. On the other hand, process quality is concerned with teacher–child interactions and educational activities. The ECEQAS has 10 different domains that are rated based on classroom observation Physical infrastructure and materials Class management and

¹⁶Nirmala Rao, Namita Ranganathan, Ravneet Kaur & Rashi Mukhopadhyay, (2021) Research paper titled, “Fostering equitable access to quality preschool education in India: challenges and opportunities”, published in International Journal of Child Care and Education Policy volume 15, Article number: 9 (2021), available on: <https://ijccep.springeropen.com/articles/10.1186/s40723-021-00086-6>

organization Language and reasoning experiences Literacy and numeracy Creative activities Self-help skills Fine and gross motor activities social development and teacher disposition. Results indicated that preschool quality was associated with children's school readiness.

Finally, the authors have concluded that Millions of young children in India are failing to achieve their developmental potential and this paper has considered the context of PSE in India. The government's policies are laudable and in line with international trends. However, there is a big gap between policy and its implementation. There is considerable opportunity for India to meet international and national targets related to PSE. Central to meeting national targets is the enforcement of both the National Education Policy 2020 and quality standards. Statutory regulation and licensing of preschools and mandatory inspection processes for monitoring implementation of quality standards is necessary. The increase in public funding to improve infrastructure and educational resources prioritization of professional development for the early childhood work force and the use of new technologies and partnerships with the private sector are also essential to ensure equitable access to quality PSE for all children”¹⁷

3. Dr. Prabhat Kaushik, Rewa Marwaha¹⁸ (2021), “Importance of Pre School Education”. In this article the authors have brought out in detail the importance of Pre-School Education in the following words:

The authors state that Going to Pre School is ‘A small step for a giant exposure in a child's life’. This is the first occasion when the child comes out of his comfort zone. The child comes to know importance of his name, things and friends. The skills and knowledge that the child develops in the Pre School have a great impact on the aptitude and attitude of the child later in life. Self-confidence gained by learning in a playful manner adds to the personality development of the child. Childhood education

¹⁷ <https://ijccep.springeropen.com/> International Journal of Child Care and Education Policy

¹⁸Dr. Prabhat Kaushik, Rewa Marwaha, (2021), “Importance of Pre School Education”.<https://www.progressiveteacher.in/importance-of-pre-school-education/>

specialists claim that young children learn best when they have an opportunity to interact with their peers, and their parents and instructors treat them kindly.

Salient Features of a Pre School:

- 1- A good head start for learning
- 2- Teaching in a fun filled way play method
- 3- Putting children on a path of lifelong learning
- 4- Higher development in language and mathematical skills.
- 5- A great opportunity to develop social skills.
- 6- Exposure to enhance communication skills.

Learning Goals in a Pre School:

- * Children learn a great deal in preschool. The emphasis is on the cognitive development of the child as learning is due to practice and interaction in a big group.
- * Social interaction is the second most important feature of Preschool education. The kids learn to interact with children of their own age in a supervised environment.
- * Playing with mud, holding crayons, practicing free coloring and writing on board helps in motor development of the children. Both fine motor & gross motor development takes place by the various activities performed in the classroom under the supervision of trained teachers.
- * Further the Author states that “The child is prepared for the curriculum of the structured schools. They learn to identify their belongings like their own bag, tiffin, napkin and water bottle. These are the real treasures of the children of this age.
- * The children are involved in oral activities like poem recitation storytelling role-playing singing songs hymns and prayers. All these activities help in improving their oratory skills. They learn to speak in groups. They also

develop the confidence of speaking in front of small groups. Repeated recitations of poems and story enactments on stage

- * Children get toilet trained.
- * Time management is another important feature of preschool. Children learn assembly time circle time play time tiffin time, story time and fun time.
- * Phonological awareness – is the most important feature of preschool education. Children learn to identify the sounds of the alphabet. They learn to recognize the alphabet by listening to the sound.
- * Pre writing skills developed by the use of coloring with crayons and writing on blackboard with chalk in free style manner.

Basic Essential Facilities Provided by a Pre School

- 1- A neat and hygienic environment.
- 2- Trained soft speaking teachers.
- 3- Semi-skilled helpers.
- 4- Colorful classrooms.
- 5- Plenty of toys, bicycles and block building games.
- 6- A rest corner in the classroom.
- 7- Drawing black or green boards.
- 8- Sand pits.
- 9- Playground.
- 10- Flash cards to identify letters, animals, vegetables and colors.
- 11- Close proximity from home.
- 12- Good and safe transport facility.
- 13- Good and clean toilets.
- 14- Clean and filtered drinking water.
- 15- Restricted working hours working not more than 5 days a week and not more than 3 to 4 hours in a day.

According to the author Pre School is not a place to look for mastery in academic curriculum instead it is a place where the children do all kinds of activities that are appealing to them and teaches them in a special way” [19].

Reading of this article has immensely helped this researcher to have at one place all about the importance of the preschool education as well as the basic essentials required by the pre-school.

4. Saikat Ghosh and Subhasish Dey¹⁹ (2020) research paper titled, “Public or private? Determinants of parents’ preschool choice in India”. The preschool education is a recent phenomenon. The authors have observed that now there are two options available to the parents whether to admit their child in public or private preschools. Although the public school’s preschool education is free, parents are according to preference to the privately run preschools because of the quality, facilities like in house tiffin, and environment that they provide. They have concluded that 90% of the respondent parents mentioned that early education and school readiness were the considerations for sending their children to preschool. Majority of the parents prefer to seek admissions in the preschools where entry to the primary school is smooth. Now in the changed circumstances there are various options available the parents choose private preschools having direct admissions in the primary schools. There is a correlation between the income and the admission to the private schools. Educationally more aspirant parents prefer private preschool over public preschool in spite of the fact that the former does not provide any other facilities other than early education. It has been revealed in the research carried out by National Council of Educational Research and Training 2015 that the quality of education and care available to the children is not always developmentally appropriate. Parents having sound financial position prefer private preschool mainly due to their emphasis on early education and preparedness for primary education. This is also attributed to the education centric curriculum of these private schools. In a nuclear family where both husband and wife both are employed, they prefer to seek

¹⁹Saikat Ghosh and Subhasish Dey (2020) research paper titled, “Public or private? Determinants of parents’ preschool choice in India”. International Journal of Child Care and Education Policy, 14, Article number: 3 (2020)

admission to the preschools where day care facility is also available. This day care facility helps them to take care of their child until they are away from home.

5. Monika Jairam, Geeta Chopra²⁰ (2019), research paper titled, “Play in Early Childhood Education Centres of India: A Review”. The researchers have observed that early childhood is a period when the brain’s development is faster. The main objectives of the research were to investigate the games that are played during the childhood period, to understand the availability of play material with the preschools. The researchers found that very less material is available on play amongst children in India in the recent years.

The researchers had concluded that children of India demonstrated various forms of play like associative play, cooperative play, game with rules dramatic play, outdoor play and indoor play. Children’s play was affected by age, culture and socio-economic status. Culture defines the way children act while playing and socio-economics status allows them to choose the type of game and material to be used. Early childhood education centres of India provide play materials like peg boards; outdoor play materials like horizontal bars; play materials for specific developmental domains; play material with respect to various subjects like science materials, collage materials; play material with specific classroom corner like doll’s corner, puzzles, seriation or matching.

6. Jyotsna Pattnaik,²¹ (1996), conducted research study on “Early childhood education in India: History, trends, issues, and achievements”. She has observed that universally, early childhood education in India is a relatively recent development. Throughout the history of India, formal education was limited to only male members of the high caste groups. The growing industrialization and consequent change in

²⁰ Monika Jairam, Geeta Chopra (2019), research paper titled, “Play in Early Childhood Education Centres of India: A Review”, published in International Journal of Applied Social Science Volume 6 (9), September (2019): 2243-2250

²¹ Jyotsna Pattnaik (1996), research paper titled “Early childhood education in India: History, trends, issues, and achievements”. Published in Early Childhood Education Journal, Vol. 24, No. 1, 1996

economic infrastructure has caused the wage-earning members of many families to move to urban areas in search of employment, leaving part of their family back in their rural homes. She has concluded that the teaching should be child-oriented, focused around play, and individually-oriented. She has observed that some Western educational philosophies have had a widespread influence on early childhood education in India. She has further observed that providing high-quality education to all the nation's children is a responsibility shared by the State Governments and the Union Governments of India. While discussing the challenges faced by early childhood education in India are to educate all of the nation's young children, to elevate the professional status of early childhood educators (strengthening early childhood teacher preparation, hiring well-qualified teachers, increasing salaries for early childhood teachers), and to preserve the long-revered cultural tradition of community involvement in children's informal learning. If implemented successfully, these goals will prove to be new milestones in the history of Indian education.

2.4.1 ARTICLES & TOPIC RELATED NEWSITEMS FROM NEWSPAPERS

1. **Hindustan Times** dated 29th Oct. 2021²², by Preeti Kwatra, news titled, “NEP 2020: Impact of National Education Policy on preschools. The National Education Policy is very promising and futuristic which takes into consideration that the first 1000 days are very crucial for the child. Therefore, the right kind of early childhood environment is very important for each child. The gap between the existing learning outcomes and the outcomes which are actually required must be bridged by undertaking major reforms that bring the highest quality equity and integrity into the system right from early childhood care and education through higher education.

²² Hindustan Times dated 29th Oct. 2021, by Preeti Kwatra, news titled, “NEP2020: Impact of National Education Policy on preschools” available on the website: <https://www.hindustantimes.com/education/nep-2020-impact-of-national-education-policy-on-preschools/story-4PcLxgvPM1f9Ix3VG5dcN.html>

Currently children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. However, the new National Education Policy is based on 5+3+3+4 structure wherein a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included which will surely help in promoting better learning development and the overall well-being of children.

ECCE ideally consists of flexible multi-faceted multi-level play-based activity-based and inquiry-based learning concepts which comprise of alphabets languages numbers counting colours shapes indoor and outdoor play. Puzzles logical thinking problem-solving drawing painting and other visual art craft drama and puppetry music and movement are also an integral part of the concepts. It also includes a focus on developing social capacities sensitivity good behavior courtesy ethics personal and public cleanliness teamwork and cooperation.

The emphasis on ECCE teacher training whether for Anganwadis or preschool teacher in accordance with the curricular/pedagogical framework developed by NCERT provides a great impetus to the teachers mentioning the different mediums like digital/DTH to train them. The policy reflects on the dearth of professionally trained teachers at different levels which is one of the main causes of low quality in ECCE and large pupil to teacher ratio or high rates of illiteracy. Hence it tries to cover up the gap by filling up teacher vacancies at the earliest.

On the curriculum side there will be an increased focus on foundational literacy and numeracy - and generally on reading writing speaking counting arithmetic and mathematical thinking - throughout the preparatory phase.

The National Education Policy has really tried well to address the needs of the 21st century and tries to create a student-friendly environment in schools and colleges for their holistic development. All in all, it is a progressive and visionary policy and its success will be directly proportional to its implementation and execution practically”.

2. The Print,²³ **1st Oct.2020, Kritika Sharma** news titled, “Pre-school education for students in the 3–6-year age group will become an integral part of education from 2021 onwards, Education Minister Ramesh Pokhriyal Nishank said”. Hon Minister said that 2020- National Education Policy, which aims to change the 10+2 education system by including pre-school education in the formal school system.

The Minister further stated that “the current school education system is a 10+2 system where formal schooling starts at the age of 6 years but the new policy aims to change it by including pre-school education in the formal school system. Once the policy is properly implemented government schools will have nursery and pre-nursery classes supported by anganwadis.

The 5+3+3+4 system includes 5 years of foundational learning (3 years of preschool/anganwadi and 2 years of classes 1 and 2) 3 years of preparatory learning (classes 3 to 5) 3 years of middle school (classes 6 to 8) and 4 years of secondary school (classes 9 to 12). NEP has put great emphasis on the use of technology and online education for children. Online platforms such as SWAYAM and DIKSHA will be expanded” the minister said.

3- AP News: December 2019²⁴: News titled, “Preschool Market in India 2020-2024 | Rising Trend of High-value Services to Boost Growth” - Technavio. According the Technavio report in India the preschool market is expected to grow at a CAGR of close to 18% during the period 2020-2024. This growth rate is attributed to the fact that there is increasing participation of women in the labour force. The other factors are: rapid transition in the societal mindset, increasing female education, availability

²³The Print, 1st Oct.2020, Kritika Sharma news titled, “Pre-school education for students in the 3–6-year age group will become an integral part of education from 2021 onwards, <https://theprint.in/india/education/preschool-for-3-6-yr-olds-will-be-part-of-formal-education-from-2021-says-nishank/514472/>

²⁴ AP News: December 2019: News titled, “Preschool Market in India 2020-2024 Rising Trend of High-value Services to Boost Growth” – Technavio, available on <https://apnews.com/press-release/pr-businesswire/f35318efc5dd49328382a20c2454fdd0>

of employment opportunities and rising household expenditure is driving the women to seek jobs. This is resulting in the demand for childcare facilities and preschools.

2.5 ARTICLES ON WEBSITES

1. **Sweta Gupta**²⁵ (2021), research paper titled, “Do Preschools Add ‘Value’? Evidence on Achievement Gaps from Rural India”. The author has observed that in spite of existence of preschools in India way back from 1975, rigorous evaluation of these pr schools is conspicuously absent. The author has found that there is a positive and significant benefit of attending the preschools before entering in the primary school. However, according to the author these benefits are available to those children who attend private preschools. This benefit is not available to those who attend the public preschools. A descriptive study of the preschool quality by management type showed that private preschools have lower student-teacher ratios, longer hours of operation and a focus on formal instructional style of teaching. Public schools conduct more play-based activities. Public preschools would need considerable overhaul to be able to deliver on closing the learning gaps.

2- **Belinda Lebene Ami Bamezor, Theophilus Quaicoe, John Boulard Forkuor, and Francess Dufie Azumah**²⁶ (2021), research paper titled, “Exploring Stakeholder Perceptions of Quality Early Childhood Education in Private Day Care Centers in Ghana: A Qualitative Approach”. The authors have observed that in Ghana the quality and component of early childhood education not only depends on the govt. policies and programs but also depends on active involvement of stakeholders (including children and parents), learning environment and availability of the trained

²⁵ Sweta Gupta (2021), research paper titled, “Do Preschools Add ‘Value’? Evidence on Achievement Gaps from Rural India”. Available on

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3732511

²⁶Belinda Lebene Ami Bamezor, Theophilus Quaicoe, John Boulard Forkuor, and Francess Dufie Azumah (2021), “Exploring Stakeholder Perceptions of Quality Early Childhood Education in Private Day Care Centers in Ghana: A Qualitative Approach”, available on <https://www.hindawi.com/journals/edri/2021/6695936/>

and motivated teachers. The authors have analyzed the understanding of stakeholders on the importance of quality ECE for child development.

The authors have concluded that even though the environment and quality education was not emphasized by the participants of this study. The parents also accord priority about the availability of nutritious food as an important component of quality ECCE.

For social welfare officers and practitioners in Ghana, the benefits of ECE point out an urgent need for ECE to be made available to children from poor households. The evidences clearly indicates that the children from the weaker section of the society are not getting good early childhood education which ultimately is resulting into less effective childhood education system, which leads to their overall poor performance in higher education.

3. Berhhard Kalicki and Anke (2021)²⁷, paper on “Early Childhood Education. The authors have observed that the Early Childhood Education has now been in focus in almost all countries. This trend reflects the tremendous learning potential during early childhood. Right from birth and during early childhood a variety of learning processes are initiated that foster agency self-regulation and development. They have observed that in many countries institutions of day caring has become a crucial element of the educational system, first only applied to children from the age of 3 until school enrolment (ISCED 0). The development of the brain structure in the various areas of the brain happens according to different schedules: the development of the auditory and the primary visual cortex happens during the first months of life the speech centres develop with a delay the synapses in the frontal lobes of the cortex which are in charge of thought develop throughout the entire childhood.

Learning means the appropriation of something new and the baby has a marked need for new stimuli and experiences from the very beginning. In this context the baby’s exploration behaviour is of a playful nature and during early childhood play it maintains its outstanding significance as a genuine frame for learning processes. The development of children’s play behavior shows typical patterns which is why it is

²⁷ Berhhard Kalicki and Anke (2021), paper on “Early Childhood Education”, available on <https://www.intechopen.com/online-first/76723>

possible to determine a child's stage of development from its observed level of playing

The authors have concluded that during past few decades there is significant change in the early childhood education. Early childhood education is different from learning in higher age groups. Awareness has been raised in recent decades and the number of institutions has increased. Today ECEC is part of an established infrastructure in many countries. Nevertheless, when it comes to early childhood education there are still enormous differences in how well this infrastructure is developing. Differences exist between rural and urban areas and according to the wealth of the society. They have also concluded that multi-perspective study designs are essential in order to analyze the interplay of contexts and socialization agents (e.g., family and ECEC)".

4. Nilesh Nimkar²⁸(2020) article titled, "The National Education Policy 2020 could transform early childhood education, if it is implemented effectively". The Government of India after a lapse of 34 years announced a New National Education Policy on the 29th July 2020. This policy has been welcomed by number of educators as well as early childhood education practitioners, because the policy focuses on the Early Childhood Education (ECE) which was so far neglected by the earlier policy. The author has observed that merely focusing the ECE in the policy is not suffice its effective implementation is of vital importance and that for this purpose there should be adequate budgetary provision. He observed that the policy is silent on this vital aspect. He has observed that in the rural areas the Anganwadis educate the early child in a limited way i.e., they do not go beyond storytelling and teaching some songs and poems. The author has observed that there is wide disparity between the input given in the rural preschools and the preschools in the urban and metro cities. The author expresses that there is no clarity about what should be taught and how it should be taught. This is conspicuously witnessed in our preschools.

²⁸ Nilesh Nimkar (2020) article titled, "The National Education Policy 2020 could transform early childhood education, if it is implemented effectively", available on <https://idronline.org/nep-2020-and-early-childhood-education/>

5. Shreya Khaitan²⁹(2020), in her article titled “Why Fewer Children May Enroll In Private Schools In 2021” has observed that due to Corona -19 pandemic and as the children have not been given as yet any vaccination there is low enrollment in the private preschools. This problem is not unique to India. At least 463 million students globally were unable to access remote learning during school closures because of COVID-19, she has also observed that Schools in India should prepare for a gradual re-opening, experts told us. Younger children should be the first to go back to school as early learning is important to build on in the future years. Teachers would have to understand the level children are at, re-teach core concepts as well as parts of the 2020 coursework, before they start on the 2021 syllabus, Because of the lockdown and the consequent work from home in respect of IT companies the family involved in the child’s education has considerably increased. There is one more aspect and that is in cases where the family income is adversely impacted, they would prefer government schools rather than the private preschools as those are costly. Some of these schools were unable to collect fees during the lockdown, even for the last term of 2019-20.

This researcher also endorses this view. In a metropolitan city like Pune there are number of families having preschool going children have had adverse impact because of the lockdown clamped. Either one of the parents has lost the job or salary cut is imposed. In such a situation naturally, these families prefer to have government preschools because of the low cost.

6. Seema Jayachandran Joshua Dean³⁰ (2019) “The Impact of Early Childhood Education on Child Development in Karnataka, India. The research universe of this research was Karnataka State. In this paper the researchers have observed that Early childhood is a critical time for cognitive social and physical development. Unfortunately, in developing countries many children under five fail to reach their

²⁹ Shreya Khaitan (2020), in her article titled “Why Fewer Children May Enroll in Private Schools In 2021”, available on <https://www.indiaspend.com/education/why-fewer-children-may-enrol-in-private-schools-in-2021-707273>

³⁰ Seema Jayachandran Joshua Dean (2019) “The Impact of Early Childhood Education on Child Development in Karnataka, India” published on the website: <https://www.povertyactionlab.org/evaluation/impact-early-childhood-education-child-development-karnataka-india>)

developmental potential. Private preschools and kindergartens are another ECE option but these often charge high fees and feature a curriculum based in rote learning. Additionally, parents may not believe that ECE is important for their child's development. Among the households in this study parents tended to believe in the importance of rote learning which could imply a lack of awareness of the importance of stimulating their children to encourage emotional and intellectual development. They have concluded that the results from both immediately after finishing kindergarten and one year into primary schooling indicate that the scholarships program positively impacted enrolment in kindergarten and performance on cognitive tests. They further concluded that these results suggest that there can be substantial cognitive benefits to participation in ECE with a more formal curriculum". However, a more formal ECE curriculum does not appear to yield additional socioemotional gains beyond community day care.

2.6 Different patterns of schools in India

2.6.1 Private Unaided School

A school that gets aid from the government is termed as aided school whereas a school that does not get any funds or aid from the government is called as unaided school. 2. The unaided schools take more fees from the students whereas the aided schools only take the fees stipulated by the government

Private, or independent, schools are privately owned and funded without the assistance of local, state or federal governments. Elementary, middle and secondary schools can be private, as can colleges and universities.

Private schools benefit students by fostering academic excellence and high achievement, educating the whole child within a values-based setting, and preparing youngsters for success in life.

Advantages of a Private School Education

- ❖ Choice and Flexibility
- ❖ School Choice That Aligns with Your Family's Values
- ❖ Instills a Love of Learning in Students. ...
- ❖ Students and Teachers Develop Close Relationships
- ❖ Offer Differentiated Learning to Effectively Challenge Each Student
- ❖ Focus on the Whole Child
- ❖ Prepares Students for Their Future.

New Interventions

Reimbursement to private unaided schools for admission of 25% children from disadvantaged groups and weaker sections: The RTE Act mandates that private unaided schools must admit not less than 25% of their in-take in Class 1 from amongst children belonging to the disadvantaged groups and weaker sections. The RTE Act also mandates that the costs will be reimbursed to private unaided schools at the per-child expenditure incurred by the appropriate Government.

However, parents increasing interest in private sector education, of those who can afford and who do not, needs a serious retrospection on the part of the government for identifying the reasons for such a migration and taking up appropriate remedial action. The identification and documentation of profiles of best practices adopted by all schools, both private and public is necessary to comprehensively improve the school system. Though it would be humanly impossible to address the varying dimensions of complexity that arise from the reservation for EWS children through a centralized mechanism, it is necessary to have regular coordination and cooperation meetings among representatives of government, unaided private schools, and parents of EWS children to implement the scheme as per the provisions of Right to Education Act, 2009. It may also be EDUCARE: International Journal for Educational Studies,

5(2) 2013 219 pertinent to note that a decentralized regulatory mechanism exclusively overseeing the EWS scheme is necessary for successful its implementation.

The dictatorships of Cuba and North Korea are among a tiny group country with no private schools but Finland outlawed fee-paying 45 years ago and soared to the top of world rankings. Finland is widely cited as the model for a successful education system that “prohibits” private primary and secondary education.

2.6.2 GOVERNMENT AIDED SCHOOLS

Government aided schools are the education institutions that are owned by the private management. But the rules and regulations followed here are same as that of the public schools. In these institutions the education would be provided for all students taking admissions there.

Government aided schools are the education institutions that are owned by the private management. But the rules and regulations followed here are same as that of the public schools. The curriculum, study materials, syllabus, examinations, etc. for each class of education are done according to the government rules. For the high school classes the final examinations will be same as that of the public schools. In these institutions the education would be provided for all students taking admissions there. The fee structure, PTA fund, etc. will be collected from the students according to the rules formulated by the government for each school. Even the recruitment of faculties here will depend on the norms as per the government schools. There will be no specific criteria for the admission of students in these institutions.

1. To promote sense of unity and solidarity among the Heads of Aided Private Secondary, Private Higher Secondary, Private Vocational Higher Secondary and Teacher Training Institute and to make them play their role as Educators by contributing their share to the growth and development of

Education in the State.

2. To help raise the academic standards of schools by organizing Teachers' Forums and conducting Seminars, Study Circles, Evaluation programmers, etc. and also make necessary representations to the authorities.
3. To study the day-to-day problems of education particularly those connected with educational legislation, re-organization, courses of studies and curriculum etc. express its views and opinion on such matters.
4. To do all that is possible to see that sound instruction is imparted and efficient discipline and high moral tone are maintained in all schools.
5. To co-operate with the Department and the Managements of Private Aided Schools in their endeavor to promote sound Education in the State.
6. To cooperate with other similar Headmasters' Association working in other states and on All India Level.
7. To safeguard by all constitutional means the legitimate professional rights, privileges and interests of its members.
8. To co-operate with other organization of Teachers and non-teaching staff in all their lawful activities and help them by all constitutional means to safeguard the professional interests of teachers and non-teaching staff.
9. To enlist the co-operation of the Public in the field of Education.
10. To organize, co-ordinate and guide District Units.
11. To work for the welfare of its members.
12. To publish journals, bulletins and books of academic importance.
13. To conduct research projects and publish reports.

“Orders have been issued by the School Education Department for the implementation of School Management Committees in all government and government- aided schools in the state for the proper implementation of provisions of the Right to Education Act and the Sarva Shiksha Abhiyan schemes. Rs 27 crore has been sanctioned for this purpose for 2011-12 from the budget of Sarva Shiksha

Abhiyan by the Government of India. The formation of a School Management Committee or SMC is mandated by the RTE Act of 2009 with a tenure of two years. Three fourths of the committee's membership should be parents/ guardians of the students while 50 percent total membership is reserved for women. The rest of the members of the 20-member team should be two elected local authorities one teacher one educationist while the senior most teacher of the school will be the ex-officio member-convenor of the committee. It will be headed by a Parents Teachers Association member. Apart from ensuring punctuality regularity of teachers and students the committee will- among other things make sure the students do not have to pay any fee for elementary education as the RTE Act entitles them to. The SMC also has to assess the annual financial requirements of the school in providing free education to students under the Right to Education Act"³¹

2.6.3 Anganwadis

Anganwadi is a type of rural child care center in India. They were started by the Indian government in 1975 as part of the Integrated Child Development Services program to child hunger and malnutrition. Anganwadi means "courtyard shelter" in Hindi.

Anganwadi Centre as the Convergence Hub

Nutritional issues call for multi-stakeholder strategies, including informing communities on how to maximize nutritional benefits from locally available foods, food fortification and micro-nutrient supplementation. States shall be encouraged through the sector-wide MoUs to observe Village Health and Nutrition Days in complete convergence mode and ensure that Anganwadi Centers become the hub for all health- related services.

³¹ <http://ssa.nic.in>,
https://www.google.com/search?q=sarv+shiksha+abhiyaan&rlz=1C1CHBD_enIN836IN836&oq=sarv+shiksha+abhiyaan&aqs=chrome..69i57j0i10i433j0i1018.7501j0j15&sourceid=chrome&ie=UTF-8

2.6.4 AFFILIATED PRESCHOOLS

All class I-XII schools in India boast state, national and/or international exam/education board affiliation. However, preschools countrywide are not required to affiliate themselves with any board or accreditation authority which can certify their curriculums, child safety and other standards. “This lacuna in early childhood care and education (ECCE) needs to be filled through creation of preschool affiliation boards. The Early Childhood Association of India (ECA) which has a membership of over 3000 preschools countrywide recently conducted an intensive quality audit of preschools in association with the Podar Institute of Education. The survey which covered 1920 preschool heads and 1921 parents in Mumbai Bangalore Delhi and Pune, found that not only are parents unaware of what should be taught at every stage to youngest children in the 0-6 age group even principals trusted by parents and trained in education are clueless about ECCE laws policies and curriculums. The great majority of them are shackled by redundant practices and unwilling to change.

What is worse is that state governments are jumping in to enact policies to Regulate preschools without first defining the benchmarks and curriculum of a quality ECCE programme. In 2013 the previous government at the Centre prepared a National Early Childhood Care and Education (NECCE) policy which is an excellent document. But instead of adopting this policy state governments want to reinvent the wheel and waste public money on customizing and adopting it to suit undefined local cultural conditions. Moreover, since ECCE falls within the jurisdictional ambit of the Union ministry of women and child development there is confusion about state-level implementation of the NECCE policy.

This leaves no choice but for private preschools to prepare their own curriculums. While some have prepared excellent child-friendly curriculums the large majority follow age-inappropriate curriculums focusing on drilling children for primary

school. Toddlers as young as two years are made to hold pencils and write over dotted lines in worksheets. Three-year-olds are made to recite nursery rhymes and then graded and marked on their performance. This is the confused state of preschool education in the country today.

The solution to the chaos in the country's ECCE sector is creation of affiliation boards which will benefit all stakeholders — children, parents and preschool teachers. State governments could license preschools (as some of them are clamoring to do — mainly to earn licensing fees, but the philosophy curriculum teacher training and other important aspects of ECCE should be prescribed and monitored by one or more affiliation/accreditation boards comprising ECCE professionals.

The world's largest ECCE association which affiliates most preschools in the US is an NGO — the National Association for the Education of Young Children (NAEYC). The NAEYC process of affiliation/accreditation comprises a self-study an application (with a fee) a validation visits to verify information and yearly certification following written documentation. Likewise, our ECA requires member preschools to fulfill all 10 NAEYC standards to qualify for our quality audit certificate.

As demonstrated by ECA accreditation or affiliation of pre-primaries on the NAEYC model is feasible in India. We can begin with the country's estimated 300,000 private preschools. With the recent spate of accidents and other safety aberrations being reported from preschools the need of the hour is a national ECCE affiliation board (or several across the country for ease of administration and audit) which will define benchmarks for age-appropriate learning safety and nurturance of youngest children in happy stress-free environments. Currently parents rely on amateur websites to choose preschools for their children. We need to provide parents the option to choose preschools evaluated by affiliation and/or accreditation boards comprising respected ECCE experts and professionals.

Apart from ECA, other organizations such as the Aga Khan Foundation, Early Childhood Department of SNDT University Mumbai and Dr. Ambedkar University Delhi are also qualified to establish affiliation boards for pre-primary schools.

Preschool affiliation and/or accreditation boards are urgently required. Clearly, it's in the national interest that all preschools — private and government — induct youngest children into education in conducive environments which promote joyous and voluntary learning.

The solution to ensuring quality learning is not only government regulation but affiliation boards established by independent associations universities and/or boards comprising ECCE experts and professionals who will ensure that affiliated preschools provide our youngest children safe”.³² Nurturing excellent age-appropriate early childhood learning which is the foundation block of all learning.

2.6.5 Standalone Preschools

Individual attention to children and innovation in teaching at pre-schools play a bigger role than brand name.

A majority of the schools that are listed on the India Pre-School Rankings 2013 are standalone schools rather than part of a chain of schools, as per the analysis done by Education World and Centre for Forecasting Pvt Ltd (C Fore) in different cities.

Preschools have become an important aspect as 90% of its brain develops before the age of five, according to him. “Preschools now teach communication skills and leadership qualities,” said Palety.

The face of education has changed dramatically over the past ten years or so... At this stage, the attitude and aptitude that is developed influences their later life. Early

³² <https://www.educationworld.in/encourage-independent-ecce-affiliation-accreditation-boards-swati-popat-vats/>

childhood education programme asserted the need of very balanced curriculum at preschool which integrates play and work as a basis of the curriculum structure. Education in preschool has been given a more practical approach which has made learning for the child more interesting. Gone are the days when a preschool was a waiting room for children not yet age eligible for regular school admissions.

In recent times, newer systems and philosophies like the ‘play way’ method and multiple intelligence mapping have also been incorporated into the curriculum up to 6 years. Preschools in India have also adopted best practices of other teaching philosophies such as Waldrof, the Reggio Emilia etc. With new developments in the field of child psychology and early education, there is bound to be continuous innovation and introduction of new practices in preschool teaching methodologies. The key is maintaining an ideal balance of creativity, flexibility and structure that makes learning joyful for the child.

Preschools continue to mushroom across the metros, tier II and tier III cities. It can also be started in the house one lives and can manage to keep clean and decorated. The factors driving such an unprecedented growth can be attributed to rapid urbanization, parents’ rising aspirations for quality education (English Convent education), improved affordability and more women joining the workforce.

For the uninitiated, preschools are a part of the non-formal education system. Emerging as a lucrative business for everybody, it is known by various names such as creche, nursery, kindergarten, home-based child care system, preparatory schools and nursery schools. The age for admission to these schools typically ranges between two and six years – the most crucial stage of for a child’s development.

Regardless of its spread and rising demand, the preschool sector operates without any formal guidelines. This means there are no rules on minimum age for admission, teacher-child ratio, curriculum, trained staff, sanitation and safety and security measures. As a consequence, monitoring of these schools has become difficult. This has placed the kids at the receiving end with maltreatment and even sexual assault.

Low entry barriers, minimal investment and absence of regulations to oversee the preschool segment have attracted huge interest in this segment. No prior permission or licensing is needed and there is full freedom for promoters to design and develop learning programmes.

The preschool business operates in both the unorganized sector and by corporate. Some of the big businesses in India include Tree House, Little champs, Jumpstart etc. According to a Crisil research report, the preschool business is expected to touch Rs. 13,300 crores by 2015-16, out of which branded preschools are expected to contribute about Rs 4,500 crore. Similarly, another report estimates that the number of preschools in India will reach the 33,000 marks by the end of 2015, reporting a growth of 26 per cent annually.

The increasing risks in this sector are-

1. Increasing incidents of child abuse.
2. Exorbitant Fees
3. No prior permission or licensing required for starting these preschools.
4. Quality of education or activities varies from institute to institute.
5. Curriculum needs to be streamlined
6. Maintaining a proper teacher-child ratio, engagement of trained staff.

Yet, the preschool industry is in its nascent stage in India with around 1.1 per cent enrolment as compared to France or Scotland where enrolment is 100 per cent.

According to leading research firm Gyan Research and Analytics Pvt. Ltd., the organized sector comprises 17 per cent of the industry, with the penetration rate expected to rise to 25 per cent by 2015, due to the rapid growth of preschools in Tier-III and Tier-IV cities. In this background, exercising any control over the preschools for quality assessment to regulate the standards of preschool education is a huge challenge.

Time and again, whenever stories of sexual assault are flashed by 24x7 electronic media, it manages to momentarily stir the nation's collective conscience. Stakeholders equally voice their concern for the need for formulating guidelines focusing on minimum age for admission, teacher-child ratio, curriculum, trained staff, safety and security measures and monitoring of these schools. At all other times, it is seldom taken seriously.

Experts also estimate that the organized sector comprises 17 per cent of the industry, with the penetration rate expected to rise to 25 per cent by 2015, due to the rapid growth of preschools in Tier-III and Tier-IV cities. In this background, exercising any control over preschools for quality assessment to regulate the standards of preschool education is a huge challenge.

Of course, regulation is needed but it should not create an avenue for extra income for those monitoring the sector. Raman Bajaj, Managing Director – Educomp Childcare Pvt. Ltd says, “Regulation is not necessarily a bad thing, but what we need is correct, meaningful and easily implementable regulation”.

Even as educators' debate over what should govern the preschool business-government regulations or peer assessment or self-governance, the business of preschools will only grow in coming years. Branded preschools have their own way of regulating safety, hygiene, sanitation, curriculum delivery and teachers training. These are part of our policies and we have a robust team to audit this from time to time. The moment these regulations go to a government body, it can lead to a lot of corruption.

To say that the preschool market in India is flourishing and rapidly expanding would be to stress the obvious. The preschool segment is expected to generate revenues of US \$3.24 billion by 2017. No wonder, several global preschool chains are eyeing business opportunities in the country. Latest in the list is UK-based Modern Montessori International (MMI) Group which is in plans to expand its reach in India by doubling preschool teacher training centers and franchisees for running kindergarten classes through major corporations. Having first forayed into the Indian

market in early 2003, the group estimates a demand for 1,00,000 such educationists over the next 10 years.

Even as preschool businesses help its owners and franchisee owners fulfill their own entrepreneurial aspirations, achieve higher profits every year, it would serve all the stakeholders better if the sector is regulated.

2.6.6 Bal Kendra

Upgrade equipment and infrastructure at all existing Bal Bhavans and Bal Kendras, to bring them to 21st century expectations. Make all Bal Bhavans and Bal Kendras inclusive for children with special needs. Create a core set of activities that carry National Bal Bhavan vision forward. Scale up this core across all Bal Bhavans. Fund these activities fully so children do not have to pay. Expand and upgrade Delhi National Bal Bhavan's National Children's Museum, National Children's Library. The integrated activities will expand and come together as an "Imagination Centre

2.7 ECCE POLICY

Introduction

The first six years are considered to be the golden period in a child's life. Children grow faster and learn to move quicker during the first six years than at any time later.

The development of human personality rests on the sound foundation of social, emotional, built during the stages of infancy and school going age. Early childhood care and education (ECCE) stands as a prelude to the entire development of the child in future.

The Core Committee constituted for preparing the draft National Early Childhood Care and Education (ECCE) Policy had representatives from State Governments

among others who participated in the process of policy formulation and its crystallization.

ECCE Policy had representatives from State Governments among others who participated in the process of policy formulation and its crystallization. The Committee also held four regionals

consultations in which representatives of State Women and Child Development Departments, Education Departments, Health Departments also participated. The draft National ECCE Policy was circulated amongst the concerned Ministries, State Governments/UT Administrations and other stakeholders on 13-03-2012 for feedback and it was also uploaded on the Ministry's website. A National Consultation for finalization of the draft National ECCE Policy was held on 29-10-2012 in which Women and Child Development and Education Secretaries from various States were participated/ invited. As per Census 2011, India is home to 158.7 million children under six years of age who will be impacted by the National ECCE Policy.

The Policy has been notified in the Gazette on 12-10-2013 and becomes effective. As per Policy, various elements have timelines as well as States/UTs will be responsible for rolling out of State/UT ECCE Policies and Action plans in three years.

The Policy Definition of ECCE

According to the National Early Childhood Care and Education Policy it is defined as "For the purpose of this Policy and the actions there under, Early Childhood Care and Education (ECCE) refers to programs and provisions for children from prenatal to six years of age, which cater to needs of a child in all domains of development i.e., physical, motor, language, cognitive, socio- emotional, and creative and aesthetic appreciation; and ensure synergy with health and nutrition aspects. This would cover developmental priorities for each sub stage within the continuum, i.e., care, early stimulation/interaction needs for children below 3 years, and developmentally appropriate preschool education for 3- to 6-year-olds with a more structured and planned school readiness component for 5- to 6-year-olds. This policy is thus

applicable to all early childhood care and education programs/ related services in public, private and voluntary sectors in all settings across regions that are offered to children less than 6 years. These services could go by the nomenclature of Anganwadis (AWC), crèches, play groups/schools, preschools, nursery schools, kindergartens, preparatory schools, balwadis, home based care etc. and propose to cater to the needs of children from prenatal to six years”.³³

Vision of the Policy

As per the National Early Childhood Care and Education Policy the vision is stated as “The Vision of the policy is to promote inclusive, equitable and contextualized opportunities for promoting optimal development and active learning capacity of all children below 6 years of age. It envisages improving pathways for a successful and smooth transition from care and education provided at home to center based ECCE and thereafter to school-age provision by facilitating an enabling environment through appropriate systems, processes and provisions across the country”.³⁴

In furtherance of the vision of the policy, the government shall be guided by the following objectives:

National Early Childhood Care and Education Policy 2012

- * To Ensure adaptive strategies for inclusion of all children.
- * Build human resource capacity of ECCE across sectors to enhance and develop quality services for children and their families.
- * Raise awareness and understanding about the significance of ECCE and promote strong partnerships with communities and families in order to improve the quality of life of young children through institutional, programmatic and technological means.

³³ http://dietaizawl.weebly.com/uploads/3/1/0/2/31022827/national_ecce_policy_final.pdf

³⁴ http://dietaizawl.weebly.com/uploads/3/1/0/2/31022827/national_ecce_policy_final.pdf

The Policy equity and quality in ECCE and strengthening capacity. These are considered interdependent and complementary to each other and integral to the programme of ECCE.

The salient features of the policy include the following

- It focuses on the prevention of disabilities. Since it has been estimated that a large percentage of disabilities in India are preventable, so it is expected that with early interventions, further disabilities could be treated and managed, after which rehabilitation and social support measures need to be provided.
- It recognizes that, at times, children with disabilities are not given access to education and may be in need of additional care and protection. They are included in a larger group of vulnerable children who need to be tracked and have access to their right to education.
- It highlights the need for schools to be inclusive and for the availability of trained teachers and special educators, appropriate pedagogy and education material, barrier-free access for mobility, functional toilets and co-curricular activities towards the development of a child's fullest potential and autonomy, as well as dignity and self-worth.
- It specifically states that the views of children with disabilities must be promoted and strengthened within the family, community, schools and institutions, different levels of governance, as well as in judicial and administrative proceedings concerning them.
- It is the first policy document in India that specifically highlights "disability" as a ground for discrimination that must be countered.

Though some suggestions of the civil society did not make it to the final draft, still, these provisions are a good reflection of the United Nations Convention on the Rights of Persons with Disabilities, which emphasizes the rights of children with disabilities to express their views freely on all matters affecting them, on an equal basis with other children.

Though it is yet to be seen how this translates into real practice, still it gives the hope that children in our country can look forward to a future without discrimination.

Under the Digital India Programme, the Hon'ble Union Minister of Women and Child Development, Smt. Maneka Sanjay Gandhi, launched, of the WCD Ministry on 25 May, 2016. The e-Learning portal is user-friendly and created to provide an opportunity and access to technical concepts and knowledge to communicate and build their capacity with a much wider audience at a faster pace. They work in the areas like Women issues, Paramedics like Nurses, Dieticians, students of Home Science colleges, Medical Professionals, Trainers of Training Institutes.

KNOWLEDGE GAINED

The researcher would like to state over here that she has been immensely benefitted due to extensive reading of the available literature through various sources. This has certainly increased her awareness about the developments that have taken place so far as Early Childhood Education. She could find the direction in which the available research work has taken place. This reading has helped her in understanding the Early Childhood Education in its right perspective. The researcher has also offered her views on the findings of the research papers, wherever necessary. On the whole the comprehensive reading of the research topic related literature has helped her in conducting this research work.

2.8 RESEARCH GAP OBSERVED

This researcher extensively undertook reading relating to this research topic. It has been found that there were few Ph. D. Thesis were available in the libraries as well as on the shodhganga as well as research gate websites. The research could not find a single Ph. D. work which exclusively dealt with the standalone private preschools. There were a handful of research papers which dealt with the Early Childhood Education. Majority of those were by the foreign authors in which their research

universe was relating to the area belonging to them. The educational environment and the approaches to it differs and therefore, the findings in those research works cannot be straight way suit the Indian environment. The conditions differ in developed and underdeveloped countries. Even in India, the environment in the urban and metropolitan area vastly differs from the rural area. In the urban and metropolitan area, the parents are very much concerned about their child's education and are capable and willing spends on the education. So, it can be firmly put that there is a lack of research into the category of standalone preschools. And also, from the view point of Early Childhood Care and Education Policy awareness. The preschool Education is very important for Pune's Educational Growth and thereby the State's and Nation's growth. This led the researcher to conduct the deep study. Therefore, on this background this researcher is of the view that there exists a research gap and her research work will bridge this gap.

2.9 CHAPTER SUMMARY

In this chapter the researcher has presented brief reviews of various research topic related literature that the researcher has studied. This study has immensely helped the researcher to understand the research topic in right perspective. This reading has provided a direction to proceed with the work in absolute correct direction.

Chapter-3

Research Methodology

Methodology of Research

3.1 Introduction

This research chapter will focus on the design of the research study and will try to highlight how the study has been implemented. To reassert the whole objective of this study was to uncover how parents perceive ECCE policy and will also uncover the possible variations in it. The sole objective of this quantitative study was to assess how far the ECCE policy is known in the parent's community whose children are in the age group of 2 to 6 years.

This study has been ethically conducted. The researcher has considered various measures to protect the identity of the sample respondents in this case its parents whose children are studying in preschools. The study involved an investigation into whether age, qualification, gender, experience and location significantly impact the thought process of the end consumer that is the parents of preschool going children and the educationist who are the service providers of childhood education.

The consent has been taken from the parents for their participation and has been briefed about the survey research and instrument. If they feel inappropriate to participate they can withdraw from the survey.

The research study has three phases which are described below:

- 1- An initial phase where the literature has been studied and the survey instrument has been designed appropriately to capture the essence of the study, and a pilot survey was also conducted.
- 2- The next phase was focused on writing the chapters and designing the methodology.
- 3- The last phase was focused on data analysis and findings of the research study.

This chapter highlights the following points of discussion:

1. Research design and Approach.
2. Population, Sample and setting plan.
3. Appropriateness of Design.
4. Ethical protection of all the participants.
5. Strategies for Primary Data Collection.
6. Data collection and Analysis.
7. Data Interpretation and Extractions.
8. Measurement Instruments (Reliability and Validity)
9. Research Questions and Hypothesis

This chapter will also present a discussion on the usefulness of the study to the field of Management, School Education. This chapter will deal into the research design of this research study which will also outline the pilot survey, sample respondents, sample selection criteria and instrument as well as the strategies of data analysis.

3.2 Research Design and Approach

The study considers descriptive research, which is usually statistical research. With the help of this research the researcher extracts the answers to the questions like who, what, when and How. Thus considering the requirements of this study, the selected research design is more useful for the elaborative study and will be result oriented.

In order to understand the total physiology of preschool going parents and the Owners, Leaders, Educationists undertaking to establish the set up for departing this education, the descriptive study is usually adopted which on the basis of current practices gives quite realistic conclusions and enhances the drawbacks there within.

Focusing the desired subject, further the tool of structured questionnaire is used with appropriate parameters. The study has also included the hypothesis tool, which will lead particular assumption, whether it should be rejected or accepted with logical reasoning.

3.3 Population, Sample, and Setting Plan

In any research the population is the most vital and powerful tool on the basis of which the entire discussions and decisions are placed. It is not possible for any person in this Universe to capture entire population. The random selection of the sample size is the only measure which has led thousands of good researches. In the current research study the population is finite and comprises only of the parents whose children are between the age of 2 to 6 years and taking preschool education in standalone preschools located in Pune region of Maharashtra. This study is conducted in the Pune region of Maharashtra, where the population consists of various clusters such as Katraj, Parvati, Bhosari, Hinjewadi, Pune city area, Cantonment area, Kothrud, Karvenagar, Dhayri, Sinhgad, Bhosale nagar, Aundh, Pimple Saudagar, Kalewadi, Hadapsar, Vimannagar).

Defining the Population-

The population is referred to the totality of the entire units under investigation, subject to the mentioned criteria covering. Population Element, Sampling Unit, Extent and Time. In case of present study, element of the study has been defined as the parents of the children who are between 2 to 6 years of age and going to standalone preschools. Though the sampling unit have been defined as the parents of preschool going children in Pune, in regards to the 'extent' of population, Pune city consisting of Pune Municipal Corporation has been considered.

Here the entire preschools in Pune are considered as the population of the present study. Different preschool from different areas have been considered as the population for the purpose of selecting respondents representing parents of the child aged between 2 to 6 years.

Considering the entire discussion the list of the standalone preschools in Pune city has been obtained and the same has been provided below-

Table No- 3.1 Standalone Preschools in Pune

Serial No	Name of the Preschool	Location in Pune
1	Mitcom International preschool	Balewadi
2	Aajol	Navi Peth
3	Little Millennium	Kothrud
4	Bachpan	Baner
5	Jumpstart	Parvati
6	Blue Ridge preschool	Hinjewadi
7	Time Kids	Pimple Nilakh
8	Eurokids	Ashoknagar
9	Hello Kids	Baner
10	Smart Kidz	Sinhgad road
11	Synergy Preschool	Sadashiv peth
12	Kidzee	Bavdhan
13	Sarhad preschool	Katraj
14	Symbiosis	Model colony
15	Podar Jumbo kids	Aundh

(Source- <http://www.indianplayschools.com/pune-preschools>)

Sample Size for the Undertaken Research-

1-Population Size-213 parents from 30 standalone preschools out of 305 preschools in Pune were considered under this study.

2-Precision Level- Sampling error tolerated or Margin of Error or Degree of Accuracy: 5% i.e 0.05

3- Confidence Level – 95%

4- Response Rate – 60 % of the distributed questionnaire.

Sample Element

In the current study the sample element are the parents of the children who are in the age group of 2 to 6 years and are going to preschool and they are residing in Pune , Maharashtra, India. The information for the analysis has been sought from this sector of the population.

Sampling Criteria

This study has restricted the sampling on the below mentioned criteria:

1. The parent should be residing in Pune, Maharashtra.
2. The Child should be between the ages of 2 to 6 years.
3. In the absence of the father and the mother of the child, the guardian can participate in the study.
4. The child must be studying in the standalone preschool.
5. The standalone preschool should be located in Pune Maharashtra.
6. The parents are willing to participate in the study.

Sample Procedure

In this study the technique of probability sampling has three phase cluster sampling method.

The respondents were selected on a random basis and during this procedure following steps were taken: First the standalone schools from different clusters of Pune region were listed. The researchers have to go through a difficult period in finding the list of standalone preschools existing in Pune region. And further adding to the surprise of the researcher, there was no data available in any of the Government department related to Education in Pune. The last source left was the Internet. The researcher had to base her study on whatever she could find on the internet. The researcher could find the list of 305 standalone preschools in Pune region.¹ The researcher has found that there are more of the preschool chains existing in Pune region as Pune is widely spread city of Maharashtra.

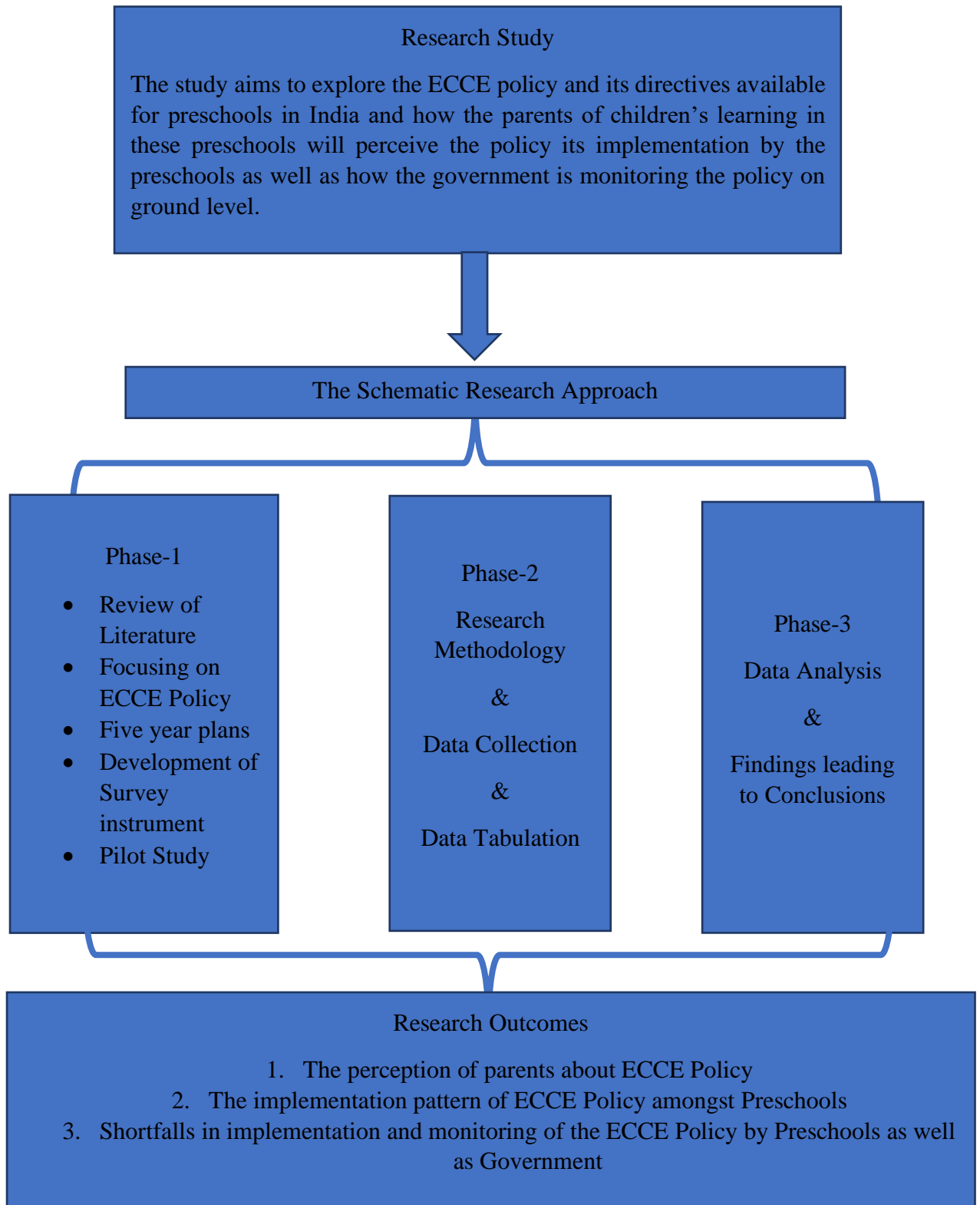
¹ <http://www.indianplayschools.com/pune-preschools>, This was accessed on 19th June, 2017.

At the first stage of cluster sampling the researcher has chosen 6 clusters randomly out of the total clusters. The total sample size is 305 which are divided by the average number of samples; from each cluster approx 50 are chosen. Therefore, we get the opportunity to cater with 6 clusters which have been chosen randomly. The purpose behind choosing from segregated cluster is, it will give us more specific study about the parents thinking about the preschools selection. As every city have the clusters according to the spending capacity. Therefore, here we get one more criteria that are the income levels of the parents by selecting different clusters from the same city. This ensures we give adequate and equal chance to the respondents in our study.

Sampling Frame

The entire study of the research will be conducted in Pune city area. Thus the need of calculating the time and the cost involved into the study has to be considered.

The below mentioned figure will provide a schematic approach to the research study focusing on the various aspects of research which will try to cover the points which the researcher has touch based upon while designing the research study in detail.



Sample Duration

Collecting data from various parents from various preschools in different clusters was time consuming process. To complete the total interview process of all the required sample respondents on all the parameters took 4 months time.

Sample Size

The sample size has been calculated using the Cochran's formula which is given below:

$$n_0 = \frac{Z^2 pq}{e^2}$$

$$((1.96)^2 (0.5) (0.5)) / (0.08)^2 = 150.$$

Hence the minimum sample size required to conduct the research survey is 150.

3.4 Appropriateness of the Design

Any data collected which has to be further statically analyzed, then it has to be in mathematical manner. A quantitative design is the most appropriate design for this study as it perfectly explains the entire phenomenon as the data collection is done in numbers and further analyzed in mathematically. The following factors give the reasoning for the same;

- . The research should be such that is demanding a quantitative approach.
- . Only quantitative methods can give accurate answers to any numerical change.
- . Hypothesis testing is simpler and more accurate on quantitative base.

The research involves independent variables and also the dependent variables. There are number of aspects on the basis of which the parents of preschool going children make the selection of the preschools. The selection consist of the distance of the

preschool from their residences, the fees structures, the teaching aids, teachers student ratio, amenities, locality and many other. The study also examines how independent variable such as (qualification of the respondent, gender, experience, income levels, age) influence the dependent variable that are ranking of the preschool, preschool curriculum and Execution of ECCE policy. The approach in this study enables in understanding and determining how dependent variables responds to the independent variables. Thus the approach of quantitative research design proves to be appropriate for the study.

3.5 Ethical Considerations in Research

Voluntary Participation

In the research study one of the very important factors which contribute to the success of the research is the voluntary participation of the respondents in the survey. The major issue in the research is that the participant should take part in the activity with his own interest; if it is forced on him then the results will not be accurate. The research consists of the questionnaire which is quite lengthy and the respondent participating in the survey has to fill the questionnaire which takes time. Further them to motivate the respondent the researcher has to make them understand the topic and the objective of the research and also the output of the survey and how it is going to benefit them directly or indirectly. Therefore if the respondent is not willing and being forced then there are high chances of not getting thoughtful answers to the questions which will ultimately destroy the purpose of the survey and research. Thus the participants who are not willing to participate were not included into the survey.

Respecting the Integrity of the Participants

The researcher has taken due care while asking the questions and forming the questionnaire. No personal questions and the question which may hurt/harm them or put the participant in any embarrassing position were taken care of. The topic of the research is quite sensitive as it is related to the child that makes the involvement of the parents and the family. Wherever the family is involved there is high possibility of

getting into the questions that are sensitive. Therefore the researcher has to take additional care while forming the questionnaire and protect the feelings of the participants.

Anonymity and Confidentiality

Maintaining the confidentiality of the data collection is the primary and ethical need of any research. The respondent is willing to share their details only and only if they get the faith in the researcher, that their information will not be manipulated or revealed to anybody. During the interviews also the participants have to be assured about not disclosing their identity and the data collected will be used for generalization of the observation and no specific mention of their company name or their personal name would be revealed. As the topic of this research is very sensitive the parents were reluctant in sharing the details in the fear that if this may harm their child. Thus it is the moral responsibility of the researcher to develop the confidence in the mind of the participant.

3.6 Primary Data Collection

Research Techniques

Conducting surveys is the most appropriate research technique undertaken in this research. IT involves the collection of the information from randomly selected samples and further the selected samples give response to the questionnaire by filling them thoughtfully. Survey methods complement to probability sampling from large population. Thus when the sample generalization is the core objective of the research then survey research technique becomes the most appropriate option. In other words we can say that when the large population has to be tackled and the output from various attributes has to be derived then, Survey is the only best option.

Personal Interactions

Many a times in surveys when the sample size is more, it becomes quite laborious and time consuming for the researcher to get into in person interviews. In this case either

the questionnaires are sent on the mail of post and requested to be filled. But this research has been conducted in-person method. The face-to-face interaction with the participant has not only let to the bigger success rate but also gave immense satisfaction to the researcher. The researcher could help and make the respondent understand the questions in case of difficulty. The respondents were answering the question after completely understanding them. This allows the researcher to have good control on the entire process.

Research Instrument

For collecting the data, Questionnaire was used as the instrument in the research study. While preparing the questionnaire for the survey, the researcher has to be very careful and honest towards the topic of the survey. The common mistake the researcher make is the interpretation of the questions. The researcher must be having some different idea in his mind at the time of framing the question but it is misunderstood by the respondent. So after framing the questions, the researcher has to take care by checking and rechecking from different angles. Further the questions have to be designed in precise manner and neatly written. The questions should be close ended. For writing the responses of close ended questions, a likert scale (5 points) has been used which precisely asks the respondent to mark the extent to which they agree or disagree with the mentioned question in the questionnaire. Thus it becomes the basis for selecting and finalizing on the questions.

3.7 Ethics in Research Study

Research is not only concerned with rules of good conduct or ethics, but also with the researcher's philosophical and value position, as well as research that has been conducted with many errors, all throughout the decades, for a learning process. The dual question is always relevant here: are the respondent and investigator both a source of scientific knowledge, or does the relationship only ends with filled questionnaires? Separating the researcher from his or her subjects is distracting for the researcher, but unfair to the subjects. research results are predictable, as they are

usually defined by the ethical principles which were applied in carrying out the research. Time devoted to ethical review was not seen as having proven to be a valuable to researchers in other parts of the world as stated by Guillemin. Wiles argue that more regulation is required in order to assist researchers in attending to the social context of consent. However, the fact that researchers and those who have given consent to participate are unequally situated cannot be ignored, as those who have never participated before or the research participants don't have no knowledge and skills similar to the researchers possess. Many cases involve not only theoretical considerations, but also the researcher's subjectivity, which affects every instance of the approach to ethical decision-making.

In this particular research study the researcher has taken the consent from the parents and assured them about the confidentiality of their responses as well as the results from the particular research study will be used only for academic purposes.

3.8 Data Collection

The data collection involves the 2nd stage process where in 1st stage the researcher has collected the sample respondent, in this case parent's data from East and West of Pune and in the second stage the data has been collected from parents from South and North of the Pune. Data has been collected using the questionnaire method which gives opportunity to the researcher to capture the meaningful opinions of the parents about the ECCE policy.

After the data collection the researcher has tabulated the whole data and cleaned the data and performs the transfer transform operations in case where the appropriate new variable is required. To do this researcher has used the SPSS software and perform various statistical tests claim the hypothesis. The data collection process has been carried out for both the pilot and the final survey.

Pilot Study

The pilot study has been conducted with parents who are experience about the preschool since their children's are shredding in preschools. A pilot study has been

conducted to find out the weaknesses and drawbacks in the designing of the process and instruments.

The instrument was tested on the following points:

- * The simplicity, readability and ease in understanding
- * The interpretation of the questions
- * The time required for completing the questionnaire
- * All personal and double meaning questions were avoided.
- * The layout of the questionnaire

The researcher has opted 30 parents for the pilot study to validate and check whether the serving instrument is properly phrased so that the sample respondent parents can understand it or there is a need to rephrase the questions. Also the pilot study has helped to check for the reliability of the instrument was 0.949 for 59 items and no item has been dropped, which was excellent one. Hence the researcher proceeds with the final survey.

Final Survey

Finally, the researcher has conducted the final survey with 213 samples. The samples have been interviewed with the requisite survey instrument. The data collection has involved the close ended questionnaire with the approach of Likert scale rating to answer. The researcher has completely adhered to the ethical guidelines according to the ethical considerations in the research. In the Final survey, all the respondents were given the questionnaire with the covering letter which mentioned the brief details of the researcher and the University details under which the respective survey and research has been conducted. The researcher also assured them about the complete confidentiality of the information shared by the respondent and in under any circumstances it will be not revealed. The researcher also extended the liberty of withdrawal from the survey at any given point of time to the respondents. The researcher took about 4 months time period to collect the data.

3.9 Data Analysis

To perform the various statistical testing procedures to understand the data at its core, the researcher has done following things:

Descriptive Statistics:

The researcher has used the descriptive statistics measure such as mean, median, skewness and kurtosis. This helps to describe the data on as it is basis that means what has been perceived by the parents. These tell us what will happen to a value that falls exactly on the boundary between the two class intervals. A numerical description of the data can be explored using numerical summaries of descriptive statistics such as mean, standard deviation, frequency etc.

Pearson Correlation Test:

This is the second attempt researcher has made to understand the hypothesis claims for. The Pearson correlation coefficient is a test to determine if two continuous variables correlate. Cover ability is the best way to estimate the association between variables. It describes the strength of the relationship as well as well as the sign.

Friedman Test:

The two-way analysis of variance is commonly known as the Friedman test. That is, in other words, it's used to check the population of 'k' samples is the same size as the entire sample population. This test is a non-parametric test which is used for testing the difference between several related samples. The Friedman test indicated if there is any significant difference among the medians of two or more groups (Jamie Decoster, 2006). The null hypothesis in this test suggests that there is no difference between the variables. If the calculated probability is low that is if P is less than the selected significance level, then the null hypothesis is rejected and we can get to the conclusion that two of the given variables are significantly different then each other.

Chi-square Test:

A Chi Square test is most often applied to categorical comparisons. By using Chi-Square analysis, the null hypothesis is that there is no relationship in the population between the categories of any of the categorical variables.

3.10 Research Questions and Hypothesis

The quantitative research questions that will guide the study and generate the hypothesis are as follows-

Research Question-1: Is there a statistically significant difference perceived by parents of child who goes to preschool in the content of ECCE policy?

H1A: There is difference perceived by parents of child who goes to preschool in the content of ECCE policy.

Research Question-2: Is there a statistically significant difference perceived by parents of child who goes to preschool in the compliance of ECCE policy by preschools?

H1A: There is significant difference perceived by the parents of child who goes to preschool in the compliance of ECCE policy by the preschools.

Research Question-3: Is there any correlation between ECCE policy awareness and ECCE policy implementation amongst preschools?

H1A: There is correlation between ECCE policy awareness and ECCE policy implementation amongst preschools.

Research Question-4: Is there any linking between government's intervention in policy implementation and preschools stakeholder intervention in staff selection?

H1A: There is linking between government intervention in policy implementation and preschool stakeholder's intervention in staff selection.

Research Question-5: Is there any correlation between the government ECCE policy implementation and the performance of the Preschools?

H1A: There is correlation between the government ECCE policy implementation and the performance of the preschools.

Chapter 4

Data Analysis and Findings

Chapter-4:

Data Analysis and Findings

This chapter focuses on quality in the hole data gathered from the questionnaire and compiling it into a neat and clean manner for the analysis and perform the appropriate statistical test or measures to gain more insights in detail to achieve the objectives of the particular research study hence researcher has two aspects to look at the data one is descriptive to define what has happened and the other one is testing the claims by the nature of the hypothesis.

Descriptive Statistics

Child Age:

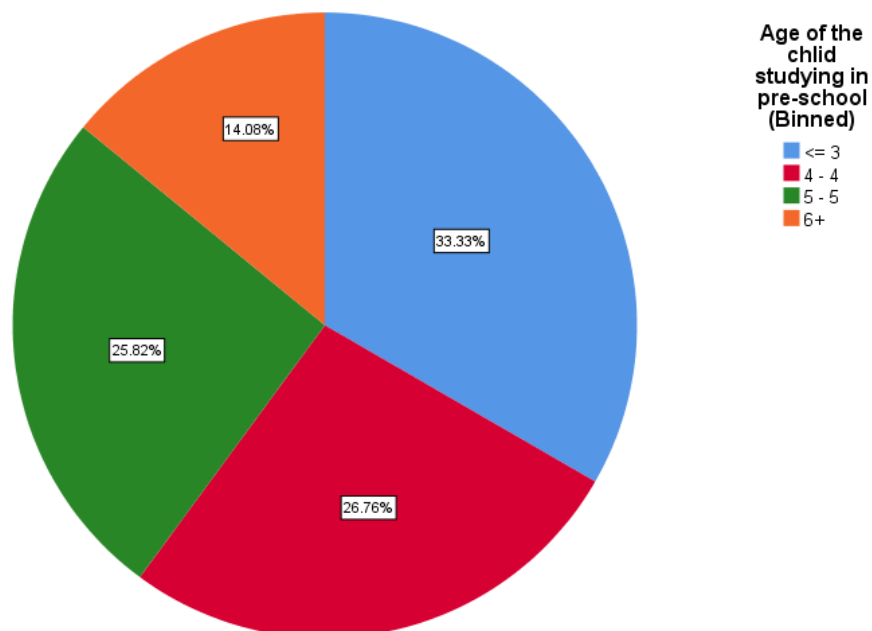


Figure 3.1

From the above pie chart, we can say that majority of the respondent's kids are in the age group of 4-5 years. The lowest number of kids are from the category of 6 year or older than that.

COP1: Today's preschools are following the consistent development of the curriculum for the age group 2-6 years' old

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	4	1.9				
Disagree	8	3.8				
Neutral	28	13.1	3.91	4.00	-1.248	2.841
Agree	136	63.8				
Strongly Agree	37	17.4				
Total	213	100.0				

Statistical Table 4.1: Development of the curriculum

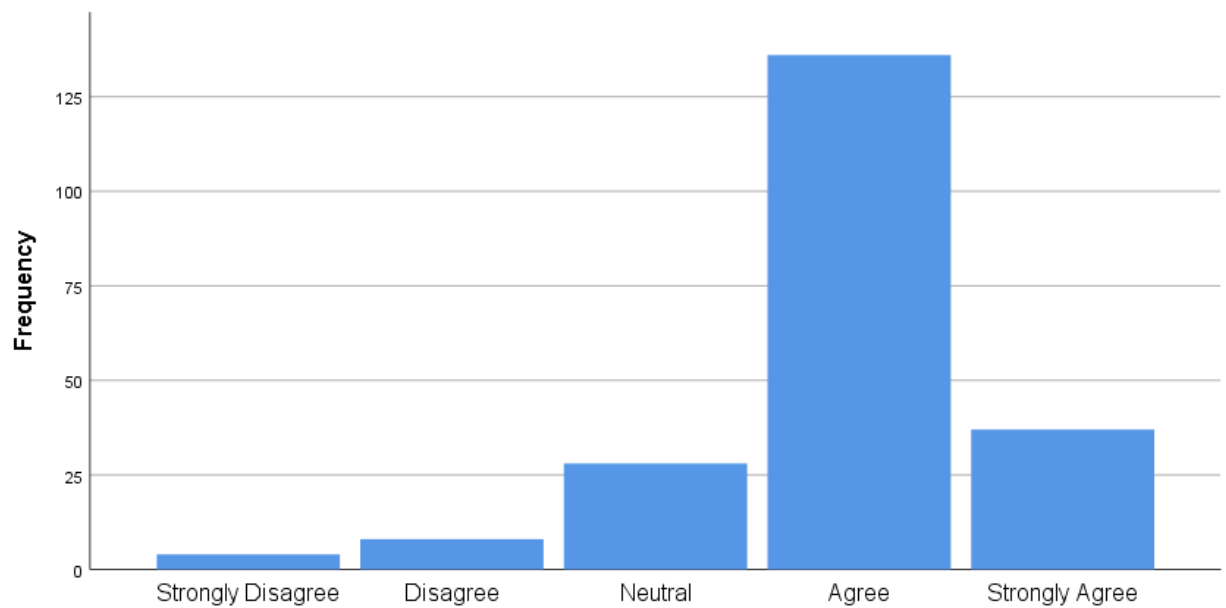


Figure 1: Development of the curriculum

Conclusion:

From the above graph we can say that most of the parents believe that the current preschools do follow the consistent curriculum it is not having major changes with respect to each other.

COP2: The preschools have competencies and appropriate tools and techniques to compete with other preschools and at the same time maintaining quality.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	6	2.8				
Disagree	13	6.1				
Neutral	30	14.1	3.78	4.00	-1.276	2.148
Agree	136	63.8				
Strongly Agree	28	13.1				
Total	213	100.0				

Statistical Table 4.2: Competencies and appropriate tools and techniques

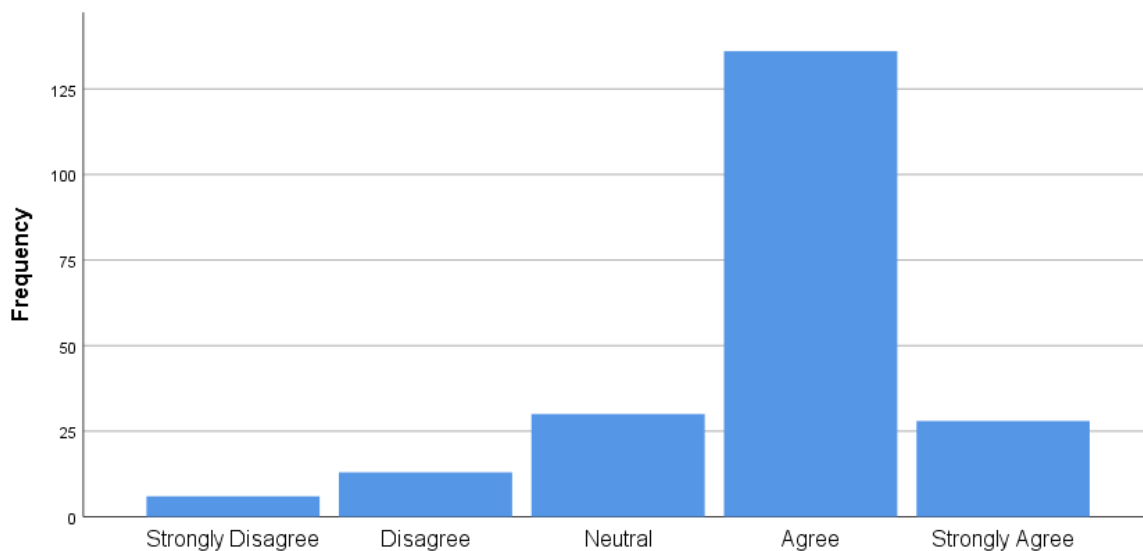


Figure 2: Competencies and appropriate tools and techniques

Conclusion:

The above graph suggest that the preschools are having majority the competence and the tools and techniques required to deliver quality experience do the toddlers orchids studying in preschools.

COP3: The Preschool provides all the learning aids, methods, directions which are useful in the learning process of a child of the age 2 to 6 years.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	3	1.4				
Disagree	13	6.1				
Neutral	35	16.4	3.88	4.00	-0.902	1.093
Agree	117	54.9				
Strongly Agree	45	21.1				
Total	213	100.0				

Statistical Table 4. 3: Providing learning aids, methods, directions

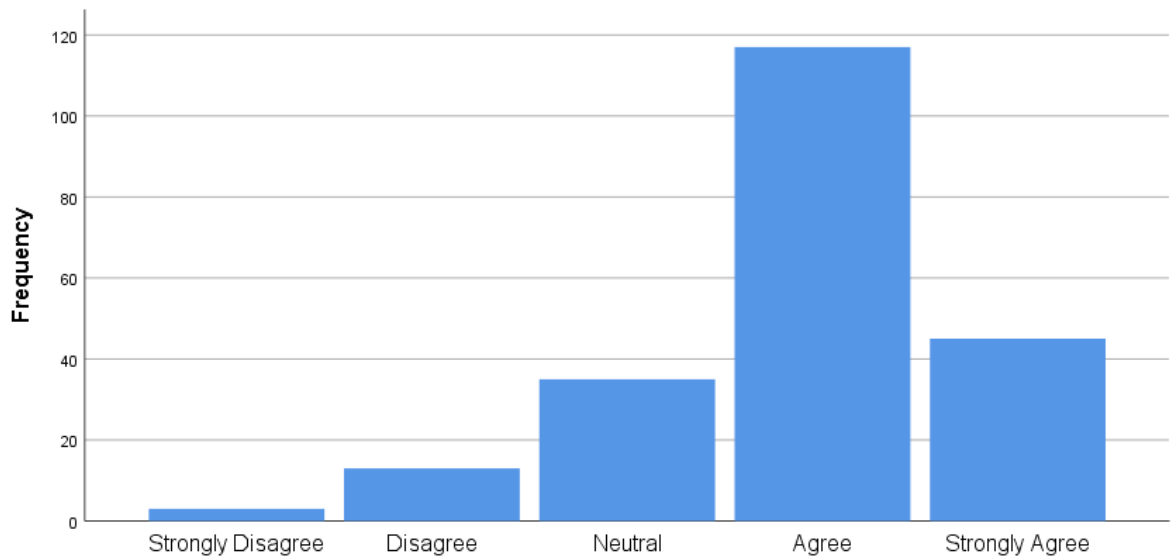


Figure 3: Providing learning aids, methods, directions

Conclusion:

The analysis focused on highlighting the point that for the learning process of the kids studying in preschool, these schools are equipped with the appropriate learning aids which can facilitate the smooth learning experience for the kids these learning aids also helps him developing different skills such as cognitive or motor skills of the kids.

COP4: The Preschool adopts all the necessary mechanism or system which supports the physical, mental, emotional development of a child of the age between 2 to 6 years.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	4	1.9				
Disagree	12	5.6	3.79	4.00	-0.897	1.240
Neutral	43	20.2				
Agree	119	55.9				
Strongly Agree	35	16.4				
Total	213	100.0				

Statistical Table 4.4: Adoption of necessary mechanism or system

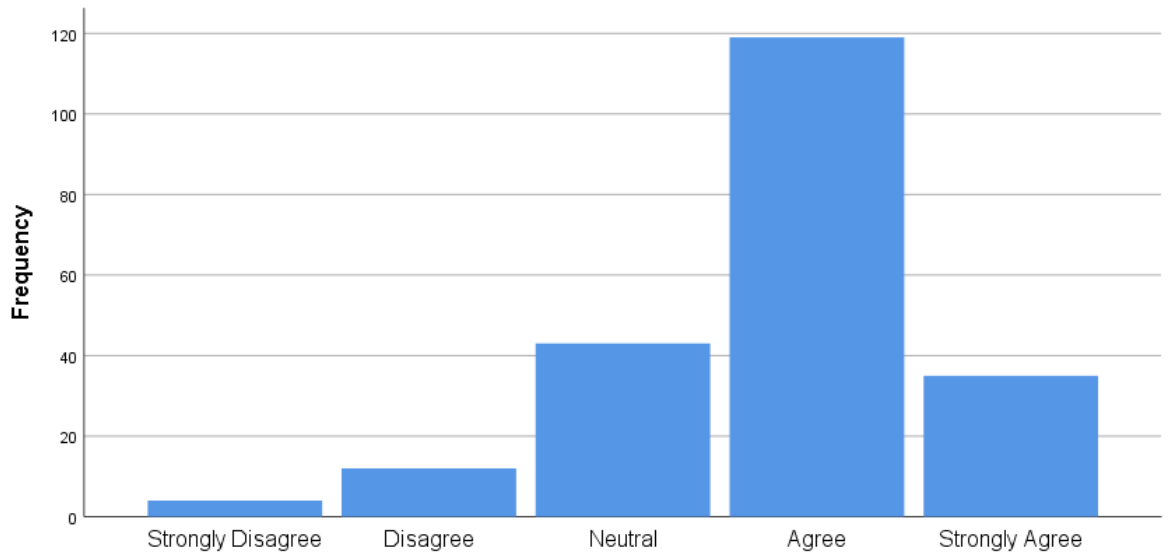


Figure 4: Adoption of necessary mechanism or system

Conclusion:

The above details suggest that preschool's mandatorily focuses on having the requisite mechanism to monitor and control the development of these kids studying in these preschools. It also shows that preschools are proactively taking the onus on themselves towards the development of these kids.

COP5: There should be a policy from the government which will help in developing a good and practical education system for the age group of 2 to 6 years of child.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	4	1.9				
Disagree	8	3.8				
Neutral	28	13.1	4.03	4.00	-1.122	1.820
Agree	110	51.6				
Strongly Agree	63	29.6				
Total	213	100.0				

Statistical Table 4.5: Developing practical education system

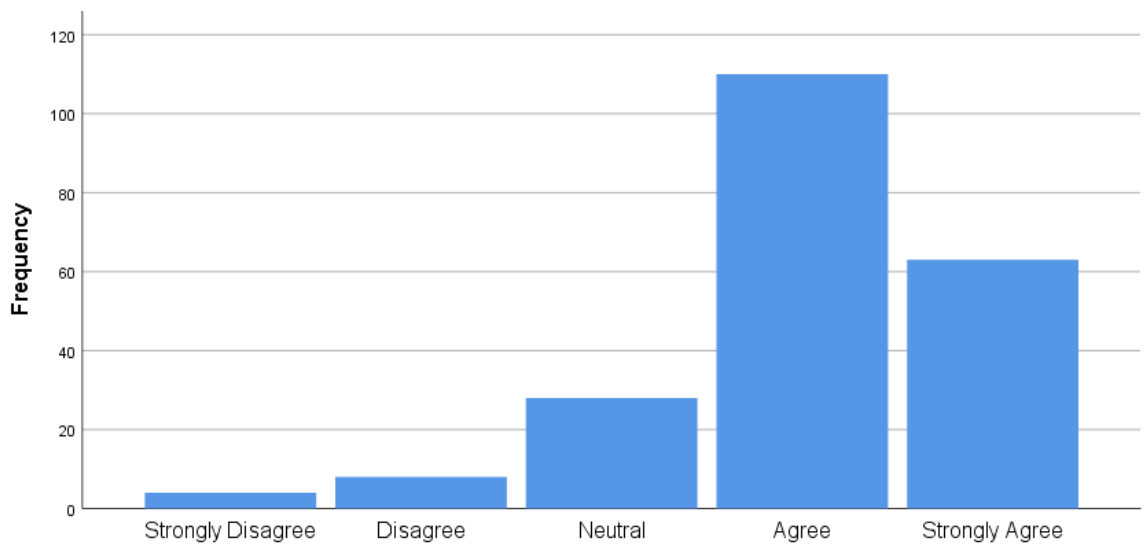


Figure 5: Developing practical education system

Conclusion:

The above graph suggests that parents expect that government should involve themselves into the development of preschool policies which can help the preschools to establish and run in a consistent manner focusing on quality education.

Comp-1: Today's preschools are competent of fulfilling the demands and satisfying the needs and desires of the parents who are taking admission in the standalone preschools.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	3	1.4	3.72	4.00	-0.755	0.587
Disagree	18	8.5				
Neutral	45	21.1				
Agree	116	54.5				
Strongly Agree	31	14.6				
Total	213	100.0				

Statistical Table 4.6: Fulfilling the demands and satisfying the needs

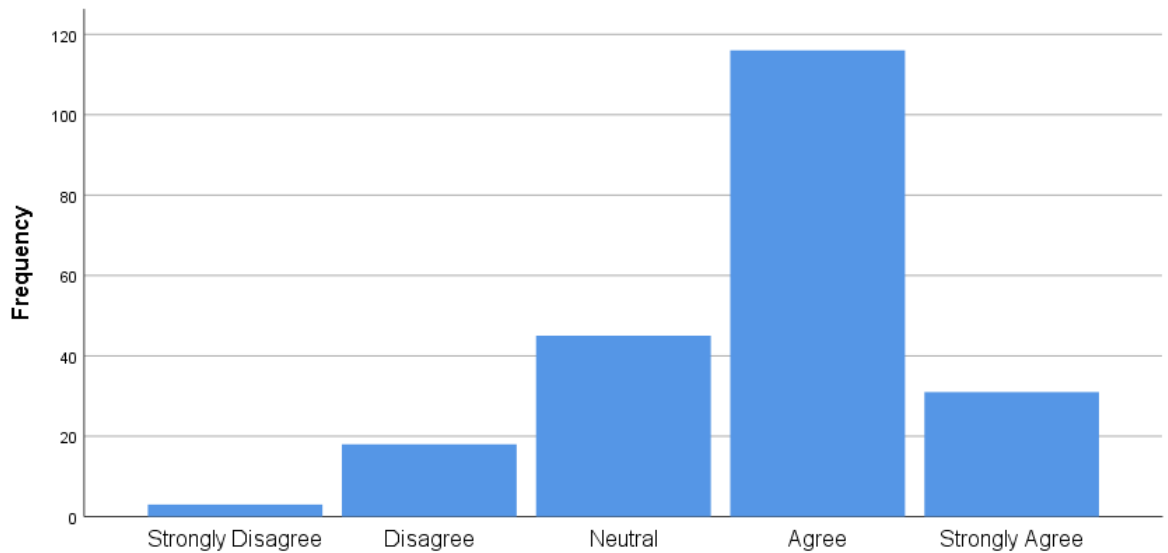


Figure 6: Fulfilling the demands and satisfying the needs

Conclusion:

From the above graph we can say that with the advent of technology and tools, now every preschool existed into the market understand the requirement and expectations of today's parents and hence overall most of them are having the required set up to fulfill the parent's demands and desires for the development of their kids.

Comp2: The Preschool regularly conducts teacher development programs.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	9	4.2				
Disagree	25	11.7				
Neutral	43	20.2	3.60	4.00	-0.738	0.069
Agree	102	47.9				
Strongly Agree	34	16.0				
Total	213	100.0				

Statistical Table .4.7: Teacher development programs

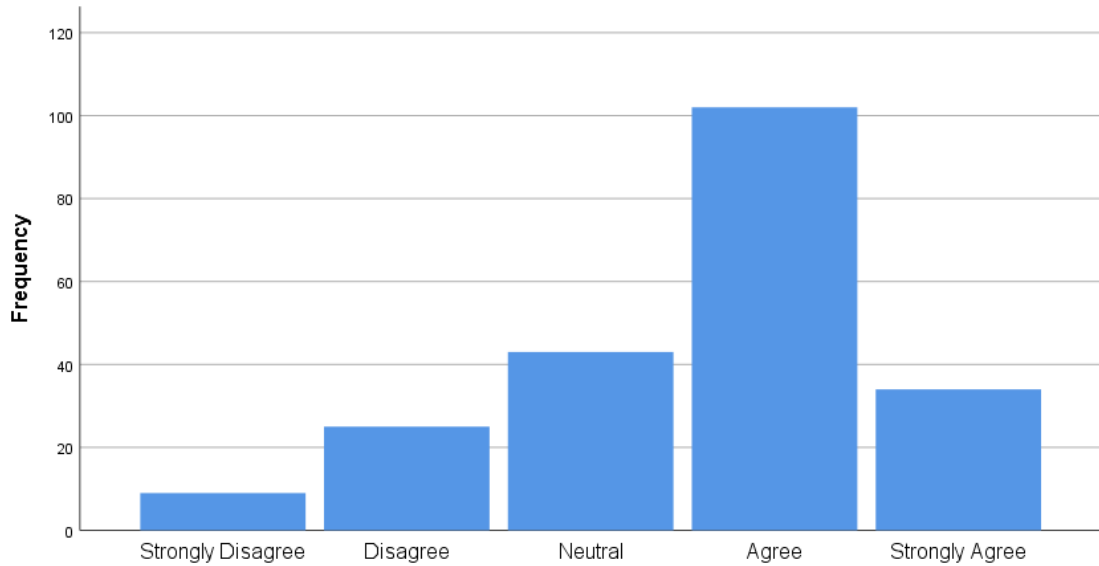


Figure 7: Teacher development programs

Conclusion:

The above graph suggests that preschool is actively looking into the development of their teachers from time to time and hence it maintains the quality of the preschools as per the requirement of the parents.

Comp3: The school management reviews the activities and development of preschools on regular intervals.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	7	3.3				
Disagree	15	7.0				
Neutral	50	23.5	3.65	4.00	-0.917	1.00
Agree	115	54.0				
Strongly Agree	26	12.2				
Total	213	100.0				

Statistical Table 4.8: Reviewing the activities and development

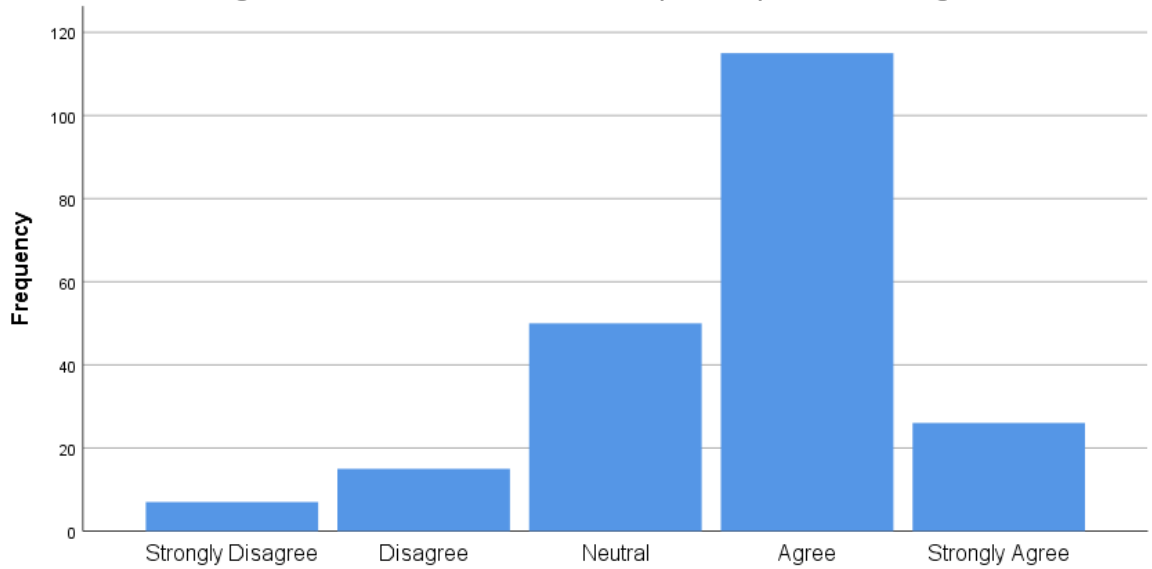


Figure 8: Reviewing the activities and development

Conclusion:

The above graph suggest that preschool management is very conscious about monitoring and tracking the activities conducted at preschool from time to time this instills confidence in kids as well as parents about the development.

Comp4: The preschools frequently interact with parents and community.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	4	1.9				
Disagree	9	4.2				
Neutral	35	16.4	3.87	4.00	-1.080	2.065
Agree	128	60.1				
Strongly Agree	37	17.4				
Total	213	100.0				

Statistical Table 4.9: Interaction with parents and community

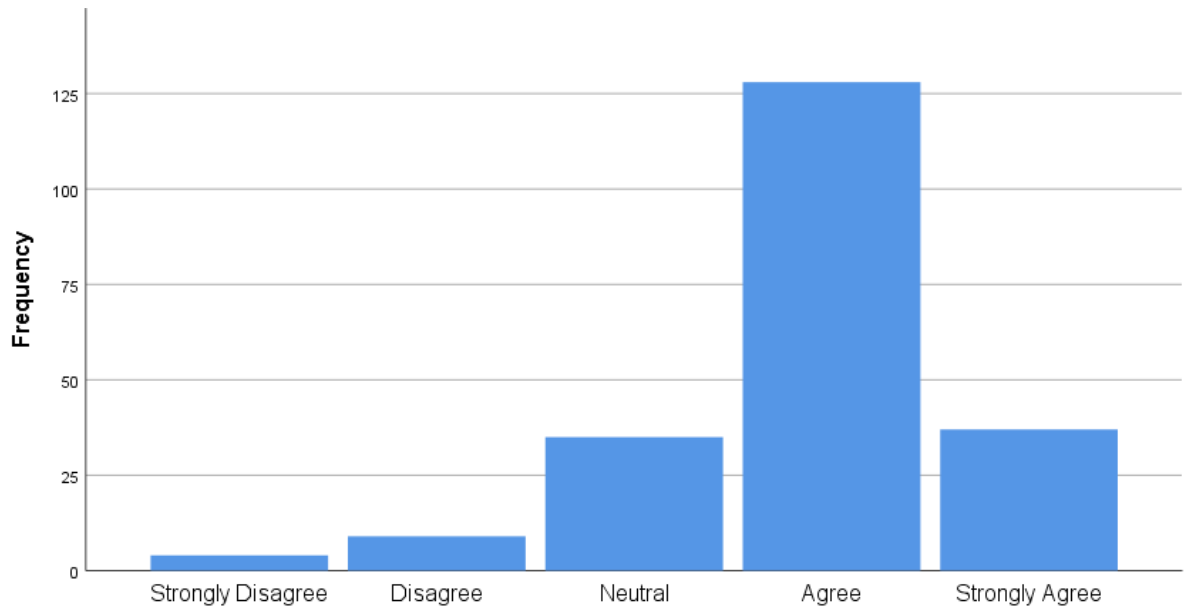


Figure 9: Interaction with parents and community

Conclusion:

The above graph suggests that the interaction between the preschool management and the parents happens frequently this practice is followed religiously by the preschools and hence it will help keep a tab on child development.

Comp5: There is good level of interaction among the parents and the teachers of the child. Parents participate well in their child's preschool affairs.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	4	1.9				
Disagree	9	4.2				
Neutral	31	14.6	3.94	4.00	-1.077	1.856
Agree	120	56.3				
Strongly Agree	49	23.0				
Total	213	100.0				

Statistical Table 4.10: Interaction among the parents and the teachers

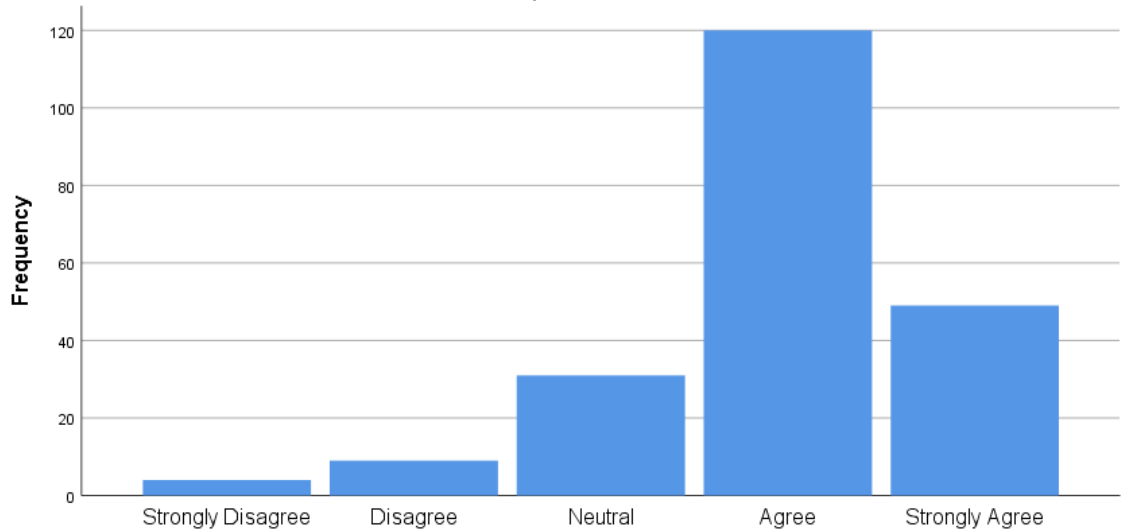


Figure 10: Interaction among the parents and the teachers

Conclusion:

The above graph suggest that majority of the parents proactively shows involvement and participation into taking the notes of their child's development time to time from the preschools and also, they try to understand the current situation or say development of their kids with the help of teachers.

PolAwa1: You are aware that government of India has policy which acts as guidelines to preschools and its name is ECCE policy.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	7	3.3				
Disagree	15	7.0				
Neutral	63	29.6	3.59	4.00	-0.715	0.652
Agree	102	47.9				
Strongly Agree	26	12.2				
Total	213	100.0				

Statistical Table 4.11: Awareness of ECCE policy

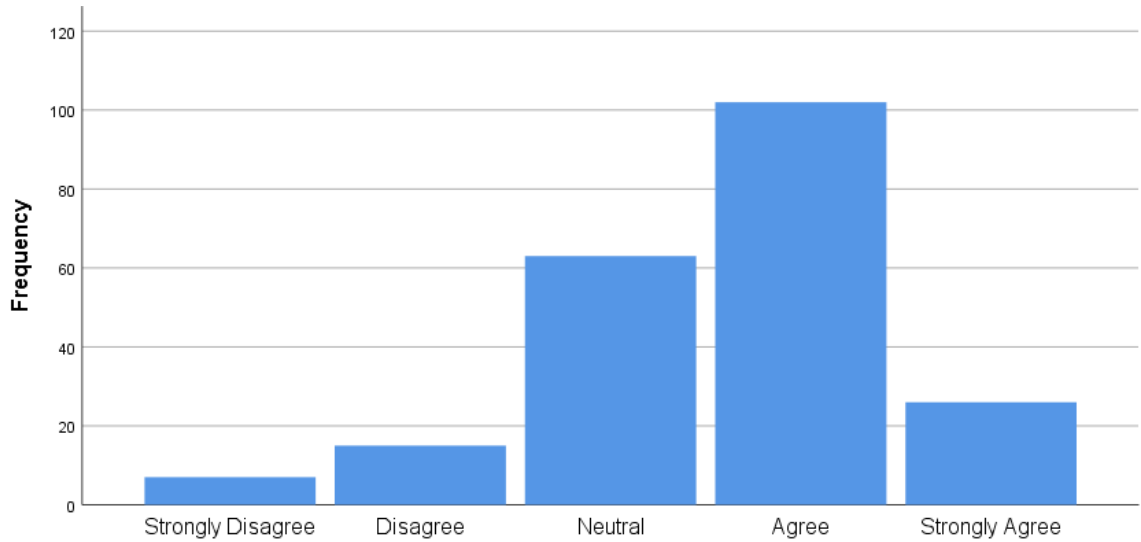


Figure 11: Awareness of ECCE policy

Conclusion:

Looking at the above graph we can say that most of the parents are aware that Government of India has initiated a policy called ECCE which governs or create the guidelines for the standard operational procedures of the preschools in India.

PolAwa2: Do you agree that preschools are following certain guidelines given by ECCE policy or Government of India

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	2	.9				
Disagree	19	8.9				
Neutral	83	39.0	3.50	4.00	-0.209	-0.029
Agree	88	41.3				
Strongly Agree	21	9.9				
Total	213	100.0				

Statistical Table 4.12: Guidelines by ECCE policy

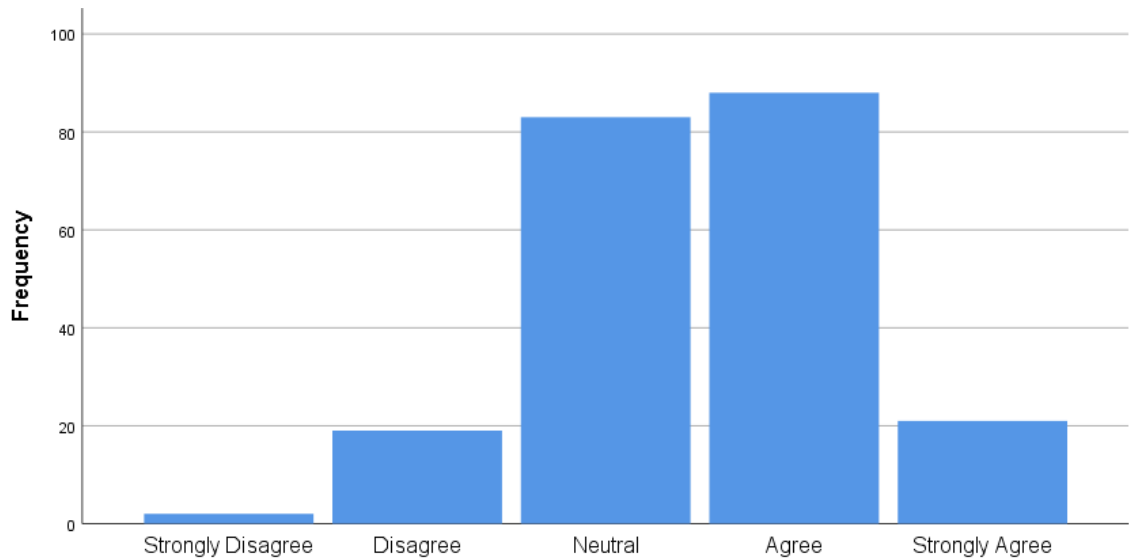


Figure 12: Guidelines by ECCE policy

Conclusion:

Looking at the above graph we can say that there is no consensus among the parents regarding how the preschool follows the ECCE policy guidelines the answers of the parents were distributed on both sides of agreement and disagreement.

PolAwa3: The Preschool is proactively looking for various ways to develop themselves.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	10	4.7				
Disagree	15	7.0				
Neutral	36	16.9	3.69	4.00	-1.129	1.230
Agree	123	57.7				
Strongly Agree	29	13.6				
Total	213	100.0				

Statistical Table 4.13: Proactive in development

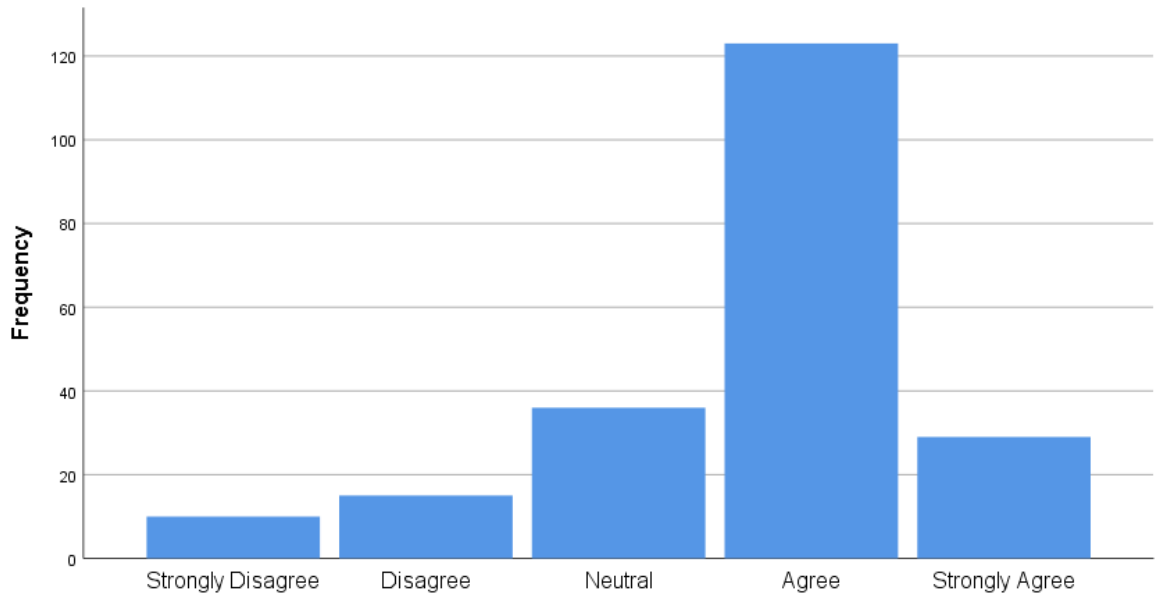


Figure 13: Proactive in development

Conclusion:

The above graph suggests that preschools are constantly looking for different and innovative ways to develop themselves and remain competitive into the market. Since there are numerous preschool's it's important for one to build the competitive advantage over the others.

PolAwa4: Do you agree that the processes and methodologies in the preschool require continuous improvement.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	6	2.8				
Disagree	4	1.9				
Neutral	27	12.7	4.05	4.00	-1.317	2.714
Agree	113	53.1				
Strongly Agree	63	29.6				
Total	213	100.0				

Statistical Table 4.14: Improvement in processes and methodologies

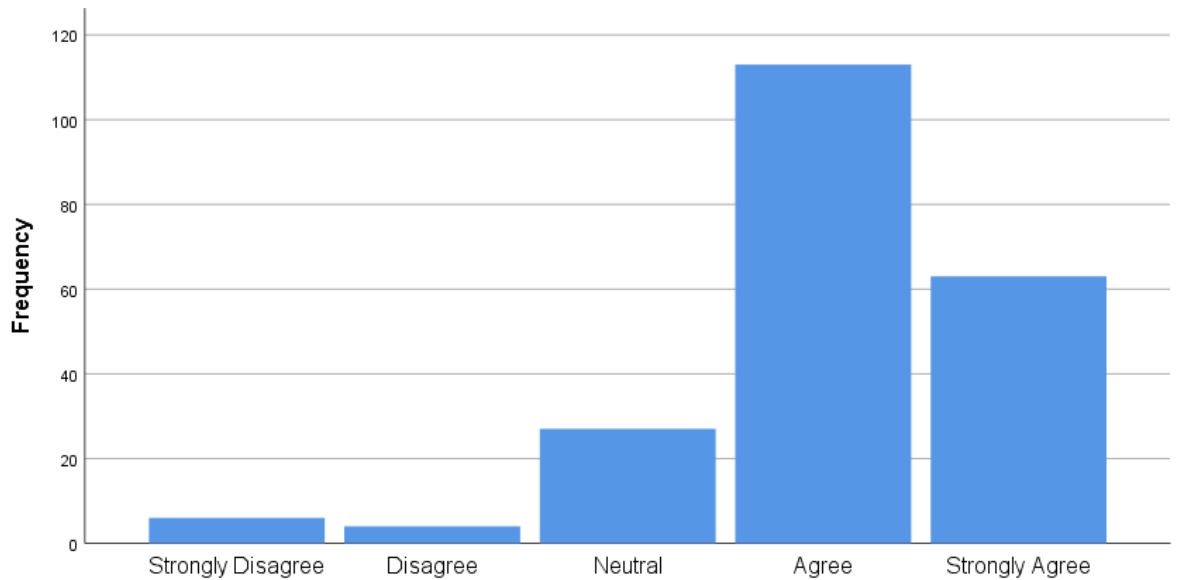


Figure 14: Improvement in processes and methodologies

Conclusion:

The above graph suggests that parents believe mostly that the competition makes preschool to be alert and aware about the introduction of the new technologies to teach and monitor the kids studying at preschools.

PolAwa5: The school management, administration and teachers are highly aggressive in dealing with the introducing innovative techniques as far as competitive preschools are concerned.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	5	2.3				
Disagree	14	6.6				
Neutral	54	25.4	3.69	4.00	-0.768	-0.817
Agree	110	51.6				
Strongly Agree	30	14.1				
Total	213	100.0				

Statistical Table 4.15: Dealing with innovative techniques

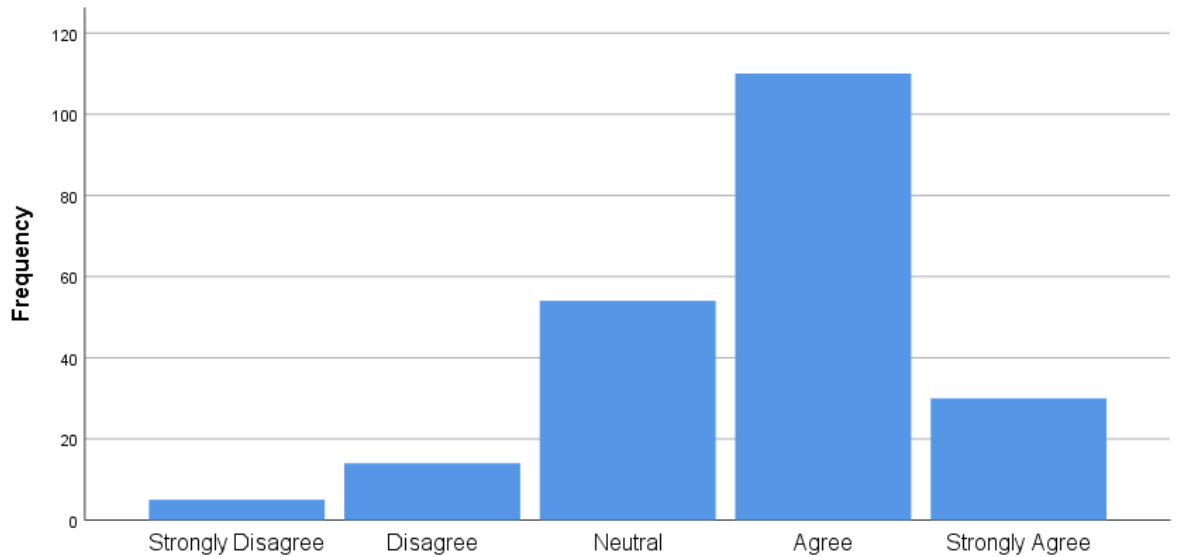


Figure 15: Dealing with innovative techniques

Conclusion:

Looking at the above graph we can say that most of the parents believe that instead of affiliated preschools, the standalone preschools focuses more on the development of the kids.

Pollmp11: The students of the age between 2 to 6 years are nurtured by the standalone preschools at great extent and students are in safe environment.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	5	2.3				
Disagree	7	3.3				
Neutral	45	21.1	3.77	4.00	-1.162	2.509
Agree	132	62.0				
Strongly Agree	24	11.3				
Total	213	100.0				

Statistical Table 4.16: Students in safe environment

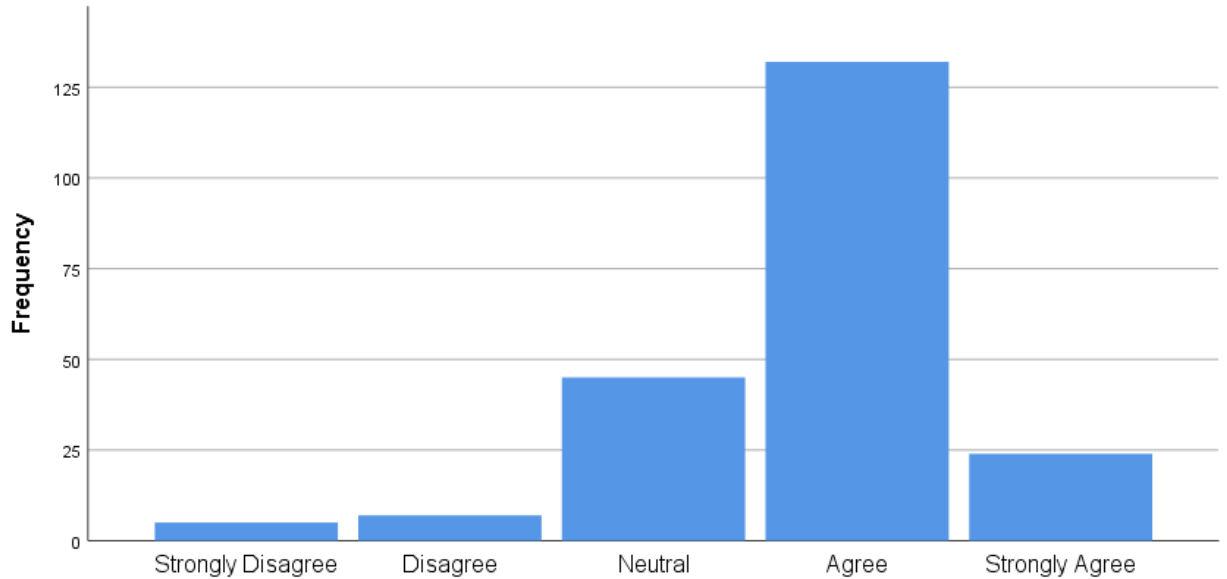


Figure 16: Students in safe environment

Conclusion:

The above graph suggests that most of the preschools are providing the safe learning environment to the kids and hence creates atmosphere safety which is important for nurturing a child.

Pollmp12: Every preschool has the mechanism of identifying the needs of every child and accordingly has the mechanism to fulfill it.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	5	2.3				
Disagree	24	11.3				
Neutral	49	23.0	3.62	4.00	-0.660	0.131
Agree	105	49.3				
Strongly Agree	30	14.1				
Total	213	100.0				

Statistical Table 4.17: Identifying the needs of every child

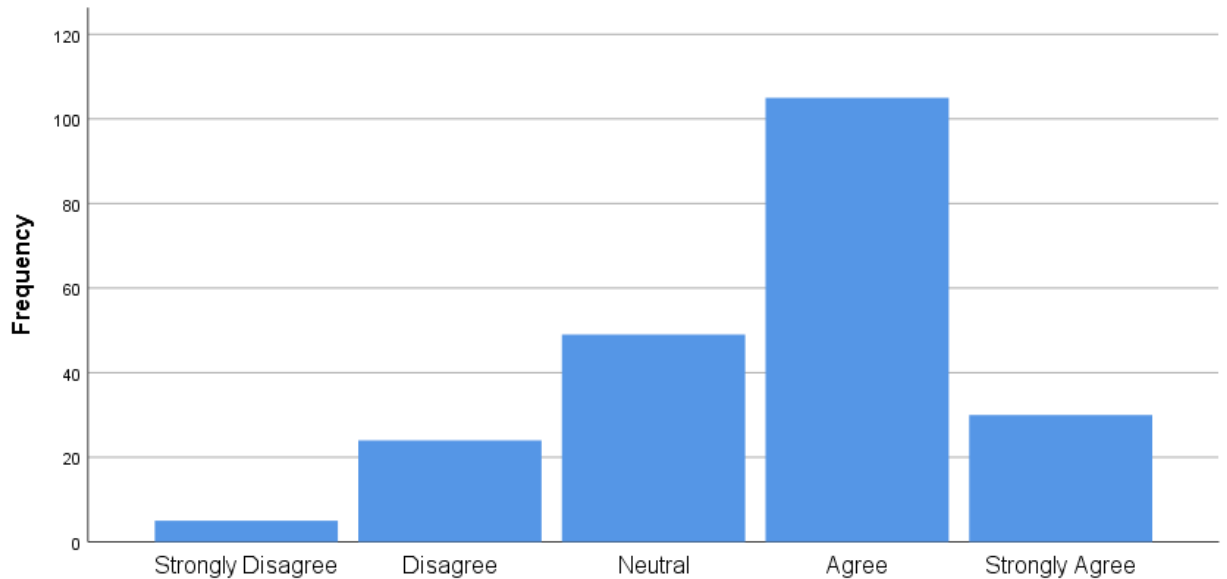


Figure 17: Identifying the needs of every child

Conclusion:

The above graph suggests that most of the preschools are having the appropriate procedures or mechanisms to understand the need of every child and plan the course of action according to that for the better development of the kids.

Pollmp13: The prevailing standalone preschools in Pune are equipped with all the latest and developed teaching aids to meet the increasing competition and satisfy the needs of the child between 2 to 6 years.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	7	3.3				
Disagree	17	8.0				
Neutral	57	26.8	3.59	4.00	-0.791	0.682
Agree	108	50.7				
Strongly Agree	24	11.3				
Total	213	100.0				

Statistical Table 4.18: Equipped with teaching aids

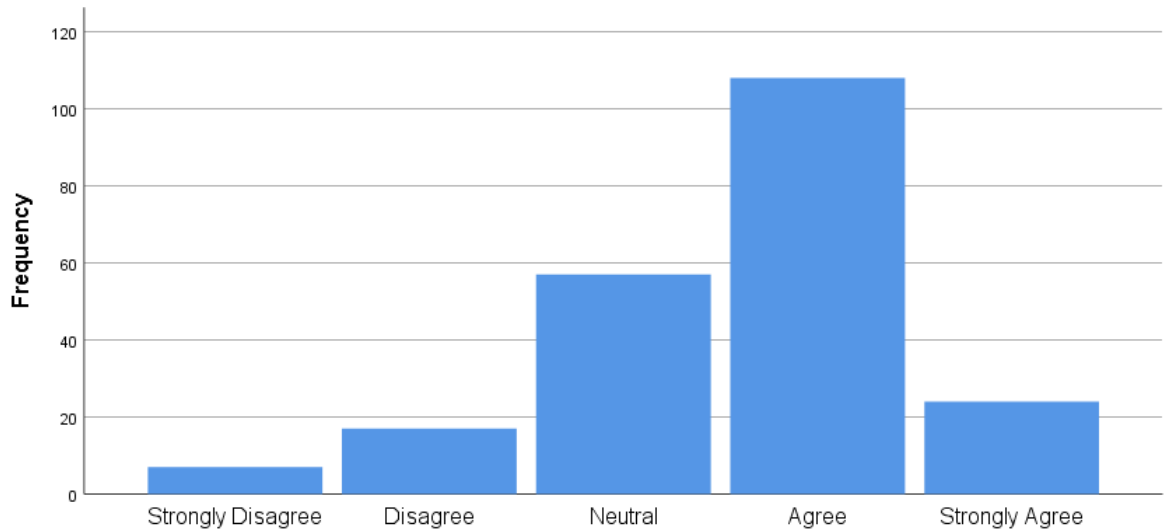


Figure 18: Equipped with teaching aids

Conclusion:

Looking at the above graph we can say that most of the preschools are equipped with the appropriate teaching aids which are useful for catering to the varying need of each individual child.

Pollmp14: The management of the preschool is well versed with all the policies led by the Government for the smooth running of the preschool.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	3	1.4				
Disagree	22	10.3				
Neutral	59	27.7	3.60	4.00	-0.513	0.047
Agree	102	47.9				
Strongly Agree	27	12.7				
Total	213	100.0				

Statistical Table 4.19: Management is well versed with policies

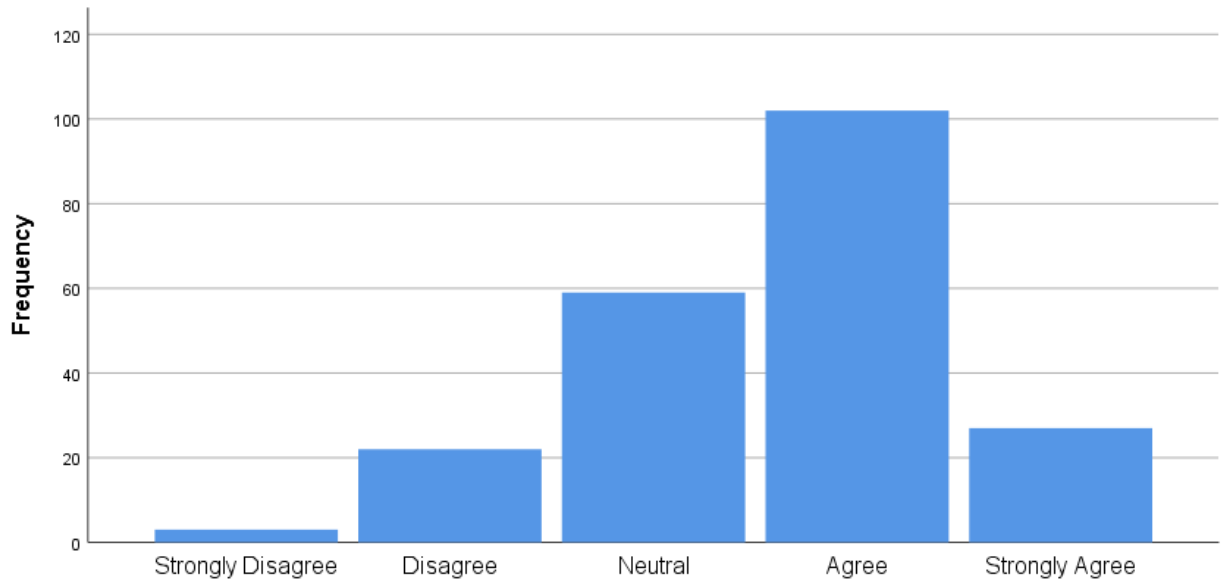


Figure 19: Management is well versed with policies

Conclusion:

The above graph suggests that the preschools are very much aware of the ECCE policy and know what all is expected from them by the means of this policy.

Pollmp15: The preschool management runs their preschools as per the guidelines, rules and regulations laid by the government.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	4	1.9				
Disagree	18	8.5				
Neutral	54	25.4	3.64	4.00	-0.707	0.543
Agree	111	52.1				
Strongly Agree	26	12.2				
Total	213	100.0				

Statistical Table 4.20: Preschool following the guidelines, rules and regulations

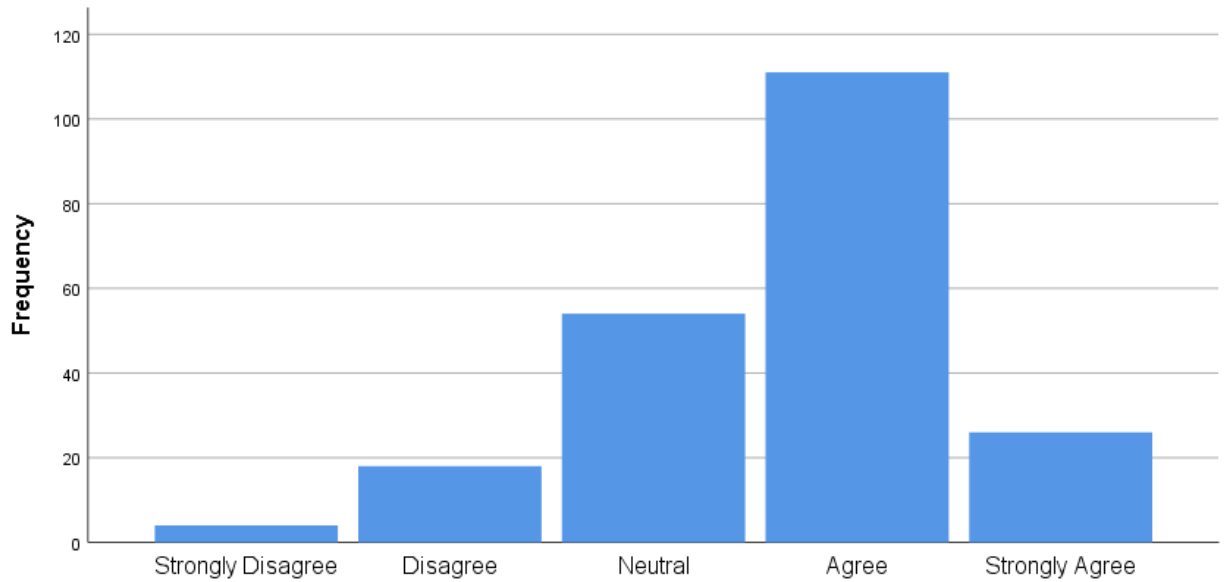


Figure 20: Preschool following the guidelines, rules and regulations

Conclusion:

From the above graph you can say that most of the parents as mentioned above also while talking about following the ECCE policy the preschools are not able to follow the guidelines provided by the preschool's due to various reasons.

Pollmpl6: The Parents are assured of the effective implementation of the innovations and believe that their child will be prepared for future success.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	7	3.3	3.75	4.00	-0.961	1.241
Disagree	11	5.2				
Neutral	46	21.6				
Agree	113	53.1				
Strongly Agree	36	16.9				
Total	213	100.0				

Statistical Table 4.21: Implementation of the innovations

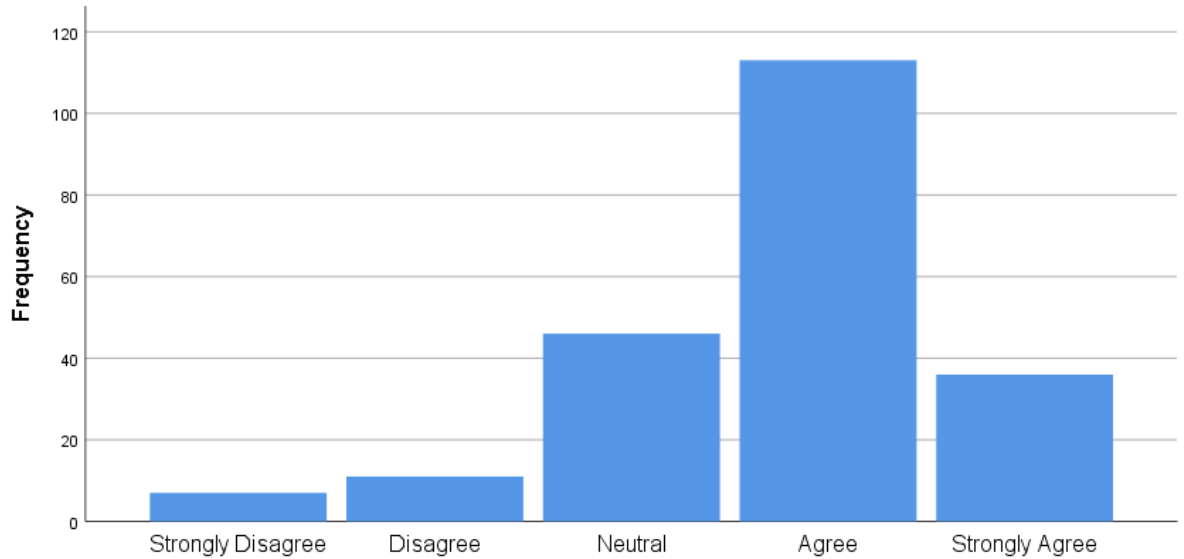


Figure 21: Implementation of the innovations

Conclusion:

Looking at the above graph most of the parents believe that preschools are in a position to develop their kids for the futures and whatever it takes to develop them they are ready with the requisite tools and techniques.

Pollmpl7: The management has long-term and healthy relations with the teachers and staff.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	9	4.2	3.65	4.00	-0.913	0.723
Disagree	17	8.0				
Neutral	45	21.1				
Agree	111	52.1				
Strongly Agree	31	14.6				
Total	213	100.0				

Statistical Table 4.22: Healthy relations with the teachers and staff

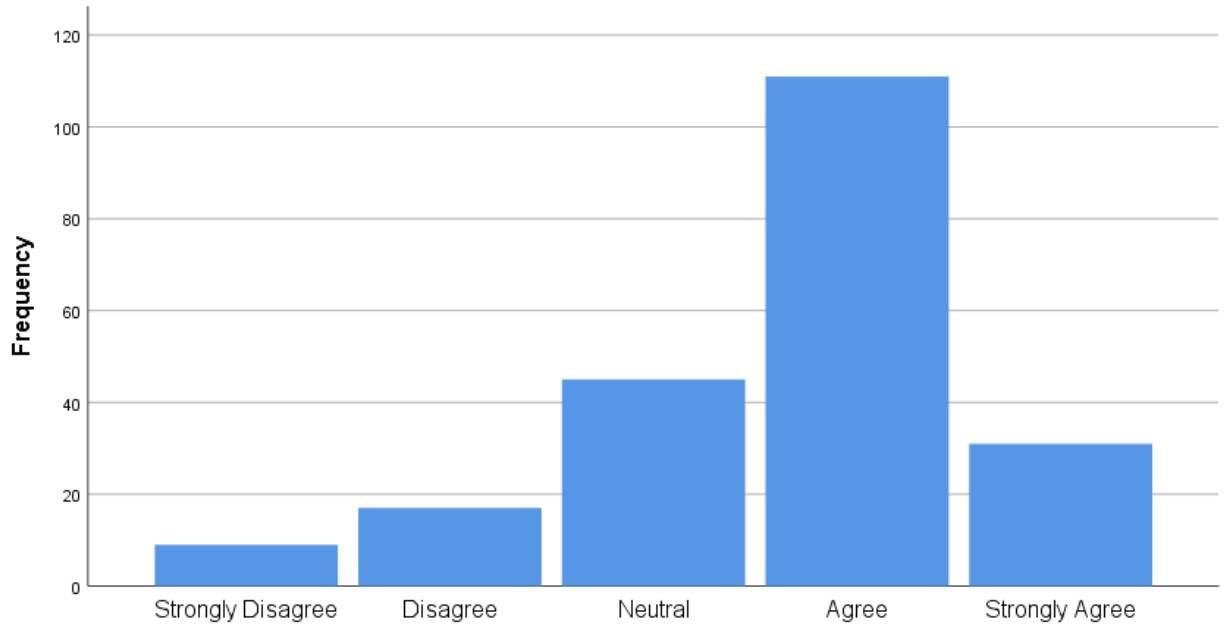


Figure 22: Healthy relations with the teachers and staff

Conclusion:

The above graph suggests that most of the preschools are having healthy atmosphere and the staff who is working over there have spent considerable amount of time with the preschools thus we can say that a long-term relationship has been built between the staff and the management.

Pollmp18: The parents are quite satisfied with the management of the Preschool and the complaints of the parents are significantly reduced over the years.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	7	3.3				
Disagree	17	8.0				
Neutral	48	22.5	3.65	4.00	-0.878	0.790
Agree	113	53.1				
Strongly Agree	28	13.1				
Total	213	100.0				

Statistical Table 4.23: Satisfaction with the management

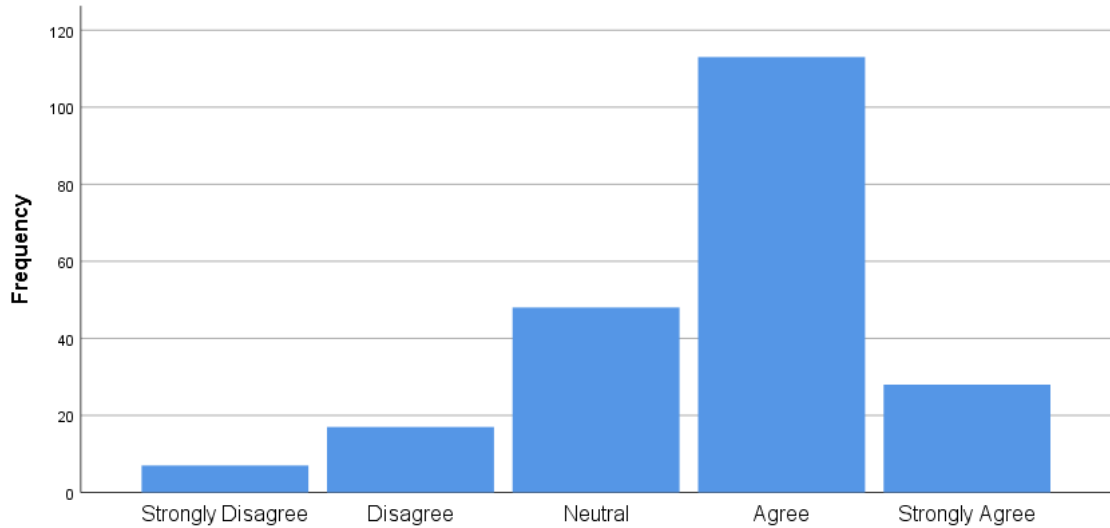


Figure 23: Satisfaction with the management

Conclusion:

The above graph suggests that parents are quite happy with the way management handled the preschools and this has contributed significantly lowering the complaints of the parents over the period.

Stake1: The stakeholders are involved in the selection of the preschools administrative staff.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	8	3.8				
Disagree	24	11.3				
Neutral	64	30.0	3.47	4.00	-0.576	0.088
Agree	94	44.1				
Strongly Agree	23	10.8				
Total	213	100.0				

Statistical Table 4. 24: Involvement in administrative staff

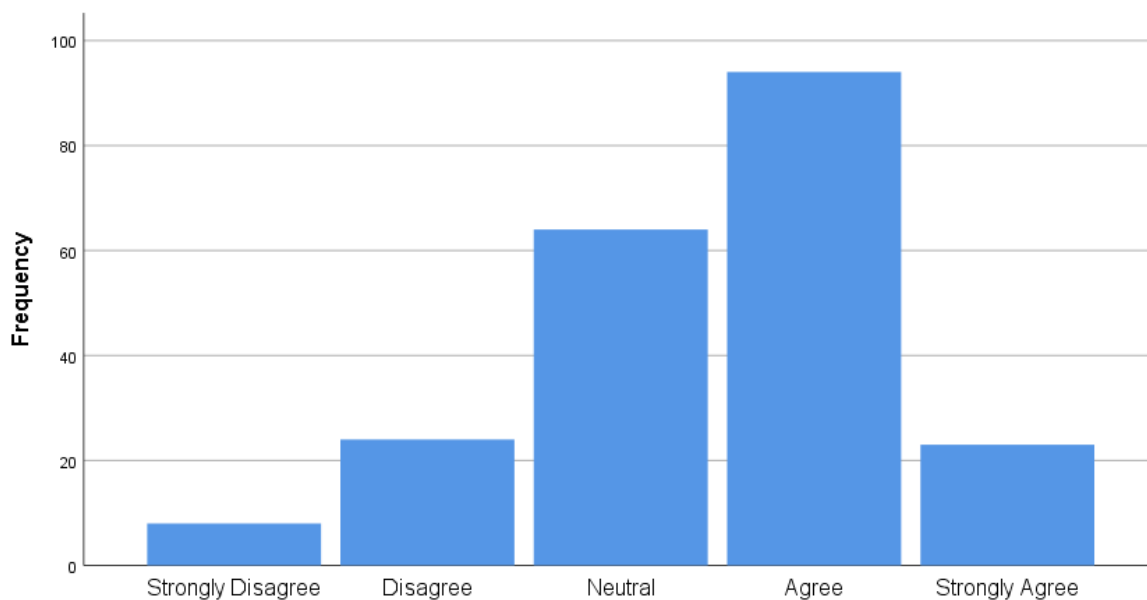


Figure 24: Involvement in administrative staff

Conclusion:

Looking at the above graph you can say that the preschool management proactively involved into the selection of their administrative staff which is important for the functioning of the preschool by undertaking all the requisite background checks of the Staff.

Stake2: The government officials give uniform support as well as supervision for ECCE implementation Processes

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	6	2.8				
Disagree	23	10.8				
Neutral	65	30.5	3.52	4.00	-0.502	0.031
Agree	92	43.2				
Strongly Agree	27	12.7				
Total	213	100.0				

Statistical Table 4.25: ECCE implementation Processes

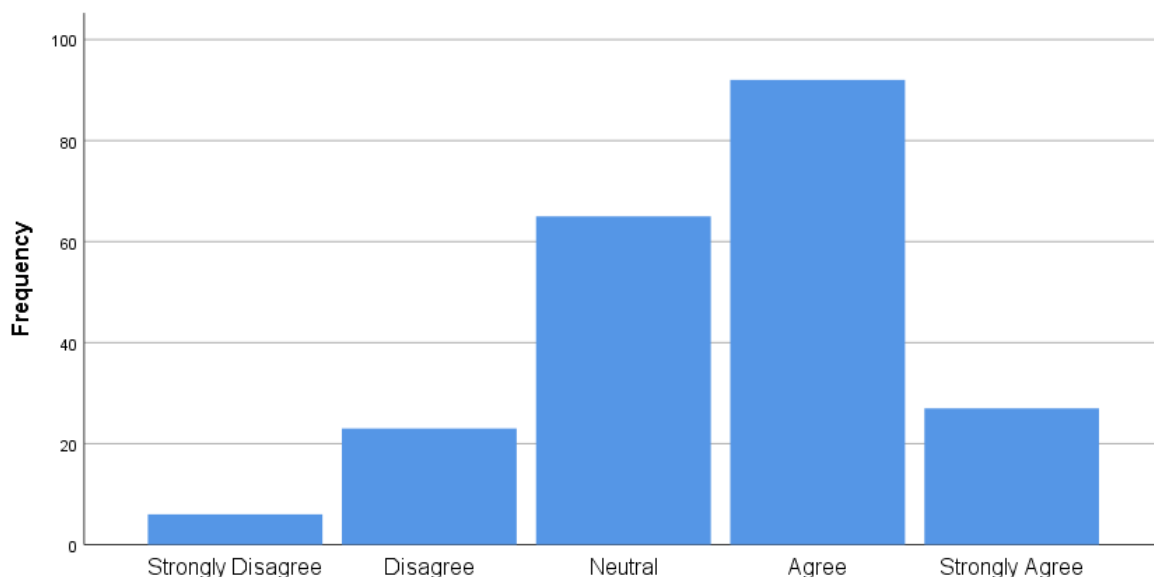


Figure 25: ECCE implementation Processes

Conclusion:

The above graph suggests that government or representatives from the government are not giving the uniform support further implementation and monitoring of the ECCE policy across the preschools.

Govaut1: The Government has well organized framework for the education of a child between 2 to 6 years' age which is the most crucial and sensitive age group.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	10	4.7				
Disagree	22	10.3				
Neutral	61	28.6	3.48	4.00	-0.661	0.178
Agree	96	45.1				
Strongly Agree	24	11.3				
Total	213	100.0				

Statistical Table 4.26: Framework for the education

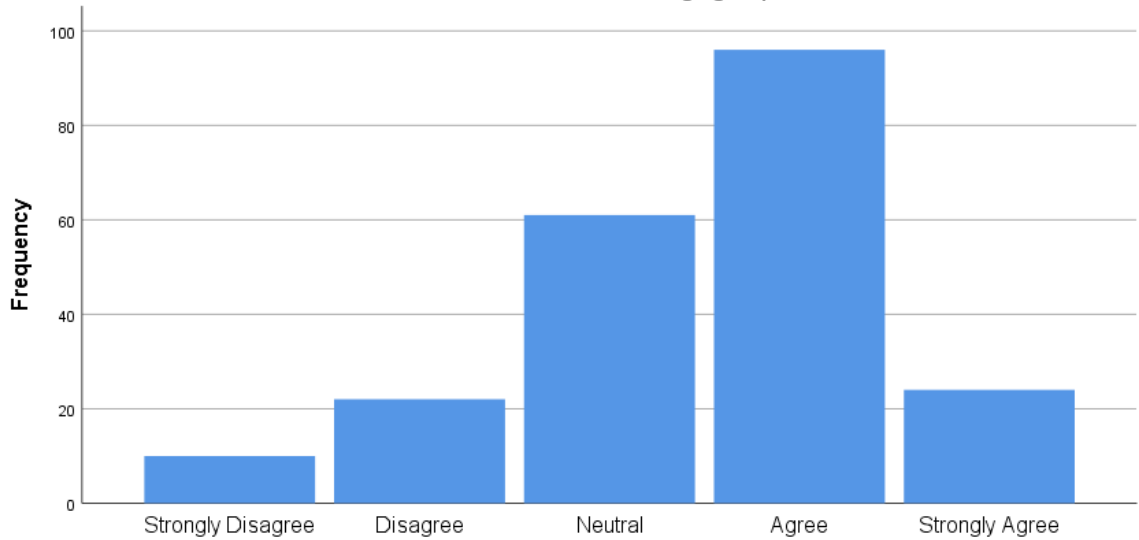


Figure 26: Framework for the education

Conclusion:

Looking at the above graph we can say that parents are well aware that government has formed a very good framework especially by means of ECCE policy which will take care of the nurturing and development of kids in the preschools by understanding the needs of parents and kids in detail.

Govaut2: The Government has a mechanism where in each and every preschool is being monitored on various aspects like Quality of education, premises, hygiene, basic amenities and so on.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	11	5.2				
Disagree	29	13.6				
Neutral	48	22.5	3.45	4.00	-0.711	-0.056
Agree	104	48.8				
Strongly Agree	21	9.9				
Total	213	100.0				

Statistical Table 4.27: Mechanism to monitor

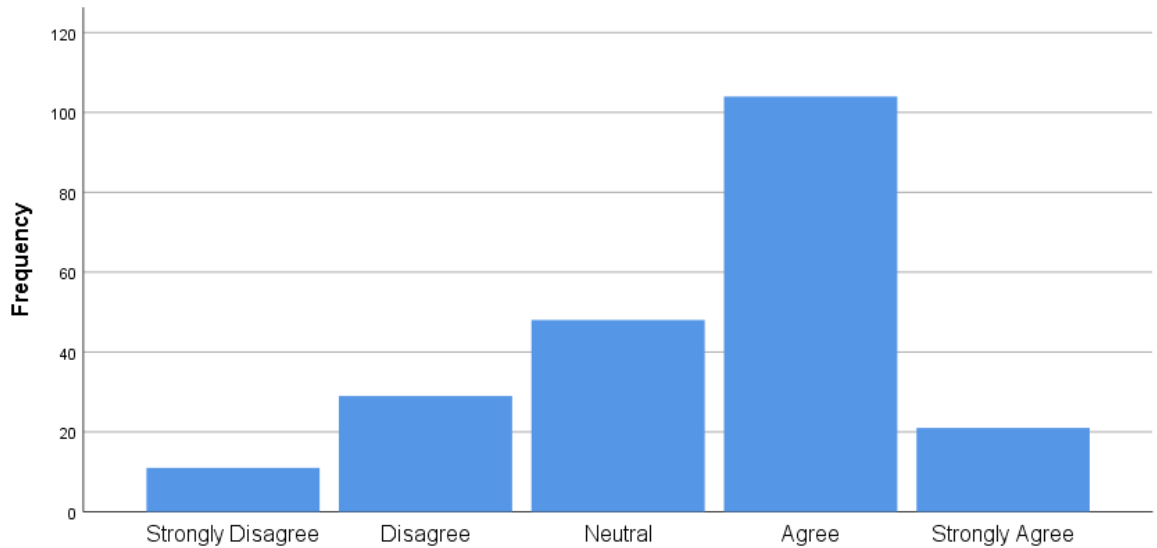


Figure 27: Mechanism to monitor

Conclusion:

The above graph suggests that government is lacking on monitoring how preschools are adhering to the ECCE policy. One of the questions that have formed the base for this research study is to look into the extent up to which the government is successful in monitoring the preschools, especially the standalone preschools.

GovAut3: The Government with the help of its policies and regulatory bodies has a complete check on the standalone preschools which manage their preschools in the same spirit as envisaged in ECCE policy.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	11	5.2				
Disagree	31	14.6				
Neutral	57	26.8	3.37	4.00	-0.601	-0.178
Agree	96	45.1				
Strongly Agree	18	8.5				
Total	213	100.0				

Statistical Table 4.28: Checking by policies and regulatory bodies

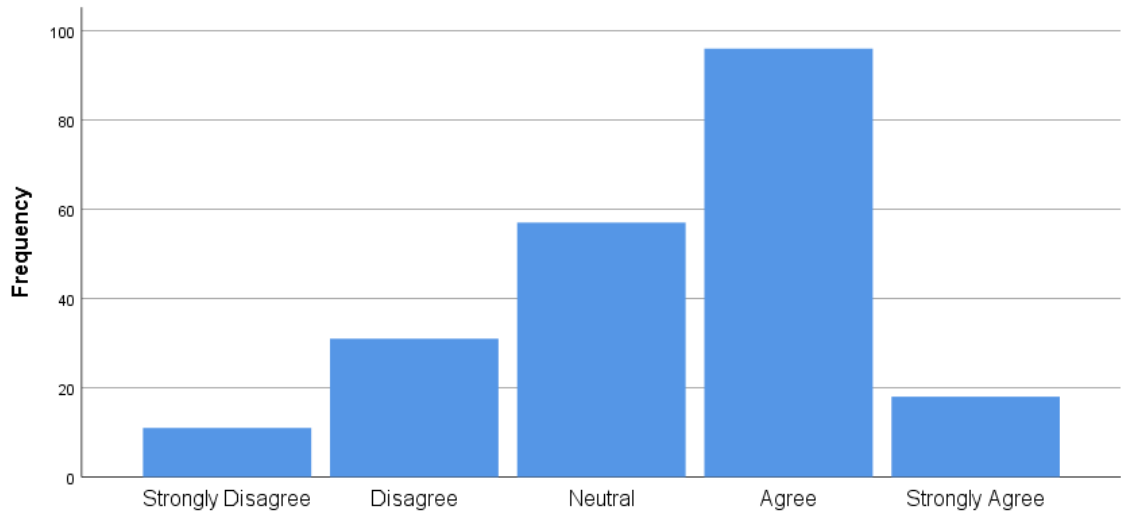


Figure 28: Checking by policies and regulatory bodies

Conclusion:

From the above graph we can say that the way government has saying the ECCE policy and its impact it's not delivering the same in the spirit of the policy by the preschools. Government has led down certain rules and regulations in ECCE policy and the implementation of the same has to be monitored by the government and the study says that government is lacking in keeping the check on the implementations in the preschools.

GovAut4: The Government has complete mechanism which in fix intervals monitors the development of the ECCE policy in the standalone preschools of Pune city.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	12	5.6				
Disagree	26	12.2				
Neutral	58	27.2	3.43	4.00	-0.617	-0.077
Agree	93	43.7				
Strongly Agree	24	11.3				
Total	213	100.0				

Statistical Table 4.29: Development of the ECCE policy

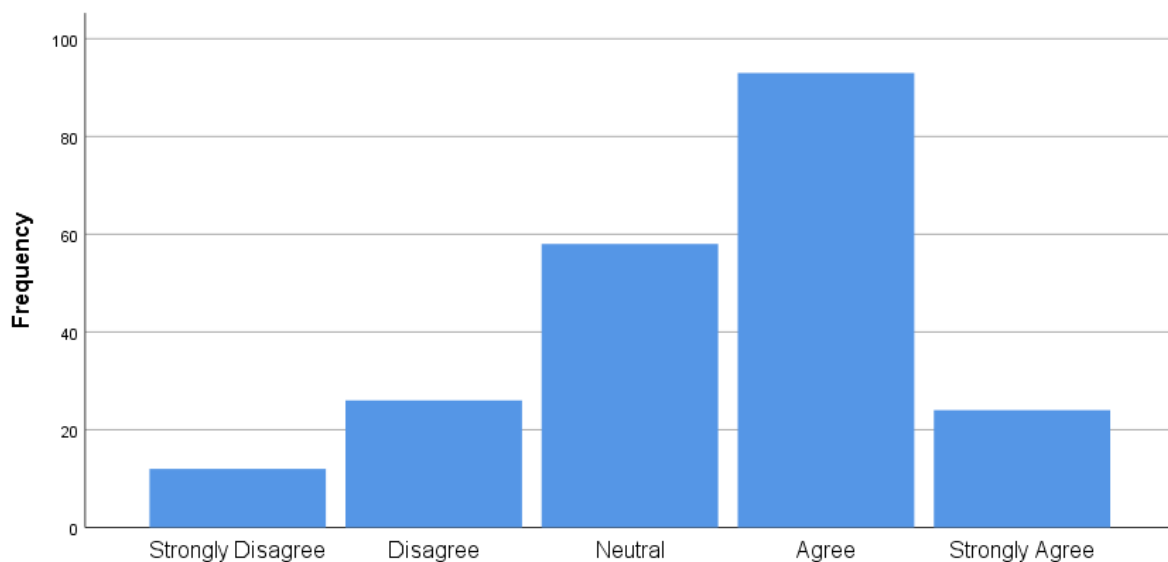


Figure 29: Development of the ECCE policy

Conclusion:

The above graph suggests that government lacks the machinery to keep tabs on the implementation of ECCE policy of the preschools a large chunk of samples believe the same.

Even the participants in the survey can observe this that the government has no such mechanism in-place that can monitor the preschools and its performance on fix intervals.

GovAut5: All the standalone preschools are well listed in Government records and are periodically updated.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	9	4.2				
Disagree	35	16.4				
Neutral	58	27.2	3.37	4.00	-0.643	-0.366
Agree	90	42.3				
Strongly Agree	21	9.9				
Total	213	100.0				

Statistical Table 4.30: Updation of Government records

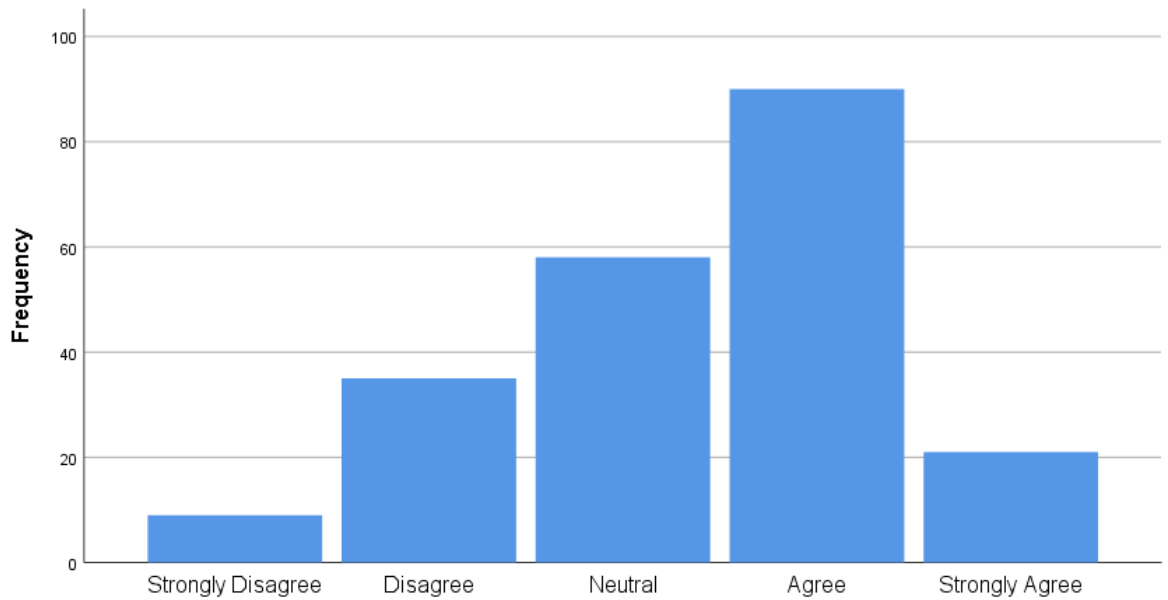


Figure 30: Updation of Government records

Conclusion:

From the above graph we can say that most of these standalone preschools are not on the list of government which read the hurdle of monitoring them for the government. The respondents are also aware of the fact that there is no such record of standalone preschools is available in the government offices related to education.

GovAut6: The Government has the transparent system of taking reviews on the Policies and its implementation from both the service providers and the end users.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	12	5.6				
Disagree	30	14.1				
Neutral	60	28.2	3.36	4.00	-0.572	-0.188
Agree	92	43.2				
Strongly Agree	19	8.9				
Total	213	100.0				

Statistical Table 4.31: Government has the transparent system

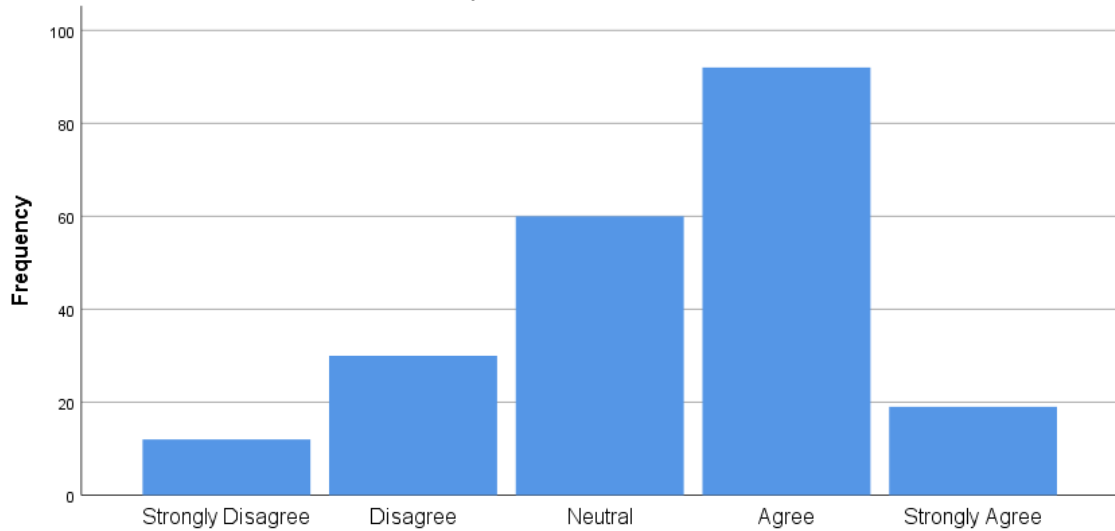


Figure 31: Government has the transparent system

Conclusion:

From the above graph you can say that sample believes that government is not transparent while taking the inputs for the policy development from the various stakeholders especially in the case of ECCE policy. The respondents have mentioned it precisely as in the 4 years current time of the preschool education there has been no survey seen from the government regarding the performances of the standalone preschools in Pune city.

Rel1: The Management of the standalone preschools have those all the necessary managerial aspects required to run the preschools effectively, work on the social, emotional skills of children and help them to become independent.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	6	2.8	3.58	4.00	-0.770	0.430
Disagree	22	10.3				
Neutral	51	23.9				
Agree	111	52.1				
Strongly Agree	23	10.8				
Total	213	100.0				

Statistical Table 4.32: Management's managerial aspects

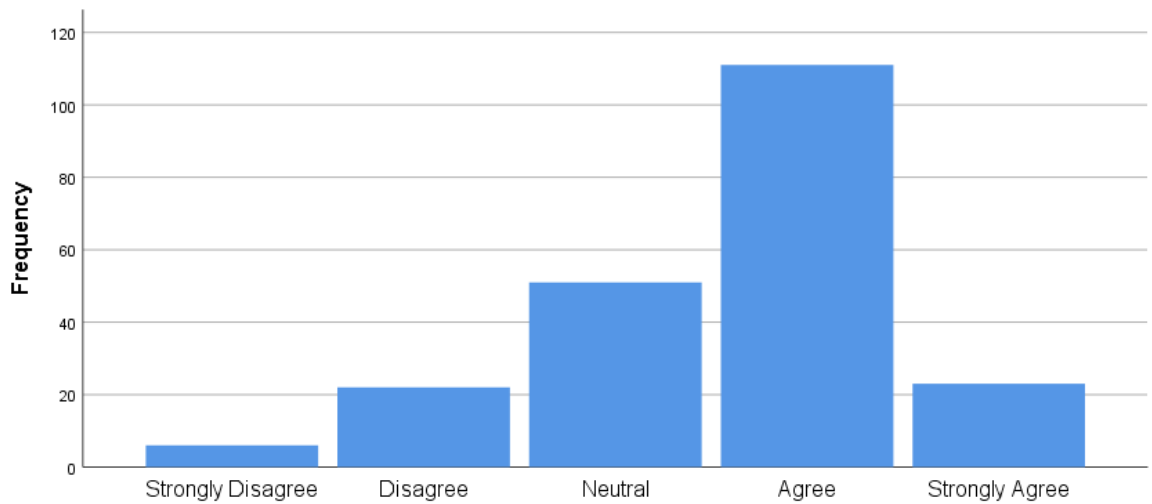


Figure 32: Management's managerial aspects

Conclusion:

Looking at the bow graph we can say that majority of the preschools have necessary management skills which is required to run a preschool effectively and efficiently by considering the appropriate management of the resources.

Rel2: The standalone preschool management is capable of taking complete responsibility of the child and its wellbeing.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	6	2.8				
Disagree	24	11.3				
Neutral	40	18.8	3.61	4.00	-0.891	0.526
Agree	120	56.3				
Strongly Agree	23	10.8				
Total	213	100.0				

Statistical Table 4.33: Taking responsibility of the child

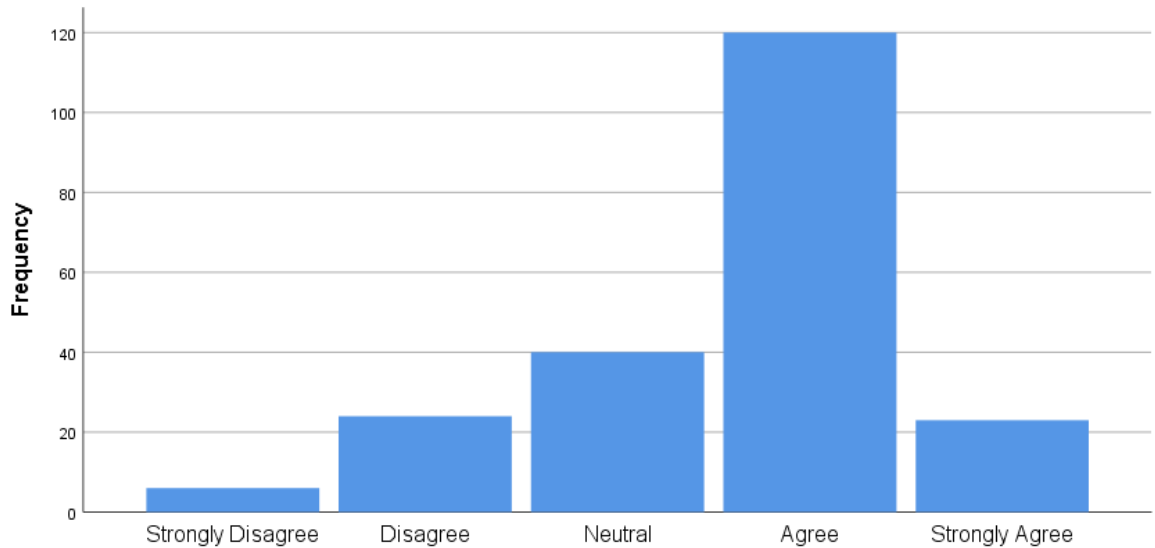


Figure 33: Taking responsibility of the child

Conclusion:

The above graph suggests that preschools are confident enough to take up the responsibility of the development of the child studying in preschools. Today, the competition among standalone preschools has increased tremendously. In order to keep them self standing ahead into the cut-throat competition, every preschool is running on its toes.

Rel3: The Owners/ Management of the standalone preschools are accountable for every child they admit in their preschool and are committed for their overall development.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	7	3.3				
Disagree	15	7.0				
Neutral	41	19.2	3.72	4.00	-0.983	1.078
Agree	117	54.9				
Strongly Agree	33	15.5				
Total	213	100.0				

Statistical Table 4.34: Management accountable for every child

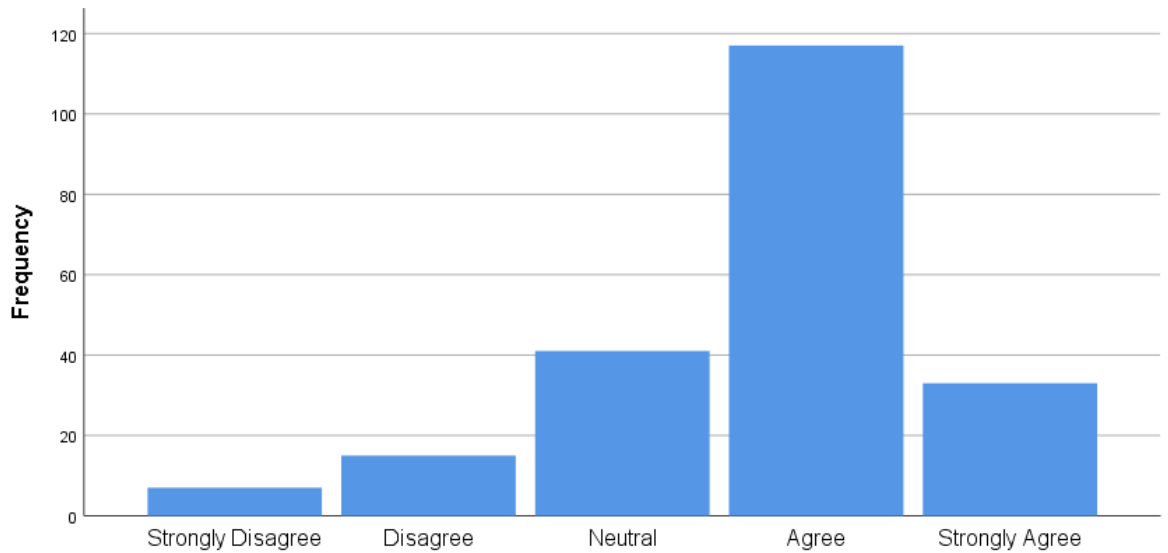


Figure 34: Management accountable for every child

Conclusion:

From the above graph we can say that the management is the owners of the preschool are ready to take the accountability of the child for their overall development. The supervisors or the owners or the management who are running the preschool are well aware of their responsibility towards the child admitted in their preschool. They don't keep any corner unturned which is useful for the child's development.

Rel4: The Management of standalone preschools are quite successful in establishing the basic "MEDIA" that is "an emotional warmth" between a child and their teachers which keeps the environment happy and harmonious.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	5	2.3				
Disagree	20	9.4				
Neutral	46	21.6	3.62	4.00	-0.900	0.791
Agree	121	56.8				
Strongly Agree	21	9.9				
Total	213	100.0				

Statistical Table 4.35: Establishing emotional warmth

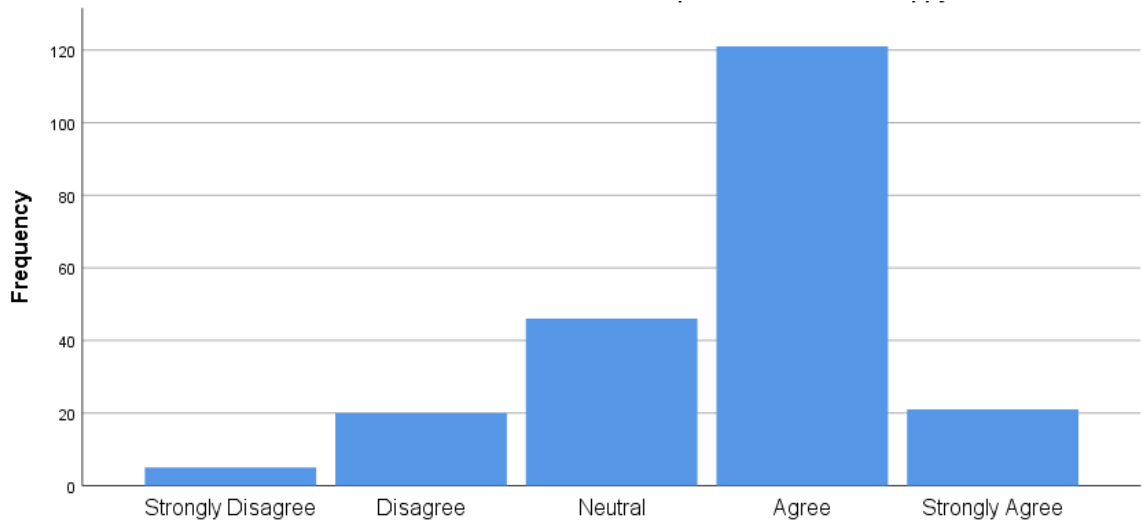


Figure 35: Establishing emotional warmth

Conclusion:

Looking at the above graph we can say that preschools were successful in creating a medium of communication where the child and the teacher are able to understand each other resulting into a healthy environment. Nowadays, the pattern of teaching has completely changed. The new play way methods have not only developed great interest of the child in learning but also it has strengthened student -teacher relation, resulting into two way communication system.

Rel5: The Standalone preschool owners or the management are facing big challenges of today's reality of Co-Creation of life in preschools.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	4	1.9				
Disagree	13	6.1				
Neutral	54	25.4	3.67	4.00	-0.855	1.192
Agree	120	56.3				
Strongly Agree	22	10.3				
Total	213	100.0				

Statistical Table 4. 36: Big challenges by Management

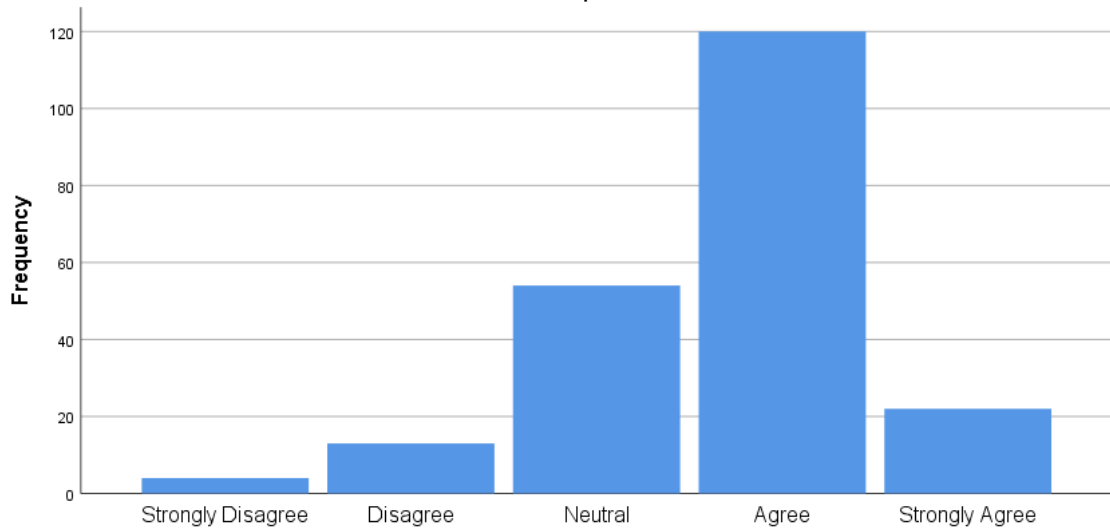


Figure 36: Big challenges by Management

Conclusion:

The above graph suggests that most of the preschools are facing the issue of co-creation since it requires every stakeholder whether it's parents, preschools or the teachers and the children to work collaboratively to create positiveness in the life of the children.

Rel6: The Management or Owners of the standalone preschools have developed the preschools in such a manner that the existing level of education is sufficient for 360-degree development of a child.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	10	4.7	3.56	4.00	-0.784	0.223
Disagree	23	10.8				
Neutral	46	21.6				
Agree	105	49.3				
Strongly Agree	29	13.6				
Total	213	100.0				

Statistical Table 4.37:360-degree development

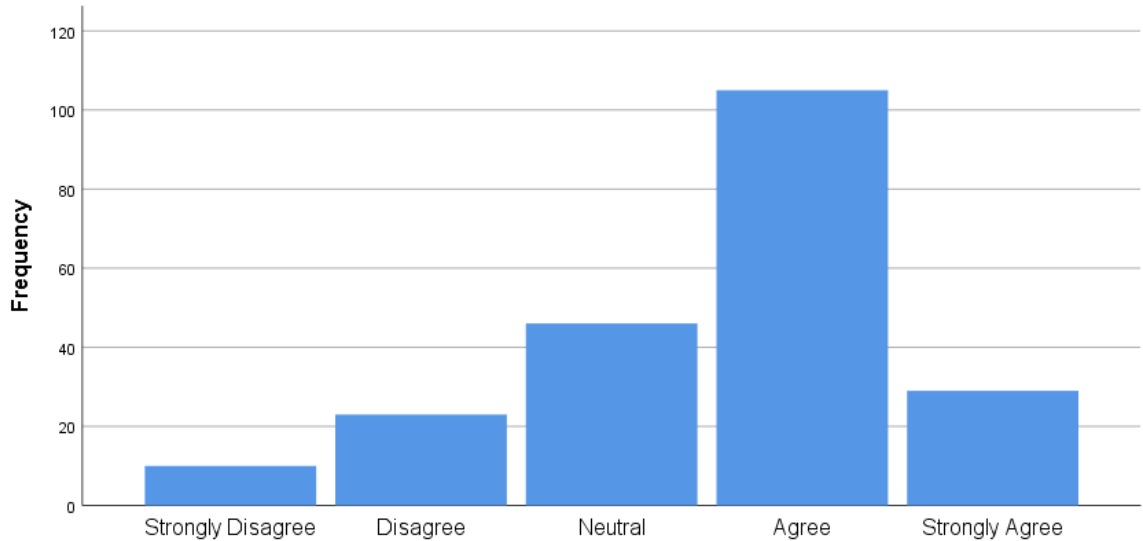


Figure 37:360-degree development

Conclusion:

The above graph suggests that most of the preschools are having 360-degree approach towards the development of the child. Looking into the current market conditions and future educational demands, every preschool develops their own research patterns and are particular about updating their curriculum accordingly.

Rel7: The Teachers in the school are well qualified and no supervision is required in their job

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	12	5.6				
Disagree	33	15.5				
Neutral	50	23.5	3.39	4.00	-0.586	-0.316
Agree	96	45.1				
Strongly Agree	22	10.3				
Total	213	100.0				

Statistical Table 4.38: Qualification of Teachers

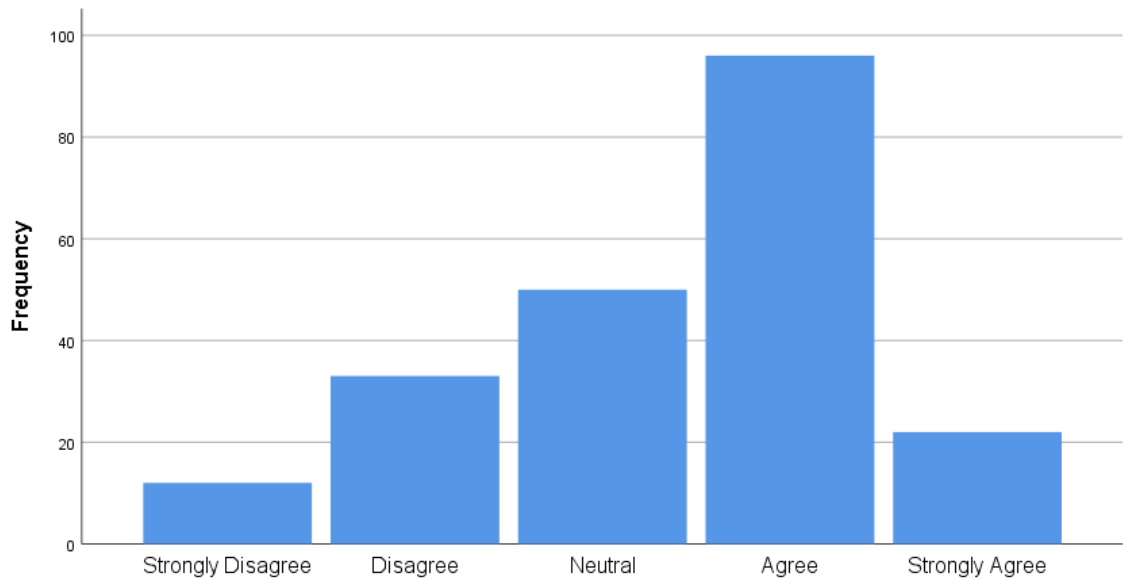


Figure 38: Qualification of Teachers

Conclusion:

Double graph suggest that the teachers of preschools qualified enough to teach the children in such a manner that they progress in the right direction. They are sincere enough that's why they don't require to be monitored too much. New techniques of teaching have developed in such a manner that it also indicates the child's area of interest. As multiple avenues are available to them, sky is the limit to the child.

Rel8: The school teachers have complete freedom to use innovative methods of teachings.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Strongly Disagree	12	5.6				
Disagree	18	8.5				
Neutral	34	16.0	3.68	4.00	-1.001	0.626
Agree	112	52.6				
Strongly Agree	37	17.4				
Total	213	100.0				

Statistical Table 4.39: Innovative methods of teachings

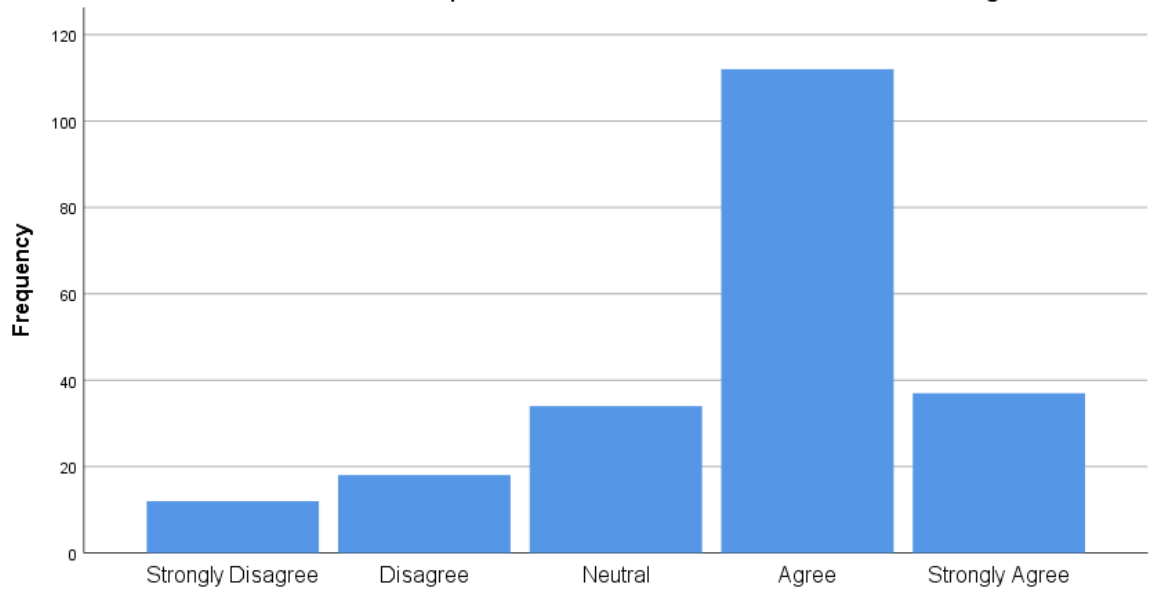


Figure 39: innovative methods of teachings

Conclusion:

Looking at the above graph we can say that teachers have the full Liberty to teach the respective children of their preschools in an innovative method which they believe will create wonderful results for the development of the children.

ScSelCr1: Parents have different criteria's for selecting the preschool for their child. Parents make the selection of Preschool on the basis of below mentioned criteria:
Distance

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	111	52.1				
Not Applicable	102	47.9	1.48	1.00	0.085	-2.012
Total	213	100.0				

Statistical Table 4.40: Parent's Criteria -Distance

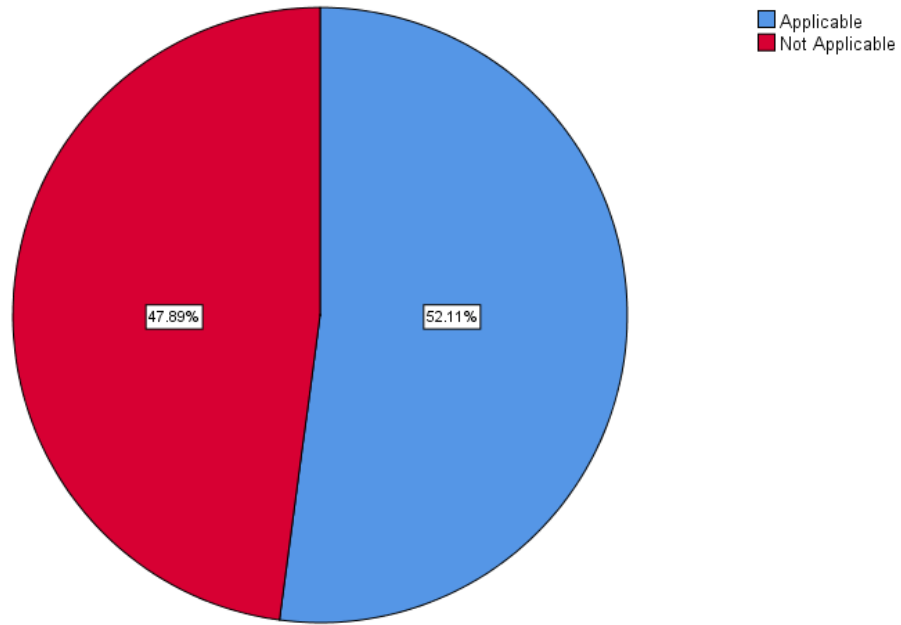


Figure 40: Parent's Criteria - Distance

Conclusion:

Looking at the above graph we can say that most of the parents while selecting the preschools give weightage to the distance of the preschool from their home. Nowadays more of the nuclear families are facing the issue of dropping the small aged child as both the parents are working and adopting transport facility is many times not safe. Thus in these cases parents of the preschool going child prefer short distance preschools from their home.

ScSelCr2: Parents have different criteria's for selecting the preschool for their child.

Parents make the selection of Preschool on the basis of below mentioned criteria:

Quality of Education

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	162	76.1				
Not Applicable	51	23.9	1.24	1.00	1.230	-0.492
Total	213	100.0				

Statistical Table 4.41: Parent's Criteria - Quality of Education

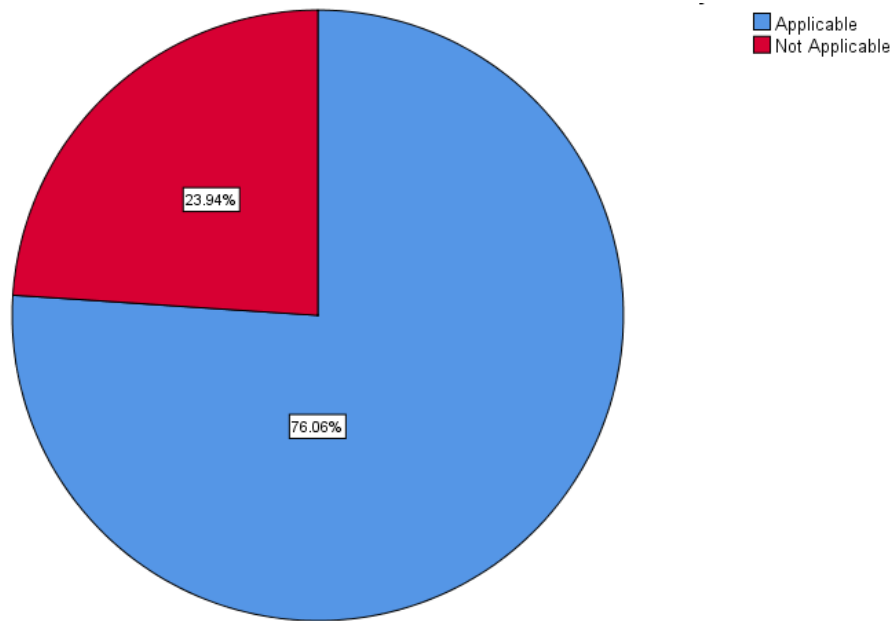


Figure 41: Parent's Criteria - Quality of Education

Conclusion:

Looking at the above graph we can say that most of the parents while selecting the preschools give more important to the quality of education provided by the preschools so if the preschool has high quality of education parents will prefer that preschool for their kids. As the early childhood education has gained lot of importance, many parents believe that the strong educational foundation will lead their child.

ScSelCr3: Parents have different criteria's for selecting the preschool for their child. Parents make the selection of Preschool on the basis of below mentioned criteria: Fees structure

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	92	43.2				
Not Applicable	121	56.8	1.57	2.00	-0.277	-1.942
Total	213	100.0				

Statistical Table 4.42: Parent's Criteria - Fees Structure

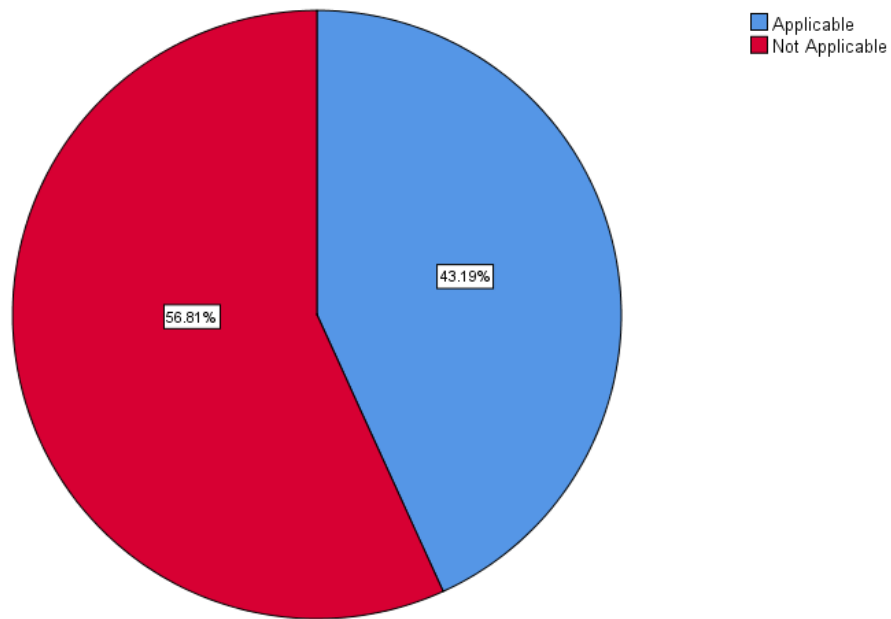


Figure 42: Parent's Criteria - Fees Structure

Conclusion:

The above graph suggests that today's parents are not much concern about the fee structure given by the preschools since the disposable incomes are high amongst the parents. Parents are more inclined towards the quality of the education rather than compromising on the fees. Parents understand well that the overall development of the child can be achieved when all the aspects like physical development, emotional development, and intellectual development will work together.

ScSelCr4: Parents have different criteria's for selecting the preschool for their child. Parents make the selection of Preschool on the basis of below mentioned criteria: Popularity of the Preschool.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	63	29.6				
Not Applicable	150	70.4	1.70	2.00	-0.901	-1.199
Total	213	100.0				

Statistical Table 4.43: Parent's Criteria - Popularity of the Preschool

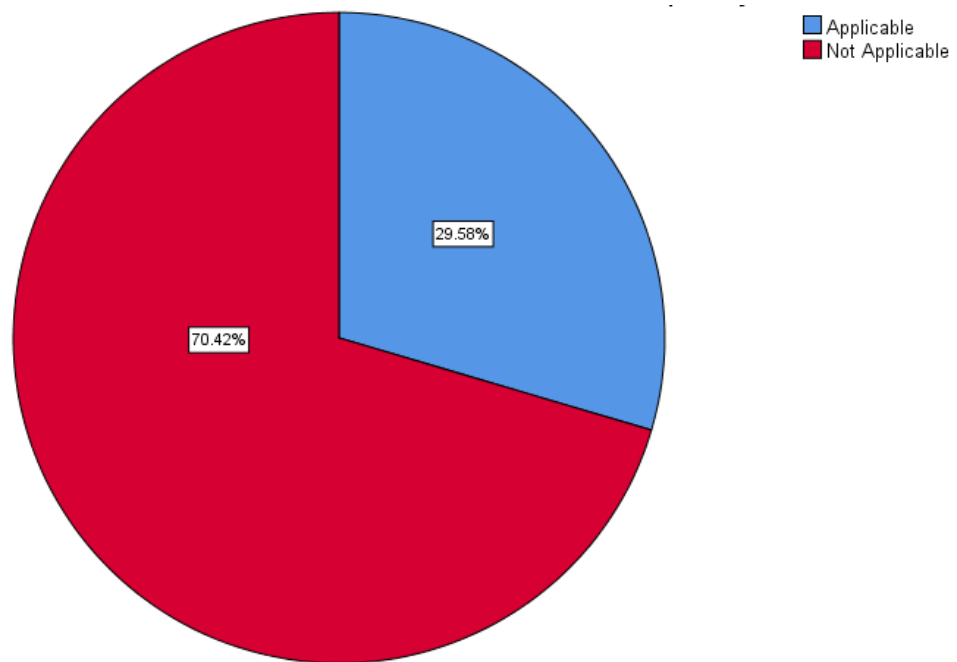


Figure 43: Parent's Criteria - Popularity of the Preschool

Conclusion”

The above graph suggests that parents are not getting influence by the popularity of the preschool since nowadays everyone is heavily investing on marketing. Every time the most popular school will not get the ranking in the parents list as they have to look into the criteria's like distance which is major concern, locality, fees structure etc. Many a times though the preschool is very popular but still parents have to drop them due to various personal reasons and also due to one more fact that every preschool is trying to give their level best.

ScSelCr5: The preschool maintains the environment and wellbeing by providing facilities: Special Education Teacher

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	135	63.4				
Not Applicable	78	36.6	1.37	1.00	0.559	-1.703
Total	213	100.0				

Statistical Table 4.44: Special Education Teacher

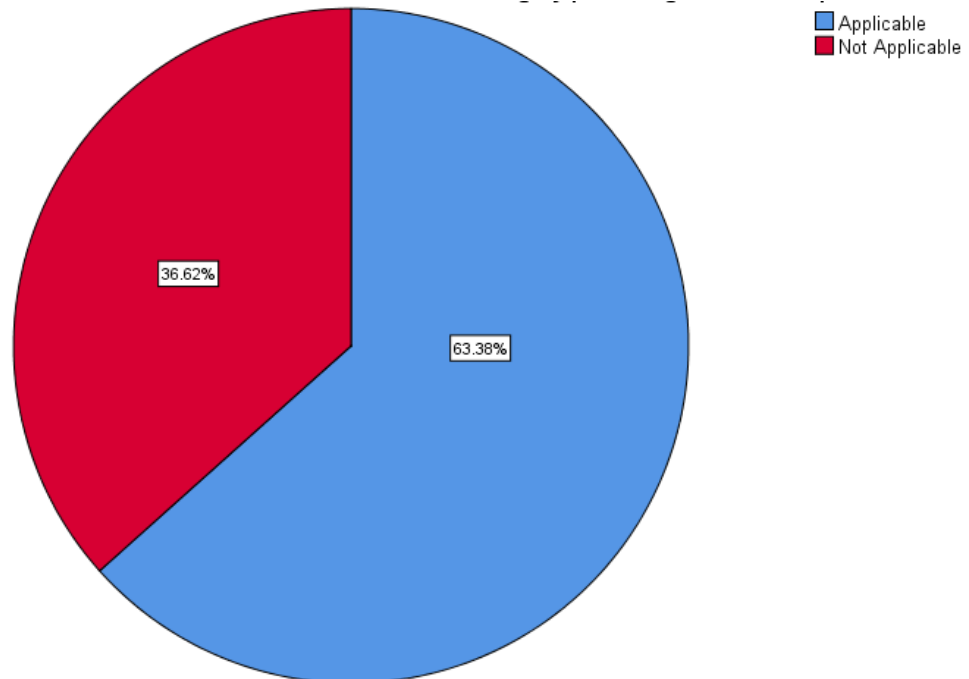


Figure 44: Special Education Teacher

Conclusion:

Looking at the above graph we can say that most of the parents believe that having a special education teacher is of important criteria for them to enroll their kid into the preschool.

Gone are the days when parents were hardly concern about the school matters. But nowadays, parents believe that good education can be departed only by good teachers. The facilities and spaciousness what today’s preschool provides can attract the parent but retaining the child is possible only when they give quality education.

ScSelCr6: The preschool maintains the environment and wellbeing by providing facilities: Special Education Assistant/Aide

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	78	36.6	1.63	2.00	-0.559	-1.703
Not Applicable	135	63.4				
Total	213	100.0				

Statistical Table 4.45: Special Education Assistant/Aide

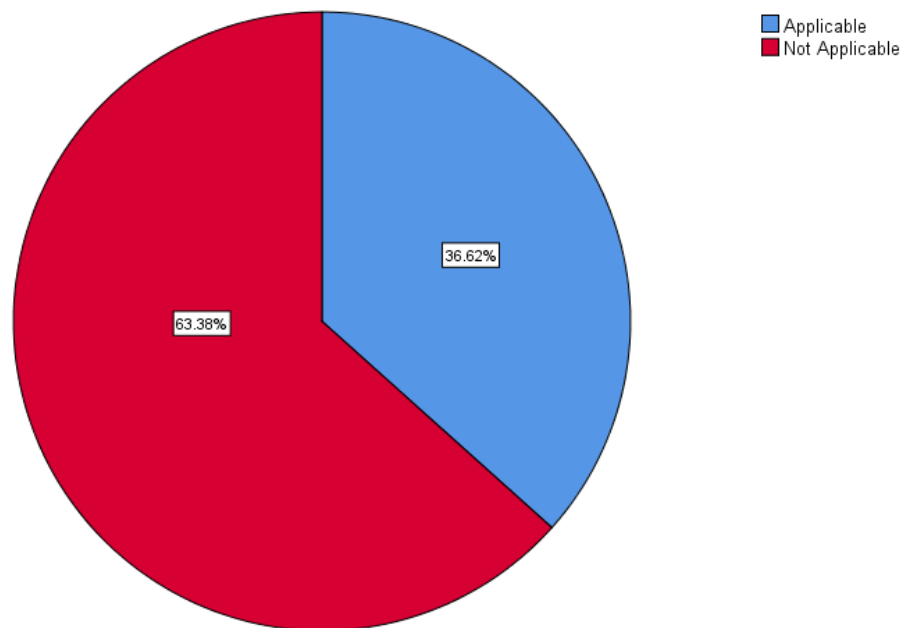


Figure 45: Special Education Assistant/Aide

Conclusion:

The above graph suggests that parents not give much weightage to the availability of special aids in the preschools while deciding to enroll their kid in the preschool. Parents believe that too much of machines and teaching aids will not allow their child to stretch their mind. Teachers also don't take many efforts when these tools are playing their role in the classroom. Most of the special aids are classroom oriented and parents look for more outdoor activities.

ScSelCr7: The preschool maintains the environment and wellbeing by providing facilities: Speech Language Therapy

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	72	33.8	1.66	2.00	-0.690	-1.539
Not Applicable	141	66.2				
Total	213	100.0				

Statistical Table 4.46: Speech Language Therapy

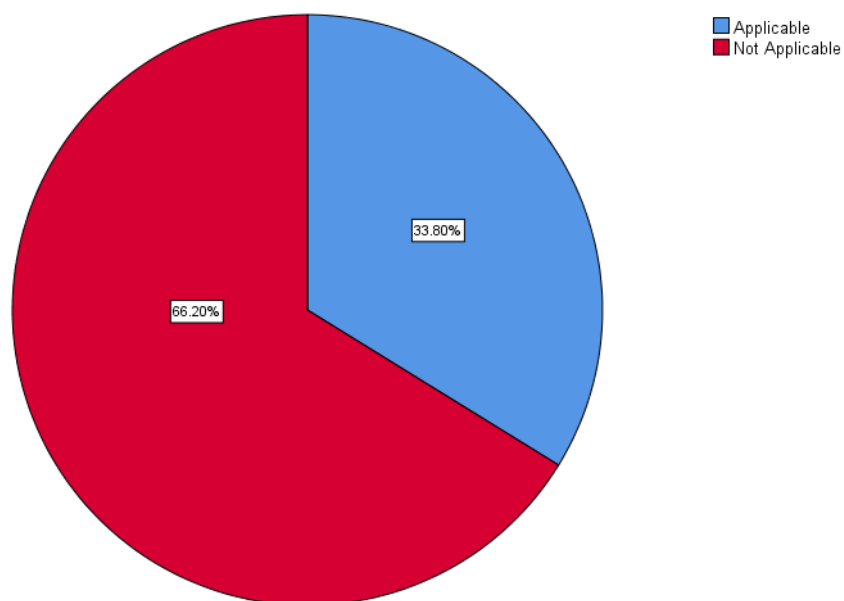


Figure 46: Speech Language Therapy

Conclusion:

Looking at the above graph we can say that while selecting the preschool parents do not give much importance to the availability of speech language therapy in the preschool for their kids.

Unless the child is physically not developed into speech, parents are least interested in this service in the preschool. As the age of the preschool going child is the age wherein the speech gets improved naturally. So unless and until required they want it improve naturally.

ScSelCr8: The preschool maintains the environment and wellbeing by providing facilities: Physiotherapy

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	37	17.4	1.83	2.0	-1.735	1.019
Not Applicable	176	82.6				
Total	213	100.0				

Statistical Table 4.47: Physiotherapy

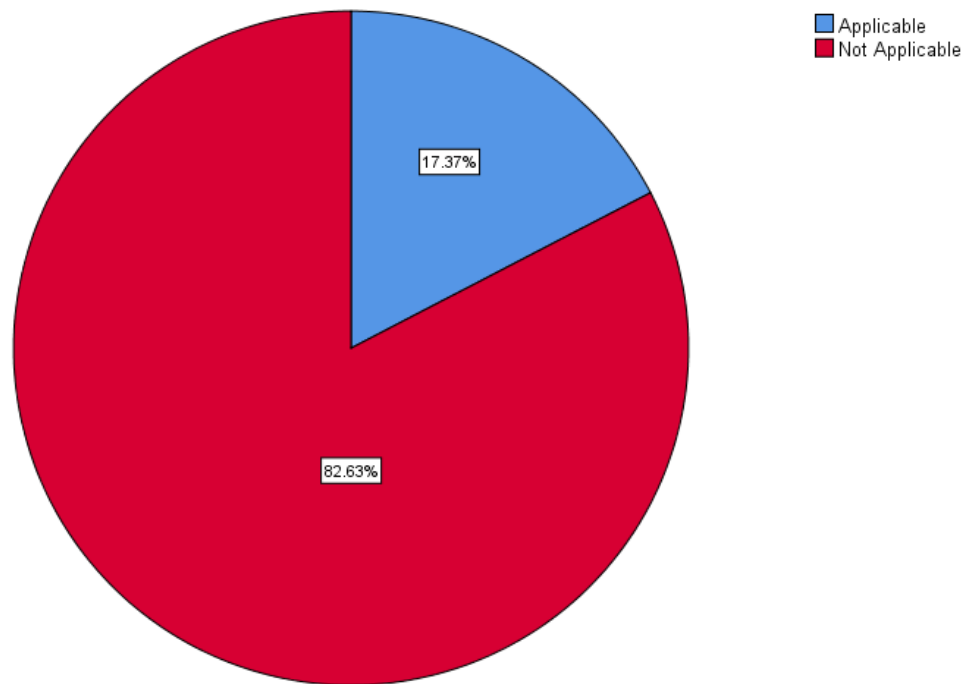


Figure 47: Physiotherapy

Conclusion:

Looking at the above graph we can say that while selecting the preschool parents does not give much importance to the availability of physiotherapy in the preschool for their kids, today also the mindset of Indian parents is that they think physiotherapy is the thing which should be adopted only when human being gets into some orthopedic problem. Building good body structure and healthy muscles is according to them the teenage activity.

ScSelCr9: The preschool maintains the environment and wellbeing by providing facilities: Occupational Therapy

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	37	17.4				
Not Applicable	176	82.6	1.83	2.00	-1.735	1.019
Total	213	100.0				

Statistical Table 4.48: Occupational Therapy

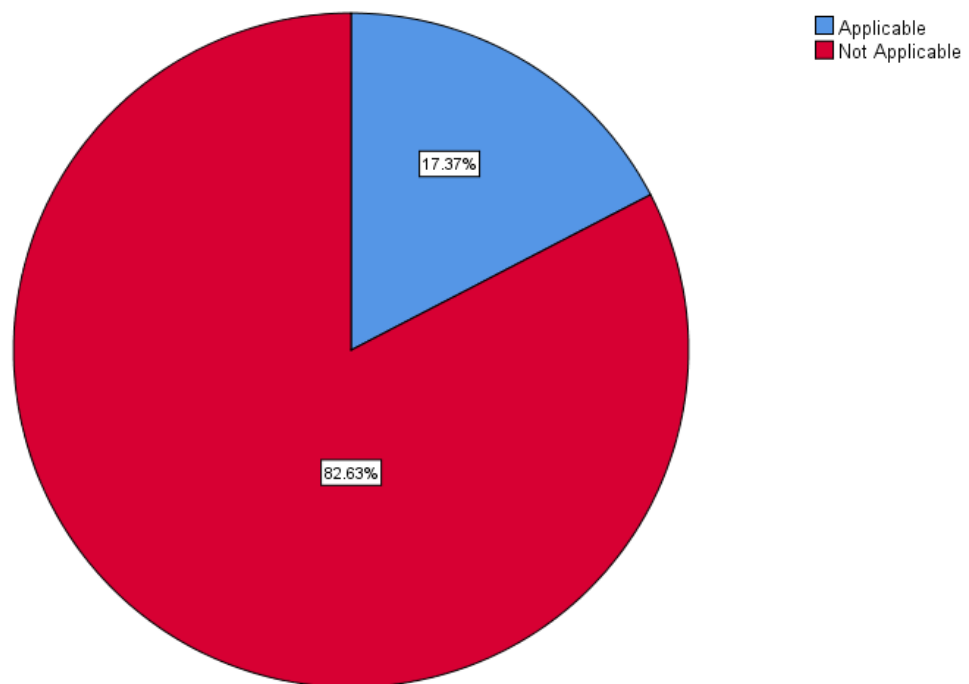


Figure 48: Occupational Therapy

Conclusion:

Looking at the above graph we can say that while selecting the preschool parents do not give much importance to the availability of occupational therapy in the preschool for their kids. Parents think that this age is only meant for learning. The child should not be involved in any such activity.

ScSelCr10: The preschool maintains the environment and wellbeing by providing facilities: Psychologist

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	0	0	2.0	2.0	-	-
Not Applicable	213	100.0				
Total	213	100.0				

Statistical Table 4.49: Psychologist

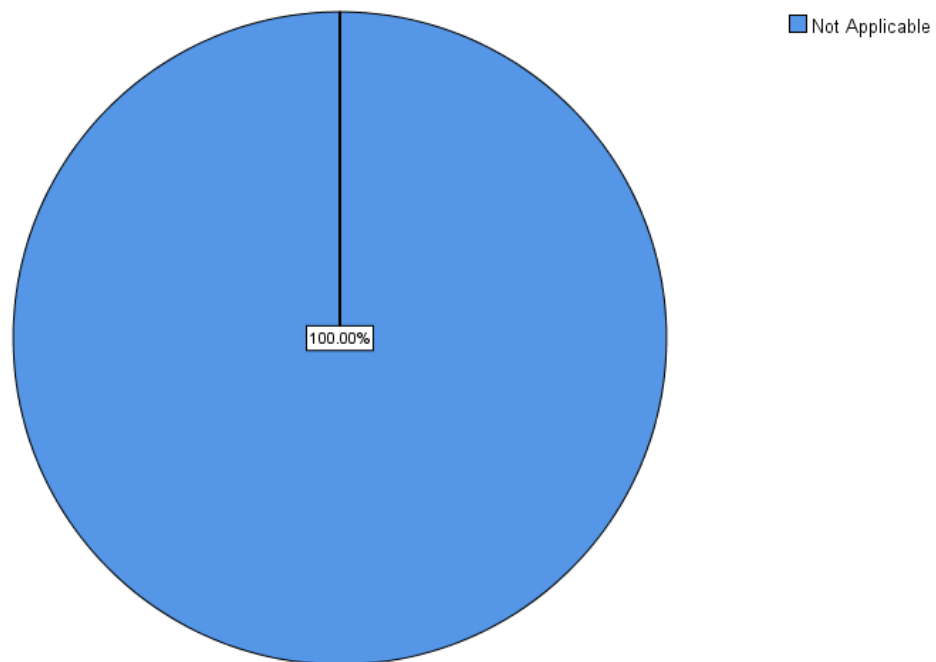


Figure 49: Psychologist

Conclusion;

Looking at the above graph we can say that while selecting the preschool it emerges out strongly that parents do not give importance to the availability of psychologist in the preschool for their kids. Today also parents don't think positive about the help of psychologist for any reason. And if it is for their child then of course not.

ScSelCr11: The preschool maintains the environment and wellbeing by providing facilities: Community health Nurse

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	63	29.6	1.70	2.0	-0.901	-1.199
Not Applicable	150	70.4				
Total	213	100.0				

Statistical Table 4.50: Community health Nurse

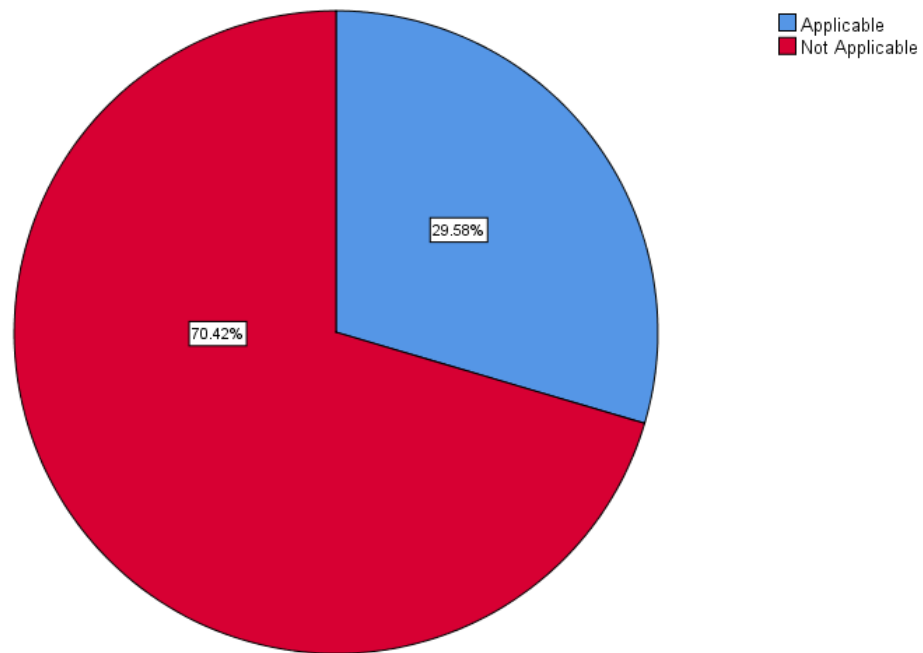


Figure 50: Community health Nurse

Conclusion:

Looking at the above graph we can say that while selecting the preschool parents do not give much importance to the availability of community health nurse in the preschool for their kids. Parents of this age group trust more to their family doctors than any other when it comes to their child. Thus, any community health service provided by the preschool if not considered by the parents at large.

ScSelCr12: The preschool maintains the environment and wellbeing by providing facilities: Social worker

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	50	23.5	1.77	2.00	-1.261	-0.415
Not Applicable	163	76.5				
Total	213	100.0				

Statistical Table 4.51: Social worker

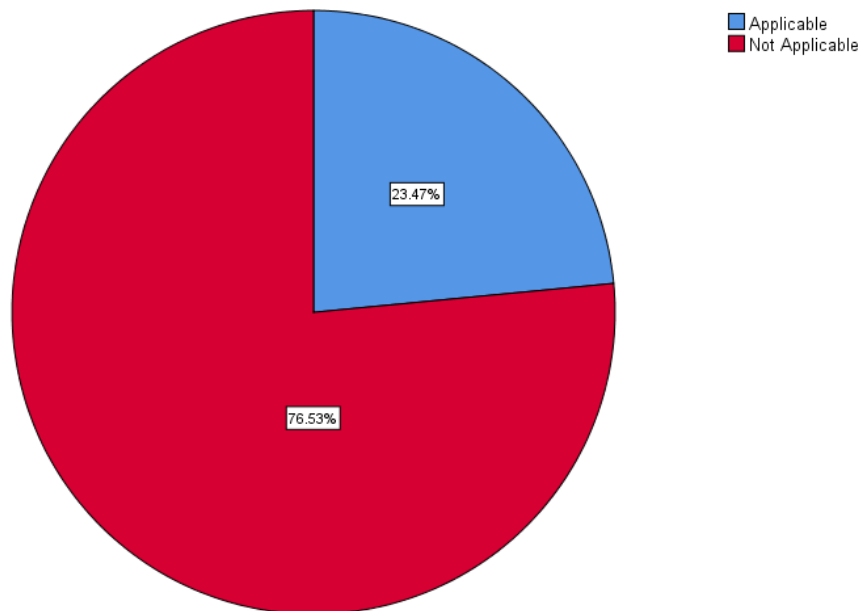


Figure 51: Social worker

Conclusion:

Looking at the above graph we can say that while selecting the preschool parents do not give much importance to the availability of dedicated social worker in the

preschool for their kids. Parents think that the kids are too small to understand the concept of social work and also, they want more of the classroom tutoring compare to all such activities. Further this type of facility is not very common in preschool education. Only few preschools provide this service so it is not very popular among the parents.

ScSelCr13: The Preschool is equipped with Classroom material and equipment's: - Adequate text books in the school

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	73	34.3				
Not Applicable	140	65.7	1.66	2.00	-0.667	-1.569
Total	213	100.0				

Statistical Table 4.52: Adequate text books in the school

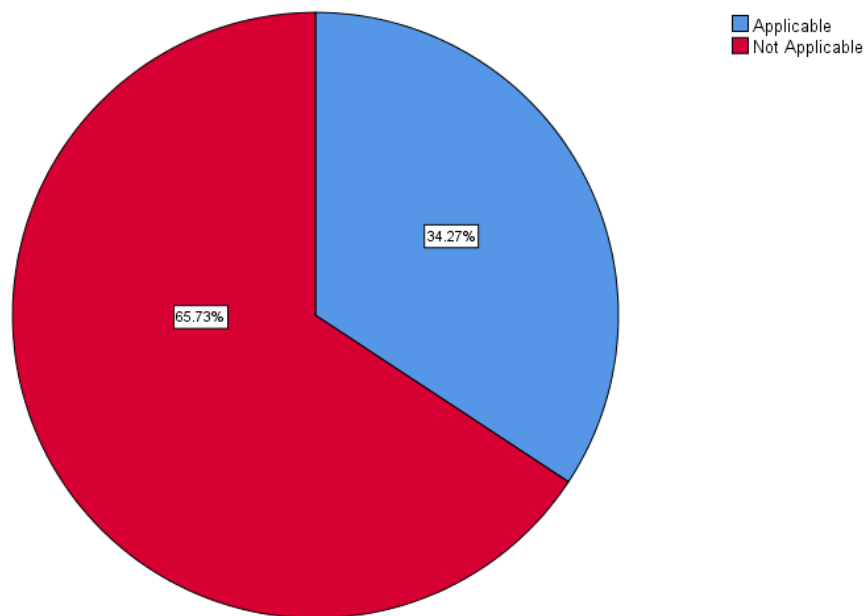


Figure 52: Adequate text books in the school

Conclusion:

Looking at the above graph we can say that parents believe that preschool lacks the availability of the requisite textbooks required for their kids in the preschool. Most of the preschools develop their own curriculum and provide their own textbooks. Many a times there is the shortage of the books and as they are not available in the market, parents have to suffer for the same.

ScSelCr14: The Preschool is equipped with Classroom material and equipment's: - Classroom equipment's.

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	100	46.9				
Not Applicable	113	53.1	1.53	2.00	0.250	-2.004
Total	213	100.0				

Statistical Table 4.53: Classroom equipments

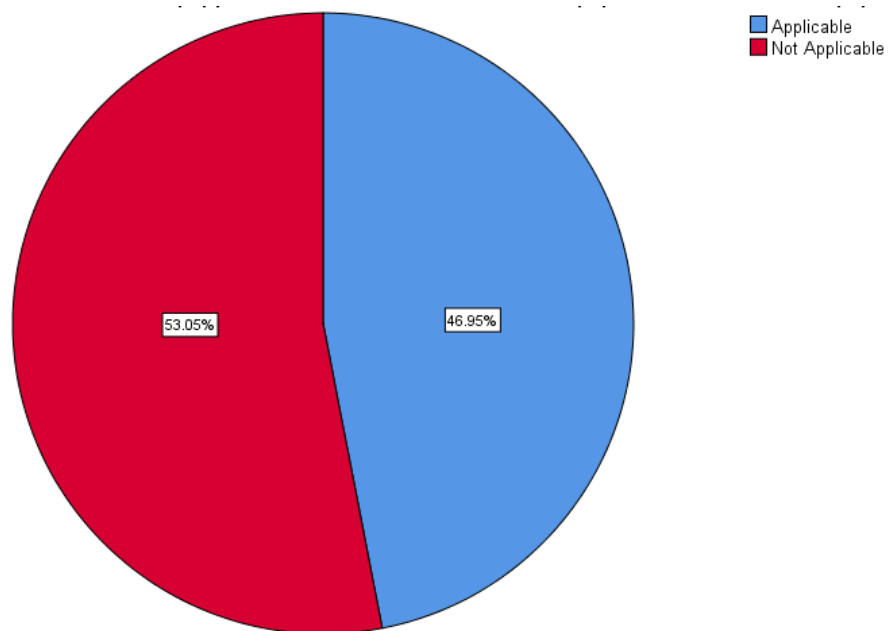


Figure 53: Classroom equipments

Conclusion:

Looking at the above graph we can say that parents believe that preschool lacks the classroom equipment's necessary for the kids in the preschool. Many preschools take fewer efforts in maintaining the playground and the teaching aids. After few years of the establishment of the particular preschool the material gets old and needs replacements. But preschools found to be not keen in replacing those very quickly.

ScSelCr15: The Qualification and Competency of the Preschool Employees: -
Competencies of Teachers

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	51	23.9				
Not Applicable	162	76.1	1.76	2.00	-1.230	-0.492
Total	213	100.0				

Statistical Table 4.54: Competencies of Teachers

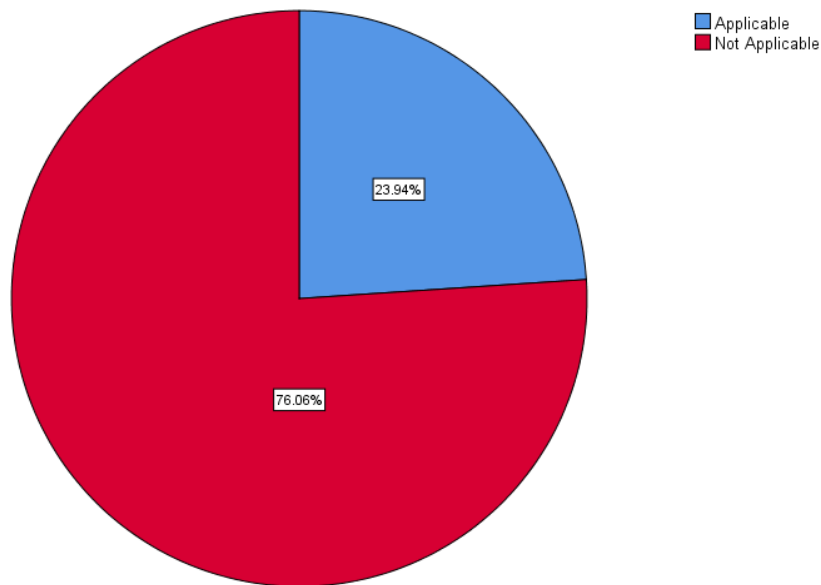


Figure 54: Competencies of Teachers

Conclusion:

Looking at the above graph we can say that parents believe that preschools name are important and while making selection they don't give much weightage to the

competencies of the teachers in the preschool. Many parents at the time of selecting the preschool for their child, goes with the popularity of the preschool. According to them if the preschool is very famous then all the teachers will also be good.

ScSelCr16: The Qualification and Competency of the Preschool Employees:
Competencies of Caregivers

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	38	17.8				
Not Applicable	175	82.2	1.82	2.00	-1.692	0.871
Total	213	100.0				

Statistical Table 4.55: Competencies of Caregivers

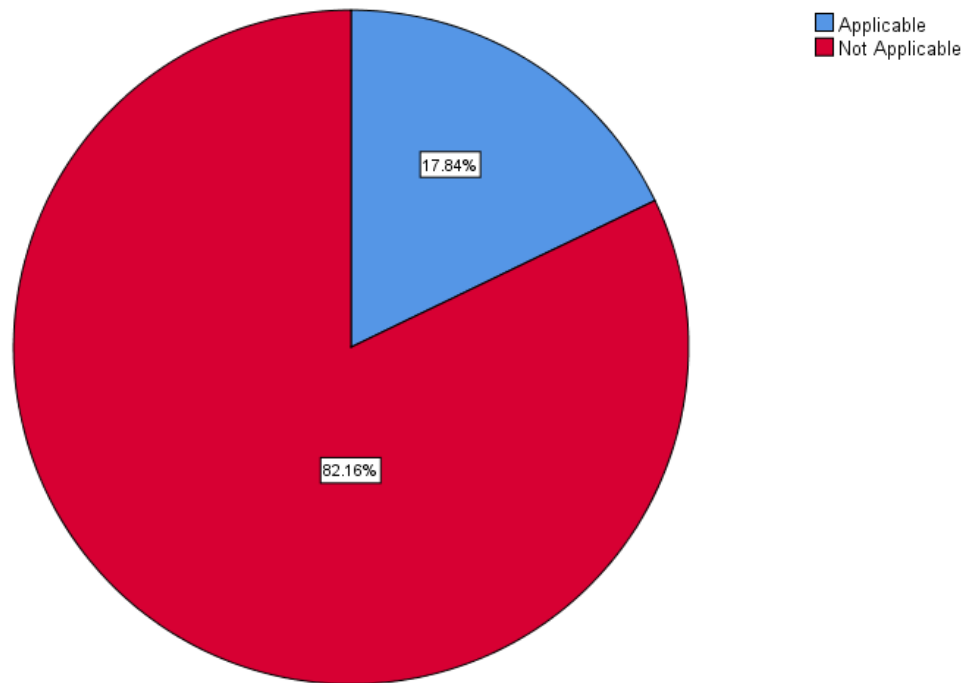


Figure 55: Competencies of Caregivers

Conclusion:

Looking at the above graph we can say that parents believe that preschools name are important while making selection they don't give much weightage to the

competencies of the caregivers in the preschool. As with teachers, parents think in the same manner for the caregivers also. They think good school will give good things only.

ScSelCr17: The Qualification and Competency of the Preschool Employees: - Competency of the School Leaders

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	28	13.1				
Not Applicable	185	86.9	1.87	2.00	-2.197	2.853
Total	213	100.0				

Statistical Table 4.56: Competency of the School Leaders

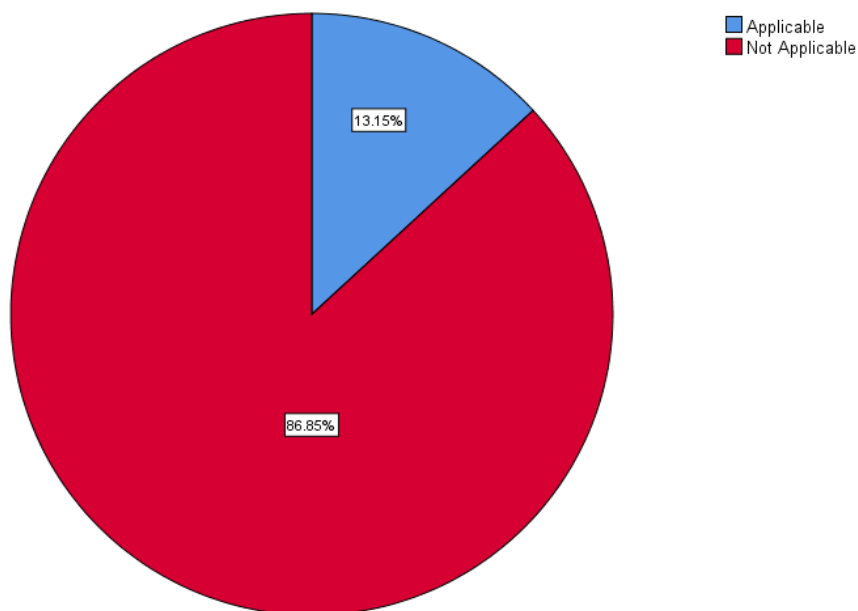


Figure 56: Competency of the School Leaders

Conclusion:

Looking at the above graph we can say that parents believe that preschools name are important and while making selection they don't give much weightage to the competencies of the preschool leaders. Normally this happens with the established

preschools. As they are existing for decades and gained good name and reputation in the market, the aspect that is running the show is somehow neglected. The parents don't think deeply about who started the school, who was looking earlier, who is running at present and so on.

ScSelCr18: Pre-schools equipped with outdoor facilities: - Outdoor Playing Materials

Response	Frequency	Percentage	Mean	Median	Skewness	Kurtosis
Applicable	0	0				
Not Applicable	213	100.0	2.00	2.00	0	0
Total	213	100.0				

Statistical Table 4.57: Outdoor Playing Materials

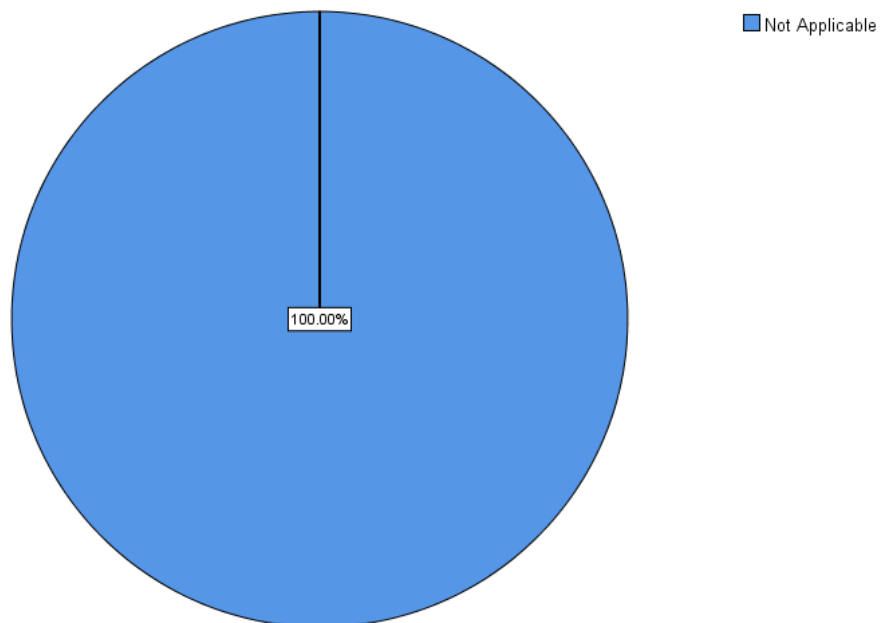


Figure 57: Outdoor Playing Materials

Conclusion:

Looking at the above graph we can say that parents believe that preschools name are important and while making selection they don't give much weightage to the

availability of the outdoor playing material in the preschool. Parents are very much concerned about all the facilities when they are taking admission in newly established school but when the preschool is older they don't pay much of the attention to this aspect, they think that these are all necessities and the preschool must be definitely having it otherwise it would have not existed so far.

ScSelCr19: Pre-schools equipped with outdoor facilities: - Sanitation of the Area

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	133	62.4				
Not Applicable	80	37.6	1.62	2.00	-0.517	-1.749
Total	213	100.0				

Statistical Table 4. 58: Sanitation of the Area

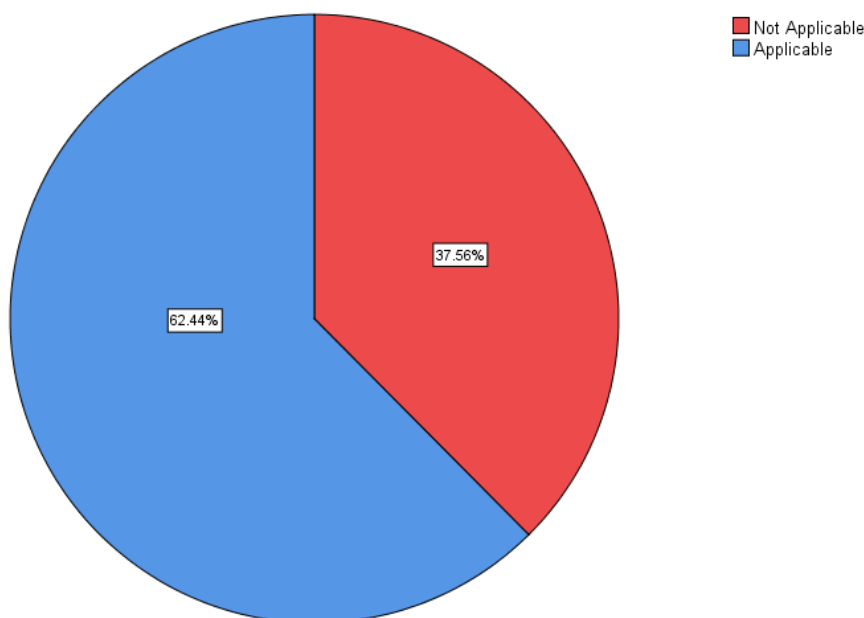


Figure 58: Sanitation of the Area

Conclusion:

Looking at the above graph we can say that parents believe that preschools should have the appropriate sanitation of the school area which is an important aspect while making selection of the school. Parents definitely are concerned for the hygiene

maters. As these are visible to everyone parents do not compromise on this aspect no matter how big or famous the preschool is.

ScSelCr20: Pre-schools equipped with outdoor facilities: - Safety of the Area for Children

Responses	Frequency	Percent	Mean	Median	Skewness	Kurtosis
Applicable	179	84.0				
Not Applicable	34	16.0	1.84	2.00	-1.872	1.518
Total	213	100.0				

Statistical Table 4.59: Safety of the Area for Children

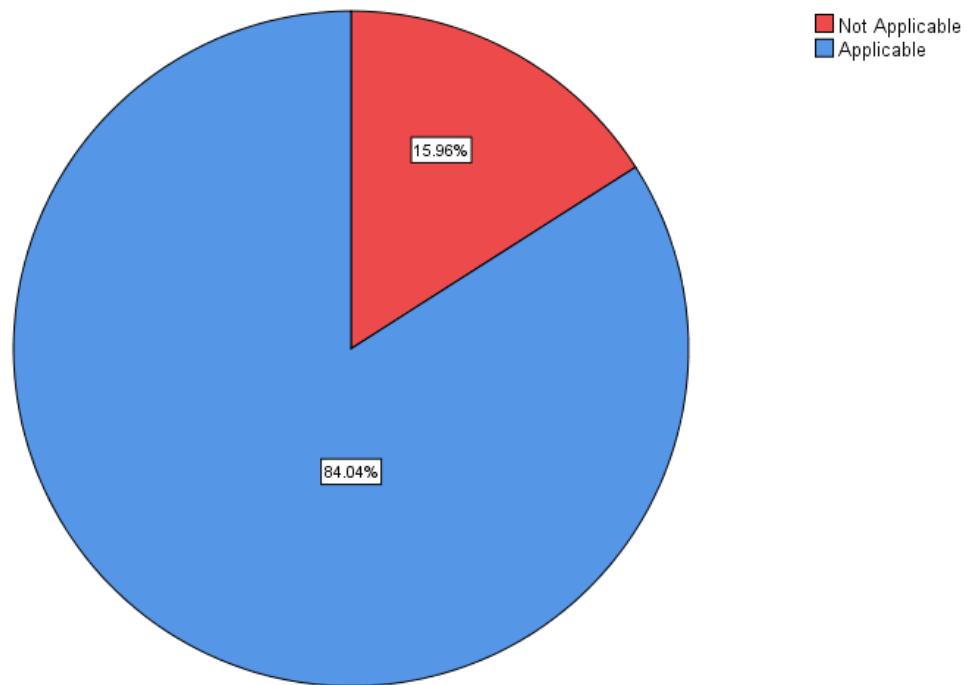


Figure 59: Safety of the Area for Children

Conclusion:

Looking at the above graph we can say that parents believe that preschools should have the appropriate safety of the school area which is an important aspect while

making selection of the school. Safety comes first. And when it is for the small aged kids, the parents are more concerned for the mater.

4.3 Hypotheses Testing:

The questionnaire is attached in the appendices.

Research Question-1: Is there a statistically significant difference perceived by parents of child who goes to preschool in the content of ECCE policy?

These questions from the questionnaire are linked to the first hypothesis and satisfy answers to the research statement.

Q 1. Today Preschool focuses on the development of the syllabus/ curriculum for the age group of 2 to 6 years.

Q 2. The Preschool which focuses on the development of the child of the age between 2 to 6 years has effective tools to compete with rising competition and maintains the quality of the education.

Q 3. The Preschool provides all the learning aids, methods, directions which are useful in the learning process of a child of the age 2 to 6 years.

Q 4. The Preschool elaborates on the mechanism or system which supports the physical, mental, emotional development of a child of the age between 2 to 6 years.

Q 5. The ECCE policy established in 2013 is beneficial in developing a good and practical education system for the age group of 2 to 6 years of child.

Statistical Test: Friedman Test

Hypothesis:

H₀: There is no statistically significant difference perceived by parents of child who goes to preschool in the content of ECCE policy.

H₁: There is a statistically significant difference perceived by parents of child who goes to preschool in the content of ECCE policy.

Level of Significance=0.05

Test Statistics:

N	213
Chi-Square	21.439
Df	4
Asymp. Sig.	.000

Observation: $\chi^2(4) = 21.439, p < 0.01$

Since p-value is less than the level of significance we reject the null and accept the alternate hypothesis which is, there is statistically a significant difference perceived by parents of child who goes to preschool in the content of ECCE policy.

To see the overall difference in the perception of parents in the content of ECCE policy we will investigate ranks table given below:

	Mean Rank
Today's preschools are following the consistent development of the curriculum for the age group 2-6 years old	3.05
The preschools have competencies and appropriate tools and techniques to compete with other preschools and at the same time maintaining quality	2.86
The Preschool provides all the learning aids, methods, directions which are useful in the learning process of a child of the age 2 to 6 years.	3.02
The Preschool adopts all the necessary mechanism or system which supports the physical, mental, emotional development of a child of the age between 2 to 6 years.	2.81

There should be a policy from the government which will help in developing a good and practical education system for the age group of 2 to 6 years of child.	3.25
--	------

Findings: From the ranks table we can say that parents perceive that consistent development of preschool curriculum and policy to support such initiative should be supported by government. The parents agree that the preschools are well equipped with the tools and techniques required to run preschool and monitor the development of child.

Research Question-2: Is there a statistically significant difference perceived by parents of child who goes to preschool in the compliance of ECCE policy by preschools?

These questions from the questionnaire are linked to the second hypothesis and satisfy answers to the research statement.

Q 6. Today's preschools are competent of fulfilling the demands and satisfying the needs and desires of the parents of the pupil taking admission in the standalone preschools.

Q 7. The Preschool has regular teacher development program.

Q 8. The school management reviews the activities and development on regular intervals.

Q9. The preschools have adequate tendency of approaching with parents and community.

Q10. There is good level of interaction among the parents and the teachers of the child.

Q11. Parents participates well in their children preschool affairs.

Statistical Test: Friedman Test

Hypothesis:

H0: There is no statistically significant difference perceived by parents of child who goes to preschool in the compliance of ECCE policy by preschools.

H1: There is a statistically significant difference perceived by parents of child who goes to preschool in the compliance of ECCE policy by preschools.

Level of Significance=0.05

Test Statistics:

N	213
Chi-Square	46.315
Df	4
Asymp. Sig.	.000

Observation: $\chi^2(4) = 46.315, p < 0.01$

Since p-value is less than the level of significance we reject the null and accept the alternate hypothesis which is, there is statistically a significant difference perceived by parents of child who goes to preschool in the compliance of ECCE policy by preschools.

To see the overall difference in the perception of parents in the compliance of ECCE policy by preschools, we will investigate ranks table given below:

	Mean Rank
Today's preschools are competent of fulfilling the demands and satisfying the needs and desires of the parents who are taking admission in the standalone preschools.	2.92
The Preschool regularly conducts teacher	2.74

development programs.	
The school management reviews the activities and development of preschools on regular intervals.	2.80
The preschools frequently interact with parents and community.	3.20
There is good level of interaction among the parents and the teachers of the child. Parents participate well in their child's preschool affairs.	3.34

Findings: From the ranks table we can say that parents perceive that preschools compliance varies highly with the idea of preschool management and parents' interaction for child's affairs while on the other side teacher development or reviewing preschool activities are happening with more compliance.

Research Question-3: Is there any correlation between ECCE policy awareness and ECCE policy implementation amongst preschools?

These questions from the questionnaire are linked to the third hypothesis and satisfy answers to the research statement.

Q12. The parents are well aware of the rules and regulation stated in the ECCE policy.

Q 13. The parents are satisfied with the effective implementation of the norms in ECCE Policy.

Q14. The Preschool is constantly investing and exploring new opportunities and techniques.

Q15. The Parents feels that the processes and methodologies in the preschool require continuous improvement.

Q16. The school management, administration and teachers are highly aggressive in dealing with the competitors.

Statistical Test: Pearson CorrelationTest

Hypothesis:

H0: There is no correlation between ECCE policy awareness and ECCE policy implementation amongst preschools.

H1: There is a correlation between ECCE policy awareness and ECCE policy implementation amongst preschools.

Level of Significance=0.05

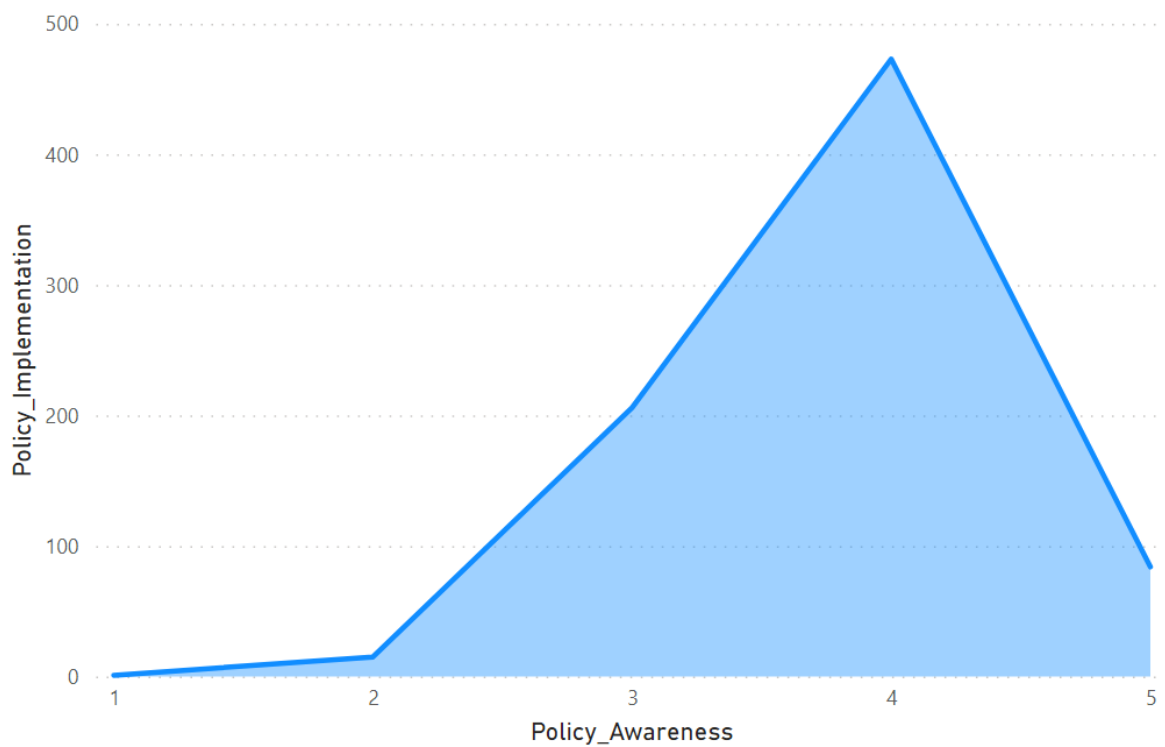
Test Statistics:

		Policy Implementation
Policy awareness	Pearson Correlation	.688**
	Sig. (2-tailed)	.000
	N	213

Observation: $r = .688, N = 213, p < .01$

Since p-value is less than the level of significance we reject the null and accept the alternate hypothesis which is, there is correlation between ECCE policy awareness and ECCE policy implementation amongst preschools.

To see the overall correlation amongst awareness and implementation see the mentioned below graph:



Findings: From the graph we can see that as the awareness increase amongst parents about the policy the implementation of policy by the preschools also increases, though it do come down in case of too high awareness of policy implementation which is obvious in that case parents know in and out end to end about the policy which will be difficult for preschools to implement due to various reasons.

Research Question-4: Is there any linking between government’s intervention in policy implementation and preschools stakeholder intervention in staff selection?

These questions from the questionnaire are linked to the fourth hypothesis and satisfy answers to the research statement.

Q 44. The stakeholders are involved in the selection of the preschools education administration.

Q 45. The government officials give uniform support as well as supervision for ECCE implementation Processes

Q 48. The Government with the help of its policies and regulatory bodies has a complete check on the standalone preschools which manage their preschools in the same spirit as envisaged in ECCE policy.

Q 58. The Teachers in the school are well qualified and no supervision is required in their job

Q 59. The school teachers have complete freedom to use innovative methods of teachings.

Statistical Test: Chi-square Test

Hypothesis:

H0: There is no linkage between government's intervention in policy implementation and preschools stakeholder intervention is staff selection.

H1: There is a linkage between government's intervention in policy implementation and preschools stakeholder intervention is staff selection.

Level of Significance=0.05

Test Statistics:

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	255.170	16	.000
Likelihood Ratio	157.689	16	.000
Linear-by-Linear Association	51.735	1	.000
N of Valid Cases	213		

Observation: $\chi(16) = 255.170, p < 0.01$

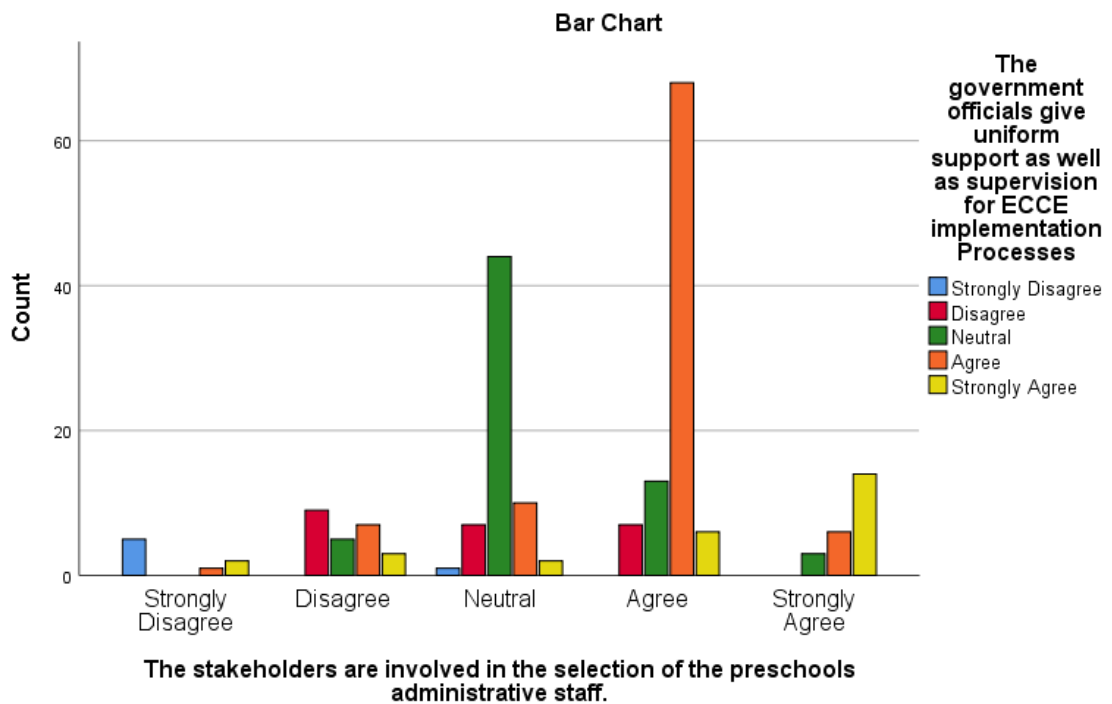
Since the p value is less than the level of significance we will reject the null and accept the alternate hypothesis which suggests that there is an association between government's intervention in policy implementation and preschools stakeholder intervention is staff selection.

To check whether the association is strong enough or weak we tested for phi and Cramer's coefficient:

Phi Cramer's	Value	Approximate Significance
	1.095	.000
	.547	.000

Looking at the phi and Cramer's value and significance of p-value we can say that the association is strong enough between government's intervention in policy implementation and preschools stakeholder's intervention in staff selection.

The same can be figure out from the bar chart mentioned below:



Findings: From the above bar chart it is evident that parents believe that government doesn't uniformly support the supervision of EECE and hence the stakeholders are not much involved into the staff selection processes as per the norms laid by ECCE.

Research Question-5: Is there any correlation between the implementation of government ECCE policy and the performance of the Preschools?

These questions from the questionnaire are linked to the fifth hypothesis

and satisfy answers to the research statement.

Q 52 The Management of the standalone preschools have those all the necessary managerial aspects required to run the preschools effectively, work on the social, emotional skills of children and help them to become independent.

Q 53. The standalone preschool management is capable of taking complete responsibility of the child and its wellbeing.

Q 54 The Owners/ Management of the standalone preschools are accountable for every child they admit in their preschool and are committed for their overall development.

Q 55 The Management of standalone preschools are quite successful in establishing the basic “MEDIA” that is “an emotional warmth” between a child and their teachers which keeps the environment happy and harmonious.

Q 56 The Standalone preschool owners or the management are facing big challenges of today’s reality of Co-Creation of life in preschools.

Q 57 The Management or Owners of the standalone preschools have developed the preschools in such a manner that the existing level of education is sufficient for 360 - degree development of a child.

Statistical Test: Pearson Correlation Test

Hypothesis:

H0: There is no correlation between the implementation of government ECCE policy and the performance of the Preschools

H1: There is correlation between the implementation of government ECCE policy and the performance of the Preschools.

Level of Significance=0.05

Test Statistics:

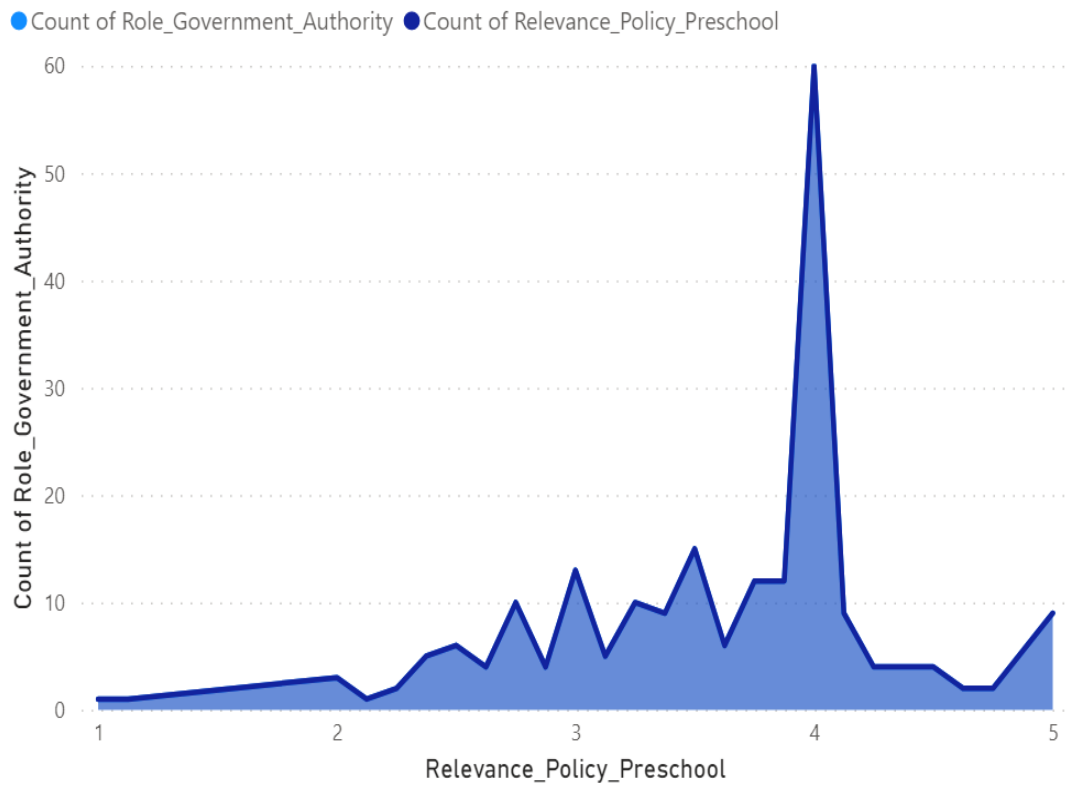
		Relevance Policy Preschool
Role_Government_Authority	Pearson Correlation	.781**
	Sig. (2-tailed)	.000

	N	213
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Observation: $r = .781, N = 213, p < .01$

Since p-value is less than the level of significance we reject the null and accept the alternate hypothesis which is, there is correlation between government authority on ECCE policy and its relevance amongst Preschools.

To see the overall correlation amongst awareness and implementation see the mentioned below graph:



Findings: From the graph we can see that as the implementation of government ECCE policy increases the performance of the Preschools also increases. The parents believe that today the government does not have any structured tracking system or checking the execution of the ECCE policy, still the preschools performance in terms

of quality education is quiet good. Therefore in future, when the proper checking system will be applied, the performances of the preschools are definitely going to get better. And each and every preschool will give minimum standard level of education prescribed by the Policy.

Chapter -5

Discussions and Conclusions

Chapter 5

Discussions and Conclusions-

The sole purpose of this chapter is to segregate the complete research findings of this quantitative study, discuss the results, and from the results come to a conclusion. The results of this research study have the ability and strength to contribute in finding the awareness of the Early Childhood Care and Education Policy of India, among the parents, the preschool owners and the government. A data analysis has been conducted to assess the demographic, descriptive, statistics on all the variables involved in the research study and various statistical tests have been performed to test the research questions and the hypothesis.

This chapter gives the following:

Section 1- Demographic Assessment

Section 2- Descriptive Assessment

Section 3-Hypothesis Assessment

5.1 Demographic Assessment

Demographic information was examined from all the participants in Pune city in the research study.

The foremost information which is very crucial is whether the participants that are included in the research study are from that chunk of population. They are representing the sample of that population. Our results can be generalized only if they belong to the same population.

Demographic information was collected from the aspects of the age, gender, qualification and income levels. Participants mentioned their age and it was grouped into 4 groups ranging between 25 years to 45 years. During the study and further analysis on this it was found that most of the parents whose age is in between 25 to 35, both the parents are working parents.

Here it can be concluded that the bigger chunk of the population in Pune city are the individuals who are working fathers and mothers. The age group above 35 may or may not be into any working commitments.

Further, the respondents were asked about who takes care of the child's routine home works and activities given by the school. There were two group formed one is male and the other is female. It was also found that in most of the families the care of daily updates from the preschool and the child's studies at home are taken by the mothers. This indicates that major population under preschool category is the females. Form almost all the age group the females were found to be taking care of the child's school homework.

The respondents were also asked about their qualifications. The qualifications were grouped in three categories, namely under-graduate, Graduate and Post graduate. As the more population is of the females, graduates were more common than post graduate and undergraduates were very few.

The respondents were asked about their income levels. This found to be the question for which parents were somehow reluctant to answer. But among the received responses majority of the families were in moderately good level of income as both the parents were working.

The findings confirm that the demographics of individuals who are serving to the industries are either in their early thirties or late thirties, mostly females with maximum of them having graduate degrees.

Research Question-1:

Is there a statistically significant difference perceived by parents of child who goes to preschool in the content of ECCE policy?

The answer to this question was developed from a data analysis of the survey. The researcher has found that the parents are finding today's preschools equipped with the tools and techniques that are required for the overall development of the child and looking into the increasing level of competitions and mushroom growth of the

preschools, the parents are comfortable with the pace of updating and development of the preschools. The parents are not denying the fact that there is absence of the common regulating system which is hampering the child's growth.

Research Question-2: Is there a statistically significant difference perceived by parents of child who goes to preschool in the compliance of ECCE policy by preschools?

Answer to this question in the data analysis is quite a mixed type of answer. Many of the respondents were not aware of the Early Childhood Care and Education Policy in detail. So, it was difficult for them to judge whether the particular preschool is lacking anything which is mentioned in the Policy. Further many of the respondents did not know about the ECCE policy. So, it was not possible for them to compare anything or comment. In fact, they were glad to know that there exist this kind of policy that has certain norms for preschool Education. Very few respondents knew about ECCE policy and according to them there is very less difference in the existing preschool with the compliances of ECCE policy. To give an example, there would be differences in the measurements of the classrooms and the specific area required per student mentioned in the ECCE policy. But looking into overall set up the respondents found differences in compliance with the ECCE policy.

Research Question-3: Is there any correlation between ECCE policy awareness and ECCE policy implementation amongst preschools?

The analysis for the above question found to be on proving the correlation between the ECCE policy awareness and its implementation. Today as answer to early question suggests that the parents are not very much aware about the ECCE policy and their norms so there is less questioning about the availability of services and quality by the parents to the preschool management. The more they come to know about the Policy and the norms mentioned there in, the more parents will become alert for the non-availabilities in the preschool. The awareness will definitely bring upon a drastic change in the working of the preschools. Today only few parents are questioning and demanding for whatever is not completed by the preschools. At the

same time it is possible at the school level also to fulfill the requirements of the parents and keep themselves in compliance with the ECCE norms. But if the complaints from the parents increase there will be certain point which would be out of the reach of the preschools to fulfill.

Research Question-4: Is there any linking between government's intervention in policy implementation and preschools stakeholder intervention in staff selection?

The researcher has found that the government approach towards the implementation of the Early childhood care and Education policy is quite lenient. There are not many periodic checks available in the government system. Therefore, the stake holders also lose their promptness in the response to the government rules and regulations. It has been found that the government has to be uniformly undertaking the course of action among all the listed preschools. But in really this is not taking place. On the other side the preschool management also becomes lenient in fulfilling the norms led by ECCE policy.

Research Question-5: Is there any correlation between government authority on ECCE policy and its relevance amongst Preschools?

The researcher has found from the interactions with the parents and the school authorities that as the awareness of the ECCE policy increases among the stakeholders that is the parents, the government, the school owners then the relevance also increases amongst the preschools. The more the government authorities get serious into the implementation of the ECCE policy the more will be the relevance amongst the preschools with regards to its implementation.

5.2 Descriptive Assessment

The participants were taken through various statements from the angle of the parent, from the angle of the government, from the angle of the child and from the angle of the preschool owners. The study involved 59 statements which were examined using descriptive statistics.

The results for the parent's views gives the opinion that the existing standalone preschools though not having any government supervision mechanism are giving quality education but of course there are many areas where development is needed.

The results from the school owners/ Management point of view is they are facing quite a few challenges in establishing the setup.

5.3 Conclusion

This section will present the conclusion for which the research questions were formulated and tested.

1-The answer to this question was developed from a data analysis of the survey. The researcher has found that the parents are finding today's preschools equipped with the tools and techniques that are required for the overall development of the child and looking into the increasing level of competitions and mushroom growth of the preschools, the parents are comfortable with the pace of updating and development of the preschools. The parents are not denying the fact that there is absence of the common regulating system which is help the preschools perform better.

2-Answer to this question in the data analysis is quite a mixed type of answer. Many of the respondents were just aware of the existence of the Early Childhood Care and Education Policy but did not know the contents of the policy in detail. So, it was difficult for them to judge whether the particular preschool is lacking anything which is mentioned in the Policy. Further many of the respondents did not know about the ECCE policy. So, it was not possible for them to compare anything or comment. In fact, they were glad to know that there exist this kind of policy that has certain norms for preschool Education. Very few respondents knew about ECCE policy and according to them there is very less difference in the existing preschool with the compliances of ECCE policy. To give an example, there would be differences in the measurements of the classrooms and the specific area required per student mentioned in the ECCE policy. But looking into overall set up the respondents found differences in compliance with the ECCE policy.

3-The analysis for the above question found to be on proving the correlation between the ECCE policy awareness and its implementation. Today as answer to early question suggests that the parents are not very much aware about the ECCE policy and their norms so there is less questioning about the availability of services and quality by the parents to the preschool management. The more they come to know about the Policy and the norms mentioned there in, the more parents will become alert for the non -availabilities in the preschool. The awareness will definitely bring upon a change in the working of the preschools. Today only few parents are questioning and demanding for whatever is not completed by the preschools. At the same time, it is possible at the school level also to fulfill the requirements of the parents and keep themselves in compliance with the ECCE norms.

4-The researcher has found that the government approach towards the implementation of the Early childhood care and Education policy is quite lenient. There are not many periodic checks available in the government system. Therefore, the stake holders also lose their promptness in the response to the government rules and regulations. It has been found that the government has to be uniformly undertaking the course of action among all the listed preschools. But in really this is not taking place. On the other side the preschool management also becomes lenient in fulfilling the norms led by ECCE policy.

5-The researcher has found from the interactions with the parents that there is a correlation between the implementation of the ECCE policy and the performance of the preschools. The more the government authorities get serious into the implementation of the ECCE policy, the performance of the preschools will increase which will be ultimately benefitting all the stakeholders those are the parents, the government and the school owners that will result in benefiting the society at large and strengthening the Nation.

5.4 Contribution to the Body of Knowledge

1-The study is based on the age between 2-6 years and parents prefer to send their child at the age of 3 or 4 years. The parents compare the preschools before taking

admission and they find most of the preschools having equivalent and good curriculum. Most of the preschools are equipped with latest tools and techniques required for the smooth functioning and good deliverance of quality education. The development of the child in respect of all the cognitive skills and motor skills is found to be appropriate as the preschools are well equipped with the teaching aids. The preschools are also found quite focused towards the development of these kids. The preschools are to some extent having controlled mechanism and monitoring techniques that can ensure quality education. The competition among the preschools has let them to understand the needs of the child as well as of the parents and deliver the education as per their requirement and which will also maintain the quality of education.

2- As the preschool sector turned into unorganized sector, which is not having specific rules and regulations. The preschools can operate on their own and can charge the fees as per their requirements, the parents expect from the Government to establish and implement such policies which will ensure consistency and quality in the education.

3- Good education can be delivered only through good teachers and today's preschools are well focused on the development of their teachers from all the aspects. Along with the teachers the preschools have quite a good monitoring system and feedback system on the activities conducted. They have a good time schedule of assessing the work done within the stipulated timeframe. This also ensures that the time which is quite limited with the preschools can avoid duplication of work and maximize the activities to be imparted. The child who is undergoing the process gets adequate practice and also gets to learn new things faster which ultimately results in increased level of confidence. The structured curriculum not only eases systematic teaching, the teachers are in a better position to give feedback to the parents about their developments. The communication pattern among the teachers, the management and the parents is quiet good and it enhances the development faster. The teachers are so well qualified today as so responsive that there is no need of any check mechanism for their work.

4- The parent's participation compare to earlier days is relevantly good. The parents are proactively ready to participate and help the teachers in conducting the activities and events. Few parents show good concern in the day-to-day activities taken at the school and also give suggestions whenever required to enable the school run efficiently. The parents of preschool are found to be very curious about the behavioral pattern, absorbing capacities and reacting methods of the child. This need of the parents is satisfied with the preschool's teachers to the great extent. The parents also believe that today's preschool is well equipped and ready for the future development of their child.

5- The parents are aware of the ECCE policy initiated by the Government. They have little information that the Government of India has laid certain policy to regulate the operations of preschools in India. But parents are not thoroughly aware about the in-depth knowledge of the policy. Even they are not much aware if the particular preschool is following the norms laid in the policy.

6- Looking into the cut throat competition in preschools education in current era, the parents are of the view that each and every preschool who wants to go ahead, maintains good policies and principles. The preschools are constantly looking into innovative ideas to keep themselves on top position or in competitive pace in the market. This ongoing research among the preschools keeps them updated about the market innovations and new arrivals which help the kids to get acquainted with the new technologies and develop faster. Not only this, few preschools have developed very healthy environment in their preschools. For years together they spent lot of time and money on developing friendly and harmonious environment by maintaining healthy and long -term relations with their staff and teachers.

7- The standalone preschools enjoy the liberty of freedom of curriculum development and don't have the boundaries of any government regulations so they can update the syllabus as per the need of the parents, need of the child and current market conditions. This allows them to impart latest knowledge and focuses more on the development of the child. The mechanism is developed keeping in mind the needs of

the child. This ensures better development of the child...They just not only take the responsibility of the proper and 360-degree development of the child but also are accountable for the same.

8- Looking into the increasing crime in the country, the preschools are taking extra measures for the safety of the kids. The preschools bare additional cost and try to maintain the safe environment which results in good nurturing of a child. Also, the management of the preschools are quite successful in developing good reputation among the parents by satisfying their need, by handling the things the way it should be handled in the preschool. This has lowered the ratio of complaints tremendously from the parents.

9- The preschools are aware of the ECCE policy and its implementation to some extent. The preschools are aware about the working of the policy and its expectations. It has been also observed that few preschools are not following the guidelines mentioned in the ECCE policy.

They are not functioning as per the norms. Some of the preschools are lacking into the required space, few preschools are taking the syllabus inadequately and so forth.

10- The preschool management is quite selective for staff selection. They check the candidate on various parameters before enrolling them. The quality teachers can only ensure quality education thus the management is quiet conscious at the time of staff selection.

11- The preschools have left as unorganized sector as the government has not levied any concrete rules on the establishment of the preschools. As well as they do not have any monitoring system on the functioning of the preschools. The implementation of the ECCE policy in preschools is also the neglected part. The policy has many positive aspects but the preschools do not follow it in the manner it should be and the government does not have any control mechanism on the same. The ECCE policy is capable of understanding the needs of the child and its nurturing but the government is lacking into execution part.

12- The survey says that the government had not taken any inputs from the stakeholders in framing the ECCE policy.

13- Today's preschools are good in delivering the leanings and knowledge but they are not enough when it comes to co-creation of life among children. The upbringing of the child should result in positivity which is unfortunately missing.

14- The teachers are having complete liberty in teaching and using the appropriate medium for the same. The ultimate goal is the development of the child, which they make sure that it is achieved.

15- The parents of the age group 2 to 6 years are very much concerned with the distance criteria. They always see that the preschool should be nearer to their residences. So, while making selection of the preschool distance is the first criteria to be considered. Another most important criterion is the Quality of Education. If the preschool is having good education system than, the parents are willing to send their kids at long distance also. Fee structure does not really matter to the parents comparing the 2 major criteria of distance and quality.

Today the scenario for the preschool has changed. Almost all the preschools are heavily advertising and taking efforts to popularize themselves, so it really doesn't influence the parents anymore.

16- The parents as well as the preschools understand the concept of uniqueness. Every child is different so are the needs. Looking into this aspect the preschools have started giving them special teachers which will help the child to overcome its drawbacks. The parents are also welcoming this and asking for the same. If the preschool is not having all the special aids than also the parents are taking the admissions in that preschool.

The speech language therapy is also not asked by the parents much as this is quiet expensive service and all the preschools cannot afford the same. The physiotherapy service is also not asked by the parents much. And same is the case with the occupation therapy. This is also the service which is rarely asked by the parents. The

availability of psychologist, community health worker, social worker in the preschool for their kids is the services which are not in demand from the parents.

17- The parents are looking for the requisite textbooks and classroom equipments are required for their kids in the preschool. They are finding preschools lacking into this.

18- The parents strongly believe that the if the school is so popular than it must be having good teachers only so they don't look into the competencies of the teachers and caregivers and preschool leaders, outdoor playing material, appropriate sanitization, while making the selection. But the parents always pay attention to the safety measures in the preschool for their child.

19- The norms in respect of Infrastructure, Recruitment policies, Teacher's Qualifications, Number of Maids, Qualification of Maids, Area of preschool, Play Activities, Play Material, Quality of Material, Hygiene And cleanliness, Washrooms, Washbasins, Play Area, Sitting Arrangements, Security, Transportation Facilities, Syllabus, Sports Facilities, Food and Nutrition, Medical facilities.

20- Rising demand for preschools have definitely added to increased number of preschools but today also, in this very competitive environment the level of preschools in respect of quality deliverance is lacking far behind.

An Educational Development Index has been developed to evaluate the progress of state and District from the perspective of Elementary Education. The Elementary Education which is to be formalized should be Universal in nature. Thus, Univesalisation of Elementary Education (UEE) is one of the primary objectives of the Government in existence. An Educational Development Index is calculated on different variables like surrounding access, infrastructure, teacher and quality aspects. Further the data collected and the practices applied in the due course of action are reviewed by the team of experts in the prescribed time intervals. All the states and Districts have to travel this journey rigorously incurring all the efforts required to perform it to the fullest.

Thus, so far found below mentioned very big challenges which should be taken care.

The pre-primary education in almost in all the schools in India starts with the uneven educational levels and uneven knowledge banks. As there is no standard curriculum maintain at the preschool levels, the child going to 1st standard have to face the as well as the teachers who have to teach to the students who are from different set of knowledge have to face many challenges.

Further it becomes difficult to maintain the quality of education as the students have come from the diverse strategies. And last but not the least as the early childhood is the key to future working population and the overall wellness of the nation, but has not received due attention from the researchers and the policy makers.

5.5 Limitations of this Research

As a natural phenomenon in any research study, several limitations arise due to constraints like limited resources and limitation of the availability of the time period. These limitations may affect the findings and conclusion of the research study. The researcher while conducting this study also came across quite a few limitations those are listed below-:

Firstly, this study has accumulated respondents from various backgrounds among which few respondents were not from highly educated or we can say less literate. There the limitation was the language usage, it was difficult for some respondents to understand the interview questions in English, and so under these circumstances the researcher has to ask the questions in the local native language. In Pune it was in Marathi. Further the researcher has to interpret their answers in English language fir the study. This was quiet a time -consuming process.

Secondly, due to scarcity of research journals and articles, the researcher found that there were limitations related to information sought on ECCE policy and its implementation in the preschools in Pune city. This points the research gap in the literature and thus justifies the importance of the topic of ECCE policy in this study.

Thirdly, this research is based on standalone preschools which are private in nature and most of the preschools are not listed in any of the government records. So,

collecting data from these preschools became difficult as locating the preschool was not easy and further the preschools were reluctant in giving any information to the researcher. Many of them misunderstood the researcher to be a government official.

Fourthly, the respondents in this study were also found to be reluctant in answering the questions. Especially the parents whose children are studying in the particular school were not ready to give answers.

Fifth, the supervisors or the principal or the people from management of the school were also not giving satisfactory answers to the questions. It was difficult for the researcher to reach to the conclusion from the answers.

And the last was the government officials which was according to the researcher would have contributed in the research study largely but after visiting the various government organizations, the researcher was annoyed to get absolutely no information.

Thus according to the researcher if all the above listed elements would have performed their role as expected in this study then researcher would have been in good situation in analyzing the facts and come out with perfect results.

5.6 Recommendations

1- Preschool Database: It has been found that many of the private schools are reluctant in sharing any kind of data. No matter what kind of data is asked but they are not at all ready to share any kind of detail to the stranger. Many private schools don't willingly share photographs also so special efforts will get to be made to bring private schools within one roof. It is clear from the above - mentioned problem that collecting the data of the teachers and Faculties is also very tedious work. Extensive efforts will be needed to organize a faculty directory at District and Block level to make sure that all the schools have been covered.

2-Unified System: A Unified system is yet to be integrated into the regular system of faculty statistics on state level. Efforts should be made to make sure that each one States move to a unified system of knowledge collection and management. This unified data collection system should be used for all purposes and recognized as the official data for the State and National level. Once the system is developed and adopted at state level it will be easier to recognize the drawbacks in the system and further it can be rectified.

3- Uniformity of definitions: Definitions and ideas- In order to bring all the schools and education providers under one roof and establish singular system of education the primary need is to define the concepts and ideas in one single format. The necessity is also making it as simple as it could be as the followers of the ideas are from different groups and culture. They should be defined uniformly. For instance, if there is the terminology of entry age, then it should be defined clearly and perfectly. The entire education system in the country should be following the uniform definition of Entry Age. Same is the case with the concept of dropout, etc... All the concepts and ideas utilized in educational statistics need refinement and review within the light of experience gained within the recent past. Necessary guidelines should be developed to make sure consistency in data collection and analysis stage.

4- Strengthening teacher's database: Teachers are undisputedly the most crucial factor of the entire education system and therefore demands additional and Continuous study and research and strategic approach towards locating good teachers and their development. An extensive and comprehensive teacher training is one among the important strategies. Proper system needs to be developed wherein each and every teacher has got the opportunity to develop themselves and perform. Therefore, in-service training of teachers is emphasized for each teacher at local level. The RTE Act also stipulates an equivalent. Therefore, it's important to develop a comprehensive teachers' database. The teachers' database maintained might be effectively used for personnel management, grievance redresses, deployment, re-deployment and rationalization of teachers and for

training needs and assessment etc...Independent Monitoring Institutions, including University Departments of Education and Science.

5 Creating Awareness- Creating awareness about the existence of the ECCE policy through various sources likes newspaper, articles, magazines so that public at large can read and understand. Awareness will itself demand more and more developments, innovations and its implementations for the betterment of the child education and betterment of the society at large. Strengthening of the control mechanism and monitoring the execution of ECCE policy in the preschool.

6. Committee for ECCE policy Execution in the preschools- The preschools should have a committee of experts formed in the preschool that will govern the execution of the ECCE policy in the preschool. This will be a self- disciplinary action taken by every preschool that will ensure the quality education.

7. ECCE Policy should be updated- The ECCE policy which was established in the year 2013 mainly focuses on infrastructure and basic amenities for the preschool establishment. It should speak about the academics, skill development programmes, physical development programmes, and security of the child. The policy should cover all the aspects required for the 360- degree development of the child.

5.7 Scope for future Research

The researcher has few suggestions based on the findings of the current research study for future researchers who wish to focus and study in the preschool management and school education.

The ECCE policy has many untouched sectors which if noticed and further elaborated will be very much beneficial to the preschool owners for the smooth functioning.

The study can be conducted in more depth if the teachers are also considered as the respondents. As major of the school operations are handles by the teachers, they would be in a better position to give the insights of the system and its functioning.

The study is based on the awareness of the ECCE policy and the study was quiet successful in the terms that the researcher noticed lot of unawareness among the parents. But if more parameters like different set of respondents like the supervisors of the school, managers of the school, people from the school management, principals of the school, government officials from the education sector are taken for study then it would have been great finding.

The study if conducted taking more cities in account then there would be better results as in Pune city the respondents are comparatively more educated and working people. The interpretation of the ECCE policy would be different compare to the parents leaving in other parts of Maharashtra and India.

Survey Questionnaire

Title:

A STUDY OF STANDALONE PRESCHOOLS IN PUNE CITY FROM THE PERSPECTIVE OF MANAGEMENT FOR THE IMPLEMENTATION OF THE EARLY CHILDHOOD CARE AND EDUCATION POLICY OF INDIA

Parent 's Name: -----City-----

Number of Children----- Current Age- 1) -----2) -----3) -----

Enrolled in Preschool Education- Yes----- No-----

Number of years of Preschool Education-----

1- Strongly Agree 2- Agree 3 - Neutral 4 – Disagree 5 - Strongly Disagree

Serial No	Question	1	2	3	4	5
	Contents of The Policy--					
1	Today Preschool focuses on the development of the syllabus/ curriculum for the age group of 2 to 6 years.					
2	The Preschool which focuses on the development of the child of the age between 2 to 6 years has effective tools to compete with rising competition and maintains the quality of the education.					
3	The Preschool provides all the learning aids, methods, directions which are useful in the learning process of a child of the age 2 to 6 years.					
4	The Preschool elaborates on the mechanism or system which supports the physical, mental, emotional development					

Serial No	Question	1	2	3	4	5
5	of a child of the age between 2 to 6 years.					
5	The ECCE policy established in 2013 is beneficial in developing a good and practical education system for the age group of 2 to 6 years of child.					
	Compliance ---					
6	Today's preschools are competent of fulfilling the demands and satisfying the needs and desires of the parents of the pupil taking admission in the standalone preschools.					
7	The Preschool has regular teacher development program.					
8	The school management reviews the activities and development on regular intervals.					
9	The preschools have adequate tendency of approaching with parents and community.					
10	There is good level of interaction among the parents and the teachers of the child.					
11	Parents participates well in their children preschool affairs.					
12	Awareness Of the ECCE Policy and developments —					
13	The parents are well aware of the rules and regulation stated in the ECCE policy.					
	The parents are satisfied with the effective					

Serial No	Question	1	2	3	4	5
14	implementation of the norms in ECCE Policy.					
15	The Preschool is constantly investing and exploring new opportunities and techniques.					
16	The Parents feels that the processes and methodologies in the preschool require continuous improvement.					
	The school management, administration and teachers are highly aggressive in dealing with the competitors.					
17	Aspects of Preschool Selection-- Parents have different criteria's for selecting the preschool for their child.					
18	Parents make the selection of Preschool on the basis of below mentioned criterias-1)					
19	Distance					
20	2) Quality of Education					
	3) Fees structure					
	4) Popularity of the Preschool.					
21	The Preschool is equipped with Classroom material and equipments.					
22	a) Adequate text books in the school b) Classroom equipments.					
23						
24	The Qualification and Competency of the					

Serial No	Question	1	2	3	4	5
25	Preschool Employees. a) Competencies of Teachers b) Competencies of Caregivers c) Competency of the School Leaders					
26						
27	Extent to which pre-schools equipped with					
28	outdoor facilities. a) Outdoor Playing Materials b) Sanitation of the Area c) Safety of the Area for Children					
	<p>Effectiveness of Preschool Environment</p> <p>The pre-schools are equipped with the necessary trained manpower, learning materials and over all indoor/outdoor environments.</p> <p>A) Classroom materials and equipments. b) Qualification and competency of the preschool employees c)Outdoor facilities d)Indoor Facilities e) Safety measures f) Overall Environment of the preschool</p> <p>The preschool maintains the environment and wellbeing by providing facilities</p> <p>a) Special Education Teacher b) Special Education Assistant/Aide</p>					
29						
30						
31						
32						
33						
34						
35						

Serial No	Question	1	2	3	4	5
36	c)Special Education Program d) Speech Language Therapy c)Physiotherapy d)Occupational Therapy e) Psychologist f) Community health Nurse g) Social worker					
37	Implementation of the Policy-- The students of the age between 2 to 6 years are nurtured by the standalone preschools at great extent and students are in safe environment.					
38	Every preschool has the mechanism of identifying the needs of every child and accordingly has the mechanism to fulfill it.					
39	The prevailing standalone preschools in Pune are equipped with all the latest and developed teaching aids to meet the increasing competition and satisfy the needs of the child between 2 to 6 years.					
40	The management of the preschool is well versed with all the policies led by the Government for the smooth running of the preschool.					
41	The preschool management runs their preschools as per the guidelines, rules and regulations laid by the government.					
42	The Parents are assured of the effective implementation of the innovations and believe that their child will be prepared for					

Serial No	Question	1	2	3	4	5
43	<p>future success.</p> <p>The management has long-term and healthy relations with the teachers and staff.</p> <p>The parents are quite satisfied with the management of the Preschool and the complaints of the parents are significantly reduced over the years.</p>					
44	<p>Involvement of Stakeholders</p> <p>Status of Stakeholders' Involvement in Preschool Education.</p>					
45	<p>The stakeholders are involved in the selection of the preschool's education administration.</p>					
46	<p>The government officials give uniform support as well as supervision for ECCE implementation Processes</p> <p>Governing body / Controlling Authority-</p>					
47	<p>The Government has well organized framework for the education of a child between 2 to 6 years age which is the most crucial and sensitive age group.</p>					
48	<p>The Government has a mechanism where in each and every preschool is been monitored on various aspects like Quality</p>					

Serial No	Question	1	2	3	4	5
	of education, premises, hygiene, basic amenities and so on.					
49	The Government with the help of its policies and regulatory bodies has a complete check on the standalone preschools who are managing their preschools in the same spirit as envisaged in ECCE policy.					
50	The Government has complete mechanism which in fix intervals monitors the development of the ECCE policy in the standalone preschools of Pune city.					
51	All the standalone preschools are well listed in Government records and periodically updated.					
52	The Government has the transparent system of taking reviews on the Policies and its implementation from both the service providers and the end users.					
53	Relevance of Policy in current context--					
54	The Management of the standalone preschools have those all the necessary managerial aspects required to run the preschools effectively, work on the social, emotional skills of children and help them to become independent.					
55	The standalone preschool management is capable of taking complete responsibility of the child and its wellbeing. The Owners/ Management of the standalone preschools are accountable for					

Serial No	Question	1	2	3	4	5
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56	<p>every child they admit in their preschool and are committed for their overall development.</p> <p>The Management of standalone preschools are quite successful in establishing the basic “MEDIA” that is “an emotional warmth” between a child and their teachers which keeps the environment happy and harmonious.</p>					
57	<p>The Standalone preschool owners or the management are facing big challenges of today’s reality of Co-Creation of life in preschools.</p>					
58	<p>The Management or Owners of the standalone preschools have developed the preschools in such a manner that the existing level of education is sufficient for 360- degree development of a child.</p> <p>The Teachers in the school are well qualified and no supervision is required in their job</p> <p>The school teachers have complete freedom to use innovative methods of teachings.</p>					

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