

**A COMPARATIVE STUDY OF PRIVATE PRE-  
SCHOOLS AND ANGANWADIS WITHIN AIZAWL  
CITY**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE DEGREE OF MASTER OF PHILOSOPHY**

**LALDAMPUII**

**MZU REGN NO:5591 of 2010-11**

**Regn. No: MZU/M.Phil./570 of 29.05.2020**



**DEPARTMENT OF EDUCATION (IASE)**

**SCHOOL OF EDUCATION & HUMANITIES**

**February, 2022**

**A COMPARATIVE STUDY OF PRIVATE PRE-SCHOOLS AND  
ANGANWADIS WITHIN AIZAWL CITY**

**BY**

**Laldampuii**

**Department of Education (IASE)**

**Supervisor**

**Prof. Lallianzuali Fanai**

**Submitted**

**In partial fulfillment of the requirement of the Degree of Master of  
Philosophy in Education of Mizoram University, Aizawl.**

**Mizoram**



**University**

**AIZAWL:**

**MIZORAM-796004**

**Department of Education (IASE)**

*Prof.Lallianzuali Fanai*

*Post Box No. 190*

*Professor*

*Phone: (0389) 2330724 (O)*

*E-mail: [dr.zuali@gmail.com](mailto:dr.zuali@gmail.com)*

*Mobile: 9436141866*

---

**CERTIFICATE**

This is to certify that the work incorporated in this Dissertation entitled “**A Comparative Study of Private Pre-Schools and Anganwadis within Aizawl City**” is a bonafied research work carried out by **Laldampuii** under my guidance and supervision for Master of Philosophy degree in Education, School of Education and Humanities, Mizoram University. This dissertation is the original work of the scholar and the same have not been submitted previously for any degree.

Place: Aizawl

**(Prof.Lallianzuali Fanai)**

Dated:28<sup>th</sup> February 2022

## **DECLARATION**

Mizoram University

February, 2022

I, Laldampuii, hereby declare that the dissertation subject matter of dissertation entitled “A Comparative Study of Private Pre-schools and Anganwadis within Aizawl City” is a record of work done by me; that the contents of this dissertation did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anybody else; and that the dissertation has not been submitted by me for any research degree in any other University/Institution.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Education.

**(Laldampuii)**  
Candidate

(Prof. Vanlalhruaii)  
Head

(Prof. Lallianzuali Fanai)  
Supervisor

## **ACKNOWLEDGEMENT**

It is indeed a great pleasure for me to gratefully acknowledge the support given to me by my supervisor Prof. Lallianzuali Fanai, Professor, Institute of Advanced Studies in Education (IASE), whose constant encouragement and inspiration, able guidance and motherly affection enabled me to complete this work.

I express my profound gratitude to Professor Vanlalhraaii, Principal, IASE, Aizawl, Mizoram, Prof. H. Malsawmi, Head, Department of Education, Mizoram University, for extending their cooperation in the conduct of this research and allowing me to complete my work amidst the Covid-19 pandemic and I wish to express my heartfelt gratitude to the entire teaching faculty of IASE for their encouragement, support and guidance with their valuable information, suggestions and comments throughout the study

I also express my heartfelt thanks to the Head of the Institutions, Parents and Teachers of Private Pre-Schools and Anganwadi Centres who had co-operated me in the process of data collection.

I also convey my sincere gratitude to my husband David Lalchhuanawma and my parents for their countless support.

Above all, the best moment of my gratitude for having completed my research rests with my Lord and Savior Jesus Christ who had been a constant source of my inner and outer strength.

**(Laldampuii)**  
**IASE**

# CONTENT

<b>Chapter</b>	<b>Content</b>	<b>Page No.</b>
	Certificate	i
	Declaration	ii
	Acknowledgements	iii
	List of figures	iv
	List of tables	vi
	Abbreviations	viii
<b>Chapter I</b>	<b>BACKGROUND OF THE STUDY</b>	<b>1 -13</b>
1.01	Introduction	1
1.02	Concept of Early Childhood Care and Education	2
1.03	Early Childhood Care and Education in Indian Context	3
1.04	Early Childhood Care and Education in Indian Context	4
1.05	Rationale of the Study	5
1.06	Statement of the Problem	9
1.07	Operational Definition	10
1.08	Research Questions	11
1.09	Objectives of the Study	12
1.10	Plan of the Report	13
<b>Chapter II</b>	<b>REVIEW OF RELATED LITERATURE</b>	<b>14 - 33</b>
2.01	Studies conducted in India	14
2.02	Studies conducted Abroad	24
2.03	Overview of related Literature	30

<b>Chapter III</b>	<b>METHODOLOGY AND PROCEDURE</b>	<b>34 - 36</b>
3.01	Research Design	34
3.02	Sources of Data	34
3.03	Population and Sample	35
3.04	Tool and Techniques used	35
3.05	Collection of Data	35
3.06	Analysis of Data	36
<b>Chapter IV</b>	<b>ANALYSIS AND INTERPRETATION OF DATA</b>	<b>37 - 80</b>
4.01	Educational Qualification of the Teachers of Private Pre-schools and Anganwadis	37
4.01(a)	Education Educational Qualification of the Teachers of Private Pre-schools	38
4.01[a(i)]	Education Educational Qualification of the Teachers of Anganwadis	
4.01[a(ii)]	Comparison of the Educational Qualification of the Teachers of Private Pre-schools and Anganwadis	
4.02	Physical Infrastructure of Private Pre-schools and Anganwadis	43
4.02(a)	Physical Infrastructure of Private Pre-schools in reference to the outdoor	
4.02[a(i)]	Physical Infrastructure of Anganwadis in reference to the outdoor	
4.02(b)	Physical Infrastructure of Private Pre-schools in reference to Indoor facilities	
4.02[b(i)]	Physical Infrastructure of Anganwadis in reference to the Indoor	
4.02(c)	Comparison of Physical Infrastructure of Private Pre-schools and Anganwadis	

4.03	Current Status of Records and Registers of Private Pre-schools and Anganwadis	51
4.03(a)	Records of both Private Pre-schools and Anganwadis	
4.03(b)	Background Information of both Private Pre-schools and Anganwadis	
4.03(c)	Comparison in maintenance of Register of both Private Pre-schools and Anganwadis	
4.03(d)	Comparison of Current Status of Records and Register of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT	
4.04	Parents' Reactions and their Expectations	58
4.04(a)	Parents' Reactions and their Expectation of Private Pre-schools	
4.04(b)	Parents' Reactions and their Expectation of Anganwadis	
4.04(c)	Comparison of the parents' reactions and their expectations of Private Pre-schools and Anganwadis	
4.05	Problems Faced by the Institution, Teachers and Parents	65
4.05(a)	Problems faced by the Institutions of Private Pre-schools	
4.05[a(i)]	Problems Faced by the Institution of Anganwadis	
4.05[a(ii)]	Comparison of Problems Faced by the Institution of Private Pre-schools and Anganwadis	
4.05(b)	Problems faced by the Teachers of Private Pre-school	
4.05[b(i)]	Problems faced by the teachers of Anganwadis	



4.05[b(ii)]	Comparison of Problems faced by the Teachers of Private Pre- school and Anganwadis	
4.05(c)	Problems faced by the Parents of Private Pre-schools.	
4.05[c(i)]	Problems faced by the parents of Anganwadis	
4.05[c(ii)]	Comparison of the problems faced by the parents of Private Pre-schools and Anganwadis	
4.05(d)	Comparison of the problems faced by the Institutions, teachers and parents of Private Pre-schools and Anganwadis	
<b>Chapter V</b>	<b>MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES</b>	<b>81 - 87</b>
5.01	Major Findings of the Study	81
5.02	Discussions	83
5.02(i)	Discussion on the findings with respect to the relation of the comparison of educational qualifications of Private Pre-School and Anganwadi teachers.	
5.02(ii)	Discussion on the findings with regards to the relation in comparison of the physical infrastructure of Private Pre-Schools and Anganwadis.	
5.02(iii)	Discussion on the findings with regards to the relation in comparison of records and registers of Private Pre-Schools and Anganwadis.	
5.02(iv)	Discussion on the findings with respect to the relation in comparison of the Parents Reaction and their Expectations.	
5.02(v)	Discussion on the findings with respect to the relation in comparison of the Problems faced by the Institution, Teachers and Parents.	
5.03	Recommendations Based on the Findings	86

5.04	Limitations of the Present Study	87
5.05	Suggestions for Further Research	87
<b>Chapter VI</b>	<b>SUMMARY AND CONCLUSION</b>	<b>88-100</b>
6.01	Summary	88
6.02	Conclusion	100
	Appendices	i- xxi
	Reference	xxii-xxxii
	Bio-data	

## LIST OF FIGURES

Figure No	Title	Page.No
4.01[a(ii)]	Histogram showing the comparison of the educational qualification of both Private Pre-schools and Anganwadis	40
4.01(b)	Histogram showing the comparison of teachers who attained the academic qualification of norms laid down by the NCERT	42
4.02(a)	Representing column chart showing Physical Infrastructure of Private Pre-schools in reference to the Outdoor	44
4.01[a(i)]	Representing column chart showing Physical Infrastructure of Anganwadis in reference to the Outdoor	45
4.02(b)	Representing histogram showing Physical Infrastructure of Private Pre-schools in reference to the Indoor	46
4.02[b(i)]	Representing histogram showing Physical Infrastructure of Anganwadis in reference to the Indoor	48
4.02 (c)	Chart representing the comparison of the Physical Infrastructure of both the Private Pre-school and Anganwadies	50
4.03(a)	Histogram showing the comparison of the record maintained by both the institutions Private Pre-school and Anganwadis	51
4.03(b)	Column chart showing the Background Information of Private Pre-schools and Anganwadis	53
4.03(c)	Histogram Chart showing the register maintained and unmaintained by both the institution. (Private Pre-schools and Anganwadis)	54
4.04(a)	Histogram Chart showing the parents reaction and their expectation of Private Pre-school	59
4.04(b)	Chart showing the Parents Reaction and Expectation of Anganwadis	60
4.04(c)	Histogram Chart showing the comparison of the Parents Reaction of both the institution Private Pre-schools and Anganwadis	63

4.05(a)	Column chart showing the problems faced by the institutions of Private Pre-Schools	66
4.05[a(i)]	Histogram representing the problems faced by the Anganwadis institutions	68
4.05[a(ii)]	Histogram showing the comparison of institutional problems faced by both Private Pre-schools and Anganwadis	70
4.05(b)	Column chart showing the problems faced by the teachers of Private Pre-Schools	71
4.05[b(i)]	Histogram representing the problems faced by the Anganwadis teachers	72
4.05[b(ii)]	Histogram representing the problems faced by the teachers of Private Pre-schools and Anganwadis	74
4.05 (c)	Column chart showing the problems faced by parents of Private Pre-Schools	75
4.05[c(i)]	Column chart showing the problems faced by the parents of Anganwadis	77
4.05[c(ii)]	Histogram showing the comparison of the problems faced by the parents of Private Pre-schools and Anganwadis.	79

## LIST OF TABLES

<b>Table No</b>	<b>Title</b>	<b>Page.No</b>
4.01[a]	Educational Qualification of the Teachers of Private Pre-schools	38
4.01[a(i)]	Educational Qualification of the Teachers of Anganwadis	39
4.01[a(ii)]	Comparison of the Educational Qualification of the Teachers of Private Pre-schools and Anganwadis	39
4.01(b)	Diploma in Early Childhood Education of Private Pre-schools and Anganwadis	
4.01(c)	Academic Qualification of Private Pre-schools and Anganwadis	41
4.02(a)	Physical Infrastructure of Private Pre-schools in reference to the Outdoor	43
4.02[a(i)]	Physical Infrastructure of Anganwadis in reference to the Outdoor	44
4.02(b)	Physical Infrastructure of Private Pre-schools in reference to Indoor facilities	46
4.02[b(i)]	Physical Infrastructure of Anganwadis in reference to the Indoor	47
4.02 (c)	Comparison of Physical Infrastructure of Private Pre-schools and Anganwadis	49
4.03(a)	Records of Private Pre-schools and Anganwadis	51
4.03(b)	Background Information of both Private Pre-schools and Anganwadis	52
4.03(c)	Register of both Private Pre-Schools and Anganwadis	54
4.03(d)	Records and Register of Private Pre-schools and Anganwadis	56
4.04(a)	Parents Reaction and their Expectation of Private Pre-schools	58
4.04(b)	Parents Reaction and their Expectation of Anganwadis	60

4.04(c)	Comparison of Parents Reaction and their Expectation of both Private Pre-schools and Anganwadis	62
4.05(a)	Problems Faced by the Institution of Private Pre-schools	65
4.05[a(i)]	Problems Faced by the Institution of Anganwadis	67
4.05[a(ii)]	Comparison of Problems Faced by the Institution of Private Pre-schools and Anganwadis	69
4.05(b)	Problems faced by the Teachers of Private Pre-school	71
4.05[b(i)]	Problems faced by the teachers of Anganwadis	72
4.05[b(ii)]	Comparison of Problems faced by the Teachers of Private Pre-school and Anganwadis	73
4.05 (c)	Problems faced by the parents of Private Pre-schools	75
4.05[c(i)]	Problems faced by the parents of Anganwadis	76
4.05[c(ii)]	Comparison of the problems faced by the parents of Private Pre-schools and Anganwadis	78

## ABBREVIATIONS

NEP	-	New Educational Policy
ECCE	-	Early Childhood Care and Education
ICDS	-	Integrated Child Development Services
NCERT	-	National Council of Educational and Research Training
C.O	-	Circle Officer
PHC	-	Primary Health Centre
CDPO	-	Child Development Project Officer
E.V	-	Educational Volunteer
K.G	-	Kindergarten
UNESCO	-	United National Educational Scientific and Cultural Organization
SDG	-	Sustainable Development Goal
et al,	-	And others
No.	-	Number

## CHAPTER – I

### BACKGROUND OF THE STUDY

#### I.01 Introduction

‘Early childhood’ is a recent term identically used for pre-school years to portray the period before the child enters the school. At the present time, it has become familiar for many parents to put their children in schools at the early stage of their childhood. In some advanced as well as in developing countries, early childhood education, means education for two to five years old children i.e. before primary school or kindergarten. The age span covered under early childhood care and education is from conception to 6 years, (Aggarwal & Gupta 2007). Early childhood education stage is a preparatory stage for primary education, therefore formal method of teaching is restricted for this stage of children’s development. It is generally of two years duration extending from 3 to 5 years or 4 to 6 years. Recently, the New Education Policy (NEP) 2020 revised the structure of school education from 10+2+3 to 5+3+3+4. The new structure provide a strong base of ECCE (5 years) from age 3-8 which intends to promote “overall learning, development and well being”. The vision for ECCE consists of ‘flexible, multifaceted, multilevel, play-based, activity-based, and inquiry based education’. The overall aim of ECCE will be to attain optimal outcomes in domains of physical & motor development, cognitive development; socio-emotional & ethical development; cultural/artistic development & development of communication & early language, literacy and numeracy.” The NEP 2020 recommended the home language/ Mother Tongue/Regional Language as a medium of instruction wherever possible, until at least Grade 5 but preferably till grade 8 and beyond. Therefore the medium of instruction in ECCE will be the home language / Mother Tongue/Regional Language .

Early childhood is a period which encompasses enormous growth and development. Children develop immensely from birth to 5 years of age compared to any other stage in their lives. These early years of development are critical for providing a firm foundation in cognition, language, and motor



development as well as social, emotional, regulatory and moral development.(Shukla 2004)

Energizing, nurturing, and stable relationships with parents and other caregivers are necessary for children's healthy development and the absence of these factors can compromise children's development.

Pre-primary education is considered to be very important for the child as it is the first step towards entering the world of knowledge as well as a healthy and purposeful life. Pre-primary education helps children become more independent and confident as well as promoting the all round development of the children (Ramachandranet. Al., 2003).

In India, pre-school education is provided by private schools and Government ICDS (Anganwadi) centres. In addition, there are some ECCE centres running under SSA and some pre-schools are attached to Government as well as private schools.

## **1.02 Concept of Early Childhood Care and Education**

Early childhood development includes two main agents – Care and Education. 'Care' is a comprehensive term that includes proper nutrition, immunization, safety and security along with emotional support. The 'Education' component includes pre-school education programmes aimed at 3 - 6 years old and extends to classes I and II to cover children up to the age of 8 years. ECCE is holistic in nature and is based on an important principle that a child's development and early learning occurs in an integrated manner. By integration, it is meant that the child's early learning and development is influenced not only by the environment the child gets; but by the health and nutritional status of the child and the care she/he gets.

Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and well-being. ECCE has the scope to nurture, care, and to develop them into capable and responsible future citizens.

Sustainable Development Goal4 (SDG) has come up with 10 targets and among their target the UNESCO approach is reinforced in the Education 2030 agenda. 'By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

### **1.03 Early Childhood Care and Education in Indian Context**

The pre-primary education in India is also widely known as Kindergarten. The term 'Kindergarten' coined by Friedrich Frobel in 1837, meaning "children's garden". Various types of pre-primary schools are now available in India and more and more children are attending preschool, indicating a rise in the need for education of kids. Pre-primary education is considered to be very important for the child as it is the first step towards entering the world of knowledge as well as a healthy and purposeful life. Pre-primary education helps children become more independent and confident as well as promote the all round development of children (Mena 2013). According to National Focus Group on Early Childhood Education, NCERT (2005), early childhood stage of life is important as a foundation for the inculcation of social values and personal habits which are known to last a lifetime.

The National Policy on Education (1986) emphasized that "Programme of Early Childhood Care and Education should be child centred and focused around play and the individuality of the child. Formal methods and introduction of 3Rs is to be discouraged at this stage: The local community is to be fully involved in these programmes." **According to** Article 45 of the Constitution of India, (Eighty-sixth Amendment) Act 2002, The State shall endeavor to provide early childhood care and education for all children until they complete the age of six years."

The National Early Childhood Care and Education (ECCE) Policy reaffirms the commitment of the Government of India to provide integrated service for holistic development of all children, along the continuum from the prenatal period to six years of age. The Policy lays down the way forward for

a comprehensive approach towards ensuring a sound foundation, with focus on early learning, for every Indian child.

There are many factors which compose this vast education sector, compiling a neat amount of plus points for the growth of Pre-school education in India. To ensure the quality of preschool education, it is important to provide qualified and well-trained teachers for pre primary schools. Facilities and amenities are important and must provide safe, healthy and suitable environment for young children. Free food distributed in pre primary schools play an important role in helping the poorest sections of society and curbing nutritional problems. These schemes should be well maintained and expanded

The importance of pre-primary schooling has been recognized by educational policy makers in India and it has also been made a part of the Directive Principle of State Policy given in the Constitution of India. All in all, the pre-primary education scene in the country is on a roar, yet, with mixed reactions, there are still many loopholes to be filled in various fields.

NEP 2020 states that the Policy aims to universalize the pre-primary education by 2025 and provide foundational literacy/ numeracy for all 2025. It proposes new curricular and Pedagogical structure, with 5 + 3 + 3 +4 design covering the children in the age group 3 – 18 years.

#### **1.04 Early Childhood Care and Education in Mizoram Context**

In Mizoram, 'Early Childhood Education' has been implemented under Integrated Child Development Services (ICDS) Scheme by the Department of Social Welfare since 1978. Anganwadi, a non-formal pre-school education, is one of the packages of services rendered by this scheme. In 2020 a total of 190 Anganwadi Centres are functional within Aizawl.

The Anganwadi centre is the main point for the implementation of the ICDS Project. Each Anganwadi centre is provided with an Anganwadi worker and assistance by a helper. The work of an Anganwadi workers are mainly supervised and guided by Circle Officer (C.O) who acts as a liaisons between the Anganwadi workers and the Primary Health Centre (PHC) staff.

The C.O also delivers the basic services of the ICDS programme and the Child Development Project Officer (CDPO) who is in charge of an ICDS project. The CDPO supervises and guides the whole project team, including the C.O and Anganwadi workers making field visits and organizing staff meetings for the purpose.

The Sarva Shiksha Abhiyan (SSA), Mizoram has started setting up new Early Childhood Care and Education (ECCE) centres which are Pre-Primary sections, attached to the Primary schools under the SSA as of July, 2005. There were 389 such sections with a total enrolment of 10,897 thereby averaging 28 learners per centre. Each centre is under the care of an Education Volunteer (EV) with some exceptions, where centres are looked after by a 'worker' and a 'Helper'. (V.L.Nghaka pg 253-254). Mid-day meal is provided among the children in these Early Childhood Care and Education Centres along with Primary school children.

In Mizoram Pre-school education is also undertaken by Private management. The private management runs customarily English Medium schools. Usually these schools have been functioning classes from Nursery/Kindergarten (KG) stage. As a result, before a child is able to sit in Class-I, he has to attend the Nursery and KG Classes (for 2 years) which at the same time provide chances for pre-school activities. Tender Care pre-school, one of the first English Medium pre-school in Aizawl was established in 1994. The growing awareness of the need and significance of this level of education has resulted establishment of many more Pre-schools in Aizawl over the years. As of 2020, an approximate of 60 Private Pre-schools are fully functional in Aizawl.

### **1.05 Rationale of The Study**

Early Childhood Care and Education (ECCE) covers a period from birth till a child enters school. It is a preparatory stage which is intended to enhance the holistic development of a child and prepare him/her for a future life. The main focus during 0-3 years is health condition (including the health of the mother from the conception to the birth of the child); and from 3-6 years, physical condition and schooling. It is very necessary that

extraordinary concern and attention must be provided during this period as it is the first episode in child's days where interface with others begins. Pre-school period is a school readiness programme considered as the foundation of learning. Thus, many steps have been undertaken for the development and improvement of early childhood care and education.

Nations around the world are becoming more and more aware of the significance of Early Childhood Education. UNESCO, the specialized agency of the United Nations (2020) states that: "ECCE is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing Early Childhood Care and Education has the possibility to nurture caring, capable and responsible future citizens.

In terms of human development, early childhood stage covers the important part in the development of an individual. The importance of early childhood education cannot be over emphasized. Children's early age are the main foundation for his/her future development providing a strong base is important for lifelong learning and learning abilities including cognitive and social development.

The importance of a study on early childhood education is embedded in the value of early childhood education as it gives children good foundations to build their succeeding years in school; as besides their academics, they develop a sense of self and family and it teaches them how to communicate with others. It is a foundation and a preparatory stage for formal school education, personal development and social living.

Early Childhood Care and Education has received attention in the National Policy for children (1974), consequent to which the Integrated Child Development Services (ICDS) was initiated on a pilot basis in 1975 with the objective of laying the foundation for holistic and integrated development of child and building capabilities of caregivers.

The Government of India had formulated the National Policy on Education (NPE) in 1986 to promote education for the welfare of all its citizens. The policy focuses on the overall development of young children and visualizes ECCE as an important factor for strengthening primary education in the country.

The National ECCE Policy visualizes nurturance and promotion of holistic development and active learning capacity of all children below 6 years of age by promoting free, universal, inclusive, equitable, joyful and contextualized opportunities for laying foundation and attaining full potential.

The main objective of the National Policy of Education of 1986 and the Programme of Action, 1992, was to establish a national system of education which implies that all students irrespective of caste; creed, sex, and religion have access to education of a comparable quality.

Even the Education Reforms Commission, Mizoram (2009-2010) also emphasized on the importance of ECCE and made suggestions to improve its quality. Further, the Government of India approved the National Early Childhood Care and Education (ECCE) Policy 2013. The policy recognizes that young children are best cared for in their family environment and therefore the strengthening of family capabilities to care for and protect the child should receive the highest priority.

The National Education Policy 2020 also highlights the importance of ECCE in its new curricular and pedagogical structure proposal.

#### New Education Policy 2020: Foundational Stage

The overall aim of ECCE is to attain “optimal outcomes in domains of physical & motor development, cognitive development; socio-emotional & ethical development; cultural\artistic development & development of communication & early language, literacy and numeracy”

An excellent curricular and pedagogical framework for early childhood education for children up to the age of 8 will be developed by

NCERT, in two parts, namely, a sub-framework for 0-3 years old, and a sub-framework for 3-8 years old.

Much progress has also been seen in the area of pre-school education in Aizawl. The numbers of Private Pre-schools and Anganwadis, teachers and students' enrolments have all drastically increased. Presently, there are several Anganwadi centres run by the Government of Mizoram, as well as privately run Pre-schools in urban areas. Pre-schools and Anganwadi centres were initiated to serve to the needs of elementary education and to develop the children's capability to convey their thoughts and approach with fluency, and in correct and clear speech and in order to prepare them for schooling. There is also a need to generate community awareness and knowledge about the needs of the elementary children and to extract and build societal contribution and involvement in the programme.

The spreading out of Early Childhood Care and Education (ECCE) in Aizawl has resulted in the crucial need to find out the current status of Private Pre-Schools and Anganwadi Centres since Early Childhood Care and Education is the grassroot period. The Integrated Child Development Scheme project in Mizoram has carried out its service exclusively for the establishment and wellbeing of the Anganwadis. The Integrated Child Development Scheme has five objectives mainly catering to the needs of a child. Further to improve the objectives, packages of services are implemented. Indefatigable efforts given by the Government and Anganwadi workers enable Mizoram to possess one of the best Anganwadi Centres in the country. Simultaneously, having an awareness of the significance of early childhood education, people who show concern in this issue have set up pre-schools, especially in cities. Thus, this has led to the need for a comparison to find out the quality of the Private run Pre-Schools and Anganwadis under Government. The NCERT has laid down norms on teacher qualifications, physical infrastructure, records and register for ECCE to be followed and implemented throughout the country. A study focusing on the adherence to these norms by Private Pre-schools and Anganwadis is expected to reflect the quality of ECCE provided in these institutions. For qualitative development, competent, professionally trained and passionate teachers are expected to

teach at this level. Further, it is crucial to know the infrastructure, learning environment and if special programmes are organised for the benefit of the children. It is imperative to compare the Private Pre-Schools and Anganwadis in human and physical aspects. There is also a need to find out the parents' reaction and their expectations of Private Pre-Schools and Anganwadis.

The objective of this comparative study between the Government sponsored Anganwadis and privately established Pre-schools, is to generate an information of the status of ECCE and provide a qualitative analysis of the two main agents of ECCE in Mizoram. Thus, an in-depth analytical study on the workings of both types of institutions has become an important and challenging issue. Moreover, this comparative study has been done with the expectation that the findings will offer some assistance towards the progression of further research in this particular field as well as a doorway for policy formulation for the Government.

From the review of related studies, it is found that a limited number of studies on pre-school in Mizoram have been done so far. Laltanpuii (1988) M.Ed Dissertation, Chuaungo, (2001) Doctor of Philosophy, Zaithangmawii (2012) M.Ed Dissertation under IGNOU and Lalhlimpuii (2018) experimental study on the cognitive development of pre-school children are some of the works done regarding pre-school education.

There are still vast unexplored areas relating to comparative studies between Anganwadis and Private Pre-schools. Thus, the present study proves a great challenge in the study of Pre-school education in Mizoram. It is expected that the findings of the study will reflect the strengths and weaknesses of these two agencies and hopefully help the policy makers and the competent authority to develop a systematic procedure for enhancement of holistic advancements of young learners.

### **1.06 Statement of The Problem**

In Mizoram, only a small part of the population belongs to the economically advanced class. The larger part of the population belongs to an economic class that cannot avail the privately set up educational institutions. So they have no choice but to make-do with less expensive or free institutions



set up by the government, though the same may not be their ideal choice or may prefer private institutions, mainly because of the burden of expensive fee structures. Therefore, it is important to find out whether the Anganwadi set up by the Government are less ideal than the private institutions or not. There is also a need to find out which administrative pattern practiced by these two institutions is better. So, the comparative study in this field will hopefully contribute to finding and seeking out better strategies for the improvement of education, even in Mizoram.

In Mizoram, both Anganwadis set up by the government and privately run Pre-schools are established in many places. The Anganwadis have well defined objectives in their establishments. It is unclear as to whether the private institutions also have well defined objectives as the Anganwadis. This raises the question of whether the objectives are implemented well or not, and do the children get at least the standard if not the ideal education? As such, the present research problem is stated: **“A Comparative Study of Private Pre-Schools and Anganwadis within Aizawl City.”**

### **1.07 Operational Definition**

Different words have their different meaning according to their place of reference. In the present study, the words which are used in the title of the topic have the following operational meaning as cited below.

**Comparative Study:** The word ‘comparative’ in the context of the present study means the studies to demonstrate ability to examine, compare and contrast subjects or ideas. Comparative studies shows how two subjects are similar or shows how to subjects are different.

**Private Pre-schools:** In the present study ‘Private Pre-schools’ refers to purely private institutions which are not attached to formal schooling of higher classes and are rendering education to children below six years of age.

**Anganwadis:** ‘Anganwadis’ in this study refers to Pre-school functioning under ICDS Scheme, Social Welfare Department, Government of Mizoram.

## **1.08 Research Questions**

The following research questions were formulated by the investigator for the present study

1. What are the educational qualifications of teachers of Private Pre-schools and Anganwadis?
2. Is there any difference between the educational qualification of the teachers of Private Pre-schools and Anganwadis with reference to the criteria laid down by the NCERT?
3. What are the existing physical infrastructure in Private Pre-schools and Anganwadis?
4. Is there any difference between the existing physical infrastructure of Private Pre-schools and Anganwadis in conformity with the standard laid down by the NCERT?
5. How do the teachers maintain records and registers in Private Pre-schools and Anganwadis?
6. What are the differences in the current status of records and registers of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT?
7. What are the reactions and expectations of the parents' of Private Pre-schools and Anganwadis?
8. What are difference in the parents' reactions and their expectations of Private Pre-schools and Anganwadis?
9. What are the problems faced by the institutions, teachers, and parents of Private Pre-schools and Anganwadis?
10. Is there any difference between the problems faced by the Institutions, teachers and parents of Private Pre-schools and Anganwadis?

### **1.09 Objectives of the Study**

The following objectives have been formulated thus, to seek answers to the research questions highlighted above:

1. To find out the educational qualifications of the teachers of Private Pre-schools and Anganwadis.
2. To compare the educational qualifications of the teachers of Private Pre-schools and Anganwadis with reference to the criteria laid down by the NCERT.
3. To examine the existing physical infrastructure of Private Pre-schools and Anganwadis.
4. To compare the existing physical infrastructure of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT.
5. To study the current status of records and register of Private Pre-schools and Anganwadis.
6. To compare the current status of records and registers of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT.
7. To investigate the parents' reactions and their expectations of Private Pre-schools and Anganwadis.
8. To compare the parents' reaction and their expectations of Private Pre-schools and Anganwadis.
9. To study the problems faced by the institutions, teachers and parents of Private Pre-schools and Anganwadis.
10. To compare the problems faced by the Institutions, teachers and parents of Private Pre-schools and Anganwadis

## **1.10 Plan of the Report**

The report of the present study is organized in five chapters to facilitate a systematic presentation.

In chapter-1 the study is introduced. Concept of early childhood care and education, Brief profile of elementary education in India and Mizoram context, rationale of the study, statement of the problem, operational definition, research questions, objectives of the study and plan of the report have been highlighted.

Chapter II is devoted for review of related literature. In this chapter the findings of the researches conducted in the relevant area is presented.

The procedure adopted for the conduct of the present study is presented in Chapter III. The research approach, sources of data, population and sample, tools and techniques used for collection of data, procedure of data collection, organization of data and analysis of data will also be presented in Chapter III,

Chapter IV is devoted for the analysis and interpretation of data.

Chapter V, findings of the study is presented and discussed, limitation of the study and suggestion for further research will also be presented in this chapter.

A brief summary of the study, list of References and Appendices follows in Chapter V.

## **CHAPTER-II**

### **REVIEW OF RELATED LITERATURE**

In every research it is important to find connections with work already done by other investigators to obtain the overall relevancy and reason of the present work. The review of related literature involves the systematic identification, Location, analysis of documents, containing information related to the research problems. A careful review of the research journal, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. It helps the researcher to avoid duplication, to delimit and define his problem and to find out suggestion given by previous researchers.

The review of related literature studied by the researcher is divided into the following categories.

- Study conducted in India in the area related to the present study.
- Study conducted in abroad in the area related to present study.

The studies have been analyzed by keeping objectives, methodology and findings of the study to draw the conclusion to strengthen the rationale of the present research.

This chapter attempts to present a brief statement of research findings related to the comparison of Private Preschools and Anganwadis related to educational qualification of teacher, physical infrastructure, records and register, parents reaction and their expectation and the problems faced by the institution, teachers and parents of both the institution.

#### **2.01 STUDIES CONDUCTED IN INDIA**

Murlidharan (1968) carried out a study on “Personal-social Development of Indian Children: Developmental Norms of Indian

Childhood”and found that the social development were differences in pre-school according to urban, rural and industrial children due to their cultural influences exercised as their maximum effect perhaps on this aspect of development.

Sethi (1977) done a study on “Imparting formal education in parents Expectations to reach 3R’s to the Pre-school children”.Thus the study recommended that we need to make the mind of the parents for the improvement to make a quality development of pre-school education and to have more knowledge for the modification of school programme for the interest of the children and the society.

Singh et al. (1978)indicated a study on “Balwadis in India - An Evaluation Study.” The objective was to evaluate the existing programs to determine the relative effectiveness of Balwadis and suggest ways of making maximum use of existing services. And the findings were; 1)The location of Balwadishad were unhealthy in 29% of the cases. The worst part in West Bengal and it is followed by Gujarat and Maharastra. Their space are inadequate and facilities for education like furniture equipment; health and nutrition are less.2) Most of the Balwadis run under ICCW in Andra Pradesh had no space for outdoor play and activities, no provision for creative handwork, drawing, painting and nature study. In CSWB Balwadis, formal learning was taken up with emphasis on acquisition and role memorization of the alphabets, numbers and nursery rhymes, there were no development of creative faculty.

National Institute of Public Cooperation and Child Development, NIPCCD (1980) investigated a study on “Pre-School Education in the ICDS: An impact Study” It was found that teaching of Anganwadi were mainly concentrated on the Primary activity of alphabet, numbers and singing action songs. Socialization of children namely teaching them to act properly and to let them know how to sit in their permanent place was among the expectations of parents from the Anganwadi.

Seok (1982) carried out “Stressful Life Events in Pre-Schoolers: A Cross-Cultural Study” in the organization of pre-schools in Assam. The study revealed that there was lack of co-ordination of activities, shortage of competent, qualified and trained teachers, absence of proper health care, etc.

Ambika,J. (1985) conducted a study on “Development of primary education under Local Bodies in Maharashtra (1882-1984)” with an objective to find out the progress of primary education under the scheme of democratic decentralization within a century time frame. The results of the study based on collected data from various sources disclosed that various Acts introduced to improve education have indeed brought about huge positive development in the administration area of primary education.

The Primary Education Act of 1947 led to major changes in the administration particularly in the administrative set up. It introduced a new pattern of set-up in three zones of the state viz, Western Maharashtra Vidarbha and Marathwada. Post 1960, the Ministry of Education took on the authority in the matter of proper reorganization, management and control of education. Then again, post 1962, the Zilla Parishads districts an uniform pattern of administration was practiced throughout the state. And, for the implementation of plans of compulsory primary education, local bodies have been included in the administration since the year 1884.

Swaminathan (1986) investigated on “ Measuring the effects of toys on the problem-solving, creative and social behavior” narrates that play forms an important medium in creativity which is spontaneous, explorative and gives feedback to the child about himself and the world around him.

Rajalakshmi (1986) carried out on “Pre- Primary Education” expounds that play is of immense importance from the point of view of language development of the child. It is primarily through play that the child picks up adequacy in language skills.

Srinivasan (1987) had done a study on “Problems and prospects of Anganwadi Workers”.He had done an observational study on the present situation under the ICDS programme. Based on his observation, he had come to the conclusion that the causes of various problems such as lack of

communication with other departments and poor system of transportation, illiteracy rate, inefficiency of the staff are because of the lack of various facilities and lack of personnel coordination.

Laltanpui (1988) in her studies “Pre-school Education Programme in Mizoram And Analytical Study” observed that all pre-schools teachers were mostly untrained teacher as there were no properly training institution. Their salary were not based according to trained and untrained teacher and 90% of pre-school were found out that there were no place of play and activities.

Lyngdoh (1996) done a study on “Study of Pre-School Education Programme in Shillong” examined the development of pre-school education in Meghalaya. The study revealed that the private schools do not follow a common curriculum nor do they have adequate facilities. Most teachers adopted the play way and story-telling method.

Ramsay (1996) made a study on “Cognitive Development in Preschool Case Study of a Class of Four Year Old Children in a Head Start Program” stated that the effect of pre-school education on cognitive development of children reveals a significant positive relationship between pre-schooling and cognitive abilities.

Malviya et al, (1999) investigated on “Evaluation of Preschool Activities of Anganwadi in Bhiwani ICDS Block of Haryana”found out that Anganwadis children were having a bit lack of knowledge in comparing to other pre-school in different shapes, parts of the body, counting numbers and learning in poems and their creativity and fine motor skills all these are caused due to lack of facilities and less opportunities for development. Much development is needed to provided for them in holistic manner.

Upadhayay (1999) conducted a research on “Pre-school education component of ICDS and its perception and extent of utilization by the community”. This revealed that though ICDS was launched in 1975 and universalized after the National Policy on Education 1986 was implemented, its pre-school education utilization by the community was only 21%. The study also revealed hard facts about the facilities and working of the pre-school component of the ICDS. Only 7% of the Anganwadis had adequate indoor space for activities and 31% had adequate outdoor space. Programmes



of majority of the Anganwadis were still found to be monotonous, teachers were poorly skilled and motivated and did not plan or carry out activities that are developmentally relevant. Although parents whose children were not going to the Anganwadis did perceive the programme as useful and facilitating for primary education, they still did not send their children to attend the school.

Duhan & Kaur (2000) They made a study on the topic, “Behaviourial Problems among the Pre-Schoolers Emergent Need for Counseling”. Concerning the formation of the child’s behavior pattern, the family played the most important and primary role. The interpersonal relationship that the child enjoys within its own family is the major shaping force of the person’s personality. So, it is immensely significant for the parents to have a proper and systematic parenting style. Even agencies involving in the community development should give special attention to the parenting style of the child’s parents.

Iqbal (2000) carried out on “Public Versus Private Secondary Schools: A Qualitative Comparison” here she examined the role of heads and management system of both private and public schools. She distinguished the private schools and public schools. She argued that Government schools’ heads play his role very well and also make academic activities while on the other hand private schools show their interest in extra-curricular activities.

Chuaungo (2001) made a study on, ‘An Analytical Study of Pre-School Education in Mizoram’. Her study revealed that- Most of the Pre-Schools do not get the desired standards regarding clean class room walls, poor and inadequate outdoor playing space to provide a healthy activity space for the children.

Rusell et al. (2004) made a study on “Physical activity among children attending preschools” here she indicates that when playing with blocks, children learn different shapes like squares, rectangle, triangle, etc. When playing with clay, he can learn about the texture of things, smooth and rough. When playing in the doll house, children enjoy role play.

Arora et al. (2006) investigated on “Evaluation of Non-Formal Preschool Educational Services Provided at Anganwadi Centres (Urban Slums of Jammu City)”. The study showed that, at Anganwadi centres a non-formal pattern of education was provided to the children. The pattern followed a two-way interaction method and teaching aid was used to better enhance the understanding of the children. It also revealed that, concerning the education imparted in the centres, most of the parents were satisfied except a few of them. Few parents were of the view that nutrition was given too much importance at the expense of education.

Goyal & Panday (2008) indicated on “A comparative study between private and public educational intuitions Contract Teachers in India”. The private institutions of two types- recognized and unrecognized. According to the study, private schools performed better than the public schools. Even in rural areas, unrecognized schools have contributed in raising the literacy rate. The study reveals that private schools are more effective than public schools with reference to the sphere of their studies.

HP. Lalremtluanga (2008) carried out a study on “Awareness level of ECCE in Lunglei, Mizoram”. Sample comprised of Anganwadi workers, pre-school teachers and ECCE teachers. Surprisingly, there were 20 percent of male teacher in the study. Majority of respondents had maximum 2 years teaching experience. All ECCE teachers and Anganwadi workers had undergone short course training while none of the pre-school teachers had undergone such training. Only 44.4 percent of the total respondents had clear knowledge of ECCE programme, The study reported that none of the respondents practice activity based learning. However, majority of the respondents declared play way method as the best method of teaching. Majority (93.33%) of respondents employed the method of 3R’s directly. Majority of respondents suggested that awareness at the parents’ level would be the most effective way to improve the programme of ECCE. Majority of respondents pointed out home visit, print and electronic media etc as the medium through which awareness can be achieved. About 42.22 percent of the respondents were 12<sup>th</sup> passed, 33.33 percent were under matriculation, 17.77 percent were graduates and 6.66 percent were postgraduate.

Manhas et al, (2010) done a study on “A comparative study of pre-School Education in Early Childhood Education Centres in India”. According to their studies most of the Anganwadis were situated in a small room where they carried out all the activities, the children’s interest were also hampered due to the lack of space while the private pre school usually had spacious place where they equipped all kinds of play material, all the important furniture were kept in private pre school and their rooms were also all ventilated. So, the findings indicate that Anganwadis used only play way method for teaching while the private pre-schools involved children in various activities which included cognitive, language, creative, and fine motor skills whereas Anganwadis place little emphasized on such activities.

Mishra (2012) carried out a study on “Parental involvement in Early Childhood Care and Education (ECCE):A study”. It was found that there was a significant relationship between parental involvement in childhood education and educational performance of the child. Socio-economic characteristics do have impact on early childhood education. There was no significant relationship between the learning environment of the child and the child’s educational performance.

Manhas & Dogra (2012) investigated on “Awareness among Anganwadi Workers and the Prospect of Child Health and Nutrition: A Study in Integrated Child Development Services (ICDS) Jammu, Jammu and Kashmir, India” They found that performance as well as awareness among Anganwadi workers and private pre-schools regarding the importance of growth charts and growth monitoring. It was found out that it was not satisfactory as compare to the private pre-school.

Sandhyarani & Rao (2013) have worked on “Role and responsibilities of anganwadi workers, with special reference to Mysore district.” The Integrated Child Development Service Scheme (ICDS) is one of the initiative taken up by the Central Government, which provides a package of 6 services namely ancillary nourishment, vaccination, health checkups, medical appointment, diet and healthiness education for mothers/pregnant women, nursing mothers and to adolescent girls (Kishoris) through Anganwadi

workers. The responsibilities of Anganwadi workers are ever increasing these days. They have certain prescribed responsibilities other than the above mentioned services in the anganwadi. The present study has been undertaken with the objective of assessing the role and responsibilities of anganwadi workers in Mysore district. The universe of the study is Mysore District. The tool used for the study is questionnaire. Among 235, around 122 anganwadi workers representing gramapanchayats of each taluk have been covered under the study. The results found that anganwadi workers are very active in rendering their services to the beneficiaries.

Akhtar (2013) done a study on “A Comparative study of government and private school teachers to explore the causes of absenteeism at secondary level district” In his study revealed that private teacher appearance more than public school teachers. Result suggests that teacher attendance of public school is less than private school teachers. It is observed public teacher have job security but private teachers have no security of job so that they are more careful about their presence in the schools.

Asha K.P (2014) conducted a study on “Efficiency of Anganwadi Centres– A Study in Thiruvananthapuram District, Kerala”. This study aims to find out the efficiency of Anganwadi centres in providing service to beneficiaries and the factors affecting the efficiency. A cross-sectional study was conducted in 200 Anganwadi centres in Thiruvananthapuram District. This study revealed that 5% of Anganwadi centres were highly efficient, 63.5% are efficient and 31.5% are not efficient. The factors like educational status of Anganwadi worker, job status, infrastructure facility, logistic facility, supervision, intersect oral coordination, support from health department and community participation showed a statistical significant association with efficiency of Anganwadi centres. Infrastructure and logistic facility, supportive supervision and Anganwadi workers educational status are the important factors needed for the improvement of service delivery, local self-government and of course the involvement of community in all phase of the health activities help in its service quality.

James & Woodhead (2014) made a study on “Choosing and changing schools in India’s private and government sectors: Young Lives evidence from Andhra Pradesh” who carries out research in India had unanimously concluded that the cost of schooling in the private school is higher as compared to the cost of schooling in the government schools in India. Irrespective of the daunting schools fees, parents nowadays are known to select the best school occasionally based on their affordability even such decision requires parents’ financial.

Sivakumar et al.(2015) an evaluative study on “Childcare services for three to six years old children in urban Anganwadi in Koshikode Corporation, Kerala.” The result revealed that majority of the preschool children were attended within considerable care services, for instance, they were given immunization and vaccination, and regular maintenance of growth registers for the children. Activities like language, rhythmic movement, dramatization, story telling, singing and rhyme were regularly conducted in the entire anganwadi centres. Some indoor activities like painting, drawing, paper cutting, folding and even threading were also conducted in few anganwadi centres. However, outdoor activities like nature walk, outings, field trips were hardly conducted in many anganwadi centres.

A study by CBPS-UNICEF (2017) on “An ethnographic study of the Mathru Poorna Yojana (One Full Meal) pilot project for pregnant and lactating mothers in two blocks of two districts in Karnataka” conducted across 100 Anganwadi Centre (AWC) in Karnataka showed that only 38 had at least five different kinds of Personal and Social Education(PSE) material like the National Institute of Public Cooperation and Child Development (NIPCCD) study, this study also reported that there were more centres with academic material such as flash cards to teach colours, numbers, letters, stories, simple puzzles, picture books on animals, vegetables, fruits and parts of the body than play material such as stuffed toys, building blocks, small drums and so on. This is also like due to lack of budgetary allocations under the budget head of pre-school education for Integrated Child Development Scheme (ICDS) was zero between 2010 – 2012, and INR 1000 between 2012 – 2014 (Budget Information series, OBAC, 2013). This has been revised in

the 12<sup>th</sup> Plan, and an amount of Indian Rupees (INR) 3000 per AWC and INR 1500 per mini AWC has been allocated for Personal and Social Education (PSE) kits.

Singh & Mukherjee (2017) conducted “Comparison of the Effects of Government and Private Preschool Education on the Developmental Outcomes of Children: Evidence From Young Lives India”. The findings of the study indicated that many of the centres, whether it was an anganwadi or pre-school, were housed in a rented building, while only some had accommodation of their own. Significant differences were found between anganwadis and preschools regarding the engagement of children in developmental activities. The findings revealed that anganwadis provided very few opportunities for activities initiated by the child that encouraged creativity and provided the stimulation necessary for intellectual growth.

Rashmitha & Jasmin (2018) indicated a study on “A comparative study on public and private funded schools in Chennai” they examine differences in their background, race, educational attainment and socioeconomic status as well as differences in parent satisfaction with their children previous school, social network and priorities in school choice. Both descriptive and quantitative were used to find out the results. Here the study revealed that most of the parents referred private schools rather than public schools as they have suitable educational environment, teacher’s were also more interested in teaching, classes were also not over crowded in comparing to public schools, teaching method applied by them met the satisfaction of the parents. Discipline were also strict and development of the child were also satisfactory under private school.

Monica jair & Geeta Chopra (2020), investigated on “Current Status of Non-Formal Pre-School Education In ICDS: A Review of Researches” conducted a study on current status of non formal pre school education in ICDS: A Review Of Researches. Their findings was that Integrated Child Development Scheme (ICDS) currently runs seven thousand seventy six projects in India, benefiting children between ages of 3 to 6 years every year through non-formal pre-school education. The result indicate that lack of physical infrastructure in form of rented buildings, insufficient electricity,

sitting arrangements. Some centres conducted non formal pre schools activity with domain specific indoor\ outdoor activity, while other still not doing any. Availability of learning materials in form of stationary print material and manipulative materials was there. However, appropriate utilization or sufficiency of material seemed to be a challenges.

Ghosh & Dey (2020) carried out a study on “ Public or private? Determinants of parents’ Preschool choice in India” they found out among these two institution most of the parents preferred private preschools, but due to their socio-economic status they send their children to public school. Economically better off and educationally more aspirant parents send their children to private preschools. As the result is that public preschool does not provide any other facilities other than education.

Neethu George et al. (2021), made a study on “Anganwadi Centres in Society” in their study, India being a largest youth population it still have a lot with lack of efficient implementations, so many villages were left untouched due to improper policies. Anganwadies are always Indian back bone in delivering health care to everyone as Anganwadies were established in rural and remote areas, this findings is an attempt to fine the light on the impact of the Anganwadies centres in improving the health status of people in the rural areas at the grassroot level. Focusing especially on womens and childrens health indicators. Also on the current pandemic influence on the remote areas.

## **2.02 STUDIES CONDUCTED ABROAD**

Mialaret (1976), in her study “World Survey of Pre-School Education” she found that parents were invited to visit the institution to listen to a talk, to see an exhibition of the children’s work or to attend a social gathering organized by the institution and to know whether they attain their goals, materials used by the institution, relation with the community and the future of pre school education.

Wenglinsky (2001) In his study “Teacher Classroom Practices and Student Performance: How Schools Can Make a Difference” He concluded

that the overall performances of the student, whether in public or private institution is determined on the professional expertise of the teacher concerned. The teacher should be actively involved with the student, should be able to identify the problems of his students. Poor performance outcome of the student heavily depended on whether the teacher is professionally active or passive.

Wesley A. Hoover (2002) implemented a study on “The importance of Phonemic Awareness in Learning to Read” here in this study they found out that amongst pre school children, this concept provides the basis for sequencing teaching task from easy to more difficult and thus the skill is important as it is the building blocks for reading.

Koech (2003) conducted "A comparative analysis of early childhood education in Kenya and the United States of America: Kenya's social and economic constraints." This study examined Early Childhood Education in Kenya and the United States of America. The development of Early Childhood Education in Kenya was discussed through detailed analysis of social and economic constraints. Conclusions were drawn from the available literature; also, suggestions and relevant recommendations were made to help improve Early Childhood Education in Kenya.

Whitebook (2003) had concluded in her study “Early Education Quality: Higher Teacher Qualification For Better Learning Environment” that teachers with B.A level standard with special trained in Early Childhood Education leads to a better result for young children, the presence of high qualification of teachers have better outcomes to the student. The quality of pre school lies in the qualification of the teacher. In most states, recommending a BA in ECE or a similar standard found a significant result in standard for teachers in Early Childhood Stage.

Schmid (2008), made a study on "The Teachers Next Door: A Comparative Study of Preschool Teachers’ Instructional Practices," a comparison on the instructional practices of the teachers both in private and public institutions was made, excepting the lesson plan organization and discipline both institution practiced a similar program. Due to this



behaviour and discipline standard some students were often made to missed out lesson time and missed the opportunity to learn in some occasions. The finding suggests an exchange training programs of various approaches of teaching practices should be conducted, so that the best and most effective practices might come out of those exchanges.

Crane et al, 2008, in their study “What Do We Know about School Effectiveness?: Academic Gains in Public and Private Schools” Crane argues that public schools typically enrol a larger percentage of students who are of lower achievement levels. Regardless of the lower starting point, public schools are able to compete with private schools on an academic level. They are able to jump large achievement gaps. If given the same diverse group of students, a private school may not be able to meet the challenge. The “old assumptions about the inherent superiority of private schools – the ‘private school effect – may no longer hold true’.

Kideckel (2009), investigated on “Citizenship Discourse, Globalization, and Protest: A Postsocialist-Postcolonial Comparison” in his article on Kerala public and private spheres opines that there is intense competition between public and private spheres in Kerala. Kerala private education was always richly endowed with Christian schools. Since formation of the modern state, however, Christian schools provided an ideological counterweight and challenge to the (leftist) state sector. There is also an intermediate (“state-aided”) sector, where the state pays teacher salaries and school upkeep and private management, largely Christian appoints teachers. Given this mixed structure, labour and control issues are especially prevalent in Kerala education.

Edward Miller and Joan Almon (2009), in their study “Crisis in the Kindergarten: Why Children Need to Play in School” According to Miller and Almon, the traditional kindergarten class-room that most adults remember from childhood – with plenty of space and time for unstructured play and discovery, art and music, practicing social skills, and learning to enjoy learning – has largely disappeared. Classic play materials like

blocks, sand and water tables, and props for dramatic play have largely disappeared from the 268 full-day kindergarten class-rooms studied. It has been stated that in many kindergarten class-rooms there is no playtime at all. Teachers say the curriculum does not incorporate play, there isn't time for it, and many school administrators do not value it. They also stated that kindergarteners are now under great pressure to meet inappropriate expectations, including academic standards that until recently were reserved for first grade.

Semra & Aylin (2010) conducted a study on "The effect on pre-school education on primary first graders school preparedness". The results revealed that pre-school education and parents' educational level have a significant effect on children's level of school preparedness. However, gender did not create a significant difference in children's school preparedness.

Hossain (2011) carried out a study on "A comparison of Preschool and First Grade Teachers' View About School Readiness" in his study it found out that academic success in further education. However, there are some anxieties about that although young children may attend pre-school they may still have some problems when starting first grade.

Taylor, Lee & Franceschini et al. (2011) performed a research on "A comparative study of childcare in Japan and the USA: Who needs to take care of our young children?" The USA and Japan teachers have some similarities and differences in taking care of the children and they have examined their differences and similarities among the teachers in their perception of children among the teachers in their perception of children among childhood. The results of the study revealed that there was a significant differences in these perception, that American teachers have stronger belief that mothers are the most important part in taking care of the children in comparing to Japanese teachers belief. Both groups of teachers, however, had similar views that group care offers positive development of children.

Broughman et al., (2011), in their studies "Characteristics of Private Schools in the United States: Results from the Private School Universe Survey". In the 08-09 school year, the graduation rate of private school students nationwide was 98.1% . Additionally, from the National center for Education Statistics, for the 06-07 school year, the private school graduation

rate was 93.8% compared to the public school rate of 81.2% (Keigher & Gruber, 2009.) It can be assumed that the extra percentage of students who did not graduate were dropouts. As a result of these statistics there are other obvious assumptions; if there are more graduates, private schools must provide an atmosphere that makes students more academically motivated; stricter curriculum and tougher assignments give students the practice and discipline needed to complete high school; since public school students are more likely to drop out of school, the atmosphere at public school must not be fostering academic motivation; and students are more likely to be affected by negative influences at a public school.

Fouziya Qadiri (2012), indicated on “A Comparative Study of Pre-School Education in ICDS and non-ICDS (Private Pre-School) Centre of Kashmir Division”. In her study 60 ICDS and 60 non-ICDS were selected from the districts of Kashmir, here ICDS workers used play way method for teaching students where private pre-schools used teaching aid and playway method for teaching. Anganwadi students attendance were lower than pre-school. Rooms were more colourful and spacious in private pre school than Anganwadis. Here the findings proved that Non-ICDS were better than ICDS under the Government.

J.Brobin et al.,(2014), made a study on “Pre-School Teachers’ Understanding of Quality in Pre-Schools: A Comparative study in Three European Countries” In their study a teacher with higher quality gave a good quality of teaching to the student. Questionnaire was distributed to 45 pre schools totally 117 pre school teachers answered the questionnaire. The result among the three countries compared shows a glance of different are related to social, cultural and quality of teacher in the country and also their similarities were showed. The result compared from the three countries also showed that differences are due to social, cultural and financial issues. Further studies is needed to make on focus on modes to improved the quality of pre-schools and on increasing children’s influence. The assumption is that quality of education mostly depends on the educational qualification of teachers.

Brodin et al., (2015) investigated on a study of “Preschool teachers’ understanding of quality in pre school : A comparative study in three

European countries” with a special emphasis on understanding of the quality of preschool in Austria, Bulgaria and Sweden. The result was that there were some similarities as well as differences in the understanding of quality relating to social, cultural and financial issues. Thus, from the result there is a need for more comparative study to focus on modes to improve the quality in preschool and on increasing children’s influence. They are related to economical and cultural differences. A fundamental factor which lie was that the variety in ranking can be discussion due to improvement and development going on in the countries involved. What are the national challenges just now and how do the preschool teachers handle these challenges? This question is one important topic that needs to be highlighted in future research.

Zia (2015) “Comparative Analysis of Public and Private Educational Institutions: A Case Study of District Vehari-Pakistan” argument revealed that education is the main key of progress for the country. Zia said that the main aim of education for private schools were increasing the literate student and reduce illiterate pupil. Primary data were taken through questionnaire and survey method and the result shows that much of the student had prefer private schools though public schools provides books and uniforms at free rate for students, still many students prefer private schools as it provides better environment for children than public schools. The findings also showed that the socioeconomic status of the home, the degree of a school’s user-friendliness, the cost of education, parents’ observations of school quality, and their sensitivities of the available employment opportunities in the region.

Jena & Wangmo (2016) conducted an evaluative study on “Early childhood Care and Education” in Bhutan. The study indicated that 75 percent of buildings were permanent whereas 25 per-cent of building were semi-permanent. Eleven ECCE centre (92%) out of twelve centres had required furniture and all of them had space for conducting in-door activities. Eleven centres (92%) had space for conducting outdoor activities. Drinking water supply was found in ten ECCE centre. Equally ninety two percent of the centres were well facilitated with toilets and clean and safe surrounding.

A study on "A Comparative Study of Pre-Service Education for Preschool Teachers in China and the United States" conducted by Gong and

Wang (2017) provided a comparative analysis of the pre-service education system for preschool educators in China and the United States. Based on collected data and materials (literature, policy documents, and statistical data), two areas of pre-service training were compared: the formal system and the informal system. The US has relied more on the formal system to cultivate preschool teachers, accordingly, majority of American pre schools teachers received pre service education in bachelors degree and associate degree programs, whereas Chinese pre school teachers are trained in secondary education school and the system is shifting towards higher reliance on associate higher degree programs in higher education. Thus, China has to rely on informal pre service training to candidates without early childhood background, especially in places with preschool teacher shortage. In this study they compare the pre-service teacher education in China and the United States, which were based on different data and materials.

Makhlouf (2019) conducted a comparative study on "Pre-school Education System in Egypt and the United States of America" highlighting the issues of pre school education system and preparation of pre school teachers in Egypt and US. Makhlouf argues that pre schools education is educating young children before primary school in a formal setting. He pointed out that pre school teachers play a vital role in preparing the children for later learning and formal education. They were also the main key point regarding children's psychology and educational attitude. Therefore it is important to have high qualified teacher in educational, psychology and academic field in this stage. The study also results in recommendations to explore alternative ways for the improvement of Egyptian pre school education system.

Rubab &Awan (2020) indicated on "Comparative Study Of The Quality Of Education In Public and Private Secondary Schools: A Case Study Of Districts Khanewal And Vehari" in this study data were collected from 300 teachers and 20 head teachers as a sample with the used of sampling method. Quality of education their educational level of teachers, teaching methods and quality of curriculum taught were compared through a tests conducted on two groups of students. The result found out that

public schools have more qualified teachers, spacious building and better facilities, permanent teaching staff were also out numbered in public school than private schools.

### **2.03 OVERVIEW OF RELATED LITERATURE**

This section attempts a summary of the review of studies mentioned in this chapter. The investigator reviewed studies conducted in the areas of India and abroad. The investigator reviewed fifty six (56) literature from various sources related to the proposed study. All the literatures reviewed were conducted from the period of 1968-2021 which look apart of fifty three (53) years. Out of fifty six (56) reviews, thirty eight (35) studies were conducted in India and twenty one (21) studies were conducted abroad.

A comparative study of Private Pre-Schools and Anganwadi were conducted by Malviya et al, (1999), Madeeha (2000), Koech (2003), Schmid (2008), Crane et al, (2008), Goyal and Panday (2008), Kideckel (2009), Manhas et al, (2010), Hossain (2011), Taylor, Lee and Franceschini et al. (2011), Broughman et al (2011), Manhas and Dogra (2012), Fouziya Qadiri (2012), Akhtar (2013), Gouda, Chandra Das, Goli & Maikho Apollo Pou, (2013), James & Woodhead (2014), J. Brobin et al. (2014), Brodin, Hollerer, Renblad, and Popkostadinova et al. (2015), Zia (2015), Gong and Wang (2017), Makhoulf (2019), Saikat Ghosh and Subhasish Dey (2020), Rubab & Awan (2020). It was revealed that private pre-schools and Anganwadis had a significant relationship and comparison is done in their studies. Their findings showed that most of the private pre-schools have performed better than Anganwadis in respect to their qualification of the teachers, facilities, standard and quality while only few studied showed that Anganwadis (public school) were better than Private Pre-Schools.

Murlidharan (1968), Sharma (1971), Sethi (1977), Laltanpuii (1988), Goel (1996), Upadhyay (1999), Chuaungo (2001), Brodin,

Hollerer, Renblad and Popkostadinova et al. (2015) and Zia (2015) had made a studied on pre-schools and their studied revealed that there was a different in social development according to urban and rural areas, most of the teachers were untrained and there was no proper training institutions, they did not reach the desire standard, and the cost of schooling were higher in private pre-schools. Job security were not guarantee to the teachers and most of their findings revealed that there were limited space for outdoor play.

The results of the study conducted in regards to Anganwadies by Singh et al (1978), NIPCCD (1980) Srinivasan (1987), Arora, Bharti and Mahajan et al (2006), Sandhyarani and Rao (2013), Asha K. P (2014), Sivakumar et al. (2015) and CBPS-UNICEF (2017) revealed that most of the Anganwadis were lack of facilities, untrained teachers were numerous in the institution. Their study also revealed that the responsibilities of the Anganwadis worker has increased a lot now a days but some of the parents also find satisfied and met their expectations at Anganwadi centres.

From the studies conducted both in India and abroad revealed that there were limited space for outdoor play in both Private Pre-schools and Anganwadi. Comparison of both the institutions private pre-schools and Anganwadi had done by various researchers like Malviya et al, (1999), Madeeha (2000), Koech (2003), Schmid (2008), Crane et al, (2008), Goyal and Panday (2008), Kideckel (2009),Manhas et al, (2010),Hossain (2011), Taylor, Lee and Franceschini et al. (2011),Broughman et al (2011), Manhas and Dogra (2012), Fouziya Qadiri (2012), Akhtar (2013), Gouda, Chandra Das, Goli & Maikho Apollo Pou, (2013), James & Woodhead (2014),J.Brobin et al.(2014), Brodin, Hollerer, Renblad, and Popkostadinova et al. (2015), Zia (2015), Gong and Wang (2017), Makhoulf (2019),Saikat Ghosh and Subhasish Dey (2020),Rubab & Awan (2020) had concluded that Anganwadi children were having a bit lack of knowledge in comparing to other pre-schools in different shapes, parts of the body and in their creativity fine motor skills. All these are cause due to lack of facilities and less opportunities for development. Goyal and Panday

(2008) also found similar results in their study that private pre-schools performed better than Anganwadi. Most of the researchers have worked on the comparison of both the institutions on finding out their weakness and strength from different angle. As Early Childhood Care and Education played an important part in pre-schools studied was also done by different researchers like H. P. Lalremtlunga (2008), Lokanath Mishra (2012) and Jena and Wangmo (2016) they concluded that there was a significant relationship between parental involvement in Early Childhood Education and educational performance of the child, while there was no significant relationship between the learning environment of one child and the child's educational performance and the findings also concluded that teacher educational qualification does not meet the needs of the children. There is a dire need to spread the importance of the qualification of the teachers among the parents and the teachers itself to make the education system so as to be more resourceful and have more fruitful result impact.



## **CHAPTER - III**

### **METHODOLOGY**

This chapter is devoted for the description of methodology and procedure followed for conducting the study and is organized into seven sections (i.e. 3.01 to 3.07). Section 3.01 describes research design and section 3.02 deals with the sources of data for the collection of data. Population and sample of the study is described in section 3.03 followed by description of the tools and techniques used for the study in section 3.04. In section 3.05 deals with the collection of data. In section 3.06 and 3.07 the procedure followed for organization of data and plan of analysis of data are narrated respectively.

#### **3.01 Research Design**

In any kind of research work, it is very vital to decide about the research design that the researcher would use in dealing the research problem. Research design describes the various steps of the plan of assault to be adopted in the research process.

The present study was primarily planned to carry out A Comparative Study of Private Pre- schools and Anganwadis within Aizawl city. Therefore, descriptive survey method was followed to obtain data that reveals the extend to which for the present study. The method of the study is of qualitative in nature where observation, interviews, questionnaire, focus groups, recordings made in natural settings and documents are used to collect and analyse data.

#### **3.02 Sources of Data**

In every kind of research the data collected should be valid and reliable sources which may be primary or secondary or both. The objectives must be kept in mind while collecting the data. The following primary and secondary sources were considered to be appropriate for collection of relevant data for the present study.

A) *Primary Source*: As the main focus was to study the institution the data dealt with the Head of the institution, teachers and parents of Private Pre-schools and Anganwadis

B) *Secondary sources*: Here, the data consisted of the institution office records of Private Pre-schools and Anganwadis.

### **3.03 Population and Sample**

In the present study the investigator had taken steps as were necessary to see that the samples population was representative of the target population.

For the present study, the population of the study comprises of all Private Pre-schools and Anganwadi centres in Aizawl city. The sample for the present study consisted of 15 Private Pre-schools and 15 Anganwadis centres. Simple Random Sampling method was used for collecting sample data.

### **3.04 Tools and Techniques used**

The tools for the present study will include the following :-

- i) Questionnaire cum interview schedule prepared by Chuaungo,2002 (for studying parents reactions to and expectations from Pre-school)
- ii) Observation cum interview schedule prepared by Chuaungo, 2002(for studying the existing conditions of Pre-school).
- iii) Interview schedule for the Head of the Institution developed by the investigator.
- iv) School Records

### **3.05 Collection of Data**

By using the tools described, the investigator personally approached the Head of the institution and obtained permission for taking up the interview and to observe the class. Hence, the investigator asked different question on area of infrastructure, equipments, admission, curriculum, records, staffs, registration and programming carried out in each school to established a good rapport.

Private Pre-schools teachers and Anganwadis teachers were interviewed regarding class-room activities, information and teachers background information.

The data collection regarding parents reaction and expectations from Private Pre-schools and Anganwadis, the investigator approached the parents asking for their permission and after getting permission interviewed was conducted and a good rapport was established.

### **3.06 Analysis of Data**

The data collected through questionnaire, observation, interview scheduled and school record were analyzed and tabulated by using percentage.

## CHAPTER - IV

### ANALYSIS AND INTERPRETATION

Early childhood care and education (ECCE) provides a strong foundation for primary education. The social, emotional, cognitive and physical development of the child rest upon the care and education provided during early childhood. This stage of development and the care and education that is imparted during this stage impacts the lifelong learning and well being of an individual to a great extent.

This chapter deals with the analysis of data collected from the institutions, parents, heads of the institutions from both Anganwadis and Private Pre-schools within Aizawl city. This chapter is divided into five (5) sections.

Section	Contents
4.01	Educational qualifications of both pre-schools and Anganwadis are presented and their educational qualifications were compared with reference to the criteria laid down by the NCERT to fulfill the first objective of the study. The existing physical infrastructure of private pre-schools and Anganwadis were shown and both the institutions will be compared whether they were functioning in compliance with the norms laid down by the NCERT or not.
4.02	To fulfill the second objectives whether there are any difference between the existing physical infrastructure of Private Pre-Schools and Anganwadis in compliance with the norms laid down by the NCERT
4.03	The study of the current status of records and registers of private pre-schools and Anganwadis are compared in compliance with the norms laid down by the NCERT to fulfill the third objective of the study.
4.04	To investigate the perceptions and to do a comparison of the parents' reactions and their expectations of both pre-schools and Anganwadis to fulfill the fourth objective of the study.
4.05	To explore with the study of the problems faced by the institutions, teachers and parents of private pre-schools and Anganwadis, a comparison has been done to fulfill the fifth objective

These are presented as follows:

#### **4.01 Educational Qualification of The Teachers of Private Pre-Schools and Anganwadis**

Objective No. 1. To find out the educational qualifications of the teachers of Private Pre-schools and Anganwadis.

The data were collected from fifteen (15) Anganwadis and fifteen (15) private pre-schools teachers to find out their educational qualifications by using questionnaire schedule developed by the researcher. It was calculated through percentage method, which has been presented in the following table and figure:-

#### **4.01(a) Educational Qualification Of The Teachers Of Private Pre-Schools**

**Table No. 4.01(a)**

#### **Educational Qualification of the Teachers Of Private Pre-schools**

Educational Qualification	Pre-school	
	No. of teacher	Percentage
Under Graduate	1	6.7%
Graduate	14	93.3%

The table shows that the number of teachers who are under graduate is only 1 i.e. 6.7% and 14 teachers are graduate i.e. 93.3% from Private Pre-schools institutions. This implies that graduate are more in number than undergraduate.

#### **4.01[a(i)]Educational Qualification Of The Teachers of Anganwadis**

**Table No. 4.01[a(i)]**

##### **Educational Qualifications of the Teachers of Anganwadis**

Educational Qualification	Anganwadis	
	No. of teacher	Percentage
Under Graduate	10	66.7%
Graduate	5	33.3%

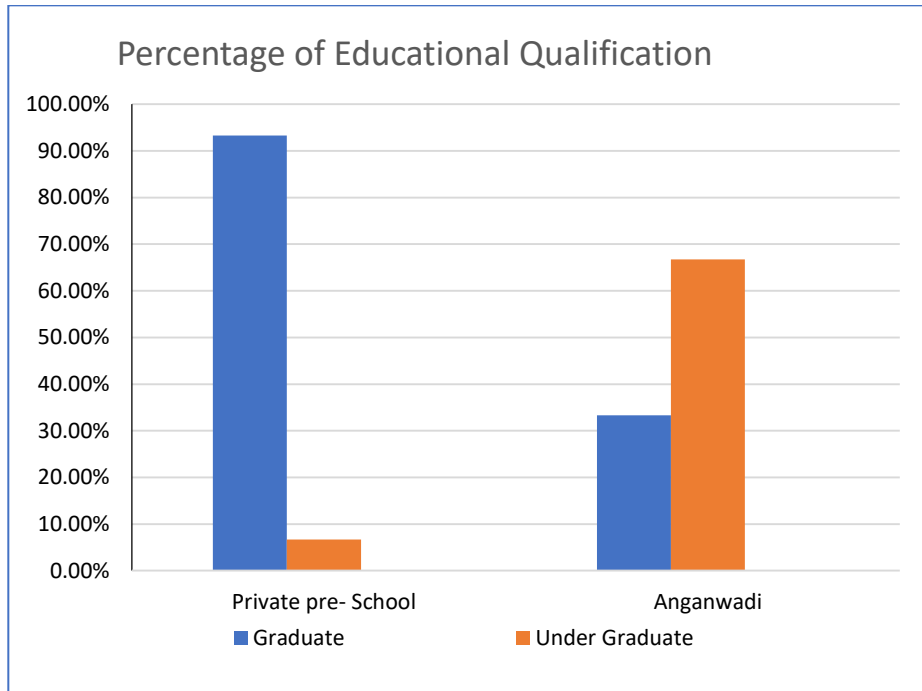
As per table, it shows that number of teachers who are under graduate are 10 i.e. 66.7% and they have 5 i.e. 33.3% graduate teachers. This shows that almost all the teachers are under graduate in Anganwadis.

#### **4.01[a(ii)]Comparison of the Educational Qualification of the Teachers of Private Pre-schools and Anganwadis**

**Table No. 4.01[a(ii)]**

##### **Comparison of the Educational Qualification of the Teachers of Private Pre-schools and Anganwadis**

Educational Qualification	Anganwadi		Pre-school	
	No. of teacher	Percentage	No. of teacher	Percentage
Under Graduate	10	66.7%	1	6.7%
Graduate	5	33.3%	14	93.3%



**Figure no.4.01[a(ii)]:** Chart representing the comparison of both the Institutions through percentage method.

Analysis of data vide Table 4.01[a(ii)] and Figure 4.01[a(ii)], reveals that there are 15 teachers each in Private Pre-schools and Anganwadis in Aizawl City. Of these (66.7%) were under graduate teachers in Anganwadis while 93.3% teachers of Private Pre-schools were graduate. This findings shows that graduate were more in number in Private Pre-schools than Anganwadis, which clearly shows that Private Pre-schools teachers have better educational qualification than Anganwadis teachers

**4.01(b) Comparison of educational qualification of the teachers of Private Pre-schools and Anganwadis with reference to the criteria laid down by the NCERT.**

Objective No. 2. To compare the educational qualifications of the teachers of Private Pre-schools and Anganwadis with reference to the criteria laid down by the NCERT.

As the NCERT has laid down the criteria for Pre-school teacher i.e. the teachers should be Class XII standard passed holding a Diploma in Early Childhood Education, in the below Table the teachers qualifications are highlighted.

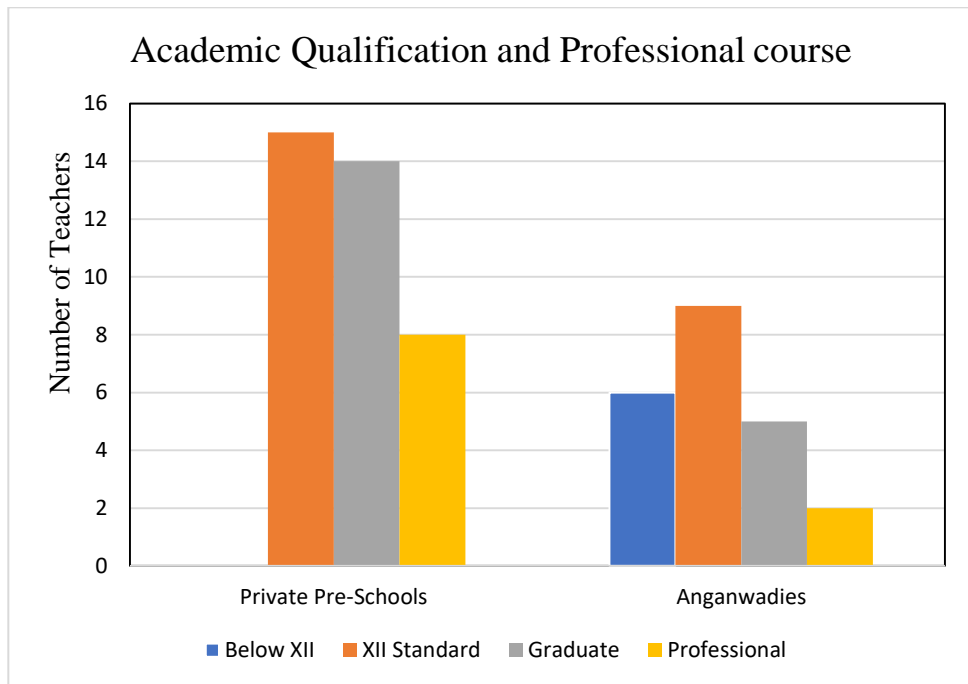
**Academic Qualification and Professional course of Private Pre-schools and Anganwadis**

**Table No. 4.01(b)**

**Academic Qualification and Professional course of Private Pre-schools and Anganwadis**

Academic Qualification	Pre-schools		Anganwadis	
	No.of teacher	Percentage	No. of teacher	Percentage
Below XII	nil	nil	6	40%
XII Standard	15	100%	9	60%
Graduate	14	93.3%	5	33.3%
Professional	8	53.3%	2	13.3%





**Figure no.4.01(b):** Histogram showing the comparison of teachers who attained the academic qualification of norms laid down by the NCERT.

A perusal of the result vide Table no 4.01(b) and Figure no.4.01(b) indicate that there are 15 teachers each in Private Pre-schools and Anganwadis in Aizawl City. Out of which 6 teachers of Anganwadis are below class xii where Private Pre-school have no teachers below class xii. Private Pre-schools have 1 teacher with xii standard and all the other teachers were graduate while Anganwadis got 9 teachers with xii standard and 5 teachers with graduate. 53.3% Private Pre-school teachers holds Diploma Certificate in Early Childhood Education and 13.3% teachers of Anganwadis hold Diploma Certificate in Early Childhood Education. This finding shows that Private Pre-school teachers were more in number in accomplishing the criteria laid down by the NCERT norms.

#### **4.02 Physical Infrastructure of Private Pre-schools and Anganwadis.**

Objective No. 3. To examine the existing physical infrastructure of private pre-schools and Anganwadis.

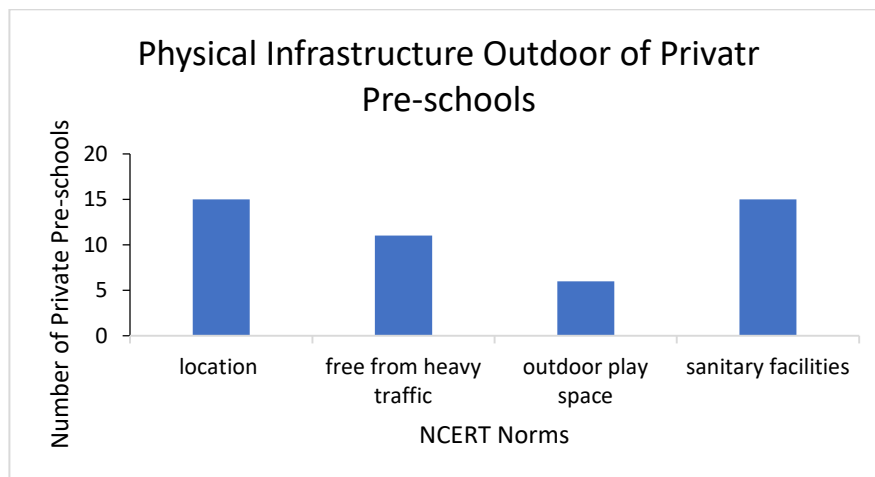
The data were collected through observation-cum-interview scheduled prepared by Chuaungo, 2002 which contain 37 statements, which was used for examining both the institutions.

#### **4.02(a) Physical Infrastructure of Private Pre-schools in reference to the Outdoor**

**Table No. 4.02(a)**

#### **Physical Infrastructure of Private Pre-schools in reference to the Outdoor**

S/N	NCERT Norms	Private Pre-Schools	
		Yes	Percentage
1.	Location (of Pre-schools/ Anganwadis) easily accessible to the children i.e.1 km for walking distance and 8 kms depend on the transportation facilities.	15	100
2.	Free from heavy traffic, ponds, wells, nallahs, pollution, heaps of garbage.	11	73.3
3.	Outdoor play space should be available.	6	40
4.	Sanitary facilities.	15	100



**Figure no.4.02(a)** :Representing column chart showing Physical Infrastructure of Private Pre-schools in reference to the Outdoor.

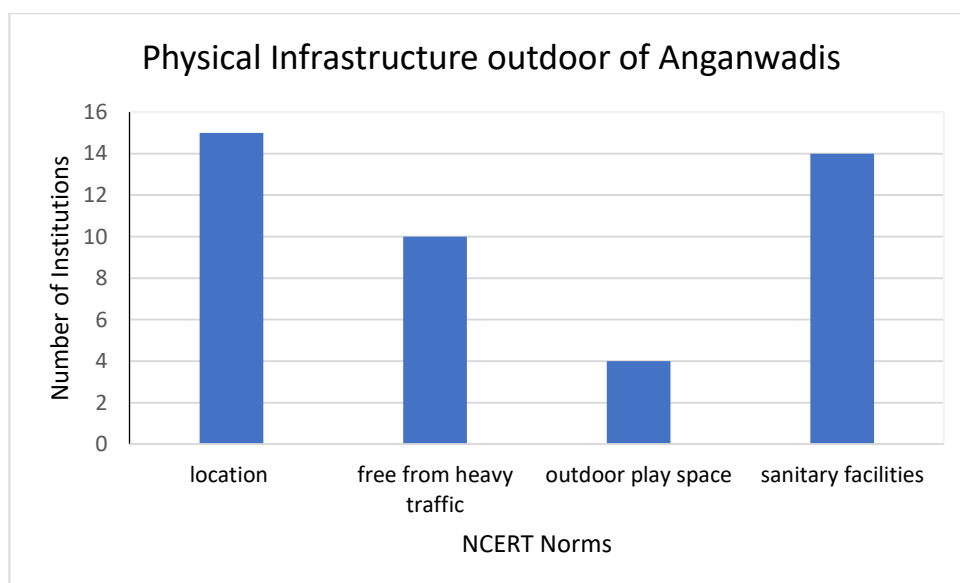
As shown in Table 4.02(a) and Figure 4.02(a), all the location of the Private Pre-schools and were easily accessible and free from heavy traffic, ponds, wells, nallah and garbage. Outdoor play spaces are mostly unavailable to all the private pre-schools, about the sanitary facilities Private Pre-school have meet the needs of the children.

#### **4.02[a(i)] Physical Infrastructure of Anganwadis in reference to the Outdoor**

**Table No. 4.02[a(i)]**

#### **Physical Infrastructure of Anganwadis in reference to the Outdoor**

S/N	NCERT Norms	Anganwadis	
		Yes	Percentage
1.	Location (of Pre-schools/ Anganwadis) easily accessible to the children i.e.1 km for walking distance and 8 kms depend on the transportation facilities.	15	100
2.	Free from heavy traffic, ponds, wells, nallahs, pollution, heaps of garbage.	10	66.7
3.	Outdoor play space should be available.	4	26.7
4.	Sanitary facilities.	14	93.3



**Figure no.4.01[a(i)]** :Representing coloum chart showing Physical Infrastructure of Anganwadis in reference to the Outdoor.

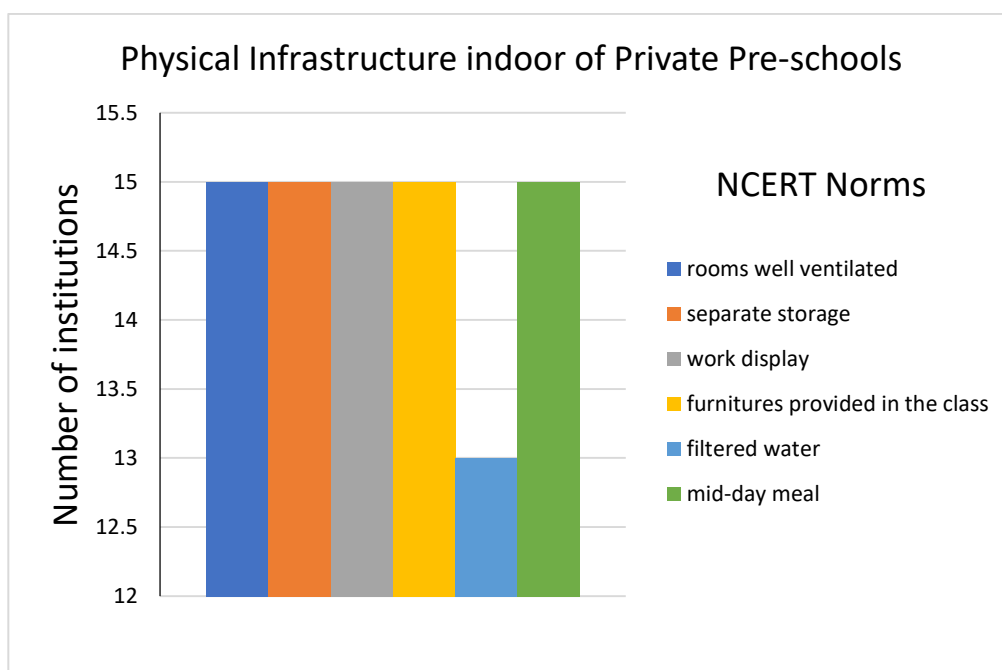
A cursory glance of result Table 4.02[a(i)] and Figure 4.01[a(i)], all the location of Anganwadis were easily accessible and were mostly free from heavy traffic, ponds, wells, nallah and garbage. Outdoor play spaces are mostly unavailable at Anganwadis. About the sanitary facilities Anganwadis meet the needs of the children excluding one (1) Anganwadi.

**4.02(b) Physical Infrastructure of Private Pre-schools in reference to Indoor facilities**

**Table No. 4.02(b)**

**Physical Infrastructure of Private Pre-schools in reference to Indoor facilities**

S/N	NCERT Norms	Private Pre-Schools	
		Yes	Percentage
1.	Rooms should be well ventilated.	15	100
2.	Indoor space separate storage sleeping facilities, toys corner.	15	100
3.	Picture and children work display on the wall.	15	100
4.	Furniture provided in the class chairs, bench, table, mat, blackboard, rags.	15	100
5.	Drinking water - filtered water.	13	86.7
6.	Mid-day meal.	15	100



**Figure no.4.02(b):** Representing histogram showing Physical Infrastructure of Private Pre-schools in reference to the Indoor.

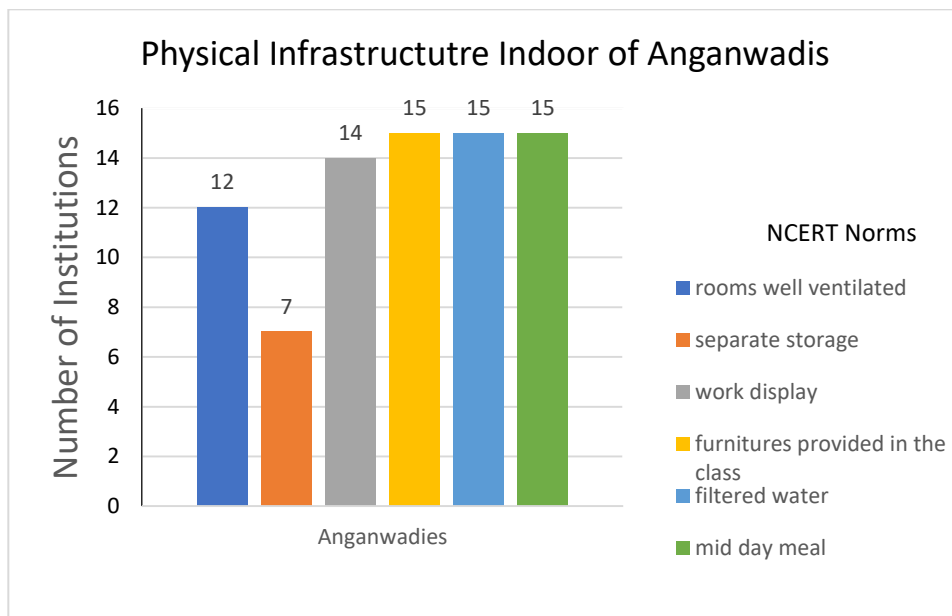
Analysis of data vide Table 4.02(b) and Figure 4.02(b), it indicates that rooms were all well-ventilated. Indoor space, separate storage, sleeping facilities, toys corners are all available in Private Pre-schools. Private Pre-schools put pictures and display their children’s work on the wall. Furnitures like chairs, bench, table, mat, Blackboard and rags were all available in the institutions. In accordance to the drinking water 13 private Pre-schools provide filtered water, while 2 institutions let the children drank the water tap. In reference to the mid-day meal the institution provided well enough.

**4.02[b(i)] Physical Infrastructure of Anganwadis in reference to the Indoor**

**Table No. 4.02[b(i)]**

**Physical Infrastructure of Anganwadis in reference to the Indoor**

S/N	NCERT Norms	Anganwadis	
		Yes	Percentage
1.	Rooms should be well ventilated.	12	80
2.	Indoor space separate storage sleeping facilities, toys corner.	7	46.7
3.	Picture and children work display on the wall.	14	93.3
4.	Furniture provided in the class chairs, bench, table, mat, blackboard, rags.	15	100
5.	Drinking water - filtered water.	14	93.3
6.	Mid-day meal.	15	100



**Figure no.4.02[b(i)]:** Representing histogram showing Physical Infrastructure of Anganwadis in reference to the Indoor.

As shown in Table 4.02[b(i)] and Figure 4.02[b(i)], it depicts that rooms were mostly well-ventilated except two (2) Anganwadis. Indoor space, separate storage, sleeping facilities, toys corners were unavailable in 8 Anganwadis while 7 Anganwadis can afford. Anganwadis put pictures and display their children’s work on the wall except 1 Anganwadi. Furnitures like chairs, bench, table, mat, Blackboard and rags were mostly available in the institutions. In accordance to the drinking water 14 Anganwadis provide filtered water, while 1 Anganwadis let the children drank the water tap. In reference to the mid-day meal the institution provided well enough

**4.02 Comparison of the existing physical infrastructure of Private Pre-schools and Anganwadis in conformity with the standard laid down by the NCERT**

Objective No. 4. To compare the existing physical infrastructure of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT.

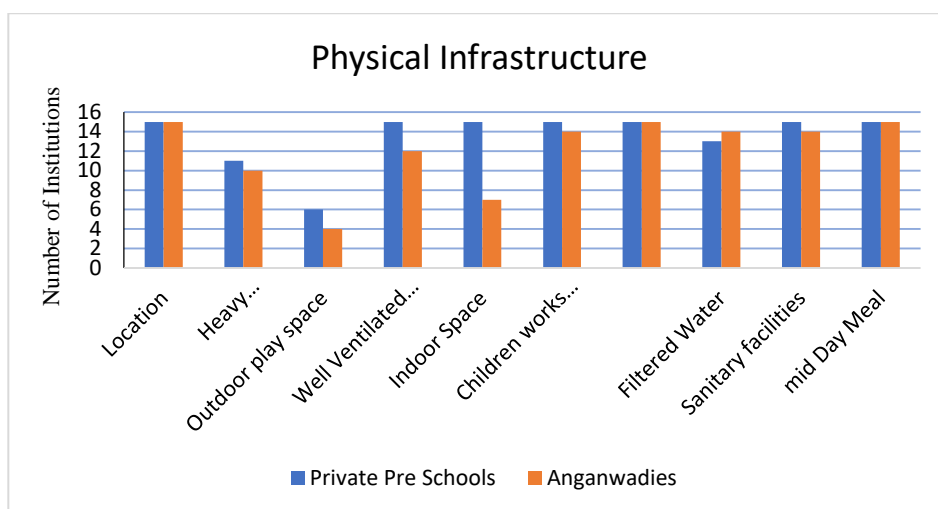
**4.02 (c) Comparison of Physical Infrastructure of Private Pre-schools and Anganwadi.**

**Table No. 4.02(c)**

**Physical Infrastructure of Private Pre-schools and Anganwadi**

S/N	NCERT Norms	Private Pre-School		Anganwadis	
		Yes	%	Yes	%
1.	Location (of Pre-schools/ Anganwadis) easily accessible to the children i.e.1 km for walking distance and 8 kms depend on the transportation facilities.	15	100	15	100
2.	Free from heavy traffic, ponds, wells, nallahs, pollution, heaps of garbage.	11	73.3	10	66.7
3.	Outdoor play space should be available.	6	40	4	26.7
4.	Rooms should be well ventilated.	15	100	12	80
5.	Indoor space separate storage sleeping facilities, toys corner.	15	100	7	46.7
6.	Picture and children work display on the wall.	15	100	14	93.3
7.	Furniture provided in the class chairs, bench, table, mat, blackboard, rags.	15	100	15	100
8.	Drinking water - filtered water.	13	86.7	14	93.3
9.	Sanitary facilities.	15	100	14	93.3
10.	Mid-day meal.	15	100	15	100





**Figure No. 4.02(c):** Chart representing the comparison of the Physical Infrastructure of both the Private Pre-school and Anganwadis

A cursory glance of the result vide Table and Figure no.4.02 (c) shown from the above table shown accordance to the physical Infrastructure of Private Pre- schools and Anganwadis, location of both the institutions are easily accessible. 4 institutions of Private Pre-schools were not free from heavy traffic and 5 Anganwadis were also not free from heavy traffic. 9 Private Pre-schools were not having proper outdoor play space while 11 Anganwadis were lack of outdoor play space. Looking to the indoor space storage all the Private Pre-schools encompass all the indoor facilities while 8 Anganwadis did not have proper indoor space facilities. Indoor space, separate storage, sleeping facilities, toys corners were all available in Private Pre-school while only 7 Anganwadis can afford. Both the institution displayed the work of their student furnitures like chairs, bench, table, mat, Blackboard and rags were available in both the institutions. Regarding to the drinking water facility 14 Anganwadis and 13 Private Pre-schools provide filtered water while 1 Anganwadi and 2 Private Pre-schools let the children drank the tap water. About the sanitary facilities both the Anganwadis and Private Pre-school have met the expectation of the NCERT norms.

It can be concluded that Private Pre-school institutions have better physical infrastructure than Anganwadi institutions.

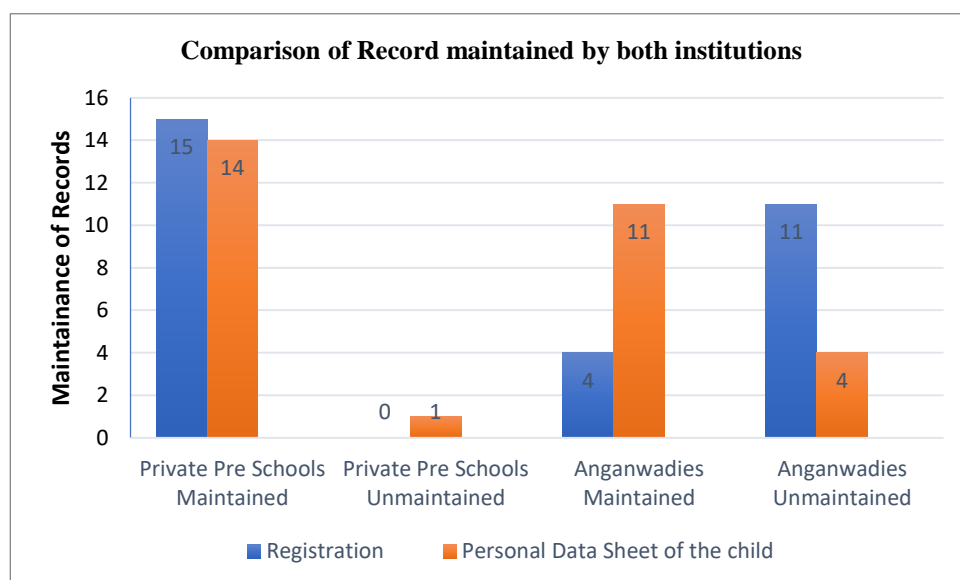
### 4.03 Current Status of Records and Register of Private Pre-Schools and Anganwadis.

Objective No. 5. To study the current status of records and registers of private pre-schools and Anganwadis.

#### 4.03 (a) Records of both Private Pre-Schools and Anganwadis

**Table No. 4.03(a). Records**

RECORDS	PRIVATE PRE-SCHOOLS				ANGANWADIS			
	Maintained		Unmaintained		Maintained		Unmaintained	
	No.	%	No.	%	No.	%	No.	%
Registration Form	15	100%	Nil	Nil	4	26.7%	11	73.3%
Personal Data Sheet of the child	14	93.3%	1	6.7%	11	73.3%	4	26.7%



**Figure no4.03(a):** Histogram showing the comparison of the record maintained by both the institutions Private Pre-school and Anganwadis.

As shown in Table 4.03(a) and Figure no 4.03(a). It shows that Record were both maintained by the institutions. Registration forms were maintained by all the pre-schools while the Anganwadis did not. Almost all the pre-schools and Anganwadis maintained the Personal Datas of their students.

From this findings it can be seen that Private Pre-schools has better maintenance of records than the Anganwadis.

#### **4.03 (b) Background Information of both Private Pre-Schools and Anganwadis**

**Table No. 4.03(b)**

##### **Background Information of both Private Pre-schools and Anganwadis**

Background information	PRIVATE PRE-SCHOOLS				ANGANWADIS			
	Maintained		Unmaintained		Maintained		Unmaintained	
	No.	%	No.	%	No.	%	No.	%
Home background	8	53.3%	7	46.6%	1	6.7%	14	93.3%
Development history	8	53.3%	7	46.6%	Nil	Nil	15	100%
Habit and Interest	8	53.3%	7	46.6%	2	13.3%	13	86.6%
Health	13	86.6%	2	13.3%	10	66.7%	5	33.33%
Teacher assessment	11	73.3%	4	26.7%	7	46.6%	8	53.3%

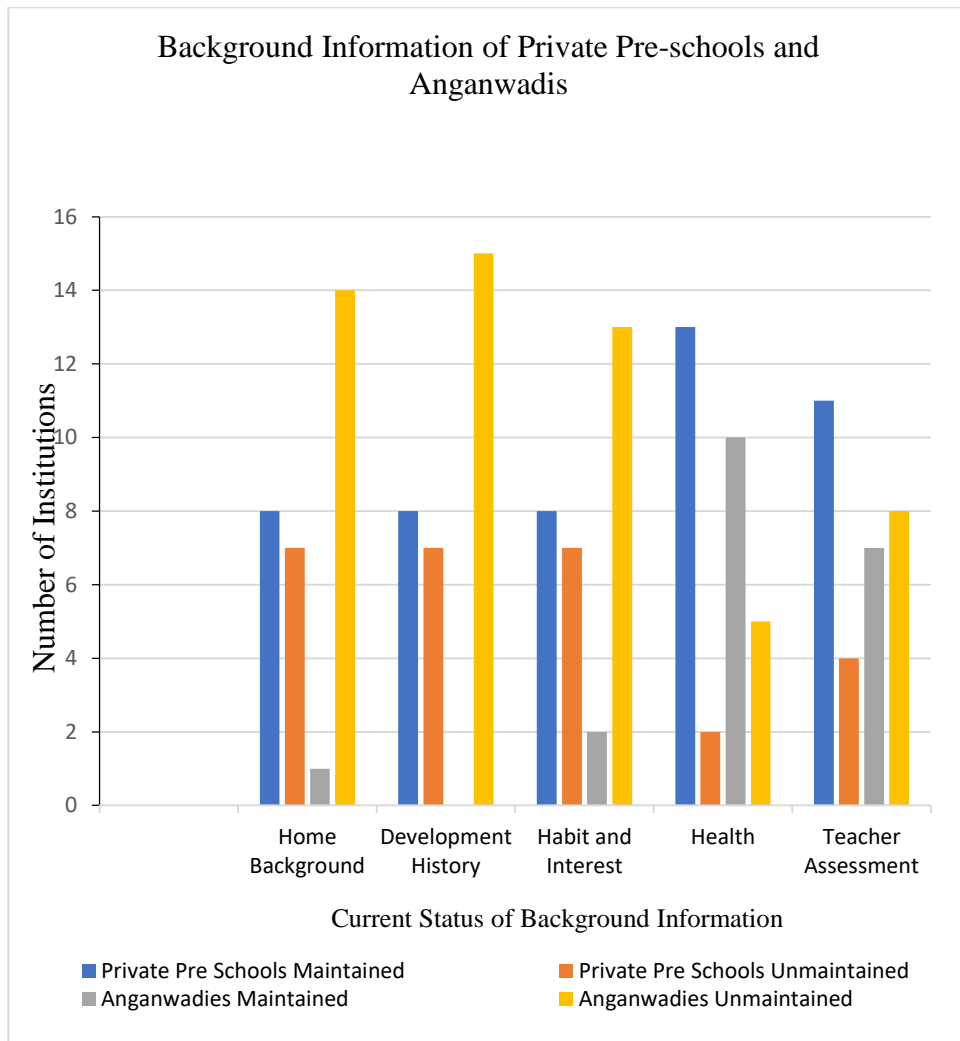


Figure no 4.03(b) Column chart showing the Background Information of Private Pre-schools and Anganwadis

As exposed in Table No. 4.03(b) and Figure No. 4.03(b), Childrens' background information were of various types; which most of the Pre-school maintained but most of the Anganwadis did not.

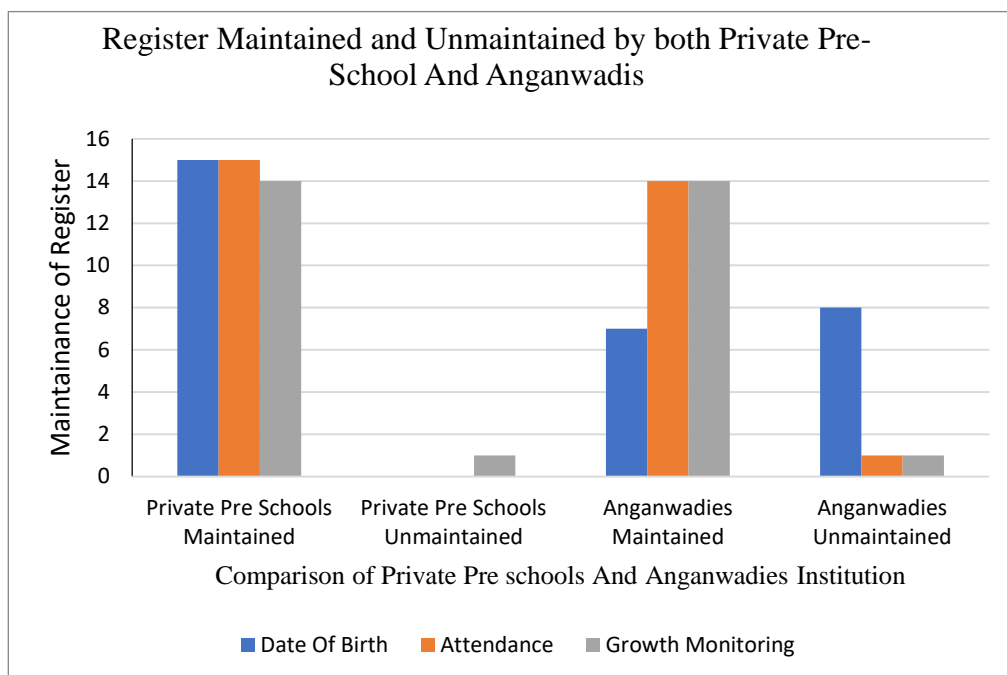
This implies that Private Pre-schools has better records of background information than the Anganwadi institutions.

**4.03(c) Comparison in maintenance of Register of both Private Pre-Schools and Anganwadis**

**Table No. 4.03(c)**

**Register of both Private Pre-Schools and Anganwadis**

REGISTER	PRIVATE PRE-SCHOOLS				ANGANWADIS			
	Maintained		Unmaintained		Maintained		Unmaintained	
	No.	%	No.	%	No.	%	No.	%
Date of Birth	15	100%	Nil	Nil	7	46.6%	8	53.3%
Attendance	15	100%	Nil	Nil	14	93.3%	1	6.7%
Growth monitoring	14	93.3%	1	6.7%	14	93.3%	1	6.7%



**Figure no.4.03(c):**Histogram chart showing the register maintained and unmaintained by both the institution. (Private Pre-schools and Anganwadis)

As made known in Table No 4.03(c) and Figure No 4.03(c), regarding the dates of birth of the children, all pre-schools kept records of it but only some of the Anganwadis did. Attendances were maintained by both the institutions, and growth monitoring was also done by both.

Linking both the data it exemplifies that both of the institutions have well maintained the Register of the students.

**4.03(d) Comparison of the current status of records and register of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT.**

Objective No. 6. To compare the current status of records and registers of private pre-schools and Anganwadis in compliance with the norms laid down by the NCERT.

**Table 4.03(d)  
Records and Register of Private Pre-schools and Anganwadis**

RECORDS	PRIVATE PRE-SCHOOLS				ANGANWADIS			
	Maintained		Un-maintained		Maintained		Un-maintained	
	No.	%	No.	%	No.	%	No.	%
Registration Form	15	100%	Nil	Nil	4	26.7%	11	73.3%
Personal Data Sheet of the child	14	93.3%	1	6.7%	11	73.3%	4	26.7%
<b>BACKGROUND INFORMATION</b>								
Home background	8	53.3%	7	46.6%	1	6.7%	14	93.3%
Development history	8	53.3%	7	46.6%	Nil	Nil	15	100%
Habit and Interest	8	53.3%	7	46.6%	2	13.3%	13	86.6%
Health	13	86.6%	2	13.3%	10	66.7%	5	33.33%
Teacher assessment	11	73.3%	4	26.7%	7	46.6%	8	53.3%
<b>REGISTER</b>								
Date of Birth	15	100%	Nil	Nil	7	46.6%	8	53.3%
Attendance	15	100%	Nil	Nil	14	93.3%	1	6.7%
Growth monitoring	14	93.3%	1	6.7%	14	93.3%	1	6.7%

As per the NCERT norms Table 4.03 (d) and Figure 4.03(d) shown in the above, Registration forms were maintained by all the Pre-schools i.e. 100% while in the Anganwadis 26.7% of them maintained the registration forms but 73.3% did not. 93.3% of Pre-schools maintained Personal Data Sheet of the children except one 6.7% did not maintain, while in the Anganwadis 73.3% maintained it but 26.7% did not.

In accordance with the NCERT norms on background information, only 6.7% Anganwadis maintained the home background. While in pre-school home background records are kept by 53.3% schools and 46.6% did not maintain it, developmental history was recorded by 53.35% institutions of private pre-schools while 46.6% did not maintain it. No study was made on developmental history by Anganwadis. Habits and interests of private pre-schools are filed and recorded by 8 institutions i.e. 53.3% schools and 46.6% did not maintain it, habits and interests of the children are recorded by 13.3% at Anganwadis while 86.6% did not maintain it. Health issues records by pre-schools were maintained by 86.6% institutions while 13.3% did not maintain it. Health issues concerning the children were recorded by 66.7% at Anganwadis and out of 15 institutions 33.3% did not maintain it. Teacher assessments were given and filed by 73.3% of private pre-school institutions and 26.7% did not assess their students. Teacher assessment were given by 46.6% at Anganwadis and 53.3% teachers did not give their assessment,

Regarding the dates of birth of the children, 46.6% were recorded and 53.3% were unmaintained. Attendances were maintained by 93.3% while only one 6.7% did not maintain it, growth monitoring was maintained by 93.3% while 6.7% did not do so. Regarding the dates of birth of the children, 100% maintained the records of their children and Attendances were maintained by 100%, growth monitoring were maintained by 93.3% and only 6.7% did not maintain it.

From the findings we can conclude that Private Pre-schools have better records, background information and registers than Anganwadi Centres.



#### 4.04 Parents' Reactions and their Expectations

Objective No. 7. To investigate the parents' reactions and their expectations of Private Pre-schools and Anganwadis.

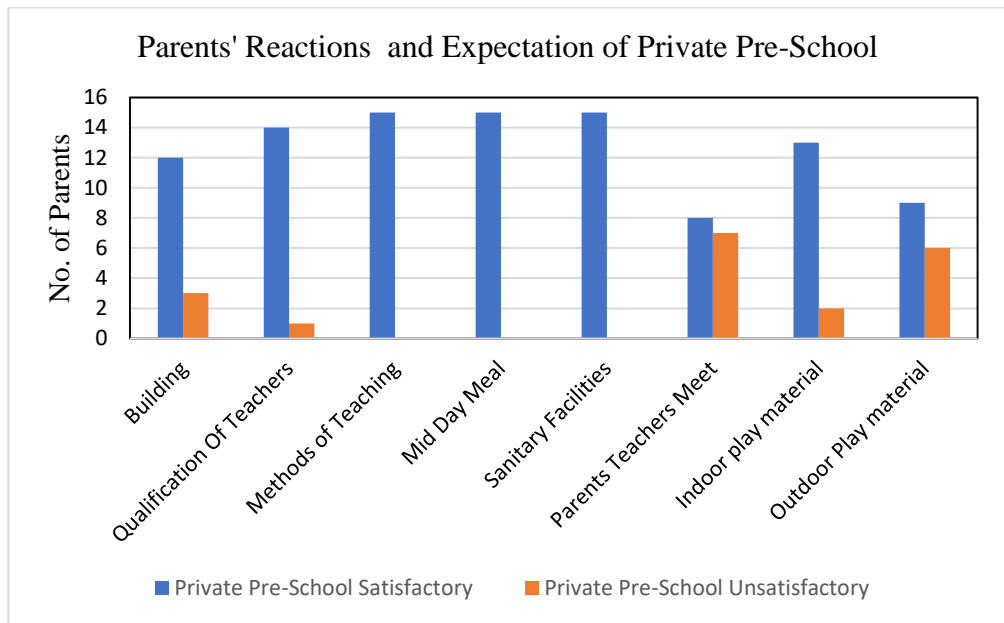
The data were collected through Questionnaire-cum-interview schedule prepared by Chuaungo, 2002. The data were calculated and the findings are presented through percentage method for fulfilling the objectives.

##### 4.04(a) Parents' Reactions and their Expectation of Private Pre-schools

**Table No. 4.04(a)**

##### **Parents' Reactions and their Expectation of Private Pre-schools**

PARENTS' REACTIONS	PRE-SCHOOLS			
	Satisfactory		Unsatisfactory	
	No. of Parents	%	No. of Parents	%
Building	12	80%	3	20%
Qualification of teachers	14	93.3%	1	6%
Method of teaching	15	100%	Nil	Nil
Mid-day meal	15	100%	Nil	Nil
Sanitary facilities	15	100%	Nil	Nil
Parents teachers meet	8	53.3%	7	46.6%
Indoor play materials	13	86.6%	2	13.33%
Outdoor play materials	9	60%	6	40%



**Figure no4.04(a):** Histogram chart showing the parents reaction and their expectation of Private Pre-school

A perusal of the result vide Table 4.04(a) and Figure No. 4.04(a). Out of 15 parents of Private Pre-school children 12 parents were satisfied with their building while 3 parents were not satisfied and did not met their expectations. In accordance to the qualification of the teacher 14 parents were satisfied only 1 parents was unsatisfied. Method of teaching applied by the institutions, all the parents were satisfied and met their expectations. Supply of mid day meal by the institutions all the parents were all satisfied to the institutions. In organization of parents teacher meet 8 parents were satisfied but 7 parents were not satisfied and does not met their expectation. About the indoor play material 13 parents were satisfied while only 2 parents were unsatisfied. In providing the Outdoor play material 9 parents were satisfied while 6 parents were not well satisfied.

#### 4.04(b) Parents' Reactions and their Expectation of Anganwadis

Table No. 4.04(b)

#### Parents' Reactions and their Expectation of Anganwadis

PARENTS' REACTIONS	ANGANWADIES			
	Satisfactory		Unsatisfactory	
	No. of Parents	%	No. of Parents	%
Building	8	53.3%	7	46.6%
Qualification of teachers	8	53.3%	7	46.6%
Method of teaching	12	80%	3	20%
Mid-day meal	15	100%	Nil	Nil
Sanitary facilities	9	60%	6	40%
Parents teachers meet	10	66.67%	5	33.33%
Indoor play materials	8	53.3%	7	46.6%
Outdoor play materials	7	46.6%	8	53.3%

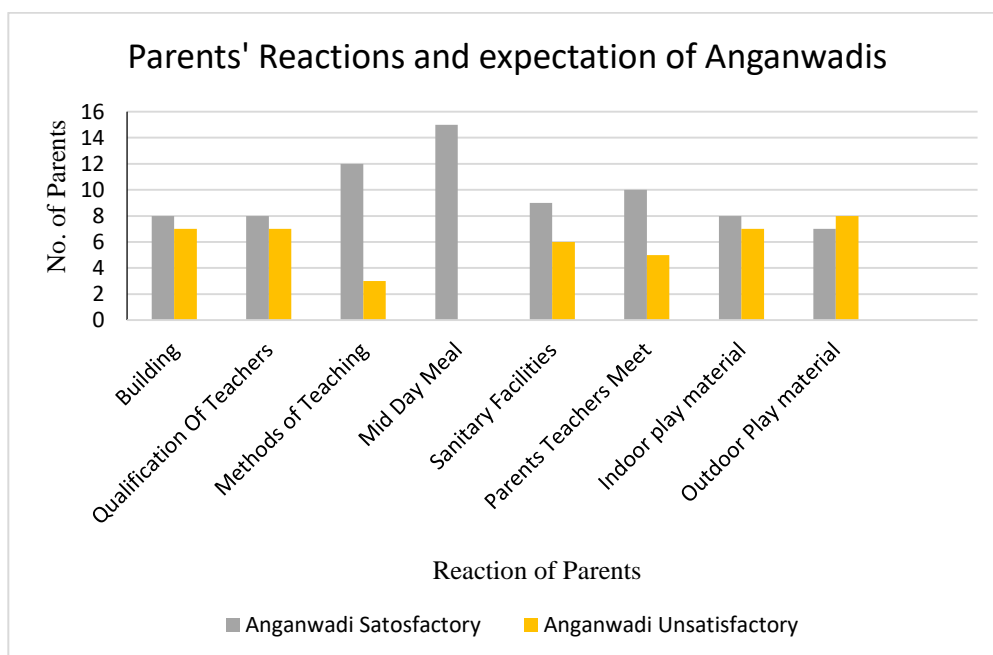


Figure no.4.04(b): Chart showing the Parents Reaction and Expectation of Anganwadies

As exposed in Table 4.04(b) and Figure no.4.04(b). Anganwadi parents reaction and Expectation, it demonstrate that 8 parents were satisfied with their buildings while 7 parents were not satisfied with their building. In respect of the qualification of teachers, 8 parents were satisfied with the teacher educational qualification while 7 parents does not met their satisfaction in accordance to the qualification of the teachers. Method of teaching applied by the institution 12 parents were satisfied while 3 parents were unsatisfied. In providing the mid day meal, all the parents of Anganwadis were satisfied. In accordance to the sanitary facilities, 9 parents met their expectations while 6 parents were not well satisfied. Parents teacher meet, 10 parents were satisfied and met their expectation in conducting the parents teacher meet while 5 parents were not satisfied and does not met the expectation. Supplying of indoor play material 8 parents were satisfied while 7 parents were not satisfied. Providing outdoor play material 7 parents were satisfied while 8 parents were not satisfied and does not meet the expectations.

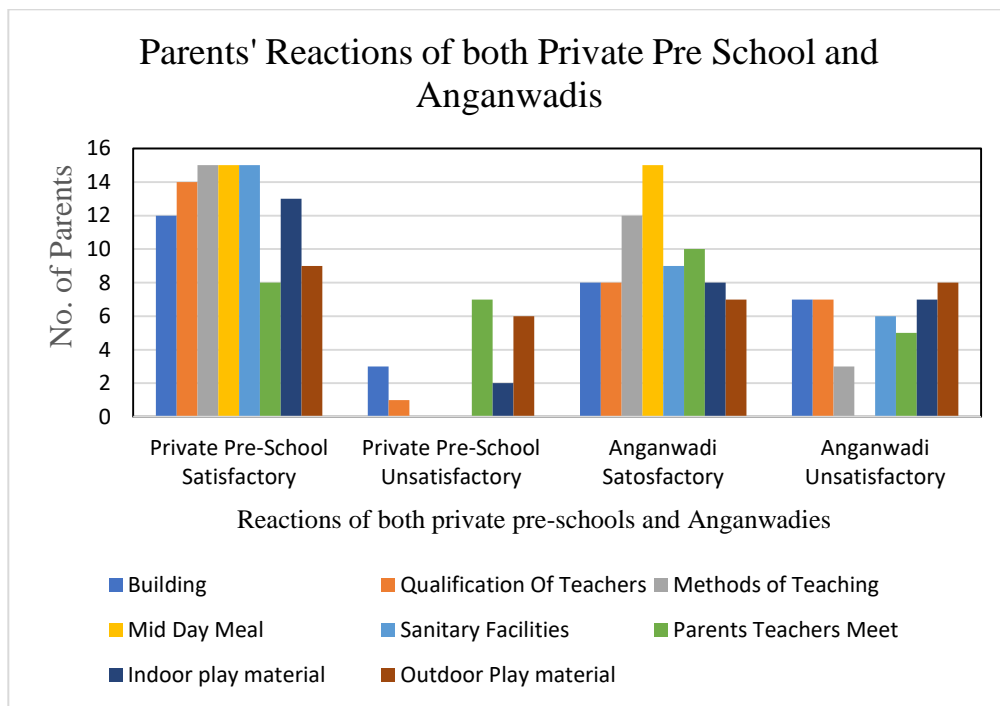
**4.04(c) Comparison of the parents’ reactions and their expectations of Private Pre-schools and Anganwadis.**

Objective No. 8. To compare the parents’ reaction and their expectations of Private Pre-schools and Anganwadis

**Table No. 4.04(c)**

**Reactions and their Expectation**

PARENTS’ REACTIONS	PRIVATE PRE-SCHOOLS				ANGANWADIS			
	Satisfactory		Unsatisfactory		Satisfactory		Unsatisfactory	
	No. of Parents	%	No. of Parents	%	No. of Parents	%	No. of Parents	%
Building	12	80%	3	20%	8	53.3%	7	46.6%
Qualification of teachers	14	93.3%	1	6%	8	53.3%	7	46.6%
Method of teaching	15	100%	Nil	Nil	12	80%	3	20%
Mid-day meal	15	100%	Nil	Nil	15	100%	Nil	Nil
Sanitary facilities	15	100%	Nil	Nil	9	60%	6	40%
Parents teachers meet	8	53.3%	7	46.6%	10	66.7%	5	33.3%
Indoor play materials	13	86.6%	2	13.33%	8	53.3%	7	46.6%
Outdoor play materials	9	60%	6	40%	7	46.6%	8	53.3%



**Figure No. 4.04(c):** Histogram Chart showing the comparison of the Parents’ Reaction of both the institution Private Pre-schools and Anganwadis.

Analysis of data vide TableNo.4.04(c) and Figure no. 4.04(c), Most of the Anganwadis parents were unsatisfied with the institution buildings. 53.3% parents were satisfied while 46.6% parents were unsatisfied, it also found out that 80% parents of the pre-schools were satisfied while 20% parents were unsatisfied with the buildings. Regarding the qualification of the teachers – 53.3% parents of Anganwadis were satisfied while 46.6% parents find it unsatisfactory. 93.3% parents of the pre-schools were satisfied while only 6% of them find it unsatisfactory. Concerning about the method of Teaching – All the pre-schools parents (100%) were satisfied with the method of teaching practiced. 80% parents of Anganwadis were satisfied while 20% parents were unsatisfied. Relating to the mid-day meal – Both the Anganwadis and pre-schools parents were well content with the mid-day meal received at the schools received by the children. Concerning about the sanitary facilities – 60% parents of the Anganwadis were satisfied while 40% parents were not. Parents of the pre-schools were well satisfied in this area. Pertaining to the parents teachers meet – 66.67% parents of the Anganwadis were satisfied

while 33.33% parents were not. In pre-schools, 53.3% parents felt satisfied while 46.6% parents were not. Linking to the indoor play materials – 53.3% Anganwadis parents were satisfied with the indoor play materials while 46.6% parents were not. 86.6% parents of the pre-school were satisfied while 13.33% of them were not. Involving to the outdoor play materials – Among the Anganwadis parents, 46.6% were satisfied with their play material while 53.3% parents were not satisfied. From Private Pre-school parents, 60% of them expressed their satisfaction while 40% were not.

From the comparison of the above table we can find out that ratings given by the parents of both Private Pre-Schools and Anganwadis, we can conclude saying that the teachers and the institutions of Private Pre-schools have better results in regarding to the different points given out to the parents for finding out their reaction and their expectation of both the institutions.

#### 4.05 Problems Faced by the Institution, Teachers and Parents

Objectives No.9. To study the problems faced by the Institution, teachers and parents of private pre-schools and Anganwadis.

##### 4.05(a) Problems faced by the Institutions of Private Pre-schools

Table No. 4.05(a)

##### Problems Faced by the Institution of Private Pre-schools

Institutional Problems	Private Pre-School			
	No. of Instn. facing problems	Percentage	No. of Instn. unfacing problems	Percentage
a) Outdoor play space	14	93.3	1	6.7
b) Mostly rented house	15	100	0	0
c) Bad attendance of student	13	86.7	2	13.3
d) No sufficient sanction from Government	nil	nil	nil	nil
e) Inadequate water and power supply	4	26.7	11	73.3
f) No proper godown and store house	2	13.3	13	86.7
g) Insufficient playing materials	0	0	15	100
h) Unproper fencing	5	33.3	10	66.7
i) Almerah /book shelf	0	0	15	100



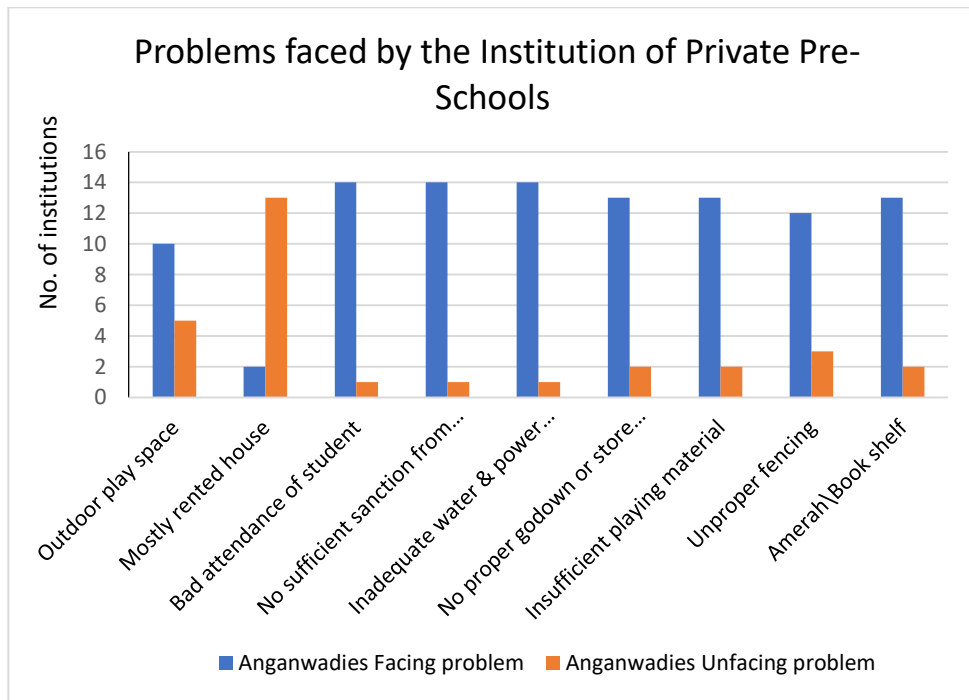


Figure no.4.05(a): Colum chart showing the problems faced by the institutions of Private Pre-Schools.

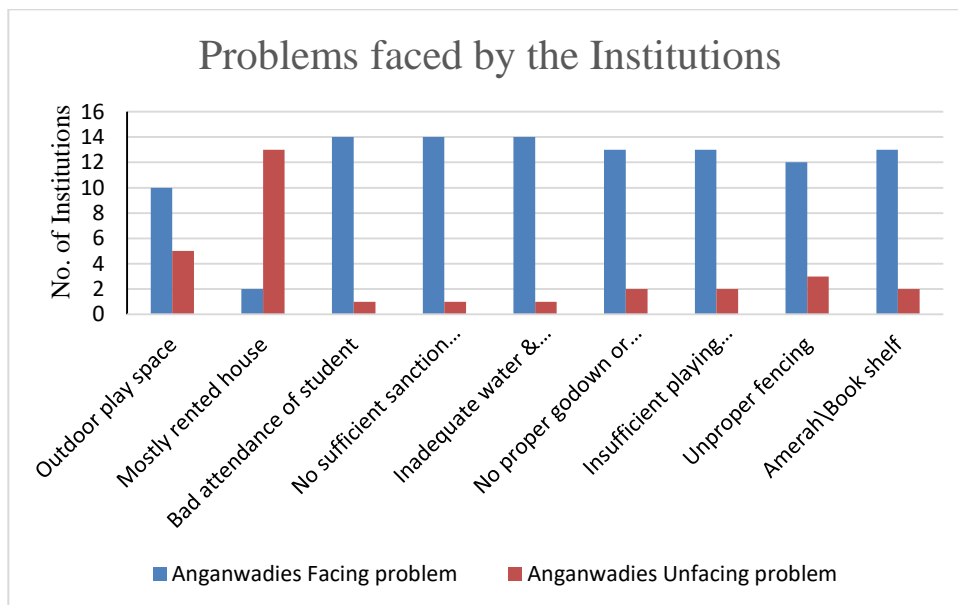
A cursory glance in Table and Figure no.4.05(a), Outdoor play space were inadequate in Private Pre-school as most of the institutions were established mainly in a rented house (Residential place) it is inconvenient for the teacher to make arrangement for students. Bad attendance of student were also a problem faced by them as while teachers came with full preparation, most students did not attend the class. This often slow down the progress of the whole class. Playing materials were sufficient so they do not face problem. Unproper fencing were also a problem as we already mention most of the institution were in rented house it was not possible to make a fencing for themselves. As book shelf /almirah were provided for the student there were no problems in this area.

#### 4.05[a(i)] Problems Faced by the Institution of Anganwadis

Table No. 4.05[a(i)]

##### Problems Faced by the Institution of Anganwadis

Institutional Problems	Anganwadis			
	No. of Instn. facing problems	Percent age	No. of Instn. unfacing problems	Percentage
a)Outdoor play space	10	66.7	5	33.3
b)Mostly rented house	2	13.3	13	86.7
c)Bad attendance of student	14	93.3	1	6.7
d)No sufficient sanction from Government	14	93.3	1	6.7
e)Inadequate water and power supply	14	93.3	1	6.7
f)No proper godown and store house	13	86.7	2	13.3
g)Insufficient playing materials	13	86.7	2	13.3
h)Unproper fencing	12	80	3	20
i)Almerah /book shelf	13	86.7	2	13.3



**Figure no 4.05[a(i)]:** Histogram representing the problems faced by the Anganwadis institutions.

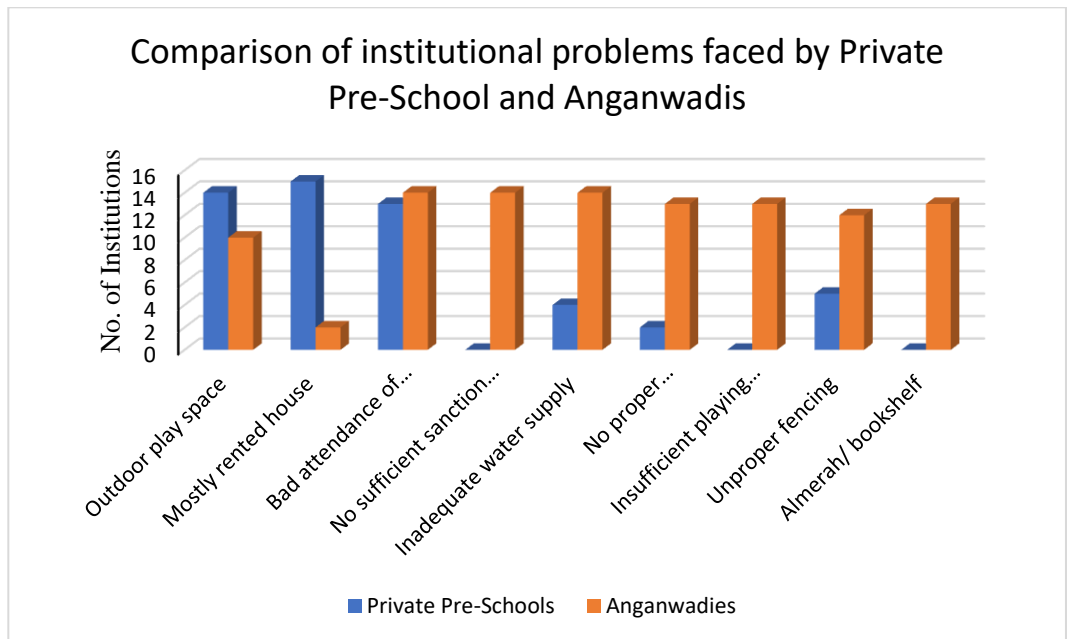
Analysis of data vide Table 4.05[a(i)] and Figure No.4.05(a[i]), Outdoor play space were mostly inadequate in Anganwadis. As most of the institutions were established at their own building given by the Government no problems were faced in regarding the rented house, bad attendance of student were also a problem faced by them as children were less in number so with avoidable problems most of the students did not attend the class which cause a problems for the teacher, this often slow down the progress of the whole class. They did not get a sufficient financial sanction from the Government which makes the institution barren. Water and power supply were the problems mainly faced by all the Anganwadis institutions. No proper godown were given by the Government which causes problems as they need to stock their nutrition received from the Government. Playing material were not sufficient enough for children as most of their playing materials were donated by their parents. Unproper fencing were also a problem as we already mention most of the institution did not received sufficient funds for making fencing for the student. As book shelf /almirah were not available in most of the Anganwadis as they were no sanctioned from the Government.

**4.05[a(ii)]: Comparison of Problems Faced by the Institution of Private Pre-schools and Anganwadis**

**Table 4.05[a(ii)]**

**Comparison of Problems Faced by the Institution of Private Pre-schools and Anganwadis**

Institutional Problems	Private Pre-School				Anganwadis			
	No. of Instn. facing problems	%	No. of Instnunfa cing problems	%	No. of Instn. Facing proble ms	%	No. of Instnun facing proble ms	%
a)Outdoor play space	14	93.3	1	6.7	10	66.7	5	33.3
b)Mostly rented house	15	100	0	0	2	13.3	13	86.7
c)Bad attendance of student	13	86.7	2	13.3	14	93.3	1	6.7
d)No sufficient sanction from Government	nil	nil	nil	nil	14	93.3	1	6.7
e)Inadequate water and power supply	4	26.7	11	73.3	14	93.3	1	6.7
f)No proper godown and store house	2	13.3	13	86.7	13	86.7	2	13.3
g)Insufficient playing materials	0	0	15	100	13	86.7	2	13.3
h)Unproper fencing	5	33.3	10	66.7	12	80	3	20
i)Almerah /book shelf	0	0	15	100	13	86.7	2	13.3



**Figure No.4.05[a(ii)]:** Histogram showing the comparison of institutional problems faced by both Private Pre-schools and Anganwadis.

As exposed in Table 4.05[a(ii)] FigureNo. 4.05[a(ii)], Private Pre-schools space were inadequate as most of the Pre-schools were run in a rented house, it is not convenient for the teacher to paint the wall and make arrangement by themselves. Another problem faced by them was that most students failed to attend the class while teachers came with full preparation. Most of the problems faced by the Anganwadis with regards to the institutions were - insufficient financial sanction from the government, they have less students, no proper godown to stock their nutrition, Almirah were not supplied by the government, playing materials were insufficient, unsatisfactory building management. playing materials were never supplied from the government, water and power supply were poorly attended by the government and no proper fencing was made in the institutions which were very dangerous for the children

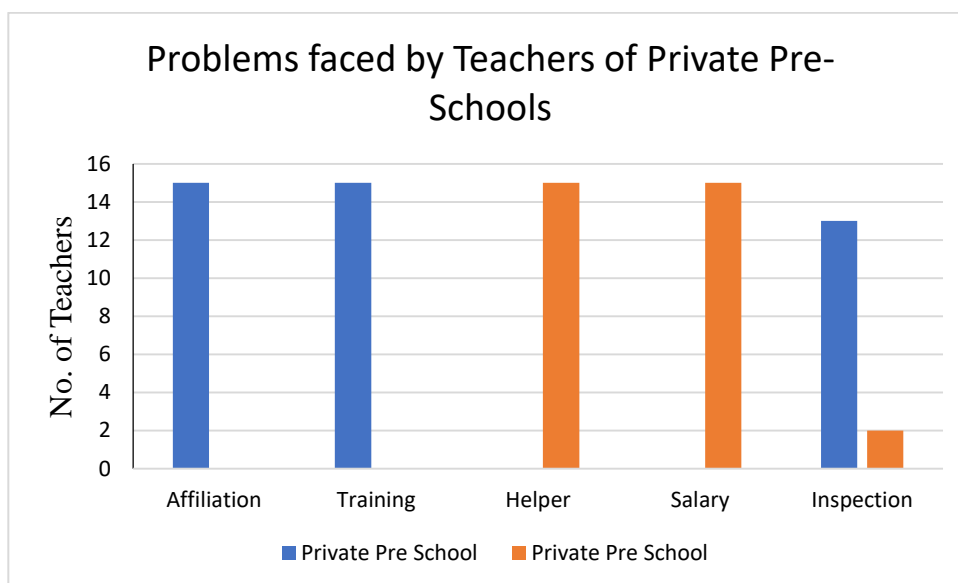
This infers that Private Pre-schools faced less problems in comparing to the Anganwadi institutions.

**4.05(b) Problems faced by the Teacher of Private Pre-school.**

**Table 4.05(b)**

**Problems faced by the Teachers of Private-Pre school**

Problems faced by Teachers	Private Pre-School			
	No. of Teachers facing problems	Percentage	No. of Teachers without problems	Percentage
a)Affiliation	15	100	0	0
b)Training	15	100	0	0
c)Helper	0	0	15	100
d)Salary	0	0	15	100
e)Inspection	13	86.7	2	13.3



**Figure4.05(b):**Coloum chart showing the problems faced by the teachers of Private Pre-Schools

Analysis of data vide Table and Figure No.4.05(b), Private Pre-schools faced problems as they were no affiliation for them. As they were no affiliation, training and inspection were not given to them by any of the

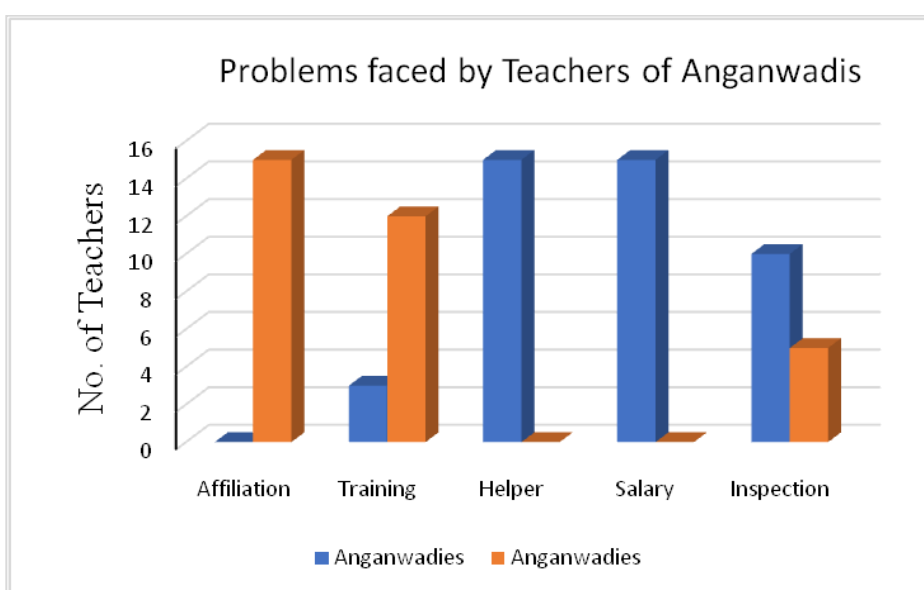
organization or government. No problems were faced regarding the helper and salary received by them.

#### 4.05[b(i)] Problems faced by the teachers of Anganwadis

**Table 4.05[b(i)]**

#### **Problems faced by the teachers of Anganwadis**

Problems faced by Teachers	Anganwadis			
	No. of Teachers facing problems	Percentage	No. of Teachers without problems	Percentage
a)Affiliation	0	0	15	100
b)Training	3	20	12	80
c)Helper	15	100	0	0
d)Salary	15	100	0	0
e)Inspection	10	66.7	5	33.3



**FigureNo.4.05[b(i)]:** Histogram representing the problems faced by the Anganwadis `teachers

As exposed in Table 4.05[b(i)] and Figure No.4.05[b(i)], As Anganwadis were under the Government there were no problems in affiliation, training were also well organized by the Government. Problems were faced in the age of the helper given by the government were very old and infirmed. The salary received was meagre and Inspection were quiet intermittent.

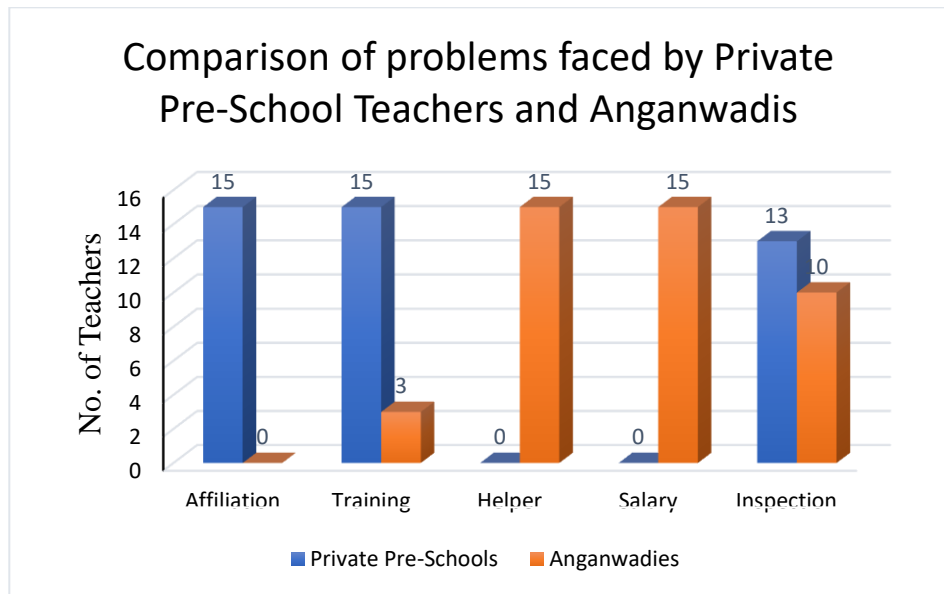
**4.05[b(ii)] Comparison of Problems faced by the Teachers of Private-Pre school and Anganwadis**

**Table No.4.05[b(ii)]**

**Comparison of Problems faced by the Teachers of Private-Pre school and Anganwadis**

Problems faced by Teachers	Private Pre-School				Anganwadis			
	No. of Teachers with problems	%	No. of Teachers without problems	%	No. of Teachers with problems	%	No. of Teacher without problems	%
a)Affiliation	15	100	0	0	0	0	15	100
b)Training	15	100	0	0	3	20	12	80
c)Helper	0	0	15	100	15	100	0	0
d)Salary	0	0	15	100	15	100	0	0
e)Inspection	13	86.7	2	13.3	10	66.7	5	33.3





**Figure No.4.05[b(ii)]:** Histogram representing the problems faced by the teachers of Private Pre-schools and Anganwadis

As shown in Table No 4.05[b(ii)] and Figure No.4.05[b(ii)] Histogram representing the problems faced by the teachers of Private Pre-schools and Anganwadis, in Private Pre-schools their main problem is that they were not affiliated under any of the government. So, training and inspection were not conducted. In regarding the Anganwadis Institutions one big hindrance faced by the teachers was that the helper given by the government were mostly over aged and infirmed. Thus, they are of very little help to the teacher in taking care of the children.

It implies that in comparing Private Pre-schools and Anganwadis problems of teachers, the problems that they faced were different matter but in their problems both the institutions teachers problems were extremely high.

#### 4.05(c) Problems faced by the Parents of Private Pre-schools.

**Table No.4.05 (c)**

#### **Problems faced by the parents of Private Pre-schools**

Problems faced by Parents	Private Pre-Schools			
	No. of Parents facing problems	Percentage	No. of Parents without problems	Percentage
a)Parking lot	14	93.3	1	6.7
b)Playground	14	93.3	1	6.7
c)Qualified teachers	0	0	15	100
d)Play material	0	0	15	100
e)Decoration of building	0	0	15	100
f)Water supply	2	13.3	13	86.7

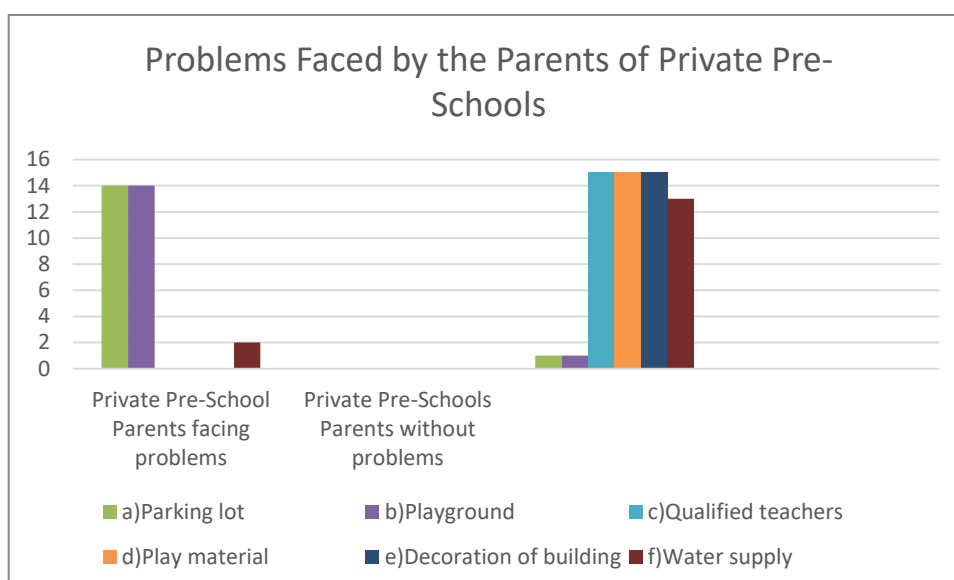


Figure No.4.05 (c): Colom chart showing the problems faced by parents of Private Pre-Schools

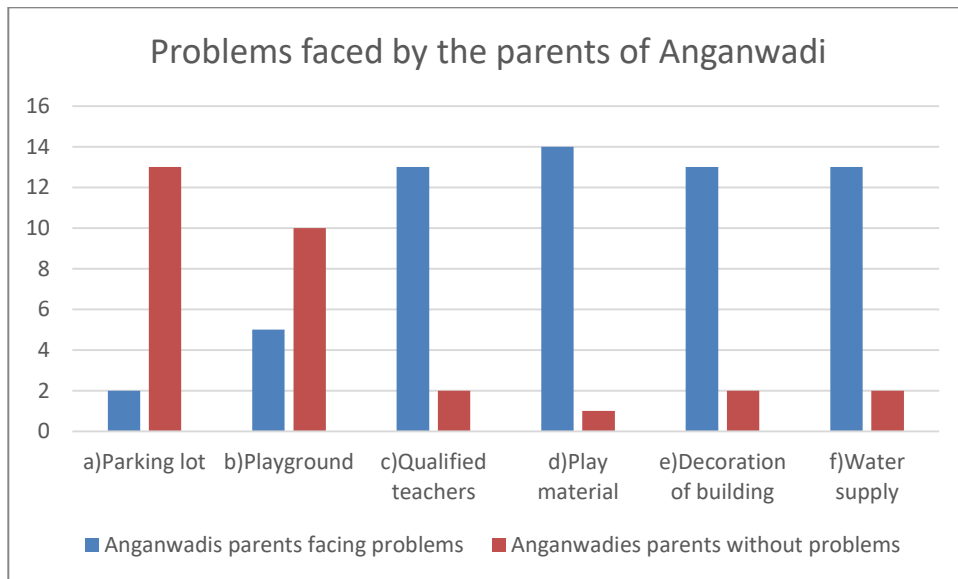
Analysis of data vide Table 4.05(c) and Figure No. 4.05(c), Private Pre-schools faced problems in parking lot as their institutions were mostly adjacent to the main road. As most of the institutions were in rented house no proper playground were available. Qualification of teachers were satisfied, play materials were also sufficient. Decoration of buildings were also fine enough and supply of water were also content.

#### 4.05[c(i)] Problems faced by the Parents of Anganwadis

Table No.4.05[c(i)]

#### Problems faced by the Parents of Anganwadis

Problems faced by Parents	Anganwadis			
	No. of Parents facing problems	Percentage	No. of Parents without problems	Percentage
a) Parking lot	2	13.3	13	86.7
b) Playground	5	33.3	10	66.7
c) Qualified teachers	13	86.7	2	13.3
d) Play material	14	93.3	1	6.7
e) Decoration of building	13	86.7	2	13.3
f) Water supply	13	86.7	2	13.3



**Figure No.4.05[c(i)]:** Coloum chart showing the problems faced by the parents of Anganwadis

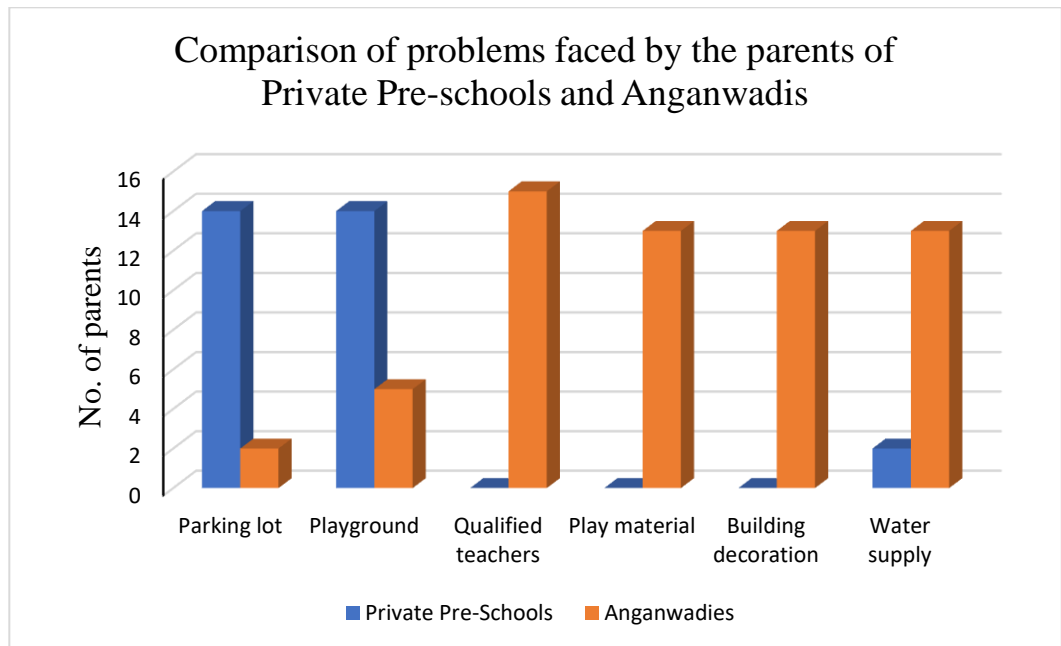
Analysis of data vide Table 4.05[c(i)] and Figure No.4.05[c(i)],it demonstrate that Anganwadis institutions were not facing problems regarding the parking lot and playground as most of the Anganwadis institutions were located near playground. But qualified teachers were rare which causes problem. Play material were not sufficient enough as most of the play material were donated by the parents of the students. Most of the Anganwadis institutions were not decorated as there were no sanction of funds from the Government. Water supply were also bad as their were no connections in some of the institutions which causes problems for teachers and the students.

**4.05[c(ii)] Comparison of the problems faced by the parents of Private Pre-schools and Anganwadis**

**Table No. 4.05[c(ii)]**

**Comparison of the problems faced by the parents of Private Pre-schools and Anganwadis**

Problems faced by Parents	Private Pre-Schools				Anganwadis			
	No. of Parents facing problems	%	No. of Parents without problems	%	No. of Parents facing problems	%	No. of Parents without problems	%
a) Parking lot	14	93.3	1	6.7	2	13.3	13	86.7
b) Playground	14	93.3	1	6.7	5	33.3	10	66.7
c) Qualified teachers	0	0	15	100	13	86.7	2	13.3
d) Play material	0	0	15	100	14	93.3	1	6.7
e) Decoration of building	0	0	15	100	13	86.7	2	13.3
f) Water supply	2	13.3	13	86.7	13	86.7	2	13.3



**Figure No.4.05[c(ii)]:** Histogram showing the comparison of the problems faced by the parents of Private Pre-schools and Anganwadis.

As exposed in Table4.05[c(ii)]and Figure No.4.05[c(ii)], it specifies that Private Pre-schools parents have faced a lot of problems regarding the parking lot while the Anganwadis did not. Concerning about the playground, Private Pre-schools parents faced problem as there were no playground for their children while Anganwadis parents were not facing problem. Regarding the educational qualification of teachers Private Pre-schools parents were satisfied while Anganwadis parents were not satisfied, play materials received in the institutions, Private Pre-schools parents were satisfied with what they received while the Anganwadis parents were not satisfied. The building were attracting in Private Pre-schools while Anganwadis buildings were unattractive. Supply of water were good at Private Pre-schools while Anganwadis had bad water supply.

Hence, it can be seen that Anganwadis parents faced more problems in comparing with the parents of Private Pre-schools.

#### **4.05(d) Comparison of the problems faced by the Institutions, teachers and parents of Private Pre-schools and Anganwadis.**

Objectives No. 10. To compare the problems faced by the Institutions, teachers and parents of Private Pre-schools and Anganwadis.

Most of the problems faced by the Anganwadis with regards to the institutions were - insufficient financial sanction from the government, they have less students, no proper godown to stock their nutrition, Almirah were not supplied by the government, playing materials were insufficient, unsatisfactory building management. Playing materials were never supplied from the government, water and power supply were poorly attended by the government and no proper fencing was made in the institutions which were very dangerous for the children, while at Pre-schools space were inadequate as most of the Pre-schools were run in a rented house, it is not convenient for the teacher to paint the wall and make arrangement by themselves. Another problem faced by them was that most students failed to attend the class while teachers came with full preparation.

Apart from the above stated problems one big hindrance faced by the teachers of Anganwadis was that the helper given by the government were mostly over aged and infirmed. Thus, they are of very little help to the teacher in taking care of the children. While in pre-schools their main problem is that they were not affiliated under any of the government.

The main problems faced by the parents of the Pre-schools were insufficient space for parking lot and no proper outdoor playground available for their children. While at Anganwadis parents were unsatisfied with the teachers qualification. Sufficient playing materials were not supplied to the children. The buildings were unattractive with no decoration, and their was very poor water supply.

## CHAPTER V

### MAJOR FINDINGS AND DISCUSSION

#### 5.01 Major Findings Of The Study

After careful and proper analyses and interpretations of various data, this chapter presents the following major findings.

- Findings in relation to the educational qualification of the teacher of private pre-school and Anganwadis.

The study reveals that there were 15 teachers each in Private Pre-schools and Anganwadis respectively in Aizawl City. Of these 14 teachers (93.3%) of Private Pre-schools are graduates, while 5 teachers (33.3%) are graduate teachers in Anganwadis. This findings shows that graduates are more in number in Private Pre-schools than in Anganwadis, which clearly shows that Private Pre-schools teachers have better educational qualification than Anganwadis teachers.

- Findings in relation to comparison of the educational qualification of the teachers of Private Pre-school and Anganwadis with reference to the criteria laid down by the NCERT.

In the present study, data were collected from fifteen (15) Private Pre-schools and fifteen (15) Anganwadis within Aizawl City to find out the educational qualifications of teachers. It was found that Private Pre-school teachers have better educational qualifications as compared to Anganwadi teachers. The study revealed that 8 Pre-school teachers (53.3%) and 2 Anganwadi teachers (13.3%) have acquired the Diploma Certificate for ECCE teachers as prescribe by the NCERT.

- Findings in Relation to the physical infrastructure of Private pre-schools and Anganwadis

The present study deals with 30 institutions within Aizawl City. The study reveals that Private Pre-schools have better physical infrastructure with regards to the location of the institutions, outdoor play space, sanitary facilities, ventilation of the rooms, indoor spaces, furnitures and drinking water facilities with comparison to Anganwadis.



- Findings in relation to comparison of the physical infrastructure of Private pre-schools and Anganwadi Centres in compliance with the norms laid down by the NCERT.

The present study deals with 30 institutions within Aizawl City. It revealed that Private Pre-schools have better physical infrastructure with regards to the location of the institutions, pictures and childrens' work display on the wall, outdoor play space, sanitary facilities, ventilation of the rooms, indoor spaces, furnitures provided in the class and drinking water facilities provided in the institutions with comparison to Anganwadi Centre in compliance with the norms laid down by the NCERT.

- Findings in relation to Records and Register of Private Pre-schools and Anganwadis.

The study relating to the comparison of Records (Registration Form, Personal Data Sheet of the Child), Background Information (Home background, development history, habits and interest, health and teacher assessment) and Registers (date of birth, attendance and growth monitoring) which revealed that Private Pre-schools maintained proper records and registers of their students, while most of the Anganwadis did not have proper maintenance of records and registers.

- Findings in relation to comparison of Records and Registers of Private Pre-schools and Anganwadi Centres with reference to the norms laid down by the NCERT.

The study relating to the comparison of Records which include Registration Form, Personal Data Sheet of the Child, Background Information and Registers (date of birth, attendance and growth monitoring) revealed that Private Pre-schools maintained proper records and registers of their students according to the norms which was laid down by the NCERT, while most of the Anganwadi Centres did not have proper maintenance of records and registers.

- Findings in relation to comparison of Parents Reactions and their Expectations.

The findings on the comparison of the reactions and expectations of parents from Private Pre-schools and Anganwadi Centres revealed that most of the parents from Anganwadi centres were unsatisfied and their expectations regarding the qualifications of teachers, school buildings and methods of teaching were not met. However, the parents from Private Pre-schools were satisfied and their expectations were met.

- Findings in relation to comparison of the problems faced by the Institution, Teachers and Parents.

In the present study, data were collected from the heads of the institutions, teachers and parents from both Pre-schools and Anganwadi Centres through Questionnaires and Interviews schedule. It revealed that problems faced by the Private Pre-schools were mostly relating to inadequate space, while problems faced by the Anganwadi Centres were insufficient financial sanctions from the Government

It was also found that the age group of the helper was the problems faced by the Anganwadi workers as most of the helper given by the Government were mostly old and unfit to help the worker. The Private Pre-schools on the other hand faced problems regarding their non affiliation with the Government, resulting in the lack of co-ordination and proper norms and guidelines.

In relation to the problems faced by the parents from Anganwadi Centre, was mostly dissatisfaction with the low qualifications of teachers, while at Private Pre-schools it was lack of availability of proper outdoor playgrounds.

## **5.02 Discussion on the Findings of the Present Study**

5.02(i) Discussion on the findings with respect to the relation of the comparison of educational qualifications of Private Pre-School and Anganwadi teachers.

In the present study, regarding comparison of the educational qualification of Private Pre-school and Anganwadi teachers, it was found that out of 15 Anganwadis teachers 66.7% were under graduate and 33.3% were graduate, whereas out of 15 Private Pre-schools teachers, 6.7% were under graduate and 93.33% of were graduate. Additionally it was also found that teachers with trained certificate are more in number among Private Pre-school teachers as compared to Anganwadi teachers. Corresponding to the present findings, previous study done in California by Whitebook (2003) also found that most teachers have B.A level standard and are specially trained in Early Childhood Education. The study also concluded that high qualification of teachers have better outcomes to the student.

5.02(ii) Discussion on the findings with regards to the relation in comparison of the physical infrastructure of Private Pre-Schools and Anganwadis.

As can be seen from the findings after taking samples from thirty institutions, 15 from Anganwadis and 15 from private pre-schools, Private Pre-schools have better physical infrastructure with regards to rooms, toys corner, sleeping facilities, chairs, benches, blackboards, filtered water and sanitary facilities in comparison to Anganwadis institutions. The findings were backed up by previous researchers such as NIPCCD (1980), Goyal and Panday (2008), Fouziya Qadiri (2012) and Renu Singh & Protap Mukherjee (2017) showed that regarding the infrastructure Anganwadis provided very limited opportunities for their students in comparison to private pre-schools. In contrast to this study conducted by Rubab & Awan (2020) has concluded that Anganwadi institutions have better qualified teachers, spacious building and better facilities, permanent teaching staff were also out numbered than Private Pre-schools.

5.02(iii) Discussion on the findings with regards to the relation in comparison of records and registers of Private Pre-Schools and Anganwadis.

The present study regarding the records and register maintained by both the institutions found out that the Private Pre-schools maintained proper records while most of the Anganwadis did not have proper maintenance of records and registers. Similar results were also found in the researches done by Wenglinsky (2001), Mannas and Dogra (2012), Akhtar (2013) found that pre-schools maintain a better records and registers in the institution.

5.02(iv) Discussion on the findings with respect to the relation in comparison of the Parents Reaction and their Expectations.

The study in relation to the parents reaction and their expectations in comparison to private pre-schools and Anganwadis with regards to their buildings, qualifications of teachers, methods of Teaching, Mid-day meal, sanitary facilities, Parents/Teachers Meet, and Indoor and Outdoor play materials revealed that most of the Anganwadis parents were unsatisfied and do not have their expectations met, whereas it appears that private pre-schools parents expectations seem to be met as they were mostly all satisfied. The present findings is in tune with the previous research done by Madeeha (2000), Rashmitha & Jasmin (2018), Saikat Ghosh and Subhasish Dey (2020) which revealed that the pre-schools parents were satisfied and met their expectation in comparing to Anganwadis parents. However, in contrast with the present study, the results of the study conducted by Arora, Bharti & Mahgyanet. al. (2006) revealed that most of the parents were satisfied with the Anganwadis pattern followed.

5.02(v) Discussion on the findings with respect to the relation in comparison of the Problems faced by the Institution, Teachers and Parents.

Relating to the problems faced by the institution at Anganwadies, it was mostly one with inadequate space and facilities for education like furnitures and equipments; while at private pre-schools, institutions were

mostly run in rented houses and spaces were therefore inadequate. Similarly, Singh et al (1978) and CBPS-UNICEF (2017) and Monica jair& Geeta Chopra (2020), in their study found that the main problems faced by Anganwadis and pre-schools were inadequate space and lack of facilities for education.

Relating to the problems faced by the teachers in comparison to private pre-schools and Anganwadis, the main problems faced by private pre-schools was that they were not affiliated under the Government while problems faced by the teacher of Anganwadis were the age of the helper as they were mostly over-aged and infirmed. The present finding is also linked with a previous research done by Srinivasan (1987) which revealed that there was an inefficiency of the staff and lack of personnel co-ordination. No previous research was done on the area of the problems faced by the teacher of private pre-school.

The study's findings in relation to the problems faced by the parents in comparison to private pre-schools and Anganwadis was also one regarding the qualifications of the teachers, insufficient playing materials, poor water supply and unattractive building, while in private pre-schools problems faced by the parents lack of outdoor playground and insufficient space for parking their vehicles. Similar results were also found in the researches done by Singh et al (1978), Malviya et al, (1999) Mannas and Qadiri (2010)found that they have insufficient playing material and limited space for outdoor play.

### **5.03 Recommendations Based on the Findings**

The following recommendations may be made in the light of the present study:

- i) Private Pre-schools need to build good co-operation and strong collaboration among themselves.
- ii) With regards to the findings relating to the criteria on the qualifications of teachers, the State Government need to take appropriate actions regarding the qualification of Anganwadi workers.

iii) The study found that majority of Private Pre-schools were established in rented houses which caused problems pertaining to the design and sizing of the rooms, there were also no proper playgrounds, so concern may be raised to establish the institutions in private owned buildings/houses.

iv) Based on the findings it is recommended that the Government should give more attention towards the Anganwadi Centres regarding the maintenance of their existing infrastructure and in monitoring the supply of nutrition.

v) Trainings and meetings should be held at least twice a year for the in-service teachers of both the types of institutions, i.e. Private Pre-schools and Anganwadies, so that there may be good co-operation among them so that students can enjoy and benefit from them.

#### **5.04 Limitations Of The Present Study**

The present study covers all the Private Pre-schools and Anganwadis within Aizawl City, data were collected from 15 Private Pre-schools and 15 Anganwadis (30 institutions). Nevertheless, the investigator carried out both online survey and offline mode. Questionnaire were done through online method while interview were done personally through offline method. Offline mode cannot be apply entirely due to the situation we are facing. The study was also limited due to Covid-19 pandemic.

#### **5.05 Suggestions for Further Research**

There is much more to be done in the future. The present study was delimited to a sample of only 30 ECCE institutions. It would be good to collect larger samples since the present study is limited only within Aizawl city, further studies can be done on the whole of Mizoram with larger samples. Sample from different districts within the State of Mizoram is suggested as the mixed up result would give better insights. Other specific suggestions for further research is given below:-

- 1) The study can be extended to different districts of Mizoram.

- 2) A comparative study of Private Pre-schools and Anganwadi Centres for the age group of 3-5 years was done, a study focusing on the age group 3-8 years as given by NEP 2020 may be conducted in the future.
- 3) Job satisfaction of teachers among pre-schools teachers may also be studied.
- 4) A study on the efficiency and effectiveness of pre-school curriculum may be conducted.
- 5) A study on the attitude of parents towards Pre-school may be conducted.

## CHAPTER VI

### SUMMARY AND CONCLUSION

#### 6.01 Summary

‘Early childhood’ is a recent term synonymous or parallely used for pre-school years to describe the period before children enter school. Nowadays, it has become common practice for many parents to put their children in schools as early as age two three or four. In some advanced as well as in developing countries, early childhood education, means education for two to five years old children i.e. before primary school or kindergarten. In the Indian context, the age span covered under early childhood care and education is from conception to 6 years, (Aggarwal & Gupta 2007). Early childhood education or pre-school education stage is a preparatory and readiness stage for primary education, therefore formal method of teaching is restricted for this stage of children’s development. It is generally of two years duration extending from 3 to 5 years or 4 to 6 years. Recently, the New Education Policy (NEP) 2020 revised the structure of school education from 10+2+3 to 5+3+3+4. The new structure provide a strong base of ECCE (5 years) from age 3-8 which intends to promote “overall learning, development and well being”. The vision for ECCE consists of ‘flexible, multifaceted, multilevel, play-based, activity-based, and inquiry based education’. The overall aim of ECCE will be to attain optimal outcomes in domains of physical & motor development, cognitive development; socio-emotional & ethical development; cultural/artistic development & development of communication & early language, literacy and numeracy.” The NEP 2020 recommended the home language/ Mother Tongue/Regional Language as a medium of instruction wherever possible, until at least Grade 5 but preferably till grade 8 and beyond. Therefore the medium of instruction in ECCE will be the home language / Mother Tongue/Regional Language .

In India, pre-school education is provided by private schools and Government ICDS (Anganwadi) centres. In addition, there are some ECCE



centres running under SSA and some pre-schools are attached to Government as well as private schools.

### **Concept Of Early Childhood Care And Education**

Early childhood development includes two main agents – Care and Education. ‘Care’ is a comprehensive term that includes proper nutrition, immunization, safety and security along with emotional support. The ‘Education’ component includes pre-school education programmes aimed at 3 - 6 years old and extends to classes I and II to cover children up to the age of 8 years. ECCE is holistic in nature and is based on an important principle that a child’s development and early learning occurs in an integrated manner. By integration, it is meant that the child’s early learning and development is influenced not only by the environment the child gets; but also by the health and nutritional status of the child and the care she/he gets.

### **Early Childhood Care And Education In Indian Context**

The pre-primary education in India is also widely known as Kindergarten. The term ‘Kindergarten’ coined by Friedrich Frobel in 1837, which means “children’s garden”. Various types of pre-primary schools are now available in India and more and more children are attending preschool, indicating a rise in the need for education of kids. Pre-primary education is considered to be very important for the child as it is the first step towards entering the world of knowledge as well as a healthy and purposeful life. Pre-primary education helps children become more independent and confident as well as promote the all round development of children (Mena 2013). National Focus Group on Early Childhood Education NCERT, 2005 has stated that ‘this stage’ of life is important as a foundation for the inculcation of social values and personal habits which are known to last a lifetime.

The National Policy on Education (1986) emphasized that “Programme of Early Childhood Care and Education should be child centred

and focused around play and the individuality of the child. Formal methods and introduction of 3Rs is to be discouraged at this stage: The local community is to be fully involved in these programmes.” **According** to Article 45 of the Constitution of India, (Eighty-sixth Amendment) Act 2002, The State shall endeavor to provide early childhood care and education for all children until they complete the age of six years.

### **Early Childhood Care And Education In Mizoram Context**

‘Early Childhood Education’ in Mizoram has been implemented under the scheme of Integrated Child Development Services (ICDS) by the Department of Social Welfare since 1978. A non-formal pre-school education functioning as Anganwadi is one of the packages of services rendered by the ICDS. In 2020 a total of 190 Anganwadi Centres are functional within Aizawl.

The Anganwadi centre is the focal point for the implementation of the ICDS Project. Each Anganwadi centre is equipped with an Anganwadi worker, assisted by a helper. The work of an Anganwadi worker is supervised by the Circle Officer (C.O) who guides and helps her. She acts as a liaison between both the Anganwadi workers and staffs of Primary Health Centre (PHC), which delivers the basic services of the ICDS programme and the Child Development Project Officer (CDPO) who is in charge of an ICDS project. The CDPO supervises and guides the entire project team, including the Circle Officer (CO) and Anganwadi workers making field visits and calling staff meetings for the purpose.

The Sarva Shiksha Abhiyan (SSA), Mizoram has started setting up new Early Childhood Care and Education (ECCE) centres which are Pre-Primary sections, attached to the Primary schools under the SSA as of July, 2005. There were 389 such sections with a total enrolment of 10,897 average enrolment works out to 28 learners per centre. Each centre is under the care of an Education Volunteer (EV) with some exceptions, where centres are looked after by a ‘worker’ and a ‘Helper’. (V.L.Nghaka pg 253-254). The children, covered belong to 3 – 5 years of age. Some attempts are made to

provide learning readiness programme. The children in these Early Childhood Care and Education Centres are provided mid-day meal along with Primary school children.

Pre-school education in Mizoram is also undertaken by Private management. The private management runs invariably English Medium Institutions. These schools have been opening classes usually from Nursery/Kindergarten (KG) stage. Thus, before a child is able to sit in Class I, he/she has to attend the Nursery and KG Classes (for two years) which simultaneously provide chances for pre-school activities. Tender Care pre-school, one of the first English Medium pre-school in Aizawl was established in 1994. The growing awareness of the need and significance of this level of education has resulted establishment of many more Pre-schools in Aizawl over the years. As of 2020, an approximate of 60 Private Pre-schools are fully functional in Aizawl.

### **Rationale Of The Study**

Nations around the world are becoming more and more aware of the significance of Early Childhood Education. UNESCO, the specialized agency of the United Nations (2020) states that: “ECCE is more than preparation for primary school. It aims at the holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing Early Childhood Care and Education has the possibility to nurture caring, capable and responsible future citizens.

The importance of a study on early childhood education is embedded in the value of early childhood education as it gives children good foundations upon which to build their succeeding years in school; as besides their academics, they develop a sense of self and family and it teaches them how to communicate with others. It is a foundation and a preparatory stage for formal school education, personal development and social living.

Much progress has also been seen in the area of pre-school education in Aizawl. The numbers of Private Pre-schools and Anganwadis, teachers and

students' enrolments have all drastically increased. Presently, there are several Anganwadi centres run by the Government of Mizoram, as well as privately run Pre-schools in urban areas. Pre-schools and Anganwadi centres were established to cater to the needs of elementary education and to develop the children's ability to express their thoughts and feelings with fluency, and in correct and clear speech and in order to prepare them for schooling. There is also a need to create community awareness about the needs of the pre-school child and to elicit and build community involvement and participation in the programme.

The expansion of Early Childhood Care and Education in Aizawl has resulted in the crucial need to find out the current status of Private Pre-Schools and Anganwadi Centres since early childhood care and education is the foundation period. The ICDS project in Mizoram has rendered its service solely for the establishment and welfare of the Anganwadis. The ICDS has 5 objectives mainly catering to the needs of a child. Further to enhance the objectives, packages of services are implemented. Tireless efforts rendered by the Government and Anganwadi workers have enabled Mizoram to have one of the best Anganwadi Centres in the country. At the same time, having an awareness of the importance of early childhood education, people who have interest in this matter have set up pre-schools, especially in urban areas. Thus, this has led to the need for a comparison to find out the quality of the Private run Pre-Schools and Anganwadis under Government. The NCERT has laid down norms on teacher qualifications, physical infrastructure, records and register for ECCE to be followed and implemented throughout the country. A study focusing on the adherence to this norms by Private Pre-schools and Anganwadies is expected to reflect the quality of ECCE provided in these institutions. For qualitative development, competent, professionally trained and enthusiastic teachers are required to teach at this level. Further, it is important to find out the infrastructure, learning environment and whether special programme for the benefit of the children are organized or not. It is imperative to compare the Private Pre-Schools and Anganwadis in human and physical aspects. It is also important to find out the parents' reaction and their expectations of Private Pre-Schools and Anganwadis.

The objective of this comparative study between the Government sponsored Anganwadis and privately established Pre-schools, is to generate an information of the status of ECCE and provide a qualitative analysis of the two main agents of ECCE in Mizoram. Thus, an in-depth analytical study on the workings of both types of institutions has become an important and challenging issue. Moreover, this comparative study has been done with the expectation that the findings will offer some assistance towards the progression of further research in this particular field as well as a doorway for policy formulation for the Government.

From the review of related studies, it is found that a limited number of studies on pre-school in Mizoram have been done so far. Laltanpuii (1988) M.Ed Dissertation, Chuaungo, (2001) Doctor of Philosophy, Zaithangmawii (2012) M.Ed Dissertation under IGNOU and Lalhlimpuii (2018) experimental study on the cognitive development of pre-school children are some of the works done regarding pre-school education.

There are still vast unexplored areas relating to comparative studies between Anganwadis and Private Pre-schools. Thus, the present study proves a great challenge in the study of Pre-school education in Mizoram. It is expected that the findings of the study will reflect the strengths and weaknesses of these two agencies and hopefully help the policy makers and the competent authority to develop a systematic procedure for enhancement of holistic advancements of young learners.

### **Restatement Of The Problem**

The problem of the study has been stated as *“A Comparative Study of Private Pre-schools and Anganwadis within Aizawl City.”*

### **Research Questions**

The following research questions were formulated by the investigator for the present study

1. What are the educational qualifications of teachers of Private Pre-schools and Anganwadis?

2. Is there any difference between the educational qualification of the teachers of Private Pre-schools and Anganwadis with reference to the criteria laid down by the NCERT?
3. What are the existing physical infrastructure in Private Pre-schools and Anganwadis?
4. Is there any difference between the existing physical infrastructure of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT?
5. How do the teachers maintain records and registers in Private Pre-schools and Anganwadis?
6. What are the differences in the current status of records and registers of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT?
7. What are the reactions and expectations of the parents' of Private Pre-schools and Anganwadis?
8. What are difference in the parents' reactions and their expectations of Private Pre-schools and Anganwadis?
9. What are the problems faced by the institutions, teachers, and parents of Private Pre-schools and Anganwadis?
10. Is there any difference between the problems faced by the Institutions, teachers and parents of Private Pre-schools and Anganwadis?

### **Objectives of the Study**

The following objectives have been formulated thus, to seek answers to the research questions highlighted above:

1. To find out the educational qualifications of the teachers of Private Pre-schools and Anganwadis.

2. To compare the educational qualifications of the teachers of Private Pre-schools and Anganwadis with reference to the criteria laid down by the NCERT.
3. To examine the existing physical infrastructure of Private Pre-schools and Anganwadis.
4. To compare the existing physical infrastructure of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT.
5. To study the current status of records and register of Private Pre-schools and Anganwadies.
6. To compare the current status of records and registers of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT.
7. To investigate the parents' reactions and their expectations of Private Pre-schools and Anganwadis.
8. To compare the parents' reaction and their expectations of Private Pre-schools and Anganwadis.
9. To study the problems faced by the institutions, teachers and parents of Private Pre-schools and Anganwadis.
10. To compare the problems faced by the Institutions, teachers and parents of Private Pre-schools and Anganwadis.

### **Review Of Related Literature**

The researcher reviewed studies conducted in the areas of Abroad and India.

Literature Reviewed- Fifty seven (57) from various sources related to the present study.

Year span- 1968-2021 which took apart of fifty three (53) years.

Studies Conducted Abroad- Twenty two (22)

Studies conducted in India- thirty five (35)

### **Methodology**

In any kind of research work, it is crucial to decide about the research design that the researcher would use in dealing the research problem. Research design describes the various steps of the plan to be adopted in the research process.

The present study is primarily planned in order to do a comparative study of Private Pre- schools and Anganwadis within Aizawl city. Therefore, descriptive survey method was followed for the present study, this data aims to know the extent to which different conditions can be obtained among these subjects.

### **Research Design**

The techniques and tools used in the collection of data for the present study is qualitative in nature, i.e observation, interviews, questionnaire, recordings made in natural settings and documents.

### **Sources of Data**

A) Primary Source: As the main focus was to study the institutions, the data dealt with the Heads of institutions, and teachers and parents of Private Pre-schools and Anganwadi Centre.

B) Secondary sources: The data here consists of the institutional office records of Private Pre-schools and Anganwadi Centre.

### **Population and Sample**

For the present study, the population of the study comprises of all Private Pre-schools and Anganwadi centres in Aizawl city. The sample for the present study consists of 15 Private Pre-schools and 15 Anganwadi centres. Simple Random Sampling method was used for collecting sample.



## **Tools and Techniques**

The following tools and techniques were used for collection and analysis of data for the present study:-

- i) Questionnaire cum interview schedule prepared by Chuaungo, 2002 (for studying parents' reactions to and expectations from Pre-school)
- ii) Observation cum interview schedule prepared by Chuaungo, 2002 (for studying the existing conditions of Pre-school).
- iii) Interview schedule for Head of the institution which was prepared by the investigator.
- iv) School Records

## **Collection Of Data**

By using the tools described, the investigator personally approached the Heads of the institutions and obtained permission for conducting the interviews and also to observe the classes. The investigator asked different questions and carry out an observation on areas of infrastructure, equipments, admission, curriculum, records, staffs, registration and programming carried out in each school.

Private Pre-schools teachers and Anganwadis teachers were interviewed regarding class-room activities, information and students background information.

To collect data regarding parents' reactions and expectations from Private Pre-schools and Anganwadis, the investigator approached the parents asking for their permission and after getting permission interviewed was conducted and a good rapport was established.

## **Analysis Of Data**

The data were collected through observation, questionnaire, interview schedule and school records, the data collected were analyzed and tabulated using percentage.

## Major Findings

After careful and proper analyses and interpretations of various data, this chapter presents the following major findings.

- Findings in relation to the educational qualification of the teacher of private pre-school and Anganwadis.

The study reveals that there were 15 teachers each in Private Pre-schools and Anganwadis respectively in Aizawl City. Of these 14 teachers (93.3%) of Private Pre-schools are graduates, while 5 teachers (33.3%) are graduate teachers in Anganwadis. This findings shows that graduates are more in number in Private Pre-schools than in Anganwadis, which clearly shows that Private Pre-schools teachers have better educational qualification than Anganwadis teachers.

- Findings in relation to comparison of the educational qualification of the teachers of Private Pre-school and Anganwadis with reference to the criteria laid down by the NCERT.

In the present study, data were collected from fifteen (15) Private Pre-schools and fifteen (15) Anganwadis within Aizawl City to find out the educational qualifications of teachers. It was found that Private Pre-school teachers have better educational qualifications as compared to Anganwadi teachers. The study revealed that 8 Pre-school teachers (53.3%) and 2 Anganwadi teachers (13.3%) have acquired the Diploma Certificate for ECCE teachers as prescribe by the NCERT.

- Findings in Relation to the physical infrastructure of Private pre-schools and Anganwadis

The present study deals with 30 institutions within Aizawl City. The study reveals that Private Pre-schools have better physical infrastructure with regards to the location of the institutions, outdoor play space, sanitary facilities, ventilation of the rooms, indoor spaces, furnitures and drinking water facilities with comparison to Anganwadis.

- Findings in relation to comparison of the physical infrastructure of Private pre-schools and Anganwadi Centres in compliance with the norms laid down by the NCERT.

The present study deals with 30 institutions within Aizawl City. It revealed that Private Pre-schools have better physical infrastructure with regards to the location of the institutions, pictures and childrens' work display on the wall, outdoor play space, sanitary facilities, ventilation of the rooms, indoor spaces, furnitures provided in the class and drinking water facilities provided in the institutions with comparison to Anganwadi Centre in compliance with the norms laid down by the NCERT.

- Findings in relation to Records and Register of Private Pre-schools and Anganwadis.

The study relating to the comparison of Records (Registration Form, Personal Data Sheet of the Child), Background Information (Home background, development history, habits and interest, health and teacher assessment) and Registers (date of birth, attendance and growth monitoring) which revealed that Private Pre-schools maintained proper records and registers of their students, while most of the Anganwadis did not have proper maintenance of records and registers.

- Findings in relation to comparison of Records and Registers of Private Pre-schools and Anganwadi Centres with reference to the norms laid down by the NCERT.

The study relating to the comparison of Records which include Registration Form, Personal Data Sheet of the Child, Background Information and Registers (date of birth, attendance and growth monitoring) revealed that Private Pre-schools maintained proper records and registers of their students according to the norms which was laid down by the NCERT, while most of the Anganwadi Centres did not have proper maintenance of records and registers.

- Findings in relation to comparison of Parents Reactions and their Expectations.

The findings on the comparison of the reactions and expectations of parents from Private Pre-schools and Anganwadi Centres revealed that most of the parents from Anganwadi centres were unsatisfied and their expectations regarding the qualifications of teachers, school buildings and methods of teaching were not met. However, the parents from Private Pre-schools were satisfied and their expectations were met.

- Findings in relation to comparison of the problems faced by the Institution, Teachers and Parents.

In the present study, data were collected from the heads of the institutions, teachers and parents from both Pre-schools and Anganwadi Centres through Questionnaires and Interviews schedule. It revealed that problems faced by the Private Pre-schools were mostly relating to inadequate space, while problems faced by the Anganwadi Centres were insufficient financial sanctions from the Government

It was also found that the age group of the helper was the problems faced by the Anganwadi workers as most of the helper given by the Government were mostly old and unfit to help the worker. The Private Pre-schools on the other hand faced problems regarding their non affiliation with the Government, resulting in the lack of co-ordination and proper norms and guidelines.

In relation to the problems faced by the parents from Anganwadi Centre, was mostly dissatisfaction with the low qualifications of teachers, while at Private Pre-schools it was lack of availability of proper outdoor playgrounds.

## **6.02 Conclusion**

Early childhood Care and Education is a introductory stage to enhance holistic development in a child for prospect life. The importance of studying the early childhood education is to know the value of early childhood education as it gives children good foundations upon which to build their succeeding years in schools besides their academics, they develop a sense of self and family and they also learn to communicate with others no matter how small they may be, and this could greatly help in making the world better.

There has been much advancement in early childhood education in Aizawl and the numbers of pre-schools also have increased much. Pre-schools and Anganwadis Centres have been established to cater to the needs of elementary education to develop in a child the capacity to convey his opinion in fluent, correct and clear dialogue and to prepare them for schooling. Hence, community awareness has to be generated towards the needs of the pre-school child and to elicit and build community involvement and participation in the programme. Hence, it is necessary for Anganwadis teachers to work harder for the development of children as these institutions have defined objectives regarding their establishments; they need to work more for the fulfilment of their objectives. Besides, most of the private pre-school institutions appear to be meeting the expectations of early childhood care and education.

## APPENDIX I

### OBSERVATION CUM INTERVIEW SCHEDULE (For studying the existing condition of pre-schools)

Name of the pre-school : \_\_\_\_\_  
Address : \_\_\_\_\_  
Year of establishment : \_\_\_\_\_  
Management : \_\_\_\_\_

Type of programme : Pre-school/Kindergarten/Anganwadies

#### PHYSICAL STRUCTURE AND FACILITIES

1. Location of the pre-school building:
  - a) Adjacent to the main road ( )
  - b) Not adjacent to but near the main road ( )
  - c) Downhill below the main road ( )
  - d) Uphill above the main ( )
  
2. What is the maximum distance, children have to walk to attend your pre-school?
  - a) Less than 1 km ( )
  - b) Between 1 km to 5 km ( )
  
3. Is the surrounding of pre-school site from following hazards?
  - a) Noisy and heavy traffic ( )
  - b) Steep stairs/steep stair ( )
  - c) Open ditches, well, ponds, etc. ( )
  - d) Open drains and heaps of garbage ( )
  
4. Outdoor play space
  - a) Available ( )
  - b) Not available ( )
  
5. Rooms
  - a) Well ventilated ( )
  - b) Have adequate light ( )
  
6. Walls
  - a) Clean ( )
  - b) Painted ( )

7. What provisions of indoor space are there?
- a) Classrooms ( )
  - b) Separate storage ( )
  - c) Sleeping ( )
  - d) Sleeping facility ( )
  - e) Toilet ( )
  - f) Spacious verandah ( )
  - g) Cooking facility ( )
  - h) Science ( )
  - i) Book corner dolls and toys corner ( )
8. Pictures displayed on the walls
- a) Children's work ( )
  - b) Readymade pictures
    - i) Pictures of animals ( )
    - ii) Pictures of birds ( )
    - iii) Pictures of vegetables ( )
    - iv) Pictures of fruits ( )
    - v) Pictures of flowers ( )
    - vi) Pictures of different modes of transports ( )
    - vii) Pictorial alphabetical charts ( )
    - viii) Pictorial numerical charts ( )
    - ix) ICDS charts ( )
    - x) Any other \_\_\_\_\_
9. Furniture for children provided in the classroom
- a) Benches ( )
  - b) Desks ( )
  - c) Chairs ( )
  - d) Tables ( )
  - e) Mats ( )
  - f) Racks and shelves ( )
  - g) Blackboard at low level for scribbling free drawing by children ( )
10. What kinds of drinking water supply does your pre-school provide to children?
- a) Whole time water through tap ( )
  - b) Water stored in bucket, barrels or tins ( )
  - c) Filtered water ( )
  - d) Not available ( )

11. What kind of sanitary facilities does your school provided for children?
- a) Toilet with sufficient water ( )
  - b) Soap and towel/clean cloth ( )
  - c) Garbage bin ( )
  - d) Bathroom fixtures and sinks at low level ( )
  - e) Exhaust fan in the bathroom window ( )
  - f) Sinks at low level in the classroom ( )

### EQUIPMENTS AND MATERIALS

12. Are outdoor play equipment and materials available in your pre-school? Yes or No.

If Yes, what are they?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

13. Does your pre-school have any readymade equipment and materials for indoor play and activities? Yes or No.

If Yes, mention their names

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

14. Do you utilize any waste materials for conducting play and activities? Yes or No.

If Yes, what are they?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

15. What types of audio-visual equipment does pre-school provide?

- a) Video ( )
- b) Television ( )
- c) Tape recorder ( )
- d) Radio ( )



- e) Slide projector ( )
- f) Blackboard ( )
- g) Bulletin board ( )
- h) Models ( )
- i) Charts/maps ( )
- j) Pictures/posters ( )

16. Do the pre-schools have the provision of first aid materials mentioned below?

- a) Sterilized surgical cotton wool Yes/No
- b) Antiseptic ointment Yes/No
- c) Pain relieving medicines Yes/No
- d) Bandages Yes/No
- e) Scissors Yes/No
- f) Sticking plaster Yes/No
- g) Potassium permanganate Yes/No
- h) Gentian violet Yes/No
- i) Gauge Yes/No
- j) Thermometer Yes/No
- k) Pincers Yes/No
- l) Mercurochrome Yes/No

### TEACHING STAFF

17. Particular of the teaching staff/workers in pre-school or anganwadicentre.

Name of teacher/worker	Age	Sex	Academic qualification	Training undergone

## ADMISSION

18. What is the minimum age for admission into your pre-school class?
- a) 2 years of age (      )
  - b) 3 years of age (      )
  - c) 4 years of age (      )
19. Which procedure of admission do you employ for your pre-school class?
- a) Test and interview (      )
  - b) First come first serve (      )
  - c) Draw of lot (      )
  - d) Any other \_\_\_\_\_

## PROGRAMME

20. What is the timing and duration of your pre-school programme?
- a) Pre-school : From \_\_\_\_\_ to \_\_\_\_\_
  - b) KG I/KGII: From \_\_\_\_\_ to \_\_\_\_\_
  - c) Anganwadi :From \_\_\_\_\_ to \_\_\_\_\_
21. Is rest period provided?
22. What type of programme is doing? Yes/No
- a) Formal teaching of the 3R's (      )
  - b) Short term planning (      )
  - c) Long term planning (      )
23. What methodology do you follow for conducting pre-school programme?
- a) Formal teaching of the 3R's (      )
  - b) Play and activity oriented method (      )
  - c) Combination of (a) and (b) (      )
24. If formal teaching of the 3R's is employed, what are the reasons for your emphasis on the 3R's?
- a) Conventional practical in other schools (      )
  - b) It is determined by the course of study/syllabus (      )
  - c) To prepare children class I (      )
  - d) Parents expectations (      )
  - e) Any other \_\_\_\_\_
25. What kind of activities does your pre-school carry out to bring about physical development in children?
- \_\_\_\_\_

26. What are the activities pursued by your pre-school for language development of children?
- 
27. Mention the activities usually carried out by the pre-school to bring about socio-emotional development in children.
- 
28. What kinds of activities are usually carried out to foster creativity and aesthetic development?
- 
29. Medium of communication/instruction.
- a) English ( )
- b) Mizo/Mara ( )
30. Is homework given to pre-schools?
- a) Regular given ( )
- b) Occasionally ( )
- c) Never given ( )
31. Does the pre-school employ the following techniques of evaluation for pre-schoolers?
- a) Formal tests and examination Yes/No
- b) Observation of the child's behavior and responses Yes/No during the various play activities.
- c) Observation of the child's work through work-sheets etc. Yes/No
- d) Any other: \_\_\_\_\_
32. What types of health services are available?
- a) Organization of immunization ( )
- b) Health check-up ( )
- c) Referral services to doctor or PHC ( )
- d) Treatment of minor accidents and ailments ( )
- e) Growth monitoring through maintenance of
- Weight record ( )
  - Height record ( )
33. Does the school provide for mid-day meal/supplementary nutrition to pre-schoolers? Yes/No

34. How many times does the pre-school usually organize parent-teacher meeting in a year?  
a) \_\_\_\_\_  
b) Never
35. How often do you usually visit homes of the children in a year?  
a) \_\_\_\_\_  
b) Never

### **RECORDS AND REGISTERS**

36. Does the pre-school maintain records of the following?
- |      |   |        |
|------|---|--------|
| a)   | Registration forms                                | Yes/No |
| b)   | Personal data sheet of the child                  | Yes/No |
| c)   | Detailed background information of the child viz; |        |
| i)   | Home background                                   | Yes/No |
| ii)  | Development history                               | Yes/No |
| iii) | Habits and interest                               | Yes/No |
| iv)  | Health  | Yes/No |
| v)   | Teacher's assessment                              | Yes/No |
37. What are the registers maintained by your pre-school?  
\_\_\_\_\_

## APPENDIX-II

### INTERVIEW SCHEDULE

(For studying parents reactions to and expectations from Pre-schools)

#### Particular of the Interviewee

1. Name : \_\_\_\_\_
2. Address : \_\_\_\_\_
3. Sex and Age : \_\_\_\_\_
4. Educational qualification : \_\_\_\_\_
5. Occupation : \_\_\_\_\_
6. Name of pre-school where the child is enrolled \_\_\_\_\_

#### REACTIONS TO AND EXPECTATIONS FROM PRE-SCHOOL BUILDING

1. i) What is your reaction to the building of pre-school attended by your child?  
Satisfactory/Unsatisfactory
- ii) If found unsatisfactory, why?
  - a) Not well planned and inconvenient ( )
  - b) Too small planned and inconvenient ( )
  - c) Unpleasing and unattractive ( )
  - d) Any other \_\_\_\_\_
- iii) What expectation do you have in respect of pre-school building?
  - a) A pre-school building should be big enough ( )
  - b) A pre-school building should be specially planned ( )
  - c) A pre-school building should be painted ( )  
and attractive
  - d) Any other \_\_\_\_\_

#### EQUIPMENT AND MATERIALS

2. i) Do you find the position of pre-school attended by your child, in relation to the provision of outdoor play equipment and material (OPEM) satisfactory? Yes/No
- ii) If Yes, what are the reasons?
  - a) Sufficient variety of OPEM is provided ( )
  - b) Very few OPEM are provided but these are enough ( )
  - c) Satisfied although OPEM is not provided ( )

- iii) If No, give reasons OPEM is not provided at all.
  - a) Very few OPEM are provided but these are not enough ( )
  - b) Whatever OPEM available is not properly utilized ( )
  - c) Any other \_\_\_\_\_
  
- iv) What types of OPEM do you expect the pre-school to provide?
  - a) Swing ( )
  - b) Slide ( )
  - c) See saw ( )
  - d) Merry go round ( )
  - e) Skipping rope ( )
  - f) Ball ( )
  - g) Any other \_\_\_\_\_

3. i) Do you consider the position of the pre-school in relation to the provision of Block play of equipment and material (IPEM) satisfactory?  
Yes/No

- ii) If Yes, why?
  - a) Sufficient variety of IPEM is provided ( )
  - b) Very few IPEM are provided by are enough ( )
  - c) Satisfied although no IPEM is provided ( )
  
- iii) If No, give reasons
  - a) No IPEM is provided ( )
  - b) Very few IPEM are provided but not enough ( )
  - c) Whatever IPEM available is not properly utilized ( )
  
- iv) What types of IPEM do you expect the pre-school to provide?
  - a) Building blocks ( )
  - b) Alphabet blocks ( )
  - c) Number blocks ( )
  - d) Counting blocks ( )
  - e) Construction toys ( )
  - f) Threading boards ( )
  - g) Dolls ( )
  - h) Kitchen sets ( )
  - i) Any other \_\_\_\_\_

## FINANCIAL INVOLVEMENT

4. i) Do you feel sending the child to pre-school is expensive?  
a) Very expensive ( )  
b) Expensive ( )  
c) Not expensive ( )
- ii) Do you feel the education and care provided to your child by the pre-school is worth the money spent by you?  
a) Worth ( )  
b) Not worth ( )
- iii) What do you expect from the pre-schools in return of the money spent by you?  
a) Knowledge of English language ( )  
b) Knowledge of 3R's ( )  
c) Manner and etiquette ( )  
d) Any other \_\_\_\_\_

## TEACHERS

5. i) Are you satisfied with the teachers who handle your pre-school child? Yes/No
- ii) If Yes, what are the reasons?  
a) They are well qualified ( )  
b) They love and are interested in children ( )  
c) They have knowledge of child psychology and development ( )  
d) Any other \_\_\_\_\_
- iii) If No, why?  
a) They are not well qualified ( )  
b) They are irregular ( )  
c) They are not punctual ( )  
d) They are without the knowledge of child psychology and development ( )  
e) They are short temper and easily punish small children ( )  
f) They teach very little ( )  
g) They are partial ( )  
h) Any other ( )

6. i) What is your expectation in respect of teachers' academic qualification?
- a) HSLC ( )
- b) HSSLC ( )
- c) Bachelor Degree ( )
- d) Mater Degree ( )
- ii) What are your expectations in respect of teachers' qualities?
- a) Trained in ECCE ( )
- b) Interested in children and education ( )
- c) Knowledge with child psychology and Development ( )
- d) Good nature who show love, kindness and patience to children ( )
7. i) What is your reaction to the teacher-child ratio in your child's pre-school?
- a) Too high ( )
- b) Moderate ( )
- c) Low ( )
- d) No idea ( )
- ii) What should be the teacher-child ratio according to your expectation?
- a) 1:10 ( )
- b) 1:20 ( )
- c) 1:30 ( )

### **ADMISSION PROCEDURE**

8. i) What is your reaction to holding of tests and interviews for admission to pre-school children?
- a) It is good ( )
- b) It is bad ( )
- c) No idea ( )
- ii) What procedure of admission do you want the pre-school to employ?
- a) Tests and interview ( )
- b) First come first serve ( )
- c) Any other \_\_\_\_\_



## PROGRAMME

9. i) What is your reaction to the necessary of having textbooks for pre-school children?  
a) It is necessary ( )  
b) It is unnecessary ( )
- ii) Do you expect the pre-school to ban the use of textbooks for pre-school children?  
a) It is expected ( )  
b) It is not expected ( )
10. i) What is your reaction to the weight of school bag carried to and from pre-school by your child?  
a) Heavy for a child ( )  
b) Light for a child ( )  
c) Not applicable ( )
- ii) What do you expect the pre-school to do in order to relieve children from carrying heavy school bag?  
a) To keep the books in the school ( )  
b) To make timetable so that children need to carry all the books to and from school ( )  
c) To ban the use of textbook ( )

## TEACHING METHODOLOGY

11. i) What is your reaction to the teaching methodology employed by the pre-schools attended by your children?  
a) Satisfactory ( )  
b) Unsatisfactory ( )
- ii) What methodology do you expect the pre-school to employ?  
a) Formal classroom teaching method ( )  
b) Play and activity oriented ( )  
c) Combination of both ( )
12. i) What is your reaction to the teaching of 3R's in pre-school?  
a) It is good ( )  
b) It is bad ( )

- ii) Do you expect the pre-school to teach 3R's?
  - a) It is expected ( )
  - b) It is not expected ( )
  
- 13. i) What is your reaction to the homework given to your child by pre-school?
  - a) Too much ( )
  - b) Just enough ( )
  - c) No homework ( )
  
- ii) Do you expect the pre-school to give homework to your child?
  - a) Expected ( )
  - b) Not expected ( )

### **TEST AND EXAMINATION**

- 14. i) What is your reaction to the practice of holding of test and examinations to evaluate pre-school children?
  - a) I am in favour of it ( )
  - b) I am against it ( )
  
- ii) What technique of evaluation do you expect the pre-school to employ?
  - a) Formal test and examination ( )
  - b) Observation of the child's behavior and responses ( ) during the various play activities
  - c) Observation of the child through worksheets ( )
  - d) Any other \_\_\_\_\_

### **HEALTH, NUTRITION AND SANITATION**

- 15. i) What is your reaction to the provision of health care in the pre-school attended by your child?
  - a) Satisfactory ( )
  - b) Unsatisfactory ( )
  
- ii) What kinds of health care do you expect pre-school to provide?
  - a) Organization of immunization ( )
  - b) Health check-up ( )
  - c) Treatment of minor accidents and ailment ( )
  - d) Growth monitoring through maintenance of

- Weight ( )
- Height ( )

16. i) Does the pre-school provide mid-day meal supplementary nutrition to your child?
- a) Expected ( )
  - b) Not expected ( )
17. i) What is your reaction to the sanitary measures provided to the pre-schools attended by your child?
- a) Satisfactory ( )
  - b) Unsatisfactory ( )
- ii) If found unsatisfactory, what kinds of sanitary facilities do you expect the pre-school to provide?
- a) Septic tanks ( )
  - b) Sufficient water in the toilet ( )
  - c) Soap and towel ( )
  - d) Drinking water facility ( )
  - e) Garbage bins ( )

### **PARENTS-TEACHERS MEET/CONTACT**

18. i) What is your reaction to parents-teacher contact maintained by the pre-school attended by your child?
- a) Satisfactory ( )
  - b) Unsatisfactory ( )
- ii) What do you expect the pre-school to do regarding parent-teacher contact?
- a) To organize Parents-teachers' meet ( )
  - b) To make Home visits ( )
  - c) To celebrate Parents Day/organize Day of social work with parents ( )
  - d) To form Parents-teacher Association ( )
  - e) Any other \_\_\_\_\_

### APPENDIX-III

#### INTERVIEW SCHEDULE FOR HEAD OF THE INSTITUTIONPRE-SCHOOL/ANGANWADI

(For finding out profile and experiences of the Head of the Institution of Pre-school and Anganwadi)

Name : \_\_\_\_\_  
Age : \_\_\_\_\_  
Sex : \_\_\_\_\_  
Educational qualification : \_\_\_\_\_  
Professional qualification/  
training undergone : \_\_\_\_\_  
Name of pre-school : \_\_\_\_\_

1. How many years have been working as the Head of the Institution at pre-school/Anganwadi?  
\_\_\_\_\_
  
2. Is the curriculum for your classes fixed?
  - a) Fixed ( )
  - b) Not fixed ( )
  
3. Do you plan activities on
  - a) Daily basis ( )
  - b) Weekly basis ( )
  - c) No definite planning ( )
  - d) Follow the timetable ( )
  
4. While teaching do you focus on
  - a) Play way activity based learning ( )
  - b) Teacher directed rote memory of the 3R's ( )
  - c) Worksheet based ( )
  - d) Any other ( )
  
5. Do you give homework to the students?
  - a) Yes ( )
  - b) No ( )

6. If Yes, give reasons
- a) To make them learn whatever is taught to them (     )
  - b) To satisfy parents (     )
  - c) Any other reasons (     )
7. Have you attended/participated at the workshops/trainings/seminars organized in the field of ECCE?
- a) Yes (     )
  - b) No (     )
8. With a view to improve the ongoing programme of pre-schools, how often do you have meeting with the teachers of pre-schools.
- a) Once in a month (     )
  - b) Quarterly (     )
  - c) Half yearly (     )
  - d) Never (     )
9. Do you have a cordial co-operation with your colleagues?
- a) Yes (     )
  - b) No (     )
10. Mention the different subject or theme taught to pre-school children.
- 
11. What are problems face by you in your schools? Give suggestion to improve pre-school education.

## APPENDIX-IV

### CHECK LIST

#### Physical Infrastructure of Private Pre-schools and Anganwadis

##### NCERT Norms:

- a) Location (of Pre-schools/ Anganwadis) easily accessible to the children i.e.1 km for walking distance and 8 kms depend on the transportation facilities.

Private Pre-school	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Anganwadis	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

- b) Free from heavy traffic, ponds, wells, nallahs, pollution, heaps of garbage.

Private Pre-school	√	√	√	x	√	√	x	√	x	√	x	√	√	√	√
Anganwadis	√	√	√	x	√	√	x	√	x	√	x	√	√	√	x

- c) Outdoor play space should be available.

Private Pre-school	√	x	x	x	x	x	√	x	√	x	x	√	x	√	√
Anganwadis	√	x	x	x	x	x	√	x	√	x	x	√	x	x	x

- d) Rooms should be well ventilated.

Private Pre-school	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Anganwadis	x	√	√	√	√	√	x	√	√	√	√	√	√	√	x

- e) Indoor space separate storage sleeping facilities, toys corner.

Private Pre-school	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Anganwadis	√	x	x	x	x	√	√	√	x	x	x	√	√	√	x

f) Picture and children work display on the wall.

Private Pre-school	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Anganwadis	√	√	√	√	√	√	√	x	√	√	√	√	√	√	√

g) Furniture provided in the class chairs, bench, table, mat, blackboard, rags.

Private Pre-school	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Anganwadis	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

h) Drinking water - filtered water.

Private Pre-school	x	√	√	√	√	√	√	√	x	√	√	√	√	√	√
Anganwadis	x	√	√	√	√	√	√	√	√	√	√	√	√	√	√

i) Sanitary facilities.

Private Pre-school	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Anganwadis	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x

j) Mid-day meal.

Private Pre-school	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Anganwadis	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

## APPENDIX-V

### Proof Document of Plagiarism Check







#### Document Information

---

<b>Analyzed document</b>	Laldampuii M.Phil Dissertation (1).docx (D128388611)
<b>Submitted</b>	2022-02-20T18:08:00.0000000
<b>Submitted by</b>	Lokanath Mishra Im
<b>Submitter email</b>	MZUT087@mzu.edu.in
<b>Similarity</b>	11%
<b>Analysis address</b>	mzut087.mzu@analysis.urkund.com

#### Sources included in the report

---

<b>W</b>	URL: <a href="http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume10/volume10-issue6(9)/11.pdf">http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume10/volume10-issue6(9)/11.pdf</a> Fetched: 2021-10-02T15:28:51.2930000	 108
<b>W</b>	URL: <a href="https://www.brookings.edu/wp-content/uploads/2019/10/BrookingsReport3_Samyukta_FINAL_WEB.pdf">https://www.brookings.edu/wp-content/uploads/2019/10/BrookingsReport3_Samyukta_FINAL_WEB.pdf</a> Fetched: 2020-05-10T04:43:33.0770000	 8
<b>W</b>	URL: <a href="https://www.nipccd.nic.in/file/cmu/ECCE/pse.pdf">https://www.nipccd.nic.in/file/cmu/ECCE/pse.pdf</a> Fetched: 2019-10-26T22:32:13.0430000	 2
<b>W</b>	URL: <a href="https://ijccep.springeropen.com/articles/10.1186/s40723-020-00068-0">https://ijccep.springeropen.com/articles/10.1186/s40723-020-00068-0</a> Fetched: 2020-05-27T07:25:41.6870000	 2



## APPENDIX-VI

### Certificates of Paper Presentation in Webinar

#### MIZORAM EDUCATIONAL FOUNDATION

##### CERTIFICATE

This is to Certify that **Ms. Laldampui**, Research Scholar, Institute of Advanced Studies in Education, Aizawl, has presented a paper titled "**A Comparative Study of Private Pre-schools and Anganwadies within Aizawl South Area**" in the Two Day National Webinar on '**Contemporary Issues and Trends in Indian Education – II**', Organized by Mizoram Educational Foundation on 18<sup>th</sup> and 19<sup>th</sup> November, 2020.

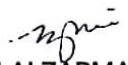
  
(Dr. LALZARMAWII)  
Gen. Secretary

  
(Prof. LALBIAKDIKI HNAMTE)  
President

## APPENDIX-VII

### CERTIFICATE

This is to Certify that ***Ms.Laldampuii***, Research Scholar, Institute of Advanced Studies in Education, Aizawl, presented a paper titled "***A Study of Anganwadies within Aizawl City***" in the One Day National Webinar on '***Contemporary Issues and Trends in Indian Education – III***', Organized by Mizoram Educational Foundation on 27<sup>th</sup> April, 2021.

  
(Dr. LALZARMAWII)  
Gen. Secretary

  
(Prof. LALBIAKDIKI HNAMTE)  
President

MIZORAM EDUCATIONAL FOUNDATION

## References

- Aggarwal, J. C & Gupta, S. (2014). *Early childhood care and education*. Shirpa Publications. Delhi
- Akhlar, M. (2013). A comparative study of government and private absenteeism at secondary level in district Bahawalpur. *Journal of Education and Vocational Research*, 4(8), 225-229.  
<https://core.ac.uk/download/pdf/288023918.pdf>
- Ambika, J. (1985). *Development of primary education under local bodies in Maharashtra*. <http://hdl.handle.net/10603/153820>.
- Arora, S., Bharti, S., & Mahajan, A. (2006). Evaluation of non-formal pre-school educational services provided at anganwadi centres (urban slums of Jammu city). *Journal of Social Sciences*, 12(2), 135-137.  
<https://www.tandfonline.com/doi/abs/10.1080/09718923.2006.11978381>
- Asha, K.P. (2014). *Efficiency of anganwadicentres – A study in Thiruvananthapuram district, Kerala*. *Journal of Academica and Industrial Research (JAIR)*, 3(3).  
<http://jairjp.com/AUGUST%202014/05%20ASHA.pdf>
- Asma, Z. (2015) A comparative analysis of public and private educational institutions: A case study of district Vehari. *Journal of Education & Practices*, 6(16), 122-130.  
<https://eric.ed.gov/?id=EJ1079988>
- Bhal, S. (1995). A case study on administration of ICDS in U. T. Chandigarh. *Research on ICDS: An Overview (1986-1995)*, 2.  
<https://www.nipccd.nic.in/file/reports/icdsvol2.pdf>

- Brodin,J.,Hollerer,L.,Renblad,K.,&Stancheva-Popkostadinova,V. (2015). *Preschool teachers' understanding of quality in preschool: a comparative study in three European countries. Journal of Early Child Development and Care, 185(6), 968-981.*  
[https://www.researchgate.net/publication/274839144\\_Preschool\\_teachers'\\_understanding\\_of\\_quality\\_in\\_preschool\\_a\\_comparative\\_study\\_in\\_three\\_European\\_countries](https://www.researchgate.net/publication/274839144_Preschool_teachers'_understanding_of_quality_in_preschool_a_comparative_study_in_three_European_countries)
- Broughman, S. P., & Swaim, N. L.(2011).*Characteristics of private schools in the United States : Results from the 2009-10 private school universe survey.* National Center for Education Statistics, Institute of Educational Sciences, U.S Dept. of Education.
- Centre for Budget and Policy Studies. (2017). An ethnographic study of the Mathru Poorna Yojana (One Full Meal) pilot project for pregnant and lactating mothers in two blocks of two districts in Karnataka. Retrieved 10 June, 2021, from <https://cbps.in/wp-content/uploads/Final-Ethnographic-Study-of-Hot-Cooked-Meals-October2017.pdf>
- Choudhary,S.(2006).*Nursery education – A pre-school challenge.*Dominant Publications. Delhi.
- Crane, C.,Lubienski,C.,& Lubienski,S.(2008). What do we know about school effectiveness? Academic gains in public and private schools.*Phi Della Kappan,89(9), 689-695.*  
<https://journals.sagepub.com/doi/10.1177/003172170808900918>
- Chuaungo. (2001). *An analytical study of pre-school education in Mizoram.* Ph.D. NEHU. Mizoram Campus.  
<http://hdl.handle.net/10603/60543>
- Dey et. al.(2020). Assessment of infrastructure, manpower and functioning of an anganwadi centre of an urban area of South 24 Parganas, West Bengal, India.*International Journal of Community Medicine and Public Health.*  
<https://dx.doi.org/10.18203/2394-6040.ijcmph20204725>

- Duhan, Kaur P. (2000). Behavioural Problems among the Pre-Schoolers Emergent Need for Counselling Mental health promotion for school going children. A manual for school teachers and school health workers. Regional office for the Eastern Mediterranean. *Indian Psychological Review*, (12222): 193  
*Early Childhood Education/UNICEF*  
<https://www.unicef.org/education>
- Edward, M. & Joan, A. (2009). Crisis in the Kindergarten: Why Children Need to Play in School. A Review of the Literature, Retrieved 7 July, from,  
<https://eric.ed.gov/?id=ED504839>
- Fouziya, Q. (2012). A comparative study of pre school education in ICDS and non ICDS centers of kashmir division  
<http://hdl.handle.net/10603/78393>
- George, N., Selvaraju, M.P., Elavarasu, S., & Ravichandran, T. (2021). Anganwadi Centres in Society. *International Journal of Community Medicine and Public Health*, 8(7), 3629-3633.  
DOI: <https://dx.doi.org/10.18203/2394-6040.ijcmph20212626>
- Gong, X., & Wang, P. (2017). A comparative study of pre-service education for preschool teachers in China and the United States. *Journal of Current Issues in Comparative Education*, 19(2), 84-110.  
[https://www.researchgate.net/publication/334506626\\_A\\_Comparative\\_Study\\_of\\_Preservice\\_Education\\_for\\_Preschool\\_Teachers\\_in\\_China\\_and\\_the\\_United\\_States](https://www.researchgate.net/publication/334506626_A_Comparative_Study_of_Preservice_Education_for_Preschool_Teachers_in_China_and_the_United_States)
- Gupta, J.P., Manchanda, V. K., & Juyal, R. K. (1979). A study of the functioning of anganwadi workers of ICD scheme. NIHFV Publication, Jama Masjid, New Delhi.
- Gupta, M. S. (2013). *Early Childhood Care and Education*. Prentice Hall India Learning Private Limited.

- Ghosh, S., & Dey, S. (2020). Public or private? Determinants of parents' preschool choice in India. *International Journal of Child Care and Education Policy*, 14. <https://ijccep.springeropen.com/articles/10.1186/s40723-020-00068-0>
- Hossain, K. (2011). A comparison of Preschool and First Grade Teachers' View About School Readiness. *Journal of Early Childhood Research Quarterly*. DO 10.1016/j.ecresq.2010.07.001 [https://www.researchgate.net/publication/229099867\\_The\\_impact\\_of\\_preprimary\\_school\\_on\\_primary\\_school\\_achievement\\_in\\_Bangladesh](https://www.researchgate.net/publication/229099867_The_impact_of_preprimary_school_on_primary_school_achievement_in_Bangladesh)
- Hoover, W. A. (2002). The importance of phonemic awareness in learning to read. *SEDL Letter*, 14(3). <https://sedl.org/pubs/sedl-letter/v14n03/3.html>
- Hall-Kenyon, Kendra & Robert, Bullough & MacKay, Kathryn & Marshall, Esther. (2014). Preschool teacher well-being: A review of the literature. *Early Childhood Education Journal*. 42(3). DOI:10.1007/s10643-013-0595-4
- Izumi-Taylor, S., Lee, Y. Y., & Franceschini III, L. (2011). A comparative study of childcare in Japan and the USA: Who needs to take care of our young children? *Journal of Early Child Development and Care*, 181(1), 39-54. <https://www.tandfonline.com/doi/abs/10.1080/03004430903227188?journalCode=gecd20>
- Iqbal, M. (2000). Public versus Private Secondary School: A Qualitative Comparison. *Journal of Research and Reflections in Education*, 6(1).
- James, Z., & Woodhead, M. (2014). Choosing and changing schools in India's private and government sectors: Young Lives evidence from Andhra Pradesh. *Oxford Review of Education*, 40, 73-72. <https://doi.org/10.1080/03054985.2013.873527>
- Jena, P.C. & Wangmo, D. (2016). Early childhood Care and Education in Bhutan. *WSN 37* (2016) 279-303. EISSN 2392-2192. [www.worldscientificnews.com](http://www.worldscientificnews.com)

- Koech, P. K. (2003). A comparative analysis of early childhood education in Kenya and the United States of America : Kenya's social and economic constraints. *Graduate Research Papers*, 101  
<https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=2020&context=grp>
- Krishnamacharyulu, V. & Rama Rao, V. P. (2012). *Elementary Education*. Suresh Chandra Sharma Neelkamal Publication. New Delhi.
- Kideckel, D.A. (2009). Citizenship discourse, globalization and protest: A postsocialist-postcolonial comparison. *Anthropology of East Europe Review*, 27(2).  
<http://scholarworks.in.Edu/journals/index.php/aeer/article/view/172/265>
- Laltanpuii. (1998). *An Analytical Study*, Unpublished M.Ed Dissertation. NEHU. Aizawl
- Lakshmi et al. (2020). Anganwadi worker time use in Madhya Pradesh, India: A cross-sectional study. *BMC Health Services Research*, 20, 113.  
<https://doi.org/10.1186/s12913-020-05857-4>
- Makhlouf, A. M. E. S. (2019). Preschool education system in Egypt and the United States of America (A comparative study). *American Journal of Educational Research*, 7(3), 199-211.  
<http://article.scieducationalresearch.com/pdf/education-7-3-3.pdf>
- Malviya, A., Mittal, S. & Mehta, N. (1999). Evaluation of preschool activities of anganwadi in Bhiwani ICDS Block of Haryana, NCERT. *Indian Journal of Education*.  
<https://journals.sagepub.com/doi/10.2304/ciec.2010.11.4.443>
- Manhas, S., & Qadiri, F. (2010). A comparative study of preschool education in early childhood education centres in India. *Contemporary Issues in Early Childhood*, 11(4), 443.  
<https://journals.sagepub.com/doi/abs/10.2304/ciec.2010.11.4.443447>

Murlidharan, R.(1968). *Personal – social development of Indian children. Developmental norms of Indian children*, NCERT, 1968

Mialaret,G.(1976). World survey of pre-schooleducation.Unesco.

Mishra,L. (2012). Parental Involvement in Early Childhood Care Education:A study. *International Journal of Psychology and Behavioural Science* 2012,2(2):22-27  
DOI:10.5923/j.ijpbs.2012020.04  
<http://article.sapub.org>

Monica.&Chopra. (2020).Current status of non formal preschool education in ICDS: A review of researches.*International Journal Of Multi Disciplinary Educational Research*, 9(5).  
[https://www.researchgate.net/publication/344523623CURRENT STATUS OF NONFORMAL PRESCHOOL EDUCATION IN ICDS A REVIEW OF RESEARCHES](https://www.researchgate.net/publication/344523623CURRENT_STATUS_OF_NONFORMAL_PRESCHOOL_EDUCATION_IN_ICDS_A_REVIEW_OF_RESEARCHES)

Manhas et al.(2010). *A comparative study of preschool education in early childhood education centres in India.Journal of Contemporary Issues in Early Childhood*,11(4).  
<https://www.deepdyve.com/lp/sage/a-comparative-study-of-preschool-education-in-early-childhood-k0Dhortcc3?key=sage>

Manhas, S.,& and Annpurna,D. (2012). Awareness among Anganwadi workers and the prospect of child health and nutrition: A study in Integrated Child Development Services(ICDS) Jammu. *Anthropologist.*,14(2),172-175.  
DOI: 10.1080/09720073.2012.11891235

National Council of Educational Research and Training. (2019). *The preschool curriculum*. <http://www.ncert.nic.in/>

National Institute of Public Cooperation and Child Development(NIPCD).(1980). *Research on ICDS: An Overview*. Volume 1, Siri Institutional Area, Haux Khas, New Delhi.



Nghaka V. L. (2018). *Mizoram zirna chanchin*. Gilsom Offset.

Pate,R.R., Pfeiffer,K.A., Trost,S.T., Ziegler,P., & Dowda,M. (2004). Physical Activity Among Children Attending Preschools. *Pediatrics*,114(5), 1258-1263. <https://doi.org/10.1542/peds.2003-1008-L>

*Preschool Teacher Well-Being: A Review of the Literature/Request PDF*

<http://www.researchgate.net>

Ramchandran, V. Jandhyala, K. & Saihjee, A. (2003). Through the life cycle of children: Factors that facilitate/impede successful primary school completion.*Journal of Economic and Political Weekly*, 38(47), 4994-5002.

[https://www.researchgate.net/publication/262123688\\_Through\\_the\\_Life\\_Cycle\\_of\\_Children\\_Factors\\_That\\_FacilitateImpede\\_Successful\\_Primary\\_School\\_Completion](https://www.researchgate.net/publication/262123688_Through_the_Life_Cycle_of_Children_Factors_That_FacilitateImpede_Successful_Primary_School_Completion)

Rajalakshmi,R. (1986). Pre-Primary Education. Fifth Survey of Educational Research, 258-272

[https://osre.ncert.gov.in/images/survey/Fifth\\_Survey/ch\\_14.pdf](https://osre.ncert.gov.in/images/survey/Fifth_Survey/ch_14.pdf)

Rashmitha & Jasmin (2018).A comparative study on public and private funded schools in Chennai. *International Journal of Pure and Applied Mathematics*. 120(5)

<http://www.acadpubl.eu/hub/>

Ramsay, S.M.(2013).Cognitive development in preschool case study of a class of four year old children in a head start program. Retrieved 20 February,from 2020

[https://www.researchgate.net/publication/256846591\\_Cognitive\\_Development\\_in\\_Preschool\\_Case\\_Study\\_of\\_a\\_Class\\_of\\_Four\\_Year\\_Old\\_Children\\_in\\_a\\_Head\\_Start\\_Program](https://www.researchgate.net/publication/256846591_Cognitive_Development_in_Preschool_Case_Study_of_a_Class_of_Four_Year_Old_Children_in_a_Head_Start_Program)

Rubab& Awan. (2020). Comparative study of the quality of education in public and private schools.

[https://www.researchgate.net/publication/343402731\\_link/5f2844e092851cd302d83d82/download](https://www.researchgate.net/publication/343402731_link/5f2844e092851cd302d83d82/download)

Sadhyarani,M.C., & Rao,C.U. (2013) Role and responsibilities of anganwadi workers, with special reference to Mysore district.*International Journal of Sciences, Environment*,2(6),1277-1296.

<https://www.ijset.net>

Semra & Aylin (2010). A study on the effects of preschool education on primary first graders' school preparedness. *Journal of Egitim Fakultesi Dergidi*.

[https://www.researchgate.net/publication/291767776\\_A\\_study\\_on\\_the\\_effects\\_of\\_preschool\\_education\\_on\\_primary\\_first\\_graders'\\_school\\_preparedness](https://www.researchgate.net/publication/291767776_A_study_on_the_effects_of_preschool_education_on_primary_first_graders'_school_preparedness)

Sivakumar.D.,Thomas.B, Deepika.M, Asma Rahim (2015). Childcare services for three to six years old children in urban Anganwadi in Koshikode Corporation, Kerala.*Stanley Medical Journal*,2(3)

<http://www.bibliomed>.

Seok-Hoon,S. & Debra.B. (1982). Stressfull Life Events in Preschoolers: A Cross-Cultural Study. <https://files.eric.ed.gov>

Shabbir, M. (2014). A comparative study of public and private primary schools, with perspective of practice of effective teaching activities and outcomes.*International Journal of Advanced Research (2014)*, Volume 2, Issue 6, 501-509. <http://www.journalijar.com>

Sahin, Sak & Tuncer. (2013). A comparision of preschool and first grade teachers' views about school readiness.*Educational Sciences, Theory and Practice*, 13(3), 1709-1713.

<https://files.eric.ed.gov/fulltext/EJ1017735.pdf>

- Schmidt, A. (2008). *The teachers next door: A comparative study of preschool teachers' instructional practices*. Senior Theses, Trinity College, Hartford.  
<https://digitalrepository.trincoll.edu/cgi/viewcontent.cgi?article=1145&context=theses>
- Sen Gupta, M. (2016). *Early Childhood Care and Education*. Delhi :Asoke K. Ghosh Publication.
- Shukla, R. P. (2004). *Early Childhood Care and Education*. New Delhi : Prabhat Kumar Sharma Publications.
- Singh et al,(1978). *Balwadis in India.An evaluation study*, National Institute of Public.Co-operation and Child Development
- Singh, K.K., Gopal A.K. & Murty, N.R., Balwadis. (1991). An evaluation study, NHCCD, 1978. *Fourth Survey of Research in Education*M.B. Buch New Delhi: NCERT, 1991 pp 1220, 1221, 1222, 1226.
- Singh,Y.K., & Bajpai, R. B. (2010). *Research Methodology Techniques and Trends*. New Delhi: S:BNangia Publication.
- Singh&Mukherjee. (2017). *Comparison of the Effects of Government and Private Preschool Education on the Developmental Outcomes of Children*.  
<https://learningportal.iiep.unesco.org/en/library/comparison-of-the-effects-of-government-and-private-preschool-education-on-the>
- Sethi.S.(1977). *Textbook of Psychiatry*. New Delhi: CBS Publishers & Distributors.
- Swaminathan,S. (2011). Measuring the effect of toys on the problem-solving, creative and social behaviours of preschool children. *Early Child Development and Care*, 181(7), 909-927.  
[DOI:10.1080/03004430.2010.50382](https://doi.org/10.1080/03004430.2010.50382).

Upadhy, G.C.(1999). A Study of Pre-school Education Component of ICDS and Its Perception and Extent of Utilization by the Community.  
<https://archive.org/stream/dli.ernet.232018/232018>

Wenglinsky (2001). Teacher Classroom Practices and Student Performance:How Schools Can make a Differences.Statistics and Research Division. Princeton.  
[TEACHER CLASSROOM PRACTICES AND STUDENT PERFORMANCE: HOW SCHOOLS CAN MAKE A DIFFERENCE - Wenglinsky - 2001 - ETS Research Report Series - Wiley Online Library](#)

Whitebook, Marcy, W. (2003). Early Education Quality: Higher Teacher Qualification for Better Living Environments. A Review of the Literature. Retrived 4 july, from,  
<https://eric.ed.gov/?id=ED481219>

### **BIO DATA OF THE CANDIDATE**

NAME : Laldampuii  
FATHER'S NAME : Vanlalchhunga  
SEX : Female  
NATIONALITY : Indian  
CATEGORY : Scheduled Tribe  
PERMANENT ADDRESS : Tlangnuam, Aizawl, Mizoram  
PHONE NUMBER : 9862266839  
EMAIL : [laldampuii85@gmail.com](mailto:laldampuii85@gmail.com)

### **EDUCATIONAL QUALIFICATIONS**

Sl. No	Name of Examinations	Year of Passing	Name of Board/University
1	HSLC	2001	MBSE
2	HSSLC	2003	MBSE
3	BA	2007	NEHU
4	MA	2009	NEHU
5	B. Ed	2010	Mizoram University

## **PARTICULARS OF THE CANDIDATE**

NAME OF THE CANDIDATE : LALDAMPUII  
DEGREE : MASTER OF PHILOSOPHY  
DEPARTMENT : INSTITUTE OF ADVANCED STUDIES  
IN EDUCATION  
TITLE OF DISSERTATION : A COMPARATIVE STUDY OF PRIVATE  
PRE-SCHOOLS AND ANGANWADIS  
WITHIN AIZAWL CITY

DATE OF ADMISSION : 1<sup>st</sup> August 2019  
(Commencement of first Sem)  
COMMENCEMENT OF SECOND  
SEM/ DISSERTATION : 20<sup>th</sup> January, 2020  
(From Conclusion of end semester  
exam)

APPROVAL OF RESEARCH  
PROPOSAL

1. DRC : 28<sup>th</sup> Feb.2020  
2. BOS : 14<sup>th</sup> May 2020  
3. SCHOOL BOARD : 29<sup>th</sup> May 2020

MZU REGISTRATION NO. : 5591of 2010-11  
M. PHIL. REGISTRATION NO & : MZU/M.Phil./570 of 29.05.2020  
DATE

DATE OF SUBMISSION : 28<sup>th</sup> February 2022  
EXTENSION (IF ANY) : Extended for six (6) months  
Vide No. F. No.1-10/2020(CPP-II)  
Dated 01.12.2021 upto 30.06.2022

Head  
Department of Education (IASE)

**A COMPARATIVE STUDY OF PRIVATE PRE-SCHOOLS AND  
ANGANWADIS WITHIN AIZAWL CITY**

**ABSTRACT**

**Submitted by,**

**Laldampuii**

**Regn. NO.MZU/M.Phil./570 of 29.05.2020**

**Under the supervision of**

**Prof. Lallianzuali Fanai**

**DEPARTMENT OF EDUCATION (IASE)  
MIZORAM UNIVERSITY  
AIZAWL:MIZORAM**

**February,2022**

## ABSTRACT

### INTRODUCTION

'Early childhood' is a recent term synonymous or parallelly used for pre-school years to describe the period before children enter school. Nowadays, it has become common practice for many parents to put their children in schools as early as age two three or four. In some advanced as well as in developing countries, early childhood education, means education for two to five years old children i.e. before primary school or kindergarten. In the Indian context, the age span covered under early childhood care and education is from conception to 6 years, (Aggarwal & Gupta 2007). Early childhood education or pre-school education stage is a preparatory and readiness stage for primary education, therefore formal method of teaching is restricted for this stage of children's development. It is generally of two years duration extending from 3 to 5 years or 4 to 6 years. Recently, the New Education Policy (NEP) 2020 revised the structure of school education from 10+2+3 to 5+3+3+4. The new structure provide a strong base of ECCE (5 years) from age 3-8 which intends to promote "overall learning, development and well being". The vision for ECCE consists of 'flexible, multifaceted, multilevel, play-based, activity-based, and inquiry based education'. The overall aim of ECCE will be to attain optimal outcomes in domains of physical & motor development, cognitive development; socio-emotional & ethical development; cultural/artistic development & development of communication & early language, literacy and numeracy." The NEP 2020 recommended the home language/ Mother Tongue/Regional Language as a medium of instruction wherever possible, until at least Grade 5 but preferably till grade 8 and beyond. Therefore the medium of instruction in ECCE will be the home language / Mother Tongue/Regional Language.

Pre-primary education is considered to be very important for the child as it is the first step towards entering the world of knowledge as well as a healthy and purposeful life. Pre-primary education helps children become more independent and confident as well as promoting the all round development of the children (Ramachandranet. Al., 2003).



In India, pre-school education is provided by private schools and Government ICDS (Anganwadi) centres. In addition, there are some ECCE centres running under SSA and some pre-schools are attached to Government as well as private schools.

### **Concept of Early Childhood Care and Education**

Early childhood development includes two main agents – Care and Education. ‘Care’ is a comprehensive term that includes proper nutrition, immunization, safety and security along with emotional support. The ‘Education’ component includes pre-school education programmes aimed at 3 - 6 years old and extends to classes I and II to cover children up to the age of 8 years. ECCE is holistic in nature and is based on an important principle that a child’s development and early learning occurs in an integrated manner. By integration, it is meant that the child’s early learning and development is influenced not only by the environment the child gets; but also by the health and nutritional status of the child and the care she/he gets.

### **Early Childhood Care and Education in Indian Context**

The pre-primary education in India is also widely known as Kindergarten. The term ‘Kindergarten’ coined by Friedrich Frobel in 1837, which means “children’s garden”. Various types of pre-primary schools are now available in India and more and more children are attending preschool, indicating a rise in the need for education of kids. Pre-primary education is considered to be very important for the child as it is the first step towards entering the world of knowledge as well as a healthy and purposeful life. Pre-primary education helps children become more independent and confident as well as promote the all round development of children (Mena 2013). National Focus Group on Early Childhood Education NCERT, 2005 has stated that ‘this stage’ of life is important as a foundation for the inculcation of social values and personal habits which are known to last a lifetime.

The National Policy on Education (1986) emphasized that “Programme of Early Childhood Care and Education should be child centred and focused around play

and the individuality of the child. Formal methods and introduction of 3Rs is to be discouraged at this stage: The local community is to be fully involved in these programmes.” According to Article 45 of the Constitution of India, (Eighty-sixth Amendment) Act 2002, The State shall endeavor to provide early childhood care and education for all children until they complete the age of six years."

The importance of pre-primary schooling has been recognized by educational policy makers in India and it has also been made a part of the Directive Principle of State Policy given in the Constitution of India. All in all, the pre-primary education scene in the country is on a roar, yet, with mixed reactions, there are still many loopholes to be filled in various fields.

NEP 2020 states that the Policy aims to universalize the pre-primary education by 2025 and provide foundational literacy/ numeracy for all 2025. It proposes new curricular and Pedagogical structure, with 5 + 3 + 3 +4 design covering the children in the age group 3 – 18 years.

### **Early Childhood Care and Education in Mizoram Context**

‘Early Childhood Education’ in Mizoram has been implemented under the scheme of Integrated Child Development Services (ICDS) by the Department of Social Welfare since 1978. A non-formal pre-school education functioning as Anganwadi is one of the packages of services rendered by the ICDS. In 2020 a total of 190 Anganwadi Centres are functional within Aizawl.

The Anganwadi centre is the focal point for the implementation of the ICDS Project. Each Anganwadi centre is equipped with an Anganwadi worker, assisted by a helper. The work of an Anganwadi worker is supervised by the Circle Officer (C.O) who guides and helps her. She acts as a liason between both the Anganwadi workers and staffs of Primary Health Centre (PHC), which delivers the basic services of the ICDS programme and the Child Development Project Officer (CDPO) who is in charge of an ICDS project. The CDPO supervises and guides the entire project team, including the Circle Officer (CO) and Anganwadi workers making field visits and calling staff meetings for the purpose.

The Sarva Shiksha Abhiyan (SSA), Mizoram has started setting up new Early Childhood Care and Education (ECCE) centres which are Pre-Primary sections, attached to the Primary schools under the SSA as of July, 2005. There were 389 such sections with a total enrolment of 10,897 average enrolment works out to 28 learners per centre. Each centre is under the care of an Education Volunteer (EV) with some exceptions, where centres are looked after by a ‘worker’ and a ‘Helper’. (V.L.Nghaka pg 253-254). The children, covered belong to 3 – 5 years of age. Some attempts are made to provide learning readiness programme. The children in these Early Childhood Care and Education Centres are provided mid-day meal along with Primary school children.

Pre-school education in Mizoram is also undertaken by Private management. The private management runs invariably English Medium Institutions. These schools have been opening classes usually from Nursery/Kindergarten (KG) stage. Thus, before a child is able to sit in Class I, he/she has to attend the Nursery and KG Classes (for two years) which simultaneously provide chances for pre-school activities. Tender Care pre-school, one of the first English Medium pre-school in Aizawl was established in 1994. The growing awareness of the need and significance of this level of education has resulted establishment of many more Pre-schools in Aizawl over the years. As of 2020, an approximate of 60 Private Pre-schools are fully functional in Aizawl.

### **Rationale of The Study**

Nations around the world are becoming more and more aware of the significance of Early Childhood Education. UNESCO, the specialized agency of the United Nations (2020) states that: “ECCE is more than preparation for primary school. It aims at the holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing Early Childhood Care and Education has the possibility to nurture caring, capable and responsible future citizens.

The importance of a study on early childhood education is embedded in the value of early childhood education as it gives children good foundations upon which

to build their succeeding years in school; as besides their academics, they develop a sense of self and family and it teaches them how to communicate with others. It is a foundation and a preparatory stage for formal school education, personal development and social living.

Much progress has also been seen in the area of pre-school education in Aizawl. The numbers of Private Pre-schools and Anganwadis, teachers and students' enrolments have all drastically increased. Presently, there are several Anganwadi centres run by the Government of Mizoram, as well as privately run Pre-schools in urban areas. Pre-schools and Anganwadi centres were established to cater to the needs of elementary education and to develop the children's ability to express their thoughts and feelings with fluency, and in correct and clear speech and in order to prepare them for schooling. There is also a need to create community awareness about the needs of the pre-school child and to elicit and build community involvement and participation in the programme.

The expansion of Early Childhood Care and Education in Aizawl has resulted in the crucial need to find out the current status of Private Pre-Schools and Anganwadi Centres since early childhood care and education is the foundation period. The ICDS project in Mizoram has rendered its service solely for the establishment and welfare of the Anganwadis. The ICDS has 5 objectives mainly catering to the needs of a child. Further to enhance the objectives, packages of services are implemented. Tireless efforts rendered by the Government and Anganwadi workers have enabled Mizoram to have one of the best Anganwadi Centres in the country. At the same time, having an awareness of the importance of early childhood education, people who have interest in this matter have set up pre-schools, especially in urban areas. Thus, this has led to the need for a comparison to find out the quality of the Private run Pre-Schools and Anganwadis under Government. The NCERT has laid down norms on teacher qualifications, physical infrastructure, records and register for ECCE to be followed and implemented throughout the country. A study focusing on the adherence to this norms by Private Pre-schools and Anganwadies is expected to reflect the quality of ECCE provided in these institutions. For qualitative development, competent, professionally trained and enthusiastic teachers are required to teach at this level. Further, it is important to find out the infrastructure, learning environment and whether special programme for the benefit of the children are

organized or not. It is imperative to compare the Private Pre-Schools and Anganwadis in human and physical aspects. It is also important to find out the parents' reaction and their expectations of Private Pre-Schools and Anganwadis.

The objective of this comparative study between the Government sponsored Anganwadis and privately established Pre-schools, is to generate an information of the status of ECCE and provide a qualitative analysis of the two main agents of ECCE in Mizoram. Thus, an in-depth analytical study on the workings of both types of institutions has become an important and challenging issue. Moreover, this comparative study has been done with the expectation that the findings will offer some assistance towards the progression of further research in this particular field as well as a doorway for policy formulation for the Government.

From the review of related studies, it is found that a limited number of studies on pre-school in Mizoram have been done so far. Laltanpuii (1988) M.Ed Dissertation, Chuaungo, (2001) Doctor of Philosophy, Zaithangmawii (2012) M.Ed Dissertation under IGNOU and Lalhlimpuii (2018) experimental study on the cognitive development of pre-school children are some of the works done regarding pre-school education.

There are still vast unexplored areas relating to comparative studies between Anganwadis and Private Pre-schools. Thus, the present study proves a great challenge in the study of Pre-school education in Mizoram. It is expected that the findings of the study will reflect the strengths and weaknesses of these two agencies and hopefully help the policy makers and the competent authority to develop a systematic procedure for enhancement of holistic advancements of young learners.

### **Statement of The Problem**

The problem of the study has been stated as “*A Comparative Study of Private Pre-schools and Anganwadis within Aizawl City.*”

## **Operational Definition**

Different words have their different meaning according to their place of reference. In the present study, the words which are used in the title of the topic have the following operational meaning as cited below.

*Comparative Study:* The word ‘comparative’ in the context of the present study means the studies to demonstrate ability to examine, compare and contrast subjects or ideas. Comparative studies shows how two subjects are similar or shows how to subjects are different.

*Private Pre-schools:* In the present study ‘Private Pre-schools’ refers to purely private institutions which are not attached to formal schooling of higher classes and are rendering education to children below six years of age.

*Anganwadis:* ‘Anganwadis’ in this study refers to Pre-school functioning under ICDS Scheme, Social Welfare Department, Government of Mizoram.

## **Research Questions**

The following research questions were formulated by the investigator for the present study

1. What are the educational qualifications of teachers of Private Pre-schools and Anganwadis?
2. Is there any difference between the educational qualification of the teachers of Private Pre-schools and Anganwadis with reference to the criteria laid down by the NCERT?
3. What are the existing physical infrastructure in Private Pre-schools and Anganwadis?
4. Is there any difference between the existing physical infrastructure of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT?

5. How do the teachers maintain records and registers in Private Pre-schools and Anganwadis?
6. What are the differences in the current status of records and registers of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT?
7. What are the reactions and expectations of the parents' of Private Pre- schools and Anganwadis?
8. What are difference in the parents' reactions and their expectations of Private Pre-schools and Anganwadis?
9. What are the problems faced by the institutions, teachers, and parents of Private Pre-schools and Anganwadis?
10. Is there any difference between the problems faced by the Institutions, teachers and parents of Private Pre-schools and Anganwadis?

### **Objectives of The Study**

The following objectives have been formulated thus, to seek answers to the research questions highlighted above:

1. To find out the educational qualifications of the teachers of Private Pre-schools and Anganwadis.
2. To compare the educational qualifications of the teachers of Private Pre-schools and Anganwadis with reference to the criteria laid down by the NCERT.
3. To examine the existing physical infrastructure of Private Pre-schools and Anganwadis.
4. To compare the existing physical infrastructure of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT.

5. To study the current status of records and register of Private Pre-schools and Anganwadies.
6. To compare the current status of records and registers of Private Pre-schools and Anganwadis in compliance with the norms laid down by the NCERT.
7. To investigate the parents' reactions and their expectations of Private Pre-schools and Anganwadis.
8. To compare the parents' reaction and their expectations of Private Pre-schools and Anganwadis.
9. To study the problems faced by the institutions, teachers and parents of Private Pre-schools and Anganwadis.
10. To compare the problems faced by the Institutions, teachers and parents of Private Pre-schools and Anganwadis.

## REVIEW OF RELATED LITERATURE

The researcher reviewed studies conducted in the areas of Abroad and India.

Literature Reviewed- Fifty seven (57) from various sources related to the present study.

Year span- 1968-2021 which took apart of fifty three (53) years.

Studies Conducted Abroad- Twenty two (22)

Studies conducted in India- thirty five (35)

### Studies conducted Abroad:

Year Span	No. of studies conducted Abroad	Name of Researcher	Year of Research
		Mialaret	1976
		Wenglinsky	2001
		Wesley A.Hoover	2002
		Koech	2003
		Whitebook	2003



1976-2020	22	Schmid	2008
		Crane et al,	2008
		Kideckel	2009
		Miller&Almon	2009
		Semra&Aylin	2010
		Hossain	2011
		Taylor Lee et.al,	2011
		Broughman et.al,	2011
		Fouziya Qadiri	2012
		James&Woodhead	2014
		J.Brobin et.al,	2014
		Hollerer et.al,	2015
		Zia	2015
		Jena & Wangmo	2016
		Gong & Wang	2017
Makhlouf	2019		
Rubab & Awan	2020		

**Studies conducted in India:**

Year Span	No. of studies conducted in India	Name of Researcher	Year of Research
		Murlidharan	1968
		Sethi	1977
		Singh et al.	1978
		NIPCCD	1980
		Deka	1982
		Jain	1985
		Swaminathan	1986

1968-2021	35	Rajalakshmi	1986
		Srinivasan	1987
		Laltanpuui	1988
		Lyngdoh	1996
		Goel	1996
		Malviya et.al,	1999
		Upadhayay	1999
		Duhan & Kaur	2000
		Madecha	2000
		Chuaungo	2001
		Pasricha	2004
		Arora et al.	2006
		Goyal & Panday	2008
		HP.Lalremtuanga	2008
		Manhas et al.	2010
		Mishra	2012
		Shashi & Dogra	2012
		Sandhyarani&Rao	2013
		Akhtar	2013
		Asha K.P	2013
		Gouda et.al,	2013
		Sivakumar	2015
		CBPS-UNICEF	2017
		Singh & Mukheerjee	2017
		Rashmitha & Jasmin	2018
Jair& Chopra	2020		
Gosh & Dey	2020		
Neethu George et al.	2021		

The studies conducted both in India and Abroad revealed that there were limited space for outdoor play in both Private Pre-schools and Anganwadis. Comparison of both the institutions and the findings showed that most of the Private Pre-schools were better than Anganwadis in respect to their qualification of the teachers, facilities, standard and quality while only few studies showed that Anganwadis (public school) were better than Private Pre-Schools. Various researchers concluded that Anganwadis children were having a bit lack of knowledge in comparing to other pre-schools in different shapes, parts of the body and in their creativity fine motor skills. All these are caused due to lack of facilities and less opportunities for development. As Early Childhood Care and Education played an important part in pre-schools studied was also done by different researchers. They concluded that there was a significant relationship between parental involvement in Early Childhood Education and educational performance of the child, while there was no significant relationship between the learning environment of one child and the child's educational performance and the findings also concluded that teacher educational qualification does not meet the needs of the children. There is a dire need to spread the importance of the qualification of the teachers among the parents and the teachers themselves to make the education system so as to be more resourceful and have more fruitful results.

### **Methodology**

In any kind of research work, it is very vital to decide about the research design that the researcher would use in dealing the research problem. Research design describes the various steps of the plan of action to be adopted in the research process.

The present study was primarily planned to carry out A Comparative Study of Private Pre-schools and Anganwadis within Aizawl city. Therefore, descriptive survey method was followed to obtain data that reveals the extent to which for the present study. The method of the study is of qualitative in nature where observation, interviews, questionnaire, focus groups, recordings made in natural settings and documents are used to collect and analyse data.

## **Sources of Data**

In every kind of research the data collected should be valid and reliable sources which may be primary or secondary or both. The objectives must be kept in mind while collecting the data. The following primary and secondary sources were considered to be appropriate for collection of relevant data for the present study.

- A) *Primary Source*: As the main focus was to study the institution the data dealt with the Head of the institution, teachers and parents of Private Pre-schools and Anganwadis
  
- B) *Secondary sources*: Here, the data consisted of the institution office records of Private Pre-schools and Anganwadis.

## **Population and Sample**

In the present study the investigator had taken steps as were necessary to see that the samples population was representative of the target population.

For the present study, the population of the study comprises of all Private Pre-schools and Anganwadi centres in Aizawl city. The sample for the present study consisted of 15 Private Pre-schools and 15 Anganwadis centres. Simple Random Sampling method was used for collecting sample data.

## **Tools and Techniques used**

The tools for the present study will include the following :-

- i) Questionnaire cum interview schedule prepared by Chuaungo,2002 (for studying parents reactions to and expectations from Pre-school)
  
- ii) Observation cum interview schedule prepared by Chuaungo, 2002(for studying the existing conditions of Pre-school).

- iii) Interview schedule for the Head of the Institution developed by the investigator.
- iv) School Records

### **Collection of Data**

By using the tools described, the investigator personally approached the Head of the institution and obtained permission for taking up the interview and to observe the class. Hence, the investigator asked different question on area of infrastructure, equipments, admission, curriculum, records, staffs, registration and programming carried out in each school to established a good rapport.

Private Pre-schools teachers and Anganwadis teachers were interviewed regarding class-room activities, information and teachers background information.

The data collection regarding parents reaction and expectations from Private Pre-schools and Anganwadis, the investigator approached the parents asking for their permission and after getting permission interviewed was conducted and a good rapport was established.

### **Analysis of Data**

The data collected through questionnaire, observation, interview scheduled and school record were analyzed and tabulated by using percentage.

### **Major Findings**

After careful and proper analyses and interpretations of various data, this chapter presents the following major findings.

- Findings in relation to the educational qualification of the teacher of private pre-school and Anganwadis.

The study reveals that there were 15 teachers each in Private Pre-schools and Anganwadis respectively in Aizawl City. Of these 14 teachers (93.3%) of Private Pre-schools are graduates, while 5 teachers (33.3%) are graduate teachers in Anganwadis. This findings shows that graduates are more in number in Private Pre-schools than in Anganwadis, which clearly shows that Private Pre-schools teachers have better educational qualification than Anganwadis teachers.

- Findings in relation to comparison of the educational qualification of the teachers of Private Pre-school and Anganwadis with reference to the criteria laid down by the NCERT.

In the present study, data were collected from fifteen (15) Private Pre-schools and fifteen (15) Anganwadis within Aizawl City to find out the educational qualifications of teachers. It was found that Private Pre-school teachers have better educational qualifications as compared to Anganwadi teachers. The study revealed that 8 Pre-school teachers (53.3%) and 2 Anganwadi teachers (13.3%) have acquired the Diploma Certificate for ECCE teachers as prescribe by the NCERT.

- Findings in Relation to the physical infrastructure of Private pre-schools and Anganwadis

The present study deals with 30 institutions within Aizawl City. The study reveals that Private Pre-schools have better physical infrastructure with regards to the location of the institutions, outdoor play space, sanitary facilities, ventilation of the rooms, indoor spaces, furnitures and drinking water facilities with comparison to Anganwadis.

- Findings in relation to comparison of the physical infrastructure of Private pre-schools and Anganwadi Centres in compliance with the norms laid down by the NCERT.

The present study deals with 30 institutions within Aizawl City. It revealed that Private Pre-schools have better physical infrastructure with regards to the location of the institutions, pictures and childrens' work display on the wall, outdoor play space, sanitary facilities, ventilation of the rooms, indoor spaces, furnitures provided in the class and drinking water facilities provided in the institutions with comparison to Anganwadi Centre in compliance with the norms laid down by the NCERT.

- Findings in relation to Records and Register of Private Pre-schools and Anganwadis.

The study relating to the comparison of Records (Registration Form, Personal Data Sheet of the Child), Background Information (Home background, development

history, habits and interest, health and teacher assessment) and Registers (date of birth, attendance and growth monitoring) which revealed that Private Pre-schools maintained proper records and registers of their students, while most of the Anganwadis did not have proper maintenance of records and registers.

- Findings in relation to comparison of Records and Registers of Private Pre-schools and Anganwadi Centres with reference to the norms laid down by the NCERT.

The study relating to the comparison of Records which include Registration Form, Personal Data Sheet of the Child, Background Information and Registers (date of birth, attendance and growth monitoring) revealed that Private Pre-schools maintained proper records and registers of their students according to the norms which was laid down by the NCERT, while most of the Anganwadi Centres did not have proper maintenance of records and registers.

- Findings in relation to comparison of Parents Reactions and their Expectations.

The findings on the comparison of the reactions and expectations of parents from Private Pre-schools and Anganwadi Centres revealed that most of the parents from Anganwadi centres were unsatisfied and their expectations regarding the qualifications of teachers, school buildings and methods of teaching were not met. However, the parents from Private Pre-schools were satisfied and their expectations were met.

- Findings in relation to comparison of the problems faced by the Institution, Teachers and Parents.

In the present study, data were collected from the heads of the institutions, teachers and parents from both Pre-schools and Anganwadi Centres through Questionnaires and Interviews schedule. It revealed that problems faced by the Private Pre-schools were mostly relating to inadequate space, while problems faced by the Anganwadi Centres were insufficient financial sanctions from the Government

It was also found that the age group of the helper was the problems faced by the Anganwadi workers as most of the helper given by the Government were mostly

old and unfit to help the worker. The Private Pre-schools on the other hand faced problems regarding their non affiliation with the Government, resulting in the lack of co-ordination and proper norms and guidelines.

In relation to the problems faced by the parents from Anganwadi Centre, was mostly dissatisfaction with the low qualifications of teachers, while at Private Pre-schools it was lack of availability of proper outdoor playgrounds.

## **Discussions**

(i) Discussion on the findings with respect to the relation of the comparison of educational qualifications of Private Pre-School and Anganwadi teachers.

In the present study, regarding comparison of the educational qualification of Private Pre-school and Anganwadi teachers, it was found that out of 15 Anganwadis teachers 66.7% were under graduate and 33.3% were graduate, whereas out of 15 Private Pre-schools teachers, 6.7% were under graduate and 93.33% of were graduate. Additionally it was also found that teachers with trained certificate are more in number among Private Pre-school teachers as compared to Anganwadi teachers. Corresponding to the present findings, previous study done in California by Whitebook (2003) also found that most teachers have B.A level standard and are specially trained in Early Childhood Education. The study also concluded that high qualification of teachers have better outcomes to the student.

(ii) Discussion on the findings with regards to the relation in comparison of the physical infrastructure of Private Pre-Schools and Anganwadis.

As can be seen from the findings after taking samples from thirty institutions, 15 from Anganwadis and 15 from private pre-schools, Private Pre-schools have better physical infrastructure with regards to rooms, toys corner, sleeping facilities, chairs, benches, blackboards, filtered water and sanitary facilities in comparison to Anganwadis institutions. The findings were backed up by previous researchers such as NIPCCD (1980), Goyal and Panday (2008), FouziyaQadiri (2012) and Renu Singh



&Protap Mukherjee (2017) showed that regarding the infrastructure Anganwadis provided very limited opportunities for their students in comparison to private pre-schools. In contrast to this study conducted by Rubab &Awan (2020) has concluded that Anganwadi institutions have better qualified teachers, spacious building and better facilities, permanent teaching staff were also out numbered than Private Pre-schools.

(iii) Discussion on the findings with regards to the relation in comparison of records and registers of Private Pre-Schools and Anganwadis.

The present study regarding the records and register maintained by both the institutions found out that the Private Pre-schools maintained proper records while most of the Anganwadis did not have proper maintenance of records and registers. Similar results were also found in the researches done by Wenglinsky (2001), Mannas and Dogra (2012), Akhtar (2013) found that pre-schools maintain a better records and registers in the institution.

(iv) Discussion on the findings with respect to the relation in comparison of the Parents Reaction and their Expectations.

The study in relation to the parents reaction and their expectations in comparison to private pre-schools and Anganwadis with regards to their buildings, qualifications of teachers, methods of Teaching, Mid-day meal, sanitary facilities, Parents/Teachers Meet, and Indoor and Outdoor play materials revealed that most of the Anganwadis parents were unsatisfied and do not have their expectations met, whereas it appears that private pre-schools parents expectations seem to be met as they were mostly all satisfied. The present findings is in tune with the previous research done by Madeeha (2000), Rashmitha & Jasmin (2018),Saikat Ghosh and Subhasish Dey (2020) which revealed that the pre-schools parents were satisfied and met their expectation in comparing to Anganwadis parents. However, in contrast with the present study, the results of the study conducted by Arora, Bharti&Mahgyanet. al. (2006) revealed that most of the parents were satisfied with the Anganwadis pattern followed.

(v) Discussion on the findings with respect to the relation in comparison of the Problems faced by the Institution, Teachers and Parents.

Relating to the problems faced by the institution at Anganwadies, it was mostly one with inadequate space and facilities for education like furnitures and equipments; while at private pre-schools, institutions were mostly run in rented houses and spaces were therefore inadequate. Similarly, Singh et al (1978) and CBPS-UNICEF (2017) and Monica jair& Geeta Chopra (2020), in their study found that the main problems faced by Anganwadis and pre-schools were inadequate space and lack of facilities for education.

Relating to the problems faced by the teachers in comparison to private pre-schools and Anganwadis, the main problems faced by private pre-schools was that they were not affiliated under the Government while problems faced by the teacher of Anganwadis were the age of the helper as they were mostly over-aged and infirmed. The present finding is also linked with a previous research done by Srinivasan (1987) which revealed that there was an inefficiency of the staff and lack of personnel co-ordination. No previous research was done on the area of the problems faced by the teacher of private pre-school.

The study's findings in relation to the problems faced by the parents in comparison to private pre-schools and Anganwadis was also one regarding the qualifications of the teachers, insufficient playing materials, poor water supply and unattractive building, while in private pre-schools problems faced by the parents lack of outdoor playground and insufficient space for parking their vehicles. Similar results were also found in the researches done by Singh et al (1978), Malviya et al, (1999) Mannas and Qadiri (2010)found that they have insufficient playing material and limited space for outdoor play.

## **Recommendations**

The following recommendations may be made in the light of the present study:

- i) Private Pre-schools need to build good co-operation and strong collaboration among themselves.
- ii) With regards to the findings relating to the criteria on the qualifications of teachers, the State Government need to take appropriate actions regarding the qualification of Anganwadi workers.
- iii) The study found that majority of Private Pre-schools were established in rented houses which caused problems pertaining to the design and sizing of the rooms, there were also no proper playgrounds, so concern may be raised to establish the institutions in private owned buildings/houses.
- iv) Based on the findings it is recommended that the Government should give more attention towards the Anganwadi Centres regarding the maintenance of their existing infrastructure and in monitoring the supply of nutrition.
- v) Trainings and meetings should be held at least twice a year for the in-service teachers of both the types of institutions, i.e. Private Pre-schools and Anganwadies, so that there may be good co-operation among them so that students can enjoy and benefit from them.

## **Suggestions For Further Research**

There is much more to be done in the future. The present study was delimited to a sample of only 30 ECCE institutions. It would be good to collect larger samples since the present study is limited only within Aizawl city, further studies can be done on the whole of Mizoram with larger samples. Sample from different districts within the State of Mizoram is suggested as the mixed up result would give better insights. Other specific suggestions for further research is given below:-

- 1) The study can be extended to different districts of Mizoram.
- 2) A comparative study of Private Pre-schools and Anganwadi Centres for the age group of 3-5 years was done, a study focusing on the age group 3-8 years as given by NEP 2020 may be conducted in the future.
- 3) Job satisfaction of teachers among pre-schools teachers may also be studied.

- 4) A study on the efficiency and effectiveness of pre-school curriculum may be conducted.
- 5) A study on the attitude of parents towards Pre-school may be conducted.