

**EARLY CHILDHOOD CARE AND EDUCATION IN MIZORAM:
ASSESSMENT OF QUALITY AND PERCEPTION OF PARENTS**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
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PHILOSOPHY**

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**DEPARTMENT OF EDUCATION
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(An Affiliated Institute of Mizoram University)
SCHOOL OF EDUCATION
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ASSESSMENT OF QUALITY AND PERCEPTION OF PARENTS**

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



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This is to certify that **Ms. Laldampuii**, a Ph.D. Scholar Registration No. MZU/Ph.D./2161 of 05.08.2022 has worked on the thesis entitled “Early Childhood Care and Education in Mizoram: Assessment of Quality and Perception of Parents” under my guidance and supervision for Doctor of Philosophy degree in Education, School of Education and Humanities, Mizoram University. In preparing the thesis, she has fulfilled all criteris prescribed by the UGC Regulation, 2018 (Minimum Standard and Procedure Governing Ph.D. Regulation). She has fulfilled the mandatory publication and seminar presentation (enclosed). This thesis is the original work of the scholar and the same have not been submitted previously for any degree.

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DECLARATION
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I **LALDAMPUII**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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CHAPTER-I

BACKGROUND OF THE STUDY

1.1 INTRODUCTION

Early Childhood Care and Education (ECCE) is widely recognised as the essential first step that connects the informal nurturing of the home with the more structured world of schooling. In fact, it is more than just the beginning of a child's educational journey. It's that first meaningful step where the safe, informal world of home begins to stretch into the structured routines of school life. Often mistaken for mere preparation for "real" learning, ECCE actually plays a much deeper role—it helps shape the very foundation of how children think, feel, relate to others, and see the world. A well-supported ECCE system makes the transition to formal schooling smoother, helps reduce early dropouts, and builds the base for skills like reading, writing, and basic numeracy. More than that, it's the stage where children start forming their earliest moral judgments—mostly based on consequences rather than principles—just as Kohlberg described in his notion of pre-conventional moral reasoning (Kohlberg 1969).

But the influence of ECCE reaches far beyond school readiness. It plays a vital role in a child's emotional growth, physical development, and social awareness (UNESCO, 2024b; Rocket Learning, 2023a). And the quality of experiences during these years—what children are exposed to, how they're treated, what kind of environment they grow up in—can have a lasting impact (UNICEF India, n.d.-a; LEAD School, 2023a). That's why there is now increasing agreement across educators, parents, and policy leaders: if we want well-rounded, healthy, and capable learners, we can't afford to overlook the early years (UNESCO, 2024c).

India's National Education Policy (NEP) 2020 reflects this growing awareness. For the first time, ECCE has been clearly built into the formal schooling system, starting from the age of three (Ministry of Education, 2020; LEAD School,

2023b). The policy places strong emphasis on inclusion—especially for children from underserved backgrounds—and gives ECCE its rightful place in the new 5+3+3+4 structure, which covers the full age range from 3 to 18 (UNICEF India, 2023). What this effectively does is recognise that education shouldn’t start in Class 1. It should begin when children are naturally curious, expressive, and most receptive to learning—during the preschool years (Rocket Learning, 2023b).

Although ECCE is generally associated with the 3–6 age group, its true scope stretches wider—from birth to six years—and includes not just the children themselves but also the adults around them: parents, caregivers, and educators (UNESCO, 2024d; UNICEF, n.d.-b). In practice, many Indian children begin some form of pre-schooling as early as 18 months, attending pre-nursery, followed by nursery, Lower Kindergarten (LKG), and Upper Kindergarten (UKG). These years are often referred to as the “foundation stage,” not without reason. This is when children start developing a sense of independence, learn how to interact with peers, and build the kind of confidence that will help them navigate school and life beyond (Ramachandran et al., 2003; Brookings Institution, 2021).

At its heart, ECCE is about creating an environment that’s physically safe, emotionally warm, and intellectually stimulating (UNESCO, 2024e). It’s not just about classroom learning—it includes what happens at home, in the neighbourhood, and wherever children are growing and exploring (UNICEF India, n.d.-b). India’s education policy sees ECCE as a crucial part of human development—not just an educational add-on—and this view is backed by global voices like UNESCO (2024f). According to their position, the years from birth to eight are a critical period for brain development. Done right, ECCE can lay the foundation for emotional strength, cognitive flexibility, social balance, and a love for learning that lasts a lifetime (UNICEF India, n.d.-a; Brookings Institution, 2019b). It also helps bridge social divides by promoting inclusivity and equity—something deeply relevant in a country as diverse as India (Rocket Learning, 2023c; UNICEF, n.d.-b). Neuroscience supports what educators and caregivers have long sensed: the first six years of life are like no other. The brain is growing at an incredible rate, forming connections that

will later support language, memory, empathy, and decision-making (UNESCO, 2024f). High-quality ECCE programs take this into account. They are designed to

spark curiosity, allow safe exploration, and respect the unique pace at which each child grows. And during these early years, few influences matter more than parents and caregivers (UNICEF India, 2020). Formal learning is not even the priority in the first few years—what matters more is emotional security, responsive interaction, and a home environment where the child feels safe to explore and express (UNESCO, 2024a; Brookings Institution, 2019b).

Recognising this, the National Curriculum Framework places strong emphasis on involving families, communities, and trained professionals in early childhood care. The National ECCE Curriculum Framework, based on the NCERT's 2005 Position Paper, lays down age-appropriate goals and culturally sensitive guidelines that reflect the lived realities of Indian children. It encourages play-based learning, values social interaction, and respects the role of the local community in shaping early experiences. This is not just a document for teachers—it's meant to guide everyone involved in early education, from school managers and government officials to parents.

Validity, dependability, fairness, and practicality are characteristics of high-quality assessments in education that guarantee precise evaluation of student learning. It is an essential tool that employs real-world, genuine tasks, informs education, and offers clear feedback, all of which contribute to better student performance and growth-oriented learning (Brown, H. D. 2004).

The NICHD Early Child Care Research Network (2002) reported that Longitudinal evidence also supports the importance of assessing preschool quality children who experienced higher-quality early care environments demonstrated better cognitive and social outcomes over time. Crucially, these conclusions were drawn from studies that relied on validated assessment tools rather than informal judgments. More recently, Slot (2018) argued that quality assessment in early childhood education should integrate structural indicators with observations of daily practice, allowing assessment to function not only as an accountability mechanism but also as a tool for continuous improvement.

Taken together, the literature clearly establishes that quality in pre-school education is a measurable construct that requires systematic assessment. Assessing quality enables educators, administrators, and policymakers to identify strengths, address weaknesses, and ensure that early childhood programmes genuinely support children's holistic development. Without such assessment, efforts to improve pre-school education risk remaining fragmented and disconnected from children's actual learning experiences.

The term "parental perception" describes how parents see, comprehend, and interpret their own duties and expectations as well as the behaviors, health, needs, and development of their children. It includes the attitudes, convictions, and values that influence parental choices about things like health care, safety, and education. The child's upbringing, academic performance, and emotional health are all influenced by these perspectives.

Parental perception in Early Childhood Care and Education refers to how parents understand, value, and judge ECCE programmes, including their purpose, quality, safety, and relevance for children's development. These perceptions shape parents' beliefs about what ECCE should provide, whether it is mainly care, early learning, discipline, or overall development. Since young children cannot make decisions for themselves, parents act as the primary decision makers, and their perceptions directly influence enrolment, attendance, and continued participation in ECCE programmes (Britto, Engle, & Super, 2013).

The main way that parents view education is as a way to increase their children's financial security. The attitudes, values, expectations, and beliefs parents have about their children's education are referred to as parental view of education. It encompasses their perspective on the goal of education (e.g., societal integration versus economic improvement) and their active participation in or support of the educational process.

To further support quality assurance, the Quality Standards Framework (QSF) outlines core principles, performance indicators, and examples of good practice (Ministry of Women and Child Development, 2018). It spells out what good

practice looks like: what kind of spaces children should learn in, how educators should interact with them, how records are kept, and what kind of training and reflection institutions should be engaged in (UNESCO, 2024g). These benchmarks are meant to help centres self-assess, improve, and eventually work towards accreditation—ensuring that ECCE does not just exist, but thrives (Rocket Learning, 2023d).

Early Childhood Care and Education (ECCE generally focuses on children aged 3 to 8 years, although many experts agree that care and support should ideally begin from birth (UNICEF, n.d.-b; UNESCO, 2024c). At its core, ECCE is child-centred. It is based on play and hands-on activities, not just early academics (Brookings Institution, 2021; LEAD School, 2023c). The goal is to support all areas of a child’s development—thinking and language, emotions, body coordination, and social skills (UNESCO, 2024e).

Children learn best when they’re curious and engaged (UNICEF, 2020). ECCE helps by creating spaces where children can explore, ask questions, interact with others, and try out new ideas (UNESCO, 2024g). It encourages them to think for themselves, manage their emotions, and gradually learn to follow simple routines. While having a daily plan is important, ECCE programs also need to be flexible enough to adapt to each child’s needs, interests, and pace of learning (Rocket Learning, 2023d; LEAD School, 2024).

1.2 THE INDIAN LANDSCAPE: PROGRESS, GAPS, AND THE WAY FORWARD

In India, Early Childhood Care and Education (ECCE) encompasses the care and education of children from birth to eight years. For the youngest children—ages 0 to 3—early care often occurs at home or in crèches. From ages 3 to 6, many children attend pre-schools or Anganwadi centres for more structured learning. The National Early Childhood Care and Education (ECCE) Policy of 2013 emphasizes the provision of joyful, inclusive, and meaningful learning experiences for every child below six, recognizing children as active learners full of potential, while also acknowledging

disparities in support and opportunities among them (Ministry of Women and Child Development, 2013; Kaul et al., 2017).

Across the country, early childhood care varies significantly depending on family and setting. Some children attend government-run Anganwadis, others go to private English-medium pre-schools, and some are cared for at home by family members or attend NGO-run crèches. These differences reflect India's diversity but also highlight a significant challenge: ensuring that all children, regardless of location, receive quality care and learning. Supporting the adults around them—parents, grandparents, community workers—is crucial, as they play a significant role in shaping a child's early years (Chandra, 2022; Popat Vats, 2021).

ECCE in India integrates nutrition, health, safety, play, and learning. When these areas are effectively combined, ECCE can reduce inequality, improve school performance, and break cycles of poverty. Economically, investing in young children yields long-term benefits for individuals and society (UNICEF India, n.d.; Mundkur, 2020).

However, ECCE in India currently operates as a patchwork. Various programs and services are managed by different entities—government departments, NGOs, private schools, and workplace daycares. Major schemes include the Integrated Child Development Services (ICDS), Sarva Shiksha Abhiyan (SSA), and the Rajiv Gandhi National Crèche Scheme, alongside support from labour laws and welfare schemes. Yet, there is no single authority overseeing all these services, leading to variability in quality and coordination. ICDS remains the largest network, reaching millions of children—approximately 103 million between 6 months and 6 years old (Integrated Child Development Services Scheme, n.d.; Swaminathan, 2005).

Generally, ECCE services in India are organized around three broad age groups:

- Conception to Birth – Focused on maternal health, safe delivery, and protection.

- Birth to Three Years – Emphasizes survival, good nutrition (especially breastfeeding), early stimulation, and safe caregiving.
- Three to Six Years – Concentrates on learning through play, school readiness, and continued health and nutrition support (Ministry of Women and Child Development, 2013; Behera & Acharya, 2023).

Each stage has distinct needs. The earlier we begin supporting children and their families, the stronger the foundation we can build. While India has made significant progress in recognizing the value of ECCE, the current challenge lies in translating good policies into effective practices, ensuring that every child, regardless of background, has access to care, learning, and protection in their early years (Rahaman, 2022; Malik & Behera, 2023).

1.3 EARLY CHILDHOOD CARE AND EDUCATION IN MIZORAM'S CONTEXT

In Mizoram, as in many parts of the world, there is a growing appreciation for the role of Early Childhood Care and Education (ECCE) in fostering holistic development and establishing the foundations for lifelong learning. However, structured evaluation and quality monitoring remain limited, and there is a clear need for systematic assessment across the state (SCERT Mizoram, 2023; Ministry of Education [MoE], 2022). Such efforts would help policymakers, educators, and stakeholders identify both strengths and areas requiring reform, allowing for more data-driven, child-centric interventions.

Historically, ECCE in Mizoram has deep roots. Missionary activity dating back to the 1890s introduced early welfare interventions such as infant weighing, crèches, and “pre-beginner” initiatives, indicating an early understanding of the importance of child development (Rev. Rokhuma, 2015). These practices, although modest, laid the groundwork for contemporary ECCE models.

A significant turning point came in 1984, when the Government of Mizoram decided to discontinue state-run pre-primary education. While this marked the end of one chapter, it also opened the door for private sector involvement. In the years that

followed, private preschools began to emerge across the state, filling the void left by government withdrawal. These institutions—often run in English medium and emphasizing formal instruction—soon became a fixture in urban centres like Aizawl. One of the earliest and most prominent among them was Tender Care Pre-School, established in 1994. The rising demand led to a proliferation of such schools; by the academic year 2008–2009, there were reportedly 350 private English medium institutions offering pre-school programmes throughout Mizoram (Rev. Rokhuma, 2015).

The Department of Social Welfare, meanwhile, has played a parallel role in delivering ECCE services through the Integrated Child Development Services (ICDS) scheme, which has been operational in Mizoram since 1978. Anganwadi centres, the primary delivery point for ICDS services, offer a non-formal pre-school education component alongside health, nutrition, and parental education support. As of 2025, a total of 2,244 Anganwadi centres are functioning in the state.

The Integrated Child Development Services (ICDS) scheme, implemented since 1978, continues to be a cornerstone of ECCE in the state. As of 2023, Mizoram had 2,244 functional Anganwadi Centres (WCD Mizoram, 2023). These centres provide non-formal pre-school education, health checkups, immunization linkage, supplementary nutrition, and parental education. Each centre is operated by an Anganwadi Worker (AWW) and a helper, with oversight provided by Circle Officers and the Child Development Project Officers (CDPOs), ensuring linkage with Primary Health Centres (PHCs) and other health infrastructure (WCD Mizoram, 2023; Nghaka, 2018).

Under the Sarva Shiksha Abhiyan (SSA), Mizoram introduced ECCE centres attached to primary schools starting in 2005. As of the latest records, 389 such centres are active, enrolling approximately 10,897 children aged 3–5 years (Ministry of Education, 2022). These centres are generally staffed by Education Volunteers (EVs), though staffing structures vary. While they foster school readiness, they lack the comprehensive health and nutrition components of the ICDS model. However, midday meals are served alongside those in primary schools, helping address basic

nutritional needs and incentivizing regular attendance (MoE, 2022; DIET Mamit, 2023).

In response to the National Education Policy (NEP) 2020, the Social Welfare Department of Mizoram launched a revised curriculum for pre-primary education in 2023 titled *Thiam Bul Tanna Bu*. The new curriculum incorporates play-based, experiential learning and integrates Mizo language and cultural themes to foster inclusivity and identity formation (SCERT Mizoram, 2023; DIPR Mizoram, 2023). This marks a shift in policy that views ECCE not as supplementary, but as a vital educational phase in itself (MoE, 2020).

A key historical transition occurred in 1984 when the Government of Mizoram officially discontinued its state-run pre-primary institutions. This opened the door for private preschools, which have since flourished, especially in urban areas such as Aizawl. Schools such as Tender Care Pre-School, established in 1994, set early precedents. By the 2008–2009 academic year, approximately 350 English-medium private preschools were operating across the state (Rev. Rokhuma, 2015; Chaurasia, 2021).

Today, despite Mizoram's remarkable achievement in becoming India's first fully literate state in 2025 with a 98.2% literacy rate (The Economic Times, 2025; Times of India, 2025), ECCE services still reflect considerable disparity in quality and coverage between urban and rural areas, as well as between ICDS and privately managed institutions. The state is now actively working to strengthen ECCE through cross-sectoral convergence, curriculum alignment, and workforce capacity-building initiatives (MoE, 2023; UNICEF India, 2024).

In addition to policy frameworks existing in Mizoram's educational scene, curricular structures, and institutional arrangements, the role of parents occupies a central place in shaping how Early Childhood Care and Education functions in practice. Parental perception refers to the ways in which parents understand, interpret, and evaluate ECCE programmes, including their beliefs about the purpose of early education, the quality and safety of learning environments, and the kinds of outcomes that matter most for young children. Because children in the early years are unable to articulate preferences or make independent educational decisions, parents

act as the primary decision makers, and their perceptions directly influence enrolment choices, regular attendance, continuity in programmes, and patterns of engagement with early childhood institutions (Britto et al., 2013). Research suggests that parental beliefs about child development shape expectations regarding discipline, early academics, play, and emotional support, which in turn affect the kinds of practices institutions adopt to meet parental demand (UNESCO, 2015; UNICEF, 2019). Longitudinal studies have demonstrated that children tend to benefit most when parental expectations are aligned with developmentally appropriate, play-based, and emotionally responsive approaches rather than narrowly focused academic instruction introduced prematurely (Sylva et al., 2004). At the same time, in contexts where early childhood provision is diverse and unevenly regulated, parental perception often becomes a key filter through which programme quality is judged, sometimes privileging visible or marketable features over deeper developmental processes (OECD, 2017). Understanding parental perception is therefore essential for situating ECCE within its broader social context within Mizoram, as it involves family-level beliefs and expectations and how these interact with institutional practices to shape children's early learning experiences.

1.4 RATIONALE OF THE STUDY

Around the world, there is growing recognition of how crucial Early Childhood Care and Education (ECCE) is in shaping a child's overall development. As UNESCO (2020) highlights, ECCE is not merely a preparatory phase for primary school but a foundational stage in itself—nurturing emotional, social, cognitive, and physical growth. It lays the groundwork not only for formal learning but also for emotional stability, interpersonal sensitivity, and long-term well-being. The broader purpose of ECCE is to support children in becoming not just knowledgeable, but empathetic, responsible, and socially grounded citizens (UNICEF, 2022).

A well-designed early educational experience is often the first structured setting where children begin to develop their self-concept, experience social belonging, and acquire basic communication and reasoning skills. In this sense,

ECCE is both a launching pad for formal education and a stabilizing platform for early psychosocial development. International bodies such as UNICEF, UNESCO, and the Global Partnership for Education have emphasized the capacity of ECCE to reduce social inequities, promote gender equity, and foster cohesive societies (Global Education Monitoring Report, 2022).

In India, however, ECCE has historically been given limited priority within mainstream educational planning. Although the Kothari Commission Report (1966) acknowledged the importance of early education, it did not offer concrete pathways for implementation. The Right to Education Act (2009) similarly did not extend the right to free and compulsory education to children below six years of age. It was only with the introduction of the National Education Policy (NEP) 2020 that ECCE received sustained and systemic attention. The policy formally recognized ECCE as the foundational stage of education and proposed universal access to quality early learning by 2030, with an integrated approach involving schools, Anganwadi Centres, and private preschools (Ministry of Education [MoE], 2020; NCERT, 2021).

Given this backdrop, a state-level examination of ECCE implementation is both timely and necessary. This study contributes to the growing discourse by examining how national policies, particularly the NEP 2020, translate into ground-level realities in Mizoram. It offers insight into institutional practices before and after this policy shift and seeks to understand how national aspirations influence regional settings.

Mizoram, located in India's north-eastern corridor, presents a particularly interesting case. In March 2025, it became the first fully literate state in the country, achieving a literacy rate of 98.2% under the national ULLAS (Understanding Lifelong Learning for All in Society) initiative (Times of India, 2025). This milestone reflects a strong cultural emphasis on education and community involvement. However, the reach of ECCE-specific awareness and implementation is still evolving. With Regards to the population of the state, the Census of India 2011

places Mizoram's population at 1,091,014 (Registrar General & Census Commissioner, 2011).

At the same time, private preschools—especially in urban centres like Aizawl—have proliferated over the past two decades. These are typically English-medium institutions that often emphasize formal instruction. Yet, questions have been raised about whether their primary motive is educational development or commercial gain (Chaurasia, 2021). Many of these schools operate without a uniform regulatory framework, resulting in varied practices related to teaching methods, staff training, infrastructure, and curriculum alignment.

Quality assessment focuses on evaluating clearly defined learning objectives with accuracy and fairness. It avoids poorly designed assessment practices that may misrepresent students' actual knowledge and skills. In education, quality assessment is essential for improving student learning, enhancing teaching strategies, ensuring accountability, and maintaining academic standards. By providing reliable and valid information, it helps educators identify students' learning needs, make informed instructional decisions, reduce assessment-related anxiety, and support a positive, growth-oriented learning environment.

(McMillan, J. H. 2011).

Quality assessment in pre-school education has been a central concern in early childhood research, as experiences during the early years have a lasting influence on children's cognitive, social, and emotional development. Researchers have consistently argued that quality in early childhood settings cannot be assumed and must be examined systematically using well-defined indicators. emphasised that observable differences in preschool environments often translate into meaningful differences in children's learning and adjustment, making structured assessment essential for identifying effective practices. Without systematic evaluation, variations in programme quality may remain unnoticed, resulting in unequal developmental opportunities for children.

While Early Childhood Care and Education has increasingly been recognised as a foundational stage of human development, its effectiveness cannot be understood independently of parental perception, which plays a role comparable in

importance to institutional quality itself. Parents function as the link between policy intentions and everyday educational realities, translating broad goals and standards into concrete decisions about where children are enrolled, what forms of learning are prioritised, and how much engagement occurs between home and early childhood settings. Research in developmental economics and early childhood studies has consistently shown that parental beliefs and early investments exert a powerful influence on children's long-term cognitive, social, and emotional trajectories (Heckman, 2006). When parents perceive ECCE as a holistic developmental space that supports emotional security, social interaction, and age-appropriate learning, programmes are more likely to operate in ways that align with children's developmental needs (UNESCO, 2015; UNICEF, 2023). However, when parental understanding is limited or shaped primarily by social pressure, convenience, or narrow academic expectations, institutions—particularly in competitive private sectors—may prioritise early formal instruction, visible routines, or symbolic markers of quality at the expense of play, emotional support, and child-centred practices (OECD, 2018). Studies have also highlighted that parental perception influences not only programme selection but also institutional accountability, as parental demand often shapes how ECCE providers define success and respond to feedback (Britto et al., 2017). In this sense, parental perception is not an external or secondary variable but a central component of how ECCE systems function, adapt, and sustain themselves within specific social and cultural contexts.

This study takes a systematic approach to evaluating ECCE institutions in Mizoram. It draws on NCERT's quality indicators for early childhood education, including teacher qualifications, physical infrastructure, hygiene and safety protocols, classroom layout, curriculum relevance, and teacher–child interaction quality (NCERT, 2021). Institutions run under ICDS and private management will both be examined, allowing for comparative analysis and context-sensitive findings. In addition to these institutional indicators, the study recognises that the effectiveness and sustainability of ECCE practices are also shaped by parental perceptions, as parents play a key role in interpreting, responding to, and reinforcing institutional quality at the family level.

Despite Mizoram's strong literacy profile and established ICDS infrastructure, there is a noticeable research gap when it comes to ECCE-specific studies in the region. Of 75 reviewed academic studies, only 18 focused on the Indian context, and just two—by Chuaungo (2002) and Lalhlimpuii (2018)—addressed ECCE in Mizoram specifically. Neither study engaged substantively with parental perspectives, a vital component in international ECCE research trends (UNICEF, 2023). Quality assessment is a step-by-step process used to check how good something is and how well it works. It helps make sure products, services, processes, or data are accurate, reliable, and meet set standards. It includes methods like checking data for errors and, in research, reviewing studies carefully to find mistakes or bias. (International Organization for Standardization (IOS)2015). Several empirical studies have demonstrated that both structural and process components of preschool quality require careful assessment. Phillips et al. (2000) found that factors such as staff training, classroom organisation, and instructional support varied considerably across early childhood settings and were strongly associated with children's experiences. These elements could only be identified reliably through systematic observation and standardised assessment procedures. Similarly, international comparative research by Montie et al. (2006) revealed that differences in preschool quality across countries were linked to later academic performance, highlighting the importance of quality assessment for cross-context understanding and policy planning. This absence is significant, given that parental perceptions strongly influence enrolment decisions, expectations from ECCE institutions, and the nature of parental engagement with early learning programmes. Moreover, much of the global literature draws from cultural and institutional contexts that are difficult to map directly onto Mizoram's tribal and community-oriented social structures.

This study addresses those gaps by placing particular focus on the following eight dimensions of ECCE quality:

- Health and Nutrition – availability of nutritious meals, deworming, and basic health services
- Safety and Security – child-friendly spaces, secure environments, and emotional safety
- Management and Governance – transparency, community involvement, and

institutional coordination

- Learning Opportunities – variety and depth of activities, use of local language, child-centred pedagogies
- Curricular Relevance – alignment with NEP 2020 and incorporation of local culture and values
- Infrastructure and Resources – classroom space, sanitation, access to clean water, teaching materials
- Educator–Child Relationships – warmth, responsiveness, and communication quality
- Parental Perceptions and Involvement – family expectations, satisfaction, and home–centre collaboration

Including parental perceptions as a core dimension of quality allows the study to move beyond a purely institutional assessment and acknowledge the interactive relationship between ECCE providers and families, particularly in contexts where parents exercise considerable choice and influence.

For those in positions of decision-making—whether they are government officials, curriculum planners, local administrators, or NGO leaders—this study offers a practical, field-based account of ECCE in Mizoram. It does not limit itself to abstract policy discussion or compliance reports but captures the lived experiences of teachers, parents, and children within ECCE settings. Such an approach allows parental voices and expectations to be understood alongside institutional practices, rather than treated as peripheral concerns.

Studying parental perception is important, especially in contexts where ECCE provision is largely driven by private providers and quality regulation is uneven. Parents often make choices based on limited information, time constraints, and social pressures, which can lead to the selection of programmes that do not meet minimum quality standards (UNESCO, 2015). Understanding how parents think, what they value, and what constraints they face helps policymakers and educators design clearer standards, better communication strategies, and more responsive ECCE systems. Without this understanding, efforts to improve ECCE quality may fail to

influence actual parental choices, limiting their impact on children's early development (Heckman, 2006).

This rationale is not just theoretical; it builds on direct observations and structured assessment. It explains what is functioning well, what needs urgent improvement, and how existing strengths can be consolidated or scaled. It also highlights the persistent disconnect between national policy aspirations and what actually occurs in classrooms, as well as the gap between institutional intentions and parental expectations, and suggests ways to bridge that divide through better coordination, community participation, and continuous feedback.

From this standpoint, the examination of parental perception becomes especially significant, as improvements in ECCE quality are unlikely to be sustained unless parents understand, value, and support the principles that guide early childhood programmes. Research indicates that children show stronger and more consistent developmental gains when there is continuity between home environments and early learning settings, supported by informed parental involvement and realistic expectations regarding child development (Sylva et al., 2004; UNICEF, 2022). Increasingly, international policy frameworks emphasise that parents should not be viewed merely as recipients of ECCE services, but as active stakeholders whose perceptions influence programme effectiveness, participation, and long-term viability (OECD, 2017; UNESCO, 2020). In contexts where ECCE provision is fragmented or unevenly regulated, parental perception also shapes how quality is interpreted and demanded, affecting both institutional practices and policy implementation. Including parental perception within the rationale of the present study therefore strengthens its relevance by linking structural and institutional assessments of ECCE with family-level decision-making processes, thereby offering a more complete and grounded understanding of how early childhood care and education operates in real-world settings.

Therefore, keeping in view both the promising developments and the significant limitations, the present study seeks to support ongoing efforts to strengthen ECCE in Mizoram. Its goal is to help decision-makers make context-

sensitive, well-informed, and child-focused reforms that are aligned with NEP 2020, grounded in local realities, and attentive to both institutional quality and parental perceptions, in order to build inclusive, nurturing, and high-quality early learning environments for every child in the state.

1.5 RESEARCH QUESTIONS

1. What is the status of interaction of Early Childhood Care and Education in Mizoram?
2. What is the health, nutrition, personal care and routine of Early Childhood Care and Education in Mizoram?
3. What is the status of protective care and safety of Early Childhood Care and Education in Mizoram?
4. What is the existing physical infrastructure of Early Childhood Care and Education in Mizoram?
5. What is the status of organization and management of Early Childhood Care and Education in Mizoram?
6. What is the quality of Early Childhood Care and Education in Mizoram with regard to children's experience and learning opportunities?
7. What is the quality of Early Childhood Care and Education in Mizoram with regard to assessment and outcome measures?
8. What are the quality of Early Childhood Care and Education in Mizoram with regard to managing and supporting quality system?
9. What is the perception of parents about Early Childhood Care and Education in Mizoram?

1.6 STATEMENT OF THE PROBLEM

Early Childhood Care and Education (ECCE) is a vital foundation for children's cognitive, emotional, social, and moral development, yet its quality in Mizoram remains insufficiently assessed. Despite high literacy levels and a strong emphasis on education, ECCE institutions—both Anganwadi Centres and private pre-schools—vary widely in infrastructure, teaching practices, learning

environments, safety, and management. The National Education Policy (NEP) 2020 further highlights the need to examine how policy goals are reflected in everyday ECCE practices, as the absence of regular and systematic quality assessment risks uneven and ineffective improvement efforts. In addition, parental perception, a key but under-researched factor in Mizoram, strongly influences institutional choice and programme functioning, yet is rarely examined alongside comprehensive quality assessments. This gap underscores the need for focused research on ECCE quality and parental perceptions in Mizoram to support informed planning, effective policy implementation, and meaningful improvements in early childhood education.

As such, the present research problem is stated: **‘Early Childhood Care and Education in Mizoram : Assessment of Quality and Perception of Parents’**

1.7 OPERATIONAL DEFINITION OF THE TERM USED

Each of the terms used in the study's title has a specific meaning. Operationally, they are described as

Early Childhood Care and Education: In the present study ‘Early Childhood Care and Education’ refers to all programmed for children from birth to the start of primary education. This includes both early childhood educational development and pre-primary education.

Assessment: The word ‘Assessment’ in the study is based on the assessment of quality standards measurement for Early Childhood Care and Education (ECCE) developed by Ministry of Women and Child Development.

Quality: In the present study ‘Quality’ refers to the comparing two things of similar, the degree of excellence or characteristics that make something good or well-made.

Perception: The word ‘Perception’ in the present study refers to the act of perceiving, or the way in which something is regarded, understood, or interpreted..

Parents: ‘Parents’ here in the study refers to working and non-working parents of the students of Private Pre-School and Anganwadi.

1.8 OBJECTIVES OF THE STUDY

1. To assess the quality of Early Childhood Care and Education (ECCE) in Mizoram with regards to interaction.
2. To find out the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to health, nutrition, personal care and routine.
3. To evaluate the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to protective care and safety.
4. To measure the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to physical infrastructure.
5. To analyse the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to organization and management.
6. To assess the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to children experience and learning opportunity.
7. To find out the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to assessment and outcome measures.
8. To evaluate the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to managing quality system.
9. To construct parental perception scale about Early Childhood Care and Education.
10. To study the perception of parents about Early Childhood Care and Education in Mizoram.

1.9 PLAN OF THE REPORT

This report is divided into five chapters, each building towards a clearer understanding of the current state of Early Childhood Care and Education (ECCE) in Mizoram. The flow moves from broad context to specific findings and closes with grounded suggestions, reflecting both policy and practice.

Chapter I – Introduction

This opening chapter explains why ECCE matters—globally, nationally, and most importantly, within the Mizo context. It discusses how ECCE has been treated over the years, especially in Indian education policies, and highlights the shift brought by NEP 2020. It also lays out the purpose of the study, what it hopes to uncover, and why it’s necessary at this point in time.

Chapter II – Review of Related Literature

Here, previous studies—both international and Indian—are reviewed to understand what’s already known about ECCE and what remains unexplored. Special attention is given to the lack of research from Mizoram, and the limited involvement of parental perspectives in existing studies. This chapter helps position the current study as a needed addition to the conversation, rather than a repetition of earlier work.

Chapter III – Research Methodology

This section outlines how the study was actually carried out. It describes the tools used, who was included in the sample, and how data was collected and analysed. Both numerical data and personal insights are part of the study, so this chapter explains how a balanced approach was used to capture both measurable indicators and lived experiences. Limitations and ethical precautions are also briefly discussed.

Chapter IV – Analysis and Interpretation

This chapter combines the descriptive with the analytical. It begins with a brief overview of how ECCE developed in Mizoram—from early missionary efforts to today’s private pre-schools and Anganwadi Centres. It then presents and interprets the findings from the field, covering topics like infrastructure, teacher-child interaction, learning activities, curriculum, safety measures, and parental involvement. Observations are discussed honestly—what seems to be working, what doesn’t, and where intentions don’t match up with practice.

Chapter V – Major Findings, Discussions, Suggestions and Conclusion

The final chapter brings everything together. It summarises the key takeaways from the study, including both promising practices and gaps that need urgent attention. Suggestions are made with practicality in mind, based on the realities observed during field visits. These are directed towards the government, private providers, and communities alike. The chapter ends by reflecting on what this study contributes and what future research might take up from here.

CHAPTER-II

REVIEW OF RELATED LITERATURE

Every research project should identify links to previous studies in order to determine the overall significance and rationale of the current effort. The process of identifying, locating, and analyzing materials that contain information relevant to the study concerns is known as the review of related literature. Among the crucial steps in the preparation of any research project is a thorough examination of the research journal, books, dissertations, theses, and other sources of information on the issue under investigation. In addition to avoiding repetition, it helps the researcher clarify and delineate his problem and discover recommendations made by other researchers.

The following categories are used to group the researcher's review of related material.

- Research in the field relevant to the current study that was carried out in India
- Research in the field relevant to the current study that was carried out elsewhere.

The study have been analysed by keeping in view the objective, methodology and findings related to the assessment of the quality of Early Childhood Care and Education and the Perception of Parents related to quality of interaction, regard to health, nutrition, personal care and routine, protective care and safety, physical infrastructure, organization and management, children experience and learning opportunity, assessment and outcome measures, managing to quality system and the perception of parents.

2.1 Studies conducted in India

Arti and Alan (2005) conducted a study on ‘Perceptions of early childhood teachers and parents of teacher–parent interactions in an Indian context’. The study examined the nature of parent–teacher interactions among preschool teachers in India, focusing on how teacher training, job satisfaction, years of experience, and class size influenced these interactions. The research gathered perspectives from both teachers and parents, with a total sample of 65 preschool teachers and 173 parents

from an urban city in India. Findings from teacher reports showed that 32% of the variance in interactions was explained, with job and training satisfaction being significant factors, while the amount of training, years of experience, and class size had no notable impact. Parent reports accounted for 24% of the variance, revealing that the amount of teacher training had an inverse effect on parent–teacher interactions. These results suggest that factors such as limited space, financial constraints, and cultural perceptions of education and adult–child relationships play a crucial role in shaping parent–teacher interactions in preschool settings.

Arti (2008) in his study entitled ‘What do teacher–child interactions in early childhood classrooms in India look like? Teachers' and parents' perspectives’. The study explored the nature of teacher–child interactions in early childhood classrooms in India from both teachers' and parents' perspectives. It specifically examined the influence of teacher training, job satisfaction, years of experience, and class size on these interactions. The study included 65 preschool teachers and 173 parents from an urban city in India. Findings based on teacher reports showed no significant results. However, parent reports accounted for 25% of the variance, with years of experience showing a trend toward significance. Interestingly, teacher satisfaction with training had an inverse effect on teacher–child interactions. These results highlight the role of factors such as limited space, financial constraints, and cultural perceptions of education and adult–child relationships in shaping how early childhood teachers and parents perceive teacher–child interactions in the Indian context.

The study "Preschool Quality and the Development of Children From Economically Disadvantaged Families in India" was conducted by Nirmala (2010). The study looked at the developmental outcomes of four-year-old South Indian children from low-income and rural households. Preschool quality was examined using the Tamil Nadu Early Childhood Environment Rating Scale and systematic observations, while children's development was evaluated using a modified version of the McCarthy Scales of Children's skills and physical evaluations. Results indicated that improved overall development was associated with higher preschool quality. Developmental functioning was significantly influenced by three important factors: sex, age, and preschool quality. Preschool quality and sex contributed 31% and 5% of the

variance, respectively, whereas age explained 35%. Even though many Indian preschools would be regarded as subpar by Western standards, they nevertheless help children from underprivileged families grow. Nonetheless, children who attend better preschools have better developmental results than those who attend lower-quality programs, which is in line with international data. These results emphasize how crucial it is to raise preschool standards in order to promote early childhood development in disadvantaged areas.

Mamta and Prem (2011) in their study entitled 'Survey on Role of Parents Education in Child Education in Haryana'. One of the factors examined in the study was the routine of school visits. The findings indicate that only a few parents initiate contact with the school without being prompted by teachers or school authorities. Some parents respond when contacted, while others do not engage with teachers or schools at all. Based on observations and discussions, the study emphasizes the importance of maintaining strong communication between parents and teachers. The findings revealed that only a few parents reach out to the school voluntarily, while some do so only when contacted by teachers or school authorities. Others never communicate with the school at all. Based on observations and discussions, the study underscores the importance of maintaining strong parent-teacher communication. When a person balances a job alongside their studies, they often struggle to devote adequate time to academics, which can lead to lower exam scores. In low-income families, where parents are unable to afford education due to poverty and a lack of resources, children are often expected to work to contribute financially. In such circumstances, these students receive little to no support. Only the government can offer meaningful financial assistance to help underprivileged students, and their families access education.

Loknath (2012) in his study 'Parental Involvement in Early Childhood Care Education'. The findings of this study highlight the significant impact of parental involvement—particularly emotional care and support—on early childhood education, especially in shaping a child's academic performance. It was observed that parents' level of education plays a crucial role in determining the age at which their child is enrolled in school. Higher parental education levels are associated with

earlier school enrolment. However, the study found that a family's residential setting does not influence a child's educational performance. Overall, parental involvement is essential in early childhood education, as it broadens a child's learning experiences, enhances social interactions, and fosters self-esteem and self-efficacy.

Tania et al. (2012) conducted a study on 'Development of an Early Care and Learning Centre Rating Scale to Assess Quality in Early Childhood Care and Education' in their findings the first six years of a child's development are considered crucial, as early experiences serve as the foundation for future growth. According to the Annual Status of Education Report (ASER, 2013), investing in early childhood education is key to enhancing and sustaining learning outcomes over time. This investment can be made by ensuring high-quality early experiences. A report on primary education pathways revealed that 53% of fifth-grade students were unable to read a second-grade textbook, while 52% struggled with second-grade math problems (ASER, 2015). Addressing this learning gap requires a strong foundation and equitable early education. This highlights the need to evaluate early care and learning centers for quality. Hence, the study aimed to develop an assessment tool, the "Early Care and Learning Centre Rating Scale" (ECLCRS), which assesses both process and structural quality in these centers.

Rita et al. (2012) conducted a study on 'Quality and early childhood care and education; Lessons from India and Ghana'. The chapter begins by outlining existing theoretical approaches to Early Childhood Care and Education (ECCE) quality and highlighting the added value of the Education Quality framework. It introduces the Education Quality (EdQual) definition of quality as applied to ECCE policy analysis in case studies from Maharashtra, India, and Ghana, Africa. In Ghana, centre-based early childhood education has expanded in peri-urban and urban areas due to increasing family mobility, greater female participation in the formal economy, and education policy changes. The quality of education is influenced by policy, school, and home/community environments. Research on early childhood education that adopts a human capital theoretical approach views quality as a universally defined concept-objective, inherent, and measurable. The perspective has provided policymakers with a strong economic rationale for prioritizing ECCE.

Ipseeta et al. (2012) conducted a study on 'Parental stress as a predictor of early childhood caries among preschool children in India'. A case-control study was conducted with 800 preschool children (400 with active dental caries and 400 caries-free) aged 4–5 years, along with their parents. The study assessed parental stress levels using the Parental Stress Index-Short Form (PSI/SF). Children's dental caries status was clinically examined using the Dentition Status and Treatment Needs criteria. Statistical analysis included Student's t-test, Pearson's correlation, and linear regression to evaluate associations between parental stress and children's dental health. The study found an overall mean Parenting Stress Index (PSI) score of 193.48 ± 59.63 , with significantly higher stress levels among parents of children with dental caries (cases) compared to those without (controls). Additionally, parental stress showed a significant correlation with dmft (decayed, missing, and filled teeth) scores and emerged as a strong predictor of early childhood caries (ECC). This study highlights the significant impact of parental stress on children's oral health, suggesting that higher stress levels in parents may contribute to an increased risk of early childhood caries (ECC). Practitioners should recognize this relationship and consider integrating stress management strategies into paediatric dental care to support both children's oral health and overall family well-being.

Mukherjee (2012) in his study entitled 'Exploring the impact of physical infrastructure on universal attainment of primary education in India A comparative analysis of West Bengal and Tamil Nadu'. The study examined the hypothesis of differential educational attainment by comparing the states of West Bengal and Tamil Nadu using DISE data from two periods—2002-03 (the inception of SSA) and 2007-08. To validate the relationship between infrastructure provision and educational attainment, an 'Index of Physical Infrastructure' was created using the First Principal Component method. Findings shows that Tamil Nadu demonstrated greater progress in enhancing physical infrastructure in primary schools, contributing to more effective implementation of the SSA program. Additionally, the state achieved significantly higher correct-age enrolment rates compared to West Bengal, reflected in lower dropout rates and better infrastructure provisions in primary education.

Gagandeep and Kulwinder (2014) in their study entitled ‘Early childhood care and education a study of private schools in Punjab.’ The primary objectives of this research were to examine the policy perspectives on Early Childhood Care and Education (ECCE) in India, assess the physical infrastructure, equipment, and materials used in ECCE centers, evaluate the content and teaching methodologies in alignment with UN norms, gather the perspectives of parents and teachers on various ECCE aspects, and conduct a case study of an institution in Patiala, Punjab. The study utilized four research tools: a School Inventory-cum-Checklist, a Questionnaire-cum-Interview Schedule for Heads of Institutions/Administrators, a Questionnaire-cum-Interview Schedule for Teachers, and a Questionnaire-cum-Interview Schedule for Parents. Findings indicated that the government must take a more proactive role in establishing a standardized framework for regulating quality assurance, licensing, monitoring, and ensuring equity in ECCE programs.

Kirte and Prerana (2015) conducted a study on ‘Assessing the quality and management of childhood education centres.’ In three cities—Mumbai, Jaipur, and Vadodara—this study looks at the management and quality of early childhood education (ECE) centers run by three distinct management types: private institutions, non-governmental organizations, and government agencies. Principals, administrators, teachers, and parents of children enrolled in 46 sampled ECE institutions provided information for the study. Physical infrastructure, program content, personnel qualifications, and parent-teacher associations were among the quality characteristics evaluated. Planning and administration, leadership, personnel management, resource use, and institutional evaluation were the main focuses of management aspects. Findings revealed that while the overall understanding of quality remained consistent across different management types, there were variations in the emphasis placed on specific quality and management factors.

Chandra et al. (2017) in their study entitled ‘Quality Early Childhood Care and Education in India’. The report highlights that Early Childhood Care and Education (ECCE) is globally recognized as a vital component of education for all, prompting many countries to prioritize its development. While significant progress has been made worldwide, most nations have struggled to fully achieve ECCE goals

or have compromised on quality due to resource constraints, inadequate planning, and ineffective implementation—challenges that are particularly pronounced in large and populous countries like India. To improve ECCE quality, the Government of India has introduced various initiatives, including policies, constitutional amendments, quality standards, curriculum frameworks, and flagship programs such as Integrated Child Development Services (ICDS), District Primary Education Programme (DPEP), and Sarva Shiksha Abhiyan (SSA). However, in the pursuit of expansion, certain non-negotiable quality standards have been overlooked, leading to both anticipated and unforeseen challenges. Consequently, India has yet to fully achieve its goal of ensuring high-quality ECCE.

Rehman et al. (2017) in their study entitled ‘Utilization and Parental Perception towards Anganwadi Services in Rural Lucknow - A Cross Sectional Study’. The Integrated Child Development Services (ICDS), a flagship program of the Government of India, aims to provide health, nutrition, and preschool education to children aged 3 to 6 years. However, even after 35 years of implementation, concerns persist regarding its effectiveness in addressing childhood and maternal health challenges. The study revealed low utilization of Anganwadi services, with parents perceiving Supplementary Nutrition as more beneficial than Preschool Education. However, most parents were dissatisfied and viewed the services as poor in quality. To improve the effectiveness of ICDS centers, strict supervision is necessary to ensure service provision and quality. Additionally, the role of Anganwadi Workers (AWWs) should go beyond nutrition distribution, adopting a need-based approach to enhance user satisfaction and overall program impact.

Amita (2019) in his study ‘Early Childhood Parental Philosophies and Practices in Urban India: Education, Care, and Well-Being of Young Children in a Society Shaped by Traditional and Global Forces’. Survey-based study was conducted among parents of young children in urban India to explore their perspectives on adult-child relationships, including connections with extended family. The study also examined parents’ attitudes toward their children's education, their preferences regarding essential skills and behaviours for their children, and the potential influence of globalization on their parenting beliefs and practices. The

research includes a description of the methodology and background of the participating parents. The data analysis findings are categorized into key themes: the emphasis on maintaining generational continuity in adult-child relationships, the importance parents place on education and learning, the prioritization of character development and children's well-being, parents' views on globalization's impact on their parenting, and how their parenting approaches may differ from those of previous generations. The findings, alongside a literature review, contribute to discussions on how childhood, parenthood, and motherhood are shaped by socio-cultural factors within the intersection of traditional values and global influences in Indian society. Furthermore, the study highlights Indian parents' strong financial and emotional investment in their children's education as a means to equip them with the skills necessary for success in a globalized world.

Sapna et al. (2020) conducted a study on 'Father Involvement in Early Childhood Care: Insights from a MEL System in a Behaviour Change Intervention among Rural Indian Parents'. Fathers' participation in care giving and early cognitive development activities positively influences a child's social, behavioural, cognitive, academic, emotional, and psychological growth. The study, conducted in Tamil Nadu, South India (2017–2019), used a Cluster Randomized Trial to evaluate the impact of techno-social innovations on enhancing fathers' involvement in childcare and its effects on child development. Qualitative research supplemented the trial, offering insights into the mechanisms of change. The data gathered from the formative research guided the design, development, and implementation of the intervention. Collaboration with the government program not only enhanced policy visibility and access to secondary data but also facilitated field research and provided a skilled workforce with deep field knowledge and a strong presence in rural underserved areas. To ensure continuous refinement of the intervention, feedback loops enabled adaptations at each stage of implementation. The findings offer valuable insights for shaping early childhood development programs, particularly those aimed at increasing fathers' involvement in childcare and effectively leveraging evidence in such interventions.

Nirmala et al. (2021) conducted a study entitled 'Fostering equitable access to quality preschool education in India: challenges and opportunities'. The study examined center-based preschool education for children aged 3 to 6 in India, assessing access rates and addressing challenges related to equitable access and quality. While significant progress has been made in expanding preschool education, several issues must be tackled to improve its quality. A crucial step toward meeting these national goals is enforcing the National Quality Standards for Early Childhood Care and Education. Additionally, increasing budget allocations, prioritizing the professional development of early childhood educators, and leveraging technology to monitor government programs could significantly strengthen the preschool education system.

Saikat and Hannah (2022) in their study entitled 'Parents' attitudes and unequal opportunities in early childhood development: Evidence from Eastern India'. Early childhood development is recognized as a vital factor for sustainable growth, with parental involvement playing a key role. However, limited evidence exists from developing countries like India on how parents influence children's access to early childhood development programs. This study empirically examines whether parental attitudes contribute to disparities in preschool access in India. Findings indicate that a negative or indifferent parental attitude significantly reduces children's preschool enrollment. Additionally, parents' educational levels strongly influence their perspectives on early education and care. To address these challenges, the study suggests a two-pronged policy approach: first, educating parents about the importance of early childhood development, and second, actively involving them in the implementation of early education programs.

Shadaba (2024) conducted a study entitled 'A study on the attitude of parents towards preschool education'. The study examines the perceptions, expectations, and concerns of parents in Srinagar's educational zone regarding their children's enrolment and participation in preschool programs. The target population consisted of parents with preschool-aged children in this region. A random sample of 100 parents (60 male and 40 female) was selected for the study. The findings revealed

that parents generally hold an average attitude toward preschool education, with no significant differences based on gender, occupation, or profession.

2.2 Studies conducted Abroad

Alice (1979) conducted a study on ‘Parent Involvement in Early Childhood Education’. Until recently, education for parenthood was primarily learned within the family through shared responsibilities, support from relatives, and gatherings that fostered lessons in care, nurturing, and responsibility. However, with increased mobility, maternal employment, and single parenting, the number of family members actively involved in raising young children has significantly declined. To encourage positive parental participation in early childhood education, collaboration among neighbours, agencies, and schools may be necessary. Prioritizing such efforts at a political level is essential, as young children represent our most valuable national resource. The research indicates that ineffective parenting styles are linked to a lack of awareness of children's cues and an insensitivity to the meaning behind their behaviours and interactions. These findings highlight the urgent need for parent training. To be most effective, training programs for parental involvement in early childhood education should take a preventive approach, equipping parents with the skills and knowledge necessary to support their children's development from an early stage.

Wendy and Maria (1994) in their study entitled ‘Parents Involvement in Children's Schooling: A Multidimensional Conceptualization and Motivational Model’. The study had two primary objectives. The first was to explore a multidimensional framework for understanding parental involvement in children's education, defined as the allocation of resources toward their academic efforts. The second was to assess a model in which children's motivational resources—such as perceived competence, control understanding, and self-regulation—serve as mediators between parental involvement and academic performance. The study included 300 children aged 11–14 and their teachers. Factor analyses of various parental involvement measures confirmed three key dimensions: behavioural involvement, intellectual/cognitive involvement, and personal involvement. Path

analyses indicated that mothers' behavioural and intellectual/cognitive involvement influenced school performance indirectly through children's perceived competence and control understanding, while fathers' behavioural involvement affected school performance indirectly through perceived competence. Thus the findings challenge a simplistic, one-dimensional view of parental involvement and support the idea that children actively shape their own academic experiences.

Kathleen and Howard (1997) conducted a study entitled 'Why Do Parents Become Involved in Their Children's Education'. The study examined psychological theories and research essential to understand why parents engage about their children's education at the elementary and secondary levels. Three key factors influence parental involvement decisions. First, parents' role construction shapes their beliefs about their responsibilities in their child's education, defining what they consider important, necessary, and appropriate actions. Second, parents' sense of efficacy reflects their confidence in their ability to positively impact their child's academic success through involvement. Third, invitation, load, and opportunity for participation refer to parents' perceptions of whether their child and the school encourage their involvement. The study proposes an additive model incorporating these three factors and discusses its implications for research and practice. The finding highlights that even well-structured school programs promoting parental involvement may have limited success if they fail to address parental role construction and parents' sense of efficacy in supporting their child's education.

Vandell and Wolfe (2000) emphasised that Quality assessment in pre-school education has been a central concern in early childhood research, as experiences during the early years have a lasting influence on children's cognitive, social, and emotional development. Researchers have consistently argued that quality in early childhood settings cannot be assumed and must be examined systematically using well-defined indicators. Observable differences in preschool environments often translate into meaningful differences in children's learning and adjustment, making structured assessment essential for identifying effective practices. Without systematic evaluation, variations in programme quality may remain unnoticed, resulting in unequal developmental opportunities for children.

Shonkoff and Phillips (2000) highlighted From a developmental science perspective, that early learning environments shape brain development, emotional regulation, and stress responses, particularly during the sensitive early years. Their work underscored that assessing the quality of preschool settings is necessary to ensure that environments support healthy development rather than merely providing custodial care. This view reinforced the idea that quality assessment should extend beyond physical facilities to include emotional climate, caregiver responsiveness, and stability of relationships.

Several empirical studies have demonstrated that both structural and process components of preschool quality require careful assessment. Phillips et al. (2000) found that factors such as staff training, classroom organisation, and instructional support varied considerably across early childhood settings and were strongly associated with children's experiences. These elements could only be identified reliably through systematic observation and standardised assessment procedures. Similarly, international comparative research by Montie et al. (2006) revealed that differences in preschool quality across countries were linked to later academic performance, highlighting the importance of quality assessment for cross-context understanding and policy planning.

Berit et al. (2001) conducted a study on 'The role of parental perceived control in child development: A longitudinal study'. The study examined the impact of parental perceived control on child development, focusing on two locus-of-control scales. Researchers explored how these scales related to parenting experiences during infancy and children's problems and competencies at ages 4 and 9. Using a longitudinal sample of 103 families, the study assessed mothers' and fathers' control ratings when children were 33 months and 9 years old. Findings indicated that parental control ratings—but not parental responsibility ratings—were influenced by early child temperament and parental adaptation. Additionally, higher perceived control was associated with fewer child problems and greater competence, both over time and at each stage. Notably, both mothers' and fathers' perceived control played a key role in child development. The study concluded that the Parental Control scale is

a valid and reliable tool for assessing how parents perceive their actual control in raising their children.

Sonja (2001) in her study 'Pedagogical quality in preschool: an issue of perspectives'. The investigation consists of four studies, along with a meta-analysis of their findings and a theoretical framework. Two of the studies were part of a project aimed at enhancing pedagogical quality in 20 preschools. By utilizing both external and self-evaluations with the ECERS tool, researchers were able to compare these assessments and use the results to design a targeted development program. In the third study, six preschools—three rated as low quality and three as high quality—were selected for in-depth analysis. Researchers interviewed 39 five-year-old children to understand their perceptions of decision-making and their opportunities to influence their preschool environment. A comparative study between Germany and Sweden involved similar and autonomous evaluation of quality in 20 preschools, with 10 in each country, using ECERS. The evaluation process was documented and categorized into five key themes. From the meta-analysis of the findings, pedagogical quality is defined at a fundamental level, contributing to the development of a theoretical framework. The results indicate that high-quality preschool education is strongly linked to teacher competence and reveal that learning-oriented activities are infrequent in the preschools studied.

The study "Parents' perceptions of their children's childcare: a cross-national comparison" was conducted by Debby et al. (2002). The study looks at how parents in the USA and Germany view the quality of early childhood education (ECE) services provided to their preschool-aged children given the two nations' different educational and cultural frameworks. 392 parents from Germany and 2,407 parents from the USA made up the study sample. Using the appropriate Early Childhood Environment Rating Scale (ECERS) versions for each nation, trained observers evaluated the quality of the classrooms. Additionally, parents' perceptions of ECE programs were evaluated using the ECERSPQ, a parent-adapted version of the ECERS. The results show that the quality features listed in the ECERS/ECERSPQ are highly valued by parents in both nations. However, parents consistently rate their children's classrooms significantly higher than trained observers do, and their

assessments are influenced by the relative importance they assign to different quality factors. The study highlights the need to help parents make more informed and discerning choices regarding childcare.

Longitudinal evidence also supports the importance of assessing preschool quality. The NICHD Early Child Care Research Network (2002) reported that children who experienced higher-quality early care environments demonstrated better cognitive and social outcomes over time. Crucially, these conclusions were drawn from studies that relied on validated assessment tools rather than informal judgments. More recently, Slot (2018) argued that quality assessment in early childhood education should integrate structural indicators with observations of daily practice, allowing assessment to function not only as an accountability mechanism but also as a tool for continuous improvement.

Margaret and Debby (2003) they conducted a study entitled ‘Diversity, childcare quality, and developmental outcomes’. In order to determine whether standard measures of childcare quality were less reliable for African American and English-speaking Latino children than for English-speaking children, the study uses secondary analysis of data from two significant U.S. childcare studies: the Cost, Quality, and Outcomes Study and the NICHD Study of Early Child Care. The results showed that all three groups had comparably good reliability and validity for commonly used childcare quality metrics. The quality of childcare, the ethnic fit between the kid and caregiver, and the agreement between the mother's and caregiver's views on raising children were also examined in the study. The findings showed that when caregivers gave them attentive and engaging care, children from all three ethnic groups showed improved cognitive and social abilities, which are important indicators of academic achievement. However, children's skills were not consistently linked to ethnic matching or shared child-rearing beliefs between mothers and caregivers. The finding suggests that high-quality care benefits all children, though the ways in which quality is expressed may vary across cultural contexts.

Eva (2004) in her findings ‘Learning encounters in preschool: Interaction between atmosphere, view of children and of learning’. Among Swedish preschool toddlers, three key themes emerged as significant in shaping pedagogical interactions created by teachers: atmosphere, the teacher’s perception of the child, and the view of learning. Each main theme included three sub-themes, which are presented together in this study. The findings suggest that an interactive atmosphere, closely connected to the child’s life-world, is often linked to seeing the child as a fellow-being and having confidence in their learning abilities. In contrast, when the atmosphere is unstable, the child tends to be viewed from a hierarchical perspective, with learning perceived as dependent on maturity and the child’s (in) competence. Lastly, in a controlling atmosphere, the child is often seen as irrational, and learning is approached through conditioning.

Nancy (2004) conducted a study on ‘The Quality of Early Child Care and Children's Development’. The study included, over the past half-century, significant changes in family dynamics have transformed the daily experiences of many young children. As more mothers of young children joined the workforce, an increasing number of children spent considerable time in various childcare settings. This shift has led to extensive research on how the quality of early childcare influences children's development. However, a comprehensive understanding of this impact requires examining the interactions between childcare, family, the workplace, and society. The study situated the current knowledge about early childcare quality and child development within this broader ecological context and proposes directions for future research and practice.

Process-oriented approaches to quality have further strengthened the case for assessment. Laevers (2005) argued that children’s well-being and involvement serve as key indicators of educational quality, reflecting how children actually experience early learning environments. However, such indicators require structured observation and clear criteria to be used effectively, again underscoring the role of systematic assessment. In the absence of regular monitoring, these critical aspects of children’s experiences may be overlooked.

Cassidy et al. (2005) conducted a study entitled ‘Measurement of quality in preschool child care classrooms’. This study examined the psychometric properties of the Early Childhood Environment Rating Scale-Revised (ECERS-R) using a large sample of 1,313 classrooms. The seven subscales and the possibility of evaluating fewer discrete indicators of quality were both examined by the researchers. Both exploratory and confirmatory factor analyses were carried out because of the huge sample size. The findings showed that Language/Interaction (seven items) and Activities/Materials (nine items) were two separate categories that combined explained 69% of the variance. These factors appear to be separate but indicative of the broader scale, as evidenced by their high internal consistency, moderate correlation across the two factor-based scales, and strong connection with the overall ECERS-R score. In connection with the new factor-based measures and the final score, the study also looked at teacher education and structural quality aspects. The results have implications for future research on effective classroom quality measurement as well as practitioners.

Gail and Michal (2006) conducted a study entitled ‘Parent involvement in childcare settings: conceptual and measurement issues’. The study explored the conceptualization and measurement of Parent Child Care Involvement (PCCI) and examines whether it should be included in high-stakes quality ratings. Findings indicate that parents consistently describe childcare providers as welcoming and supportive, even when other quality assessments reveal significant issues. Similarly, providers tend to report their own PCCI efforts in a highly positive manner. A newly developed measure, the Family–Provider Partnership, also showed a positivity bias. However, scores from this measure were strongly correlated with other indicators of childcare quality, such as the ECERS-R Infant-Toddler Environment Rating Scale (ITERS), staff-to-child ratios, and staff credentials. These findings support the inclusion of PCCI in childcare quality assessments.

Hasheem et al. (2006) conducted a study on ‘A Review of Outcome Measures in Early Childhood Programs’. In order to assess the results of early childhood interventions for children with impairments and their families, the researchers looked at the metrics that are already accessible. The study concentrated on measures with

established psychometric properties for (a) evaluating the effectiveness of partnerships with families and (b) evaluating the impact of services and supports for families, as family-centered practice principles emphasize the inclusion of both family and child outcome measures in evaluation plans. While social support, parenting, and family quality of life are structures for service outcomes, overall program satisfaction and empowerment are important constructs linked to partnerships. The researchers looked at measurements for each of these five constructs and emphasized that the particular support services provided by a program determine which assessment instruments are best. They emphasize that each program should clearly define the outcomes it aims to influence and measure accordingly.

Maite et al. (2008) in their research entitled 'Health-Related Quality of Life Measurement in Children and Adolescents: A Systematic Review of Generic and Disease-Specific Instruments'. The data reveal that a total of 30 generic and 64 disease-specific instruments were discovered, with 51 published between 2001 and 2005. Although many generic measures cover the essential elements of mental, social, and physical health, there are considerable differences in the number and labeling of dimensions. Self-reported instruments have a minimum age requirement of 5–6 years. Recent general assessments have incorporated both child self-report and parent-proxy reporting, whereas 26% of disease-specific questionnaires were intended purely for proxy respondents. 67% of the questionnaires had internal consistency tests, and 44.7% had test-retest stability tests. The majority of instruments evaluated concept validity; however, criterion validity, structural validity ($n=15$), and sensitivity to change were examined in fewer research. In recent years the development of HRQOL instruments for children and adolescents has evolved quickly in recent years, notably in disease-specific assessments. While many instruments meet established psychometric standards, developers should involve children early in the design process and prioritize testing for sensitivity to change.

Eeva et al. (2009) conducted a study entitled 'Perspectives of early childhood teachers on parent–teacher partnerships in five European countries. The results indicate variations in teachers' approaches to parent-teacher partnerships both across different societies and within individual countries. Parents also differ in their ability

to establish and sustain partnerships with teachers. Additionally, disparities in teachers' professional status across countries appear to influence parents' roles in these partnerships within early childhood education and care (ECEC) services. The study seeks to deepen the understanding of parent-teacher partnerships in modern early childhood education through cross-cultural research and aims to improve the training and professional development of early childhood educators.

Amy and Karen (2009) in their study entitled 'Measuring the Quality of Teacher–Child Interactions in Toddler Child Care'. The toddler stage is a critical period in early childhood development, during which children build autonomy, self-regulation, and language skills through interactions with significant adults. With a growing number of toddlers enrolled in childcare, it is essential to assess the quality of these environments based on their specific developmental needs. The study highlights the importance of evaluating childcare classrooms serving children aged 15 to 36 months. It proposes and provides preliminary validation for a measure of teaching behaviours focused on teacher-child interactions, adapted from the Classroom Assessment Scoring System.

Karin et al. (2010) conducted a study on 'Quality and Early Childhood Education and Care: A Policy Initiative for the 21st Century'. The research highlights the expectation that high-quality early childhood education and care (ECEC) relies on strong inputs to produce positive outcomes for children. While there are various ways to define and measure these outcomes, current methods focus primarily on threshold quality. However, threshold quality represents only a baseline—once the minimum standards are met, quality is assumed to be achieved and maintained. This approach lacks depth, calling for a more advanced and comprehensive evaluation process.

Deborah and Amy (2010) in their study on 'Early Care, Education, and Child Development'. The findings indicate that children in the United States spend a significant portion of their early years in early care and education (ECE) settings, making these environments crucial for understanding early development. Research on the short- and long-term effects of ECE experiences has a long history, leading to

three key conclusions:(a) While parents remain the most influential factor in a child's development, ECE experiences also have meaningful short- and long-term impacts across various developmental areas, particularly in interaction with family influences.(b) The quality of adult-child interactions in ECE settings is the strongest factor affecting child outcomes, though the duration of exposure to these environments also plays a role, especially in social-emotional development.(c) Some children, particularly those from low-income backgrounds, are more sensitive to differences in ECE quality than their peers.

La et al. (2012) conducted a study entitled 'Examining the Definition and Measurement of Quality in Early Childhood Education'. In their findings the field of early childhood education continues to struggle with defining and assessing classroom quality. Ambiguities in conceptualizing quality and measuring it have led to widespread reliance on the Early Childhood Environment Rating Scale (ECERS-R), which is often treated as equivalent to classroom quality itself. Despite being a measurement tool, the ECERS-R is frequently used to define quality, influencing early childhood programs to prioritize high ratings on this scale. As a result, its item content has become a focal point for quality improvement efforts. This study analyses how quality has been defined in research using the ECERS-R over the past eight years (2003–2010). A content analysis of 76 U.S.-based studies reveals inconsistent definitions, with quality being framed in various ways, such as "quality is ECERS," "classroom quality," or "environmental quality." Given these inconsistencies, the study discusses implications for research and policy in early childhood education.

Ji and won (2012) conducted a study entitled 'A Comparative Study on Parents' and Female Teachers' Perceptions of Male Teachers in Early Childhood Education and Care Centers'. The comparative study explored how male teachers in early childhood education are perceived by both parents and female teachers. The findings indicated that both groups generally supported the inclusion of qualified male teachers in early childhood education. They also shared the belief that male teachers could contribute to children's overall development. However, female teachers suggested that male teachers should develop a stronger sense of vocation,

fairness, and sincerity in their roles, while parents perceived female teachers as more affectionate and nurturing. Additionally, female teachers viewed male teachers' teaching abilities as dependent on their level of training and education. Parents who had prior experience with male teachers rated their teaching abilities more positively than those without such experience. Overall, teachers tended to assess male teachers' capabilities more favourably than parents did.

Min and Hee (2012) conducted a study on 'Parental Perceptions of the Relationship between Early Childhood Education Institutions and Parents'. The study aimed to explore parents' perceptions of the relationship between early childhood educational institutions and families, as well as how these views were shaped by parental background factors. A total of 334 parents with children enrolled in kindergarten participated. Data analysis was conducted using the Chi-squared test, t-test, and one-way ANOVA. The key findings were as follows: First, while parents showed a strong interest in their child's education, they had limited knowledge of kindergarten curriculum and teaching strategies. Second, parents expressed a higher-than-average belief in the importance of parental involvement in early childhood education. Third, both teachers and parents desired an open and collaborative relationship where they could freely exchange opinions.

Bronagh E and Karolla (2012) in their study 'Effectiveness of child protection training for pre-service early childhood educator'. The study highlights that early childhood educators may begin their careers without sufficient preparation for child protection due to inadequate pre-service training. This research contributes uniquely by employing the Child Protection Questionnaire for Educators (CPQE) to evaluate the knowledge of early childhood and primary teaching students regarding child maltreatment and protection before and after an intervention. Findings indicate that students' understanding improves significantly after completing the Pastoral Pathways child protection training program as part of their undergraduate education. However, post-intervention scores vary among different groups. The study provides evidence of the program's effectiveness and identifies areas for further training. These insights are valuable for teacher educators and childcare training providers in refining curriculum content and assessing competency development.

Betul et al. (2013) conducted a study entitled 'Parents' Views about Preschool Education'. Preschool education is essential for children's development, and parents play a crucial role in this stage. Their perspectives significantly influence the effectiveness of preschool education. This study aimed to examine parents' views on preschool education. Thirty-five parents were selected from the parents of that private pre schools where their children attended. A basic qualitative research approach was used, and data were collected using a semi-structured interview designed by the researchers. For analysis, the data were first coded and systematically organized. Four main themes emerged: (1) the significance of preschool education, (2) the suitable age for starting preschool, (3) key description of preschool institutions, and (4) parents' expectations from these institutions. The study emphasized the importance of preschool education in supporting children's social development and preparing them for future academic levels. Additionally, most parents expected preschool to help enhance their children's social skills. While parents were aware of the essential characteristics of preschool institutions, they did not have a consistent or unified perspective on the appropriate age for children to start preschool.

Sascha et al. (2013) in their study entitled 'Discipline Policies in Early Childhood Care and Education Programs: Building an Infrastructure for Social and Academic Success'. The findings emphasize that preventing challenging behaviour in young children is a national priority, as behavioural issues among young children are increasing. Early childhood programs can establish a controlled atmosphere that promotes social and academic development with the aid of effective discipline practices. Examining the degree to which existing early childhood discipline policies include essential elements required to create effective, system-wide (program- and school-wide) discipline frameworks was the goal of this study. Researchers assessed 65 disciplinary policies from state-licensed early childhood care and education programs using the Early Childhood disciplinary Policy Essentials Checklist. The findings showed that most punishment strategies lack the fundamental components required to successfully curb problematic behavior and promote prosocial behavior in young children.

Janet and John (2013) they conducted a study on 'New Zealand students' perceptions of parental involvement in learning and schooling'. The study looked at how high school students' perceptions of parental participation and their academic performance related to each other. It analyzed disparities according to success levels, gender, ethnicity, and socioeconomic background while creating a structural model to investigate these relationships in more detail. In addition to measurements of efficacy, interest, and reading and math performance, 1,554 high school students in 59 schools in New Zealand were given a parental participation questionnaire. Findings suggest that students value parental engagement in discussions about learning, schooling, and future expectations, particularly for lower-achieving students. However, students whose parents frequently communicate with teachers or attend school meetings tend to have lower achievement. The study highlights the need to foster student self-regulation in learning at home, emphasize surface-level rather than deep-learning homework, and help parents understand the language of learning and schooling.

Collette et al. (2013) in their study on 'The Quality of Early Childhood Education and Care Services in Australia'. The study examines the quality of early childhood education and care (ECEC) services using data from E4Kids, a large-scale longitudinal study of three types of ECEC services across two Australian states. In 2010, complete data was available for over 250 preschool classrooms, with quality assessed using the class and selected subscales of the ECERS-R. Findings indicate that Australian ECEC services generally fall within the medium range for most quality components, except for personal care routines and instructional support. Quality levels vary systematically by service type, with kindergartens demonstrating significantly higher quality than long day care centres. Comparisons with ECEC quality in the United States and United Kingdom reveal that Australian services are slightly weaker in terms of developmentally appropriate classroom practices (as measured by ECERS-R) but perform slightly better than the U.S. in classroom organization and instructional support.

Bridget (2014) conducted a study on 'Teachers' Daily Interactions With Children: An Essential Ingredient in Effective Early Childhood Programs'. The

study is to emphasize the importance of ensuring that investments in early childhood programs effectively support children's school readiness. To achieve this, early childhood settings must foster responsive and cognitively stimulating daily interactions between teachers and children. However, many young children do not experience the types of teacher-child interactions necessary for a strong start in kindergarten. The researcher reviewed studies identifying teacher-child interactions that promote children's development and examined how systematic professional development enhances these practices. Additionally, the study discusses research limitations and policy implications. Findings suggest that increased interaction positively influences children's development, particularly in physical, cognitive, and social skills.

Ingrid (2015) conducted a study on 'Interacting with the child in preschool: a crossroad in early childhood education'. The study explores two educational approaches: one centered on structured design and the other on open reflection. It introduces 'situational sensitivity' as a key concept within the latter approach, emphasizing ethical engagement with children. The first approach, characterized by learning studies, didactic analysis, advocate planning, and structured educational designs, follows a logic that simplifies complexity. In contrast, the second approach, exemplified by the 'Wondering Together' project, embraces openness and reflection, encouraging diverse perspectives. The study argues that situational sensitivity embodies this open and inclusive mindset, supporting the concept of building—the holistic development of individuals—by fostering both knowledge of the world and respect for children's experiences and viewpoints.

Olga (2015) conducted a study on 'The Parents' Values of Early Childhood Education and Care in Russia: Toward the Construction of Evaluation Tools'. The findings indicate that parents perceive kindergarten as a comprehensive service focused on children's daytime education and development within a structured educational environment led by professional educators. The most valued aspect for parents is their children's opportunity to develop social skills, such as communication, conflict resolution, and cooperation with peers. The second most important benefit of kindergarten education is fostering life skills, including adapting

to routines and developing independence. Additionally, parents view an educator's primary competence as the ability to create a positive emotional climate, promote openness for children's individuality, and establish a supportive space for effective communication with parents.

Silvia and Teresa (2015) in their study entitled 'Parents' and teachers' perceptions of quality in Portuguese childcare classrooms'. The study's main goal was to investigate how parents and educators in Portugal felt about the standard of early childhood education for young children. In all, 110 teachers and 110 parents participated in the study. The findings support the ITERS-R's applicability in Portugal by showing that both parents and teachers place a high value on the quality criteria listed in the document. Although there were connections between the quality assessments of parents and teachers and those of observers, the results indicate that parents and teachers believe the care and instruction in toddler classrooms to be far better than what the researchers saw.

Eminbe and Belma (2015) conducted a study entitled 'Development of Personal Safety and First Aid, Hygiene-Self-care, and Nutrition Subscales in Health Education Scale for Preschool Children'. The goal of the study is to create a scale that promotes preschoolers' healthy growth in the areas of nutrition, cleanliness and self-care, and personal safety and first aid. This is accomplished by carefully reviewing and compiling programs for preschoolers aged five to six. The study also aims to examine the validity and reliability of these Health Education Scale subscales. As a result, the study found that several programs that actively involve parents and instructors can be created to improve children's knowledge and abilities. It is impossible to ignore the importance of parental participation in early childhood education. Additionally, personal safety and first aid, hygiene and self-care, and nutrition play a crucial role in an individual's well-being, particularly for children with special needs. Implementing different programs and curricula can help ensure that children acquire these essential knowledge and skills.

Syrjakami et al. (2016) conducted a study on ‘Enhancing peer interaction: an aspect of a high-quality learning environment in Finnish early childhood special education’. In ECSE kindergarten groups in Helsinki, Finland, researchers explored the quality of the pedagogical environment, the effectiveness of strategies for enhancing peer interaction (EPI), and the teaching approaches used to support children with diverse needs. The study assessed quality through a quantitative Learning Environment Assessment, complemented by qualitative data from observations and interviews. Quantitative findings were presented using descriptive statistics, while qualitative content analysis provided deeper insights into EPI pedagogy. The results showed a high standard of pedagogical quality, with strong EPI quality closely linked to overall educational quality. The study emphasized the diverse instructional methods used by ECSE professionals, including structured activities, spatial organization, and intensive approaches to fostering EPI and participation. Particular focus was placed on supporting communication—using augmentative or alternative communication when necessary—and enhancing social competence.

Adriana et al. (2017) in their study entitled ‘Learning and inclusivity via Interactive Groups in early childhood education and care in the Hope school, Spain’. The study explores specific type of inclusive classroom organization known as Interactive Groups (IGs). The study was carried out in preschool classes in an urban school in a low-income neighborhood of Spain that is marked by a high rate of marginalization, poverty, and unemployment. The study looks at how people perceive IGs using factual data from teacher interviews, mother and child daily life stories, and classroom observations. This environment promotes the cognitive, social, and emotional development of children by placing them in small, mixed-ability groups under the direction of a community volunteer. According to research, this inclusive classroom strategy offers excellent Early Childhood Education and Care (ECEC) while successfully assisting children from minority backgrounds.

Corina et al. (2017) conducted a study on ‘The Protective Role of Childcare Quality for Behavioral Adjustment in 3- to 5-Year-Old Children’. The study investigated how childcare process quality influences the relationship between family

risks and preschoolers' social-emotional problems. It involved 24 childcare centers with 42 groups in the German-speaking part of Switzerland, assessing 162 children aged 3 to 5 years. Parents and teachers completed the Strengths and Difficulties Questionnaire (SDQ-Deu), while family risk factors were combined into a cumulative risk index. Structural equation models indicated that high-quality teaching, interaction, and learning provisions can reduce the negative impact of family risks on children's internalizing problems. High process quality in childcare offers at-risk children valuable attention, encouragement, and learning opportunities, serving as a protective factor in their development.

Iiona et al. (2018) conducted a study entitled 'Healthy Nutrition and Physical Activity in Childcare: Views from Childcare Managers, Childcare Workers and Parents on Influential Factors'. The researcher find that the respondents highlighted the significance of providing healthy food options in childcare, including fruits and vegetables, nutritious sandwich spreads, and low-sugar or sugar-free drinks. Parents and childcare managers appreciated the availability of play materials both indoors and outdoors, considering them age-appropriate and beneficial for motor development. The also study provide insight into the obesogenic nature of both childcare and home environments, identifying various facilitating and hindering factors. Stakeholders acknowledged the importance of promoting healthy energy balance-related behaviours (EBRB) in young children within childcare settings. While the need for change was not always explicitly stated, opportunities for improvement were identified. The study also highlighted the interaction between childcare and home environments, suggesting that a meso system approach is essential for effective interventions, ensuring alignment between both settings.

Sevcan et al. (2019) in their study entitled 'Parental involvement in Finnish day care'. The mixed-method study explored the perspectives of early childhood educators in Finland on parental involvement (PI). A representative sample of 287 educators from Helsinki participated by completing a questionnaire, yielding both quantitative and qualitative data. The findings indicate that Finnish early childhood educators generally hold positive attitudes toward PI and its various forms, with learning at home being the most favoured type. However, participants identified

challenges in PI, often attributing them to low parental motivation and time constraints faced by both educators and parents.

Abdullahi and Tijani (2019) conducted a study on ‘Digitization in education system and management of Early Childhood Care Education in Nigeria’. The study looked at how early childhood care education is run in Nigeria and the impact of digitization on education. Its goals were to investigate how game-based learning, collaborative learning, and the administration of early childhood care education in North-Central Nigeria relate to one another. 5,529 teachers and 2,729 head teachers from public primary schools in the area that provide early childhood care education were part of the study population. A sample of 338 head teachers and 361 teachers was proportionally selected across the seven states using the Research Advisor (2006) table for determining sample size in a known population. Teachers and head teachers from the selected schools were chosen using a stratified random sampling procedure. The administration of early childhood care education in Nigeria, game-based learning, and collaborative learning did not significantly differ, according to the findings. Given these findings, it was suggested that educators keep using cooperative learning to increase students' motivation while also introducing suitable game-based learning techniques. In the end, this strategy would improve the administration of early childhood care education in Nigeria by promoting improved self-management, collaborative opportunities, and inquiry-based learning.

Kiyo and Mary (2019) conducted a study on ‘Adequacy of school infrastructure and quality of Early childhood education – The Case of Nakuru County, Kenya’. The study aimed to assess the adequacy of infrastructure supporting quality Early Childhood Education (ECE) in Naivasha Central Zone, Nakuru County. A descriptive survey design was used, targeting all 40 public pre-primary schools, along with their 40 head teachers/managers and 120 ECDE teachers. A sample of 20 schools (50%) was selected using purposive and simple random sampling methods. Data collection involved two questionnaires administered to head teachers and ECDE teachers, as well as an observation schedule to assess the adequacy and condition of infrastructure. A pilot study was conducted in two ECDE centers to test the validity and reliability of the research instruments before the main study. The

collected data was analysed using frequencies and percentages and presented in tables. Findings revealed that financial constraints hindered the acquisition of materials, equipment, and the development of adequate facilities, largely because free primary education funding does not include ECDE. Many parents believed that ECDE should be covered under free primary education funding and were therefore hesitant to pay fees. The study recommended that the national government, through the Ministry of Education, establish a dedicated fund to support early childhood education centres in developing and maintaining reliable infrastructure.

Linda et al. (2019) in their study entitled 'Early childhood development: an imperative for action and measurement at scale'. The study reviewed the progress in three key areas of measurement that support early childhood development goals. Improvements in population-level assessments to identify children at risk of poor early development; the development of country profiles that analyze determinants, drivers, and service coverage for early childhood development using existing data from 91 countries; and the creation of an index for comparing young children's development across countries that can be readily incorporated into national surveys are some of the areas covered. While progress in these areas is encouraging, more funding is required to standardize measurement instruments, collect national data in a systematic manner, and improve nations' capacity to collect, analyze, and use data to monitor early childhood development.

Robert and Megan (2019) conducted a study entitled 'Teacher-Child Relationships and Children's Success in the First Years of School'. The study explores the connection between teacher-child relationship quality specifically closeness and conflict and children's social and academic skills in first grade, using a sample of 490 children. Teacher-child relationship assessments were conducted in preschool, kindergarten, and first grade. Findings reveal moderate correlations in teachers' ratings of conflict over time, while ratings of closeness showed slightly lower correlations. Hierarchical regression analyses examined how these relationships influenced children's first-grade skills, controlling for child gender, socioeconomic status, and preschool skill levels. While preschool social and academic skills strongly predicted first-grade outcomes, teacher-child relationship

quality also contributed to skill development. Overall, the study confirms that positive teacher-child relationships support children's ability to develop essential skills for school success.

Christina (2020) conducted a study on 'The quality of early childhood education and care services in Greece'. The study aimed to evaluate the quality of early childhood education and care services in Northern Greece. A total of 131 classrooms from both non-profit and for-profit centres serving children under the age of three participated. The quality assessment was conducted using the Infant/Toddler Environment Rating Scale-Revised (ITERS-R). The findings suggest that the overall quality of daycare services for children under three in Northern Greece requires improvement. Given the ongoing economic crisis, immigration influx, and demographic and socio-political changes, policymakers must make informed decisions regarding early childhood care. These services should be systematically organized with clear goals and a strong focus on quality to ensure appropriate experiences that support and enhance children's development.

Rebecca et al. (2020) conducted a study on 'A Collective Impact Organization for Early Childhood'. The findings indicate that early childhood collective impact (CI) organizations are increasingly being implemented in communities to enhance the availability and utilization of birth-to-five services for children and families. Cross-sector collaboration improves access to quality health and education services for families who need or qualify for them. Understanding the logistics of establishing and sustaining a CI initiative is essential for long-term success. However, research on the development and maintenance of early childhood CI models remains limited. This single-case study illustrates how an early childhood CI model brought together stakeholders within a community to build a coordinated early care service system. The findings provide valuable insights into key principles that can guide and support collective impact efforts, ultimately improving early childhood care and school readiness for children.

Valerie (2020) conducted a study entitled 'Defining quality in early childhood education: parents' perspectives'. The study examines parents' responses

to an open-ended question asking them to identify three key indicators of ‘quality’ in childcare and kindergarten settings. Nearly 2,000 parents participated in the survey. Analysis using NVivo revealed that parents associate quality with several factors, including the characteristics of practitioners—particularly their care and affection for children—the strength of relationships and communication between families and childcare settings, children's happiness, personal development, overall well-being, and the physical environment of the setting. The findings suggest that understanding parents' perspectives on quality can enhance collaboration between families and childcare providers, fostering meaningful engagement to support young children's learning and development.

Satlaj and Jonathan (2020) conducted a study on ‘Understanding Parental Engagement in Early Childhood Education in Ethiopia: Perceptions, Practices, and Challenges’. The study looks at how parents participate in early learning activities at home and how they engage with early education programs. It contains in-depth, Tigrinya-translated English-language interviews with parents from Ethiopia's Tigray area. To find important themes and patterns in the data, a textual analysis was done. Even though parents understood the need of early education, they rarely engaged in direct play with their kids. They cited time and financial constraints, as well as the belief that learning is strictly academic, as primary reasons for limited engagement. Additionally, parents reported having little knowledge of age-appropriate stories, songs, and games to use with their young children.

Anders (2020) in his study entitled ‘The Involved, Engaged or Partnership Parents in Early Childhood Education and Care’. This research review examines how parental relationships in early childhood education and care (ECEC) are described, categorizing them into three levels: parental involvement, engagement, and partnership. All three levels were identified in the 22 studies analysed, with parental partnership being the most prevalent. The review highlights four key benefits of strong parental relationships in ECEC: serving as a quality indicator, empowering both parents and teachers, positively influencing children's future academic success, and fostering a flexible relationship. However, three challenges were also identified: differing roles between parents and teachers, issues of discrimination, and the

complexity of these relationships. Overall, the study underscores the importance of parental relationships in ECEC but suggests that a balanced approach, integrating both vertical (structured) and horizontal (collaborative) relationships, is more realistic for effective engagement.

Ifat and Ayu (2020) conducted a study entitled 'Parents' Perceptions of Early Childhood Education Learning in the COVID-19 Pandemic Period'. The study aimed to explore parents' perceptions of early childhood education during home-based learning, focusing on the applications used by teachers, online learning formats, parental involvement, learning difficulties, provided materials, challenges faced, and parents' expectations for home learning. A descriptive qualitative method was employed, with data collected from 62 parents of children aged 3-6 years across West Java, Central Java, East Java, and South Kalimantan through a Google Form questionnaire. Findings indicate that during the Covid-19 pandemic, early childhood learning materials were delivered through assignments, instructional content, and live video interactions via WhatsApp, YouTube, and Zoom. Parents reported several challenges, including limited internet access, difficulties assisting children with assignments, and explaining learning materials. Parents expressed a preference for engaging activity-based learning that enhances children's life skills and creativity through diverse technological tools. Future research should explore the effectiveness of interactive learning videos for early childhood education.

Yohannes and Xiasong (2020) they conducted a study on 'Teacher-child interactions in early childhood education and its effects on social and language development'. The study evaluated the general quality of preschool classrooms and looked at the relationship between the quality of teacher-student interactions and the social-emotional and language development of the kids. The CLASS Pre-K, DECA-P2, and PPVT-IV exams were used to gather information from 177 preschoolers and 55 teachers in Arba Minch town, Ethiopia. The findings revealed no discernible relationship between children's growth in these domains and instructional support, classroom organization, or emotional support. While academic support and classroom organization received low ratings, emotional support received an average rating. The results show that in order to better support children's development,

Ethiopian preschool teachers must improve classroom management and instructional support. Along with outlining its shortcomings, the paper makes recommendations for future research directions.

Mahnoor, Muhammad & Naima (2021) in their study ‘The influence of Parent- Teacher Meetings on Early Childhood Students’ Academic Performance: Prospective Teachers’ Perception’ their study has concluded that prospective teachers had a good understanding of Parents Teachers Meet processes and generally had a positive attitude toward them. Prospective teachers also believed that Parents Teachers Meet positively influence students academic achievement and their performance.

Adrijana (2021) in his study entitled ‘Parents’ perspective on a children’s learning’. The study aimed to explore parents' understanding of their children's learning and their perspectives on modern concepts of child learning and competence. Conducted between November 2017 and May 2019, the research involved parents documenting how their children learn in a family environment while assessing their competencies. The findings reveal that parents primarily perceive learning as occurring through everyday experiences, with only one instance linking learning to a formal academic approach, such as direct instruction of letters. In a concluding group interview, parents discussed their expectations of educational institutions, emphasizing the importance of fostering children's social knowledge and skills over academic learning, which was ranked as a lower priority.

Bernadette et al. (2021) in their study entitled ‘Nurturing Care for Early Childhood Development: Global Perspective and Guidance’. Nurturing care plays a crucial role in establishing a strong foundation for an individual’s survival and ability to thrive from an early age. However, globally, at least 250 million children under the age of five are at risk of not reaching their full developmental potential, which can significantly impact their health, education, productivity, and overall well-being throughout life. Primary health care services serve as a vital platform for providing universal support to all families and children, as well as for early detection and intervention for those with additional needs. Healthcare professionals, including

paediatricians, are uniquely positioned to observe and understand the strengths and challenges within a family, initiate conversations about child development, and guide caregivers in fostering nurturing care. Research indicates that when caregivers receive support in providing comprehensive nurturing care—beginning as early as pregnancy—children are more likely to reach their developmental potential, even in the face of adversity.

Boitumelo et al. (2021) conducted a study on ‘Early childhood care and education in Ethiopia: A quest for quality’. The study aimed to identify key quality indicators for early childhood care and education (ECCE) and examine the challenges faced by Ethiopia in meeting these standards. The findings highlight multiple obstacles affecting ECCE implementation, including insufficient teacher and caregiver training, the use of developmentally inappropriate curricula, limited pedagogical skills, poor working conditions, inadequate resources, a lack of continuous supervision and evaluation, weak parental and community involvement, ineffective school organization and leadership, imbalanced staff-child ratios, and inadequate healthcare and hygiene standards. To address these challenges, the Ministry of Education (MoE), in collaboration with the Ministry of Health (MoH), the Ministry of Women’s Affairs (MoWA), local communities, and other stakeholders, should work together to enhance the quality and effectiveness of ECCE in Ethiopia.

Dandan et al. (2022) conducted a study on ‘Parents’ perceptions on policies of early childhood care and education programmes in selected states of Malaysia’. The study’s key findings showed that 68% of parents were unaware of Malaysia’s ECCE government policy. However, 84.3% emphasized the need for the government to educate them about ECCE. These results suggest that most parents lack awareness of ECCE policies, and concerns persist regarding the quality of early childhood care and education programs linked to these policies. During focus group interviews, many participants were unfamiliar with ECCE and highlighted that parents tend to prioritize children’s academic learning, especially in preschools. In conclusion, raising parents’ awareness of the ECCE program should be an integral part of the policies and requires improvement. It is recommended that the Malaysian

government provide more information on ECCE policies to parents and prioritize effective policy implementation. Additionally, the quality of ECCE programs should be enhanced in alignment with parents' perceptions.

Muraina et al. (2022) conducted a study on 'Influence of Quality Early Childhood Education Centres on Social Interaction of Pre-Primary School Pupils in Kwara State'. The research investigated the impact of quality Early Childhood Education and Care (ECEC) centers on the social interaction of pre-primary school pupils in Kwara State. Using a quantitative approach, data was collected through a questionnaire on ECE center quality and an observation rating scale on social interaction. Descriptive statistics, including frequency counts and percentage scores, were used for analysis. Findings indicate that high-quality ECE centers positively influence children's social interactions and overall development. The study recommends that schools provide ample hands-on materials, increase playtime, and ensure sufficient space for play activities to enhance children's social interactions through quality ECE centers, particularly in Kwara State.

Anastasia (2022) conducted a study entitled 'Mainstreaming Physical Infrastructure in Early Childhood Education and its Influence on Participation Rates in Public Primary Schools in Embu County, Kenya'. The goal of the study was to ascertain the state of the physical infrastructure for early childhood education and how it affected participation rates, which are a crucial component of internal efficiency in public primary schools. Stratified and basic random sample methods were used to choose 39 public elementary schools from five subdistricts. 39 early childhood education (ECE) teachers, 156 primary teachers, and 39 head teachers of primary schools participated. Utilizing a correlation design, the study collected data via observation schedules, document analysis guides, and questionnaires. SPSS was used to analyze the data. Physical infrastructure, including kitchens, separate restrooms for boys and girls, well-ventilated classrooms, playgrounds, sports facilities, secure fencing, well-maintained furniture, and water points, was positively correlated with internal efficiency, according to the results ($r = 0.653$, $n = 37$, $p < .05$). The study comes to the conclusion that higher participation rates are linked to better physical infrastructure. It suggests that county governments work with parents

and head teachers to make sure that early childhood education has a suitable physical infrastructure.

Sabine et al. (2023) conducted a study on ‘The Role of the Relationship between Parents and Educators for Child Behaviour and Wellbeing’. The study examined the quality of parent-teacher relationships and their connection to children's behaviour and well-being. The research included 193 families with children aged 12 to 42 months from 11 daycare centers, along with 51 educators. Parents completed a questionnaire assessing their child's temperament and psychological well-being, their attitudes toward daycare services, and the quality of parent-educator relationships. Educators provided input on job satisfaction, children's behaviour, and parent-educator relationship quality. Findings suggest that frequent parent-educator interactions, perceived parental support, the educational value attributed to daycare, and the quality of daycare entry positively influence parent-educator relationships. Strong parent-teacher involvement is linked to children's well-being, social orientation, emotional development, learning, and day care adjustment. While children's behaviour improved over the school year, no significant changes were observed in the parent-educator partnership. The study discusses implications for future research and interventions in strengthening home-school relationships.

Caroline et al. (2023) in their study entitled ‘Assessing the quality of early childhood education and care in Australia: Challenges and opportunities’. Access to quality early childhood education is a global priority, yet the definition of quality remains a topic of debate. In the Australian context, differing views on quality may stem from varying stakeholder priorities, potentially leading to initiatives that focus on educator practices while placing the responsibility for quality primarily at the Early Childhood Education and Care (ECEC) service level. The study also addresses challenges related to expanding ECEC access alongside ongoing workforce shortages. To determine the effect of ECEC participation on child outcomes and to compare quality over time across various jurisdictions and areas, national longitudinal research is required. Stakeholder talks are necessary beforehand to create a common definition of quality. In order to ensure a more equitable allocation

of accountability within the ECEC system, this could facilitate the creation of a pertinent evaluation instrument that guides evidence-based decision-making among ECEC educators, caregivers, regulators, researchers, and policymakers.

Eka et al. (2024) conducted a study on 'Parents' Perception of Their Role in Character Education for Early Childhood in Indonesia'. The study explores parents' understanding of their role in children's character education through a case study conducted at a school in the Bandung area. The research involved three parents of children aged 3-6 years. Findings reveal variations in parents' awareness of their role in early childhood character development, particularly in teaching methods, modelling behaviour, motivation, habituation, and rule enforcement. Some parents lack knowledge of effective teaching strategies for young children. The study emphasizes the need for greater parental awareness of their role in character education, as improving this understanding can contribute to fostering a strong national character and an advanced society.

Paulina Jara Aquirre & David Lopez-Ruiz (2024) has conducted a study on 'Magical Powers of Garbage: An art and recycling Experience in Early Childhood Education'. The study has highlighted the positive impact in the therapeutic intervention in children, as it strengthens their emotional and creative development in the educational context. Noteworthy was the involvement of the whole educational community in promoting a culture of recycling and reuse.

2.3 Overview of Related Literature

The review of the studies discussed in this chapter is attempted to be summarized in this section. The researcher looked at research done both inside and outside of India. Regarding the planned study, the researcher examined eighty (80) pieces of literature from a variety of sources. The goals of the study served as the foundation for the examined material. All of the reviewed material was completed between 1979 and 2024, a total of forty-five (45) years. Of the eighty (80) reviews, 18 (18) were conducted in India, and sixty two (62) were conducted elsewhere.

Quality of Early Childhood Care and Education (ECCE) with regard to quality of interaction were conducted by Alice (1979), Wendy and Maria (1994), Eva (2004), Cassidy et al. (2005), Amy and Karen (2009), Deborah and Amy (2010), Bridget (2014), Syrjakami et al. (2016), Corina et al. (2017), Robert and Megan (2019), Sabine et al. (2023), Arti and Alan (2005), Arti (2008), Kirte and Prerana (2015), Chandra et al. (2017). It was revealed that ECCE with regards to quality of interaction had a significant relationship with peers, teachers and parents. This summary captures the overarching themes that **parental involvement, teacher-child interactions, and peer relationships** significantly influence the **quality and effectiveness of early childhood education**, contributing to children's **development, behavior, and academic success**.

Maite et al. (2008), Hasheem et al. (2006), Eminbe and Belma (2015), Betul et al. (2013), Iiona et al. (2018), Nirmala (2010), Mamta and Prem (2011), Rehman et al. (2017), Sapna et al. (2020), had made a study on quality of Early Childhood Care and Education (ECCE) with regard to health, nutrition, personal care and routine and their study revealed that these studies collectively demonstrate that integrating health-related practices and education into early childhood programs is vital for supporting **comprehensive development and long-term well-being** in children.

The result of the study conducted in regards to the quality of Early Childhood Care and Education (ECCE) with regard to protective care and safety by Debby et al. (2002), Nancy (2004), Bronagh E and Karolla (2012), Eminbe and Belma (2015), Debby et al. (2002), Nancy (2004), Eminbe and Belma (2015), Amita (2019), Rehman et al. (2017) revealed that most studies consistently highlight the **critical role of safety and protective care** in early childhood settings, emphasizing both parental expectations and professional practices: These findings underscore the importance of **prioritizing safety in early childhood education** through a combination of **parental involvement, high-quality care, educator training, and age-appropriate safety education**, all of which contribute to creating a secure and developmentally supportive environment for young children.

Quality of Early Childhood Care and Education (ECCE) regard to physical infrastructure were conducted by Cassidy et al. (2005) ,Gail and Michal (2006) ,Collette et al. (2013), La et al. (2012) , Kiyo and Mary (2019), Anastasia (2022),Tania et al. (2012), Mukherjee (2012), Gagandeep and Kulwinder (2014), Kirte and Prerana (2015), Mukherjee (2012),the study reveals that collectively emphasize that **physical infrastructure is a foundational component** of high-quality early childhood education settings, influencing both educational outcomes and participation. Quality **physical infrastructure**—including classroom design, facilities, and space—plays a **critical role in shaping educational quality, supporting staff effectiveness, and increasing access and participation** in early childhood education.

Eeva et al. (2009) ,Min and Hee (2012), Gail and Michal (2006), Abdullahi and Tijani (2019) ,Rebecca et al. (2020), Loknath (2012), Gagandeep and Kulwinder (2014), Kirte and Prerana (2015), Nirmala et al. (2021) had made a study on the quality of Early Childhood Care and Education (ECCE) with regard to organization and management and their study revealed that The studies collectively highlight that strong collaboration, parent involvement, and modern management tools are key to enhancing the organization and quality of ECCE programs. Effective **management and organization in ECCE** depend on **collaborative partnerships, active parental engagement, and the integration of digital tools and collective models**, all of which contribute to **higher service quality and better developmental outcomes** for children.

Quality of Early Childhood Care and Education (ECCE) with regard to children experience and learning opportunity were conducted by Tania et al. (2012), Rita et al. (2012), Amita (2019), Sapna et al. (2020), Sonja (2001), Margaret and Debby (2003) , Adriana et al. (2017) , Bridget (2014), Sevcan et al. (2019) and their findings concluded that The studies collectively emphasize that **teaching quality, inclusive environments, teacher-child interactions, and parental involvement** are key drivers in enhancing **children's learning opportunities** in early childhood settings. Children's **learning opportunities** are significantly enriched by a

combination of **high-quality teaching, engaging environments, strong teacher-child relationships, and supportive parental involvement**, all of which contribute to more effective and inclusive early education experiences.

La et al. (2012), Hasheem et al. (2006), Rita et al. (2012), Ipseeta et al. (2012), Nirmala et al. (2021), conducted a study on quality of ECCE with regard to assessment and outcome measures the study revealed that reliable **assessment tools and outcome measures** are essential for monitoring, evaluating, and enhancing the **quality and effectiveness** of early childhood programs, ultimately supporting better developmental outcomes for children.

Quality of Early Childhood Care and Education (ECCE) with regard to managing to quality system were conducted by Rehman et al. (2017), Chandra et al. (2017), The studies by *Abdullahi and Tijani (2019) and Caroline et al. (2023)* emphasize the need for **efficient, coordinated management systems** in Early Childhood Care and Education (ECCE) to ensure high-quality service delivery. Their findings revealed that Effective ECCE management requires both **technological integration and coordinated organizational structures**, which together support better **program quality, accountability, and service delivery**.

A study on the perception of parents about Early Childhood Care and Education was conducted by different researchers and their findings were highlighted that the collective findings from these studies underscore the critical role of parental involvement and perception in shaping the landscape of early childhood education. Loknath (2012) highlights how emotional care and parental education levels significantly impact children's academic outcomes and early school enrollment. Similarly, Saikat and Hannah (2022) and Shadaba (2024) emphasize that parental attitudes—whether positive, indifferent, or average—substantially influence access to and participation in preschool programs, with education levels being a key determinant of parental perspectives. Despite widespread recognition of early education's value, Rehman et al. (2017) and Satlaj and Jonathan (2020) reveal persistent challenges in program effectiveness and parental engagement, especially in under-resourced or rural contexts. These include poor quality of services, minimal

direct interaction with children, and a limited understanding of play-based learning. Furthermore, Anders (2020) identifies varying degrees of parental involvement—ranging from basic engagement to full partnership—with positive effects on child development when collaborative relationships are nurtured. During the COVID-19 pandemic, Ifat and Ayu (2020) found that digital learning brought new challenges for parents, who struggled with technological barriers and sought more interactive, skill-oriented learning methods for their children. Overall, these studies collectively advocate for more inclusive, informed, and supportive strategies that actively involve parents in early childhood education—through education, policy, and practice—to enhance developmental outcomes and bridge disparities in access and quality.

CHAPTER-3

METHODOLOGY AND PROCEDURE

Research methodology is the methodical, scientific process of collecting, analyzing, and interpreting quantitative or qualitative data to answer research questions or test hypotheses. It serves as a research plan and helps keep the focus by defining the parameters of the study. According to Kothari (2004), research methodology is more than a set of methods; it represents the broader logic underlying the research process. It explains why a particular study is undertaken, how the problem is defined, what hypotheses are formulated, what data are collected, and why specific analytical techniques are employed. In this way, methodology incorporates both the practical tools of investigation and the reasoning behind their selection, ensuring that the inquiry is systematic, transparent, and replicable (Kothari, 2004, p. 8).

This chapter has been organized and presented under the following seven sections:

- 3.1 Method of the Study
- 3.2 Research Design
- 3.3 Population
- 3.4 Sample of the Study
- 3.5 Tools Used in the Study
- 3.6 Administration of Tools and Collection of Data
- 3.7 Tabulation of Data
- 3.8 Procedure Adopted for Data Analysis

3.1 Method of the Study

This study looks into how Early Childhood Care and Education (ECCE) is experienced and understood by parents, teachers, and school heads. The focus includes admission procedures, teaching methods, school infrastructure, and access

to health-related services—everyday aspects that often reflect the actual functioning of ECCE more than policy documents do.

A descriptive approach was undertaken to explore these issues. Since the aim was to understand what is currently happening rather than test any intervention, no variables were manipulated. The study follows a cross-sectional format, meaning data were collected only once, during a specific period, to get a sense of the present situation in selected ECCE centres.

In line with Kothari's (2004) observation that data collection instruments must be selected with regard to both the research objectives and the context in which they are applied, structured questionnaires were adopted used as the primary tools of inquiry. For teachers and school heads, standardized questionnaires that had been successfully employed in comparable educational settings were adopted, thereby enhancing reliability and comparability of results. At the same time, recognizing that parents' perspectives required tools for the specific aims of the present investigation, a new questionnaire was carefully designed to elicit their perceptions more effectively to balance the methodological consistency with the need for situational relevance in social research (Kothari, 2004, p. 95).

To go beyond survey data, the study also used interviews and direct observations. These were considered necessary to investigate how things actually played out in everyday settings and to hear from participants in their own words. Observations is particularly helpful in clarifying how the classroom environment was organised, while interviews were conducted to givespace for people to express thoughts that might not fit easily into tick-box questions.

3.2 Research Design

The research design refers to the overall framework used to guide the planning, data collection, and analysis stages of the study. For the present investigation, which focuses on how Early Childhood Care and Education (ECCE) currently functions across different settings in Mizoram, a descriptive research design was adopted. This type of research is especially suitable when the objective is to present an accurate, factual account of real-world phenomena. For the current

study, it was considered particularly suitable to help document the structure, services, and management of ECCE institutions in Mizoram, there by showing how these centres operate on a day-to-day basis. Also, since there has been limited systematic assessment of ECCE in the state, this was useful for a grounded and realistic representation of the current scenario.

Alongside this, the study also adopted an exploratory design. This is because the aim of the study was not only to describe the situation, but also to explore deeper questions related to how quality is experienced, how institutional challenges arise, and how parents, teachers, and staff understand their roles. This was to uncover patterns, perspectives, and contextual factors that are not always visible through numerical data alone.

3.3 Population

In research, the term "population" describes the total number of individuals in a group, items, or data that share a specific characteristic and are important to the study. It is the larger group from which a sample is chosen for research. Defining the population is important in any research because it helps to set the focus and limits of the study, ensuring that the study meets its objectives. Without a clear definition of the population, the study might lose direction, and the results may not be generalizable. A well-defined population also helps researchers select a sample that accurately represents the group of interest, and make more confident and applicable conclusions beyond the sample.

In this study, the population includes all the Anganwadi Centers (AWCs) in a specific region, state, that are part of the Integrated Child Development Services (ICDS) initiative. Particularly, the population includes both *Anganwadi Centers* (AWCs) operating under the Integrated Child Development Services (ICDS) and *private pre-schools* functioning across the different districts of Mizoram. The AWCs are managed under different CDPO blocks spread across the state of Mizoram within the districts of Aizawl, Champhai, Kolasib, Mamit, Serchhip, Lunglei, Lawngtlai, and Siahaas shown in Tables 3.3.1. Moreover, the population also included private

preschools, which have also been established, especially in urban areas like Aizawl, and increasingly in other districts as shown in Table 3.3.2.

Table 3.3.1
Number of Anganwadi Centres- in the Selected Districts and Headquarter 2021-2022

Number of Anganwadi Centres in the Selected Districts and Headquarters 2021-2022			
	Name of District	Headquarters	Total No. of Anganwadi Centres
1	Aizawl	Aizawl	190
		Aibawk	50
		Tlangnuam	84
		Thingsulthiah	95
		Darlawn	83
		Phullen	42
	Sub Total:		544
2	Kolasib	Bilkhawthlir	60
		Thingdawl	77
	Sub Total:		137
3	Serchhip	Serchhip	100
		E. Lungdar	60
	Sub Total:		160
4	Champhai	Champhai	80
		Khawzawl	87
		Khawbung	64
		Ngopa	44
	Sub Total:		275
5	Lunglei	Lunglei	143
		Lungsen	91
		Bunghmun	69
		Hnahthial	115
	Sub Total:		418
6	Mamit	Zawlnuam	96
		Reiek	80
		W.Phaileng	106
	Sub Total:		282
	Grand Total		1816

Source: Department of Women and Child Development, Government of Mizoram 2021-2022

Table 3.3.2

Number of Private Pre-Schools in Selected Districts

S. No.	District	Number of Private Pre-Schools
	Aizawl	170
	Lunglei	61
	Champhai	51
	Serchhip	37
	Mamit	33
	Kolasib	45
	Saitual	41
	Total	438

Source: UDISE, as on 30th September 2023

3.4 Sample of the Study

For the study, multi-stage sampling technique was used. In the first stage, a stratified random sampling was used for selecting seven (7) districts—Aizawl, Lunglei, Champhai, Serchhip, Mamit, Kolasib, and Saitual—to represent all major geographic zones of Mizoram: north, south, east, west, and central. Out of the eleven (11) districts of Mizoram.

In the second stage through cluster sampling, Anganwadis and Pre-schools were selected.

The final sample was chosen in the third stage using a straightforward random sampling technique. In every district, lists of Anganwadi centres and private pre-schools were prepared separately. A total of 26 Anganwadi centres and 14 private pre-schools were then selected randomly, based on their proportional presence in each district.

Table 3.4.1

District Wise Sample of ECCE Centres (Anganwadis) for the Study

Sl.No.	District	Number of Centres Selected
1.	Aizawl	6
2.	Lunglei	4
3.	Champhai	3
4.	Serchhip	4
5.	Mamit	3
6.	Kolasib	4
7.	Saitual	2
	Total	26

While the population of ECCE centres in Mizoram is large, the sample size was deliberately kept manageable to allow for in-depth field observation, quality assessment, and meaningful interaction with staff and parents. The focus of the study was not statistical generalization but rather qualitative depth and practical relevance, in line with established approaches for educational and service-quality research. The final break down of selected centres are shown in Tables 3.4.1 and 3.4.2.

Table 3.4.2

District Wise Sample of Private Pre-Schools for the Study

Sl. No.	District	Number of Centres Selected
1.	Aizawl	5
2.	Lunglei	3
3.	Champhai	2
4.	Serchhip	1
5.	Mamit	1
6.	Kolasib	1
7.	Saitual	1
	Total	14

3.5. Tools Used in the Study

To collect the data for the present study, the researcher used the following tools:

3.5.1 Observation cum Interview Schedule for the Heads of Institutions (Developed by the Scholar)

The tool was developed by the scholar as part to examine the functioning of Early Childhood Care and Education (ECCE) centres from the perspective of institutional heads, and to combine structured interviews with simple observational checks for capturing both the expressed views of leaders and the observed realities of practice. The development of this *Observation cum Interview Schedule* was undertaken to focus on the problem under investigation, to permit comparability across respondents, and to strengthen findings through the integration of multiple

sources of evidence (Kothari, 2004; Cohen, Manion, & Morrison, 2018; Creswell & Plano Clark, 2017). That is, the tool combines structured interviews with basic observational checks to capture information on how pre-schools and Anganwadi centres operate in practice—covering routine classroom practices, institutional planning, staff collaboration, and teacher-child interactions. A sample of the profile and experiences of the Head of the Institution is included in **Appendix 1** for reference.

3.5.1.1 Dimensions

The tool consists of two parts—a structured interview schedule and a supplementary questionnaire. Together, they collect information on:

- **Institutional planning and curriculum use**, including the nature of planning cycles and the extent of adherence to specific pedagogical approaches.
- **Teaching-learning methods**, such as whether the centres follow play-based, formal, or worksheet-oriented teaching.
- **Interactional practices**, including greetings, storytelling, peer play, and staff cooperation.
- **Health and safety aspects**, such as availability of emergency training and hygiene practices.
- **Community engagement**, especially through home visits and parent-teacher meetings.
- **Ethical and team culture**, reflected in questions about staff respect, collaboration, and mentoring support.

Responses were largely in Yes/No format, though some sections included multiple-choice options.

3.5.2 Observation cum Interview Schedule Developed by Chuaungo (2002) for Studying the Existing Conditions of Pre-Schools

This schedule, developed by Chuaungo in 2002, was intended to provide a broad diagnostic overview of the physical, instructional, and managerial conditions prevailing in ECCE centres. It combines observational prompts with interview questions and includes detailed inventories of infrastructure, staff data, educational materials, and programme design. Observation cum Interview schedule for teachers for studying the existing condition of pre-schools schedule is attached in **Appendix II**.

3.5.2.1 Dimensions

The tool is extensive and covers the following domains:

- **Physical Structure:** Items address safety, layout, accessibility, lighting, ventilation, and sanitation. The presence of outdoor play areas and child-friendly furniture is also noted.
- **Instructional Resources:** The availability of toys, learning materials, charts, posters, and audio-visual aids is documented.
- **Health and Safety:** Provision for first aid, immunisation, growth monitoring, and nutrition services is assessed.
- **Staff Profile:** Basic demographic and qualification data are collected on teaching staff and caregivers.
- **Teaching Practices:** The tool explores whether learning is formal, play-based, or mixed, and includes items on programme timing, activity types, and language development.
- **Record Maintenance:** Checks are made on registers, developmental records, and documentation of children's background information.
- **Parental Engagement:** Frequency of home visits and parent-teacher meetings is also recorded.

The tool combines Yes/No responses with open-ended questions when detailed reporting was necessary.

3.5.3 Key Standard of Quality for ECCE – Developed by Ministry of Women and Child Development, Govt of India in 2020.

This framework was introduced by the Women and Child Development Ministry, Government of India to offer a common structure for understanding and evaluating the quality of Early Childhood Care and Education (ECCE) across the country. It is used both as a reference document for policy alignment and as a practical checklist for programme review by using observation cum interview method.

The framework focuses on developmentally appropriate practices, inclusive education, and attention to children's overall well-being from birth to six years of age.

3.5.3.1 Dimensions

The framework outlines eight core dimensions that represent different aspects of ECCE quality:

1. **Interaction** – Considers how teachers, children, and families relate to one another in the learning environment.
2. **Health, Nutrition, Personal Care, and Routine** – Covers areas such as hygiene, daily care practices, health records, and nutritional support.
3. **Protective Care and Safety** – Looks at safety procedures and the emotional well-being of children.
4. **Infrastructure and Physical Environment** – Reviews the adequacy of space, cleanliness, facilities, and design suited to young learners.
5. **Organisation and Management** – Focuses on leadership, administrative systems, staff roles, and the involvement of parents.

6. **Children’s Experiences and Learning Opportunities** – Includes the materials and strategies used to engage children in meaningful, age-appropriate ways.
7. **Assessment and Outcome Measures** – Looks into how the progress of children is tracked and how this information is used.
8. **Managing to Support Quality Systems** – Evaluates training opportunities for staff, monitoring systems, and how institutions learn and adapt over time.

Each of these standards is supported by practical indicators, designed to guide both internal reviews within centres and external evaluations by officials or researchers. The framework was applied through a combination of different methods, such as reviewing institutional records, observing classroom practices and centre infrastructure, and holding brief interviews with staff and parents. Responses were largely in Yes/No format. A sample of the key standard is attached in **Appendix III(a)& (b)**.

3.5.4 Parental Perception Scale on About Early Childhood Care and Education.

The *Parental Perception Scale on Early Childhood Care and Education (PPS–ECCE)* was constructed by the researcher to systematically measure parents’ evaluations of Early Childhood Care and Education programmes in Mizoram. While several tools exist internationally, no culturally relevant and context-specific scale was available for this purpose. The present scale was therefore developed to provide an empirically grounded instrument for both research and programme evaluation. The development process is outlined below. The sample of the scale is attached in **Appendix IV**.

The PPS–ECCE was developed to provide a culturally appropriate tool to ensure that items reflect lived parental concerns and offer policymakers and educators actionable feedback and contribute to research in early childhood care and education in the North-East region.

3.5.4.1 Rationale

Parents are the primary stakeholders in ECCE programmes, and their perceptions strongly influence programme success. However, parental perspectives

are often overlooked in formal evaluations. Existing instruments are either foreign in origin or focus narrowly on single aspects such as infrastructure or health. A locally constructed scale was therefore needed to capture the multiple dimensions of parental perception in Mizoram.

The PPS–ECCE was developed with these needs in mind. It was designed to serve as a culturally relevant tool for the region of Mizoram. Its items were based on concerns expressed by parents, making their perspectives central to the tool. It was also created to give policymakers and educators feedback that can guide decisions. In addition, the PPS–ECCE was designed so that it will add value to research on early childhood care and education in the North-East.

3.5.4.2 Item Generation

To generate an initial pool of items, Focus Group Discussions (FGDs) were conducted with parents from four districts (Aizawl, Serchhip, Lunglei, and Mamit). Twenty parents in total participated. They shared their views on issues such as admission processes, programme quality, safety, facilities, teacher–child relations, and hygiene practices.

For methodological clarity, the FGDs were held in a neutral setting and each session lasted about 25 minutes. Parents were asked to share their views without being guided by predefined themes. The discussions were then examined to identify the main themes. The detailed analysis of FGDs, sample parent quotations, the thematic table, and the word cloud are presented in Chapter 4 under the analysis section.

3.5.4.3 Dimensions

On the basis of FGDs and literature review, the following seven dimensions were finalized:

1. **Admission Process-3 items:** Fairness and transparency in admission criteria, interview practices, and fee structures.
2. **Programme Quality-5 items:** Appropriateness of curriculum, play-based versus formal instruction, and balance between academic preparation and child enjoyment.

3. **Record-Keeping-3 items:** Maintenance of academic, health, and attendance records to track child development.
4. **Facilities and Safety-4 items:** Adequacy of physical infrastructure, outdoor space, and safety measures.
5. **Equipment and Materials-3 items:** Availability of toys, books, and age-appropriate learning materials.
6. **Teacher–Child Relations-3 items:** Teachers’ warmth, patience, and attention to emotional as well as learning needs.
7. **Health and Hygiene-4 items:** Clean water, toilets, midday meals, and basic health checks.

In total, the PPS–ECCE contained **25 items** across the aforesaid seven dimensions.

3.5.4.4 Expert Review and Finalization

After the initial set of 50 items generated from the FGDs, an expert review was conducted to refine the questionnaire. They evaluated the items for clarity, relevance, and redundancy. Based on their feedback, the number of items was reduced. For the final stage experts evaluated again and the number of items was reduced to 25 in order to consider the most critical aspects of parents’ concern ensuring that each of the seven dimensions was represented without unnecessary overlap.

3.5.4.5 Scoring

The PPS–ECCE used a five-point Likert response format: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree. Positive items were scored from 1 to 5, while negative items were reverse-scored. Subscale scores were obtained by summing responses within each domain. Since the number of items varied across subscales, raw scores were standardized to a common 1–5 scale using the formula:

$$\text{Standardized Score} = (\text{Total Raw Score} / \text{Maximum Possible Score}) \times 5$$

where:

- *Total Raw Score* = Sum of responses within a subscale
- *Maximum Possible Score* = Number of items $\times$ 5 (highest Likert score)

This transformation allowed scores across dimensions to be compared meaningfully. The total scale score was derived by summing the standardized subscale scores. Higher scores reflected more favourable parental perceptions, while lower scores indicated dissatisfaction.

3.5.4.6 Reliability

The reliability of the PPS–ECCE was tested through multiple methods. Internal consistency was assessed through Cronbach’s alpha coefficients for each subscale and the overall scale, showing acceptable to high reliability across dimensions. Split-half reliability was examined using the Spearman–Brown prophecy formula, which produced a coefficient of 0.76. Test–retest reliability was also established by administering the scale twice, two weeks apart, to a subset of parents, yielding a stability coefficient of 0.82.

Table 3.5.4.6
Reliability Coefficients of the PPS–ECCE and its Dimensions

Sl.No.	Dimension	No. of Items	Cronbach’s Alpha (α)	Split-Half Reliability	Test–Retest Reliability
	Admission Process	3	0.72	—	—
	Programme Quality	5	0.81	—	—
	Record-Keeping	3	0.69	—	—
	Facilities and Safety	4	0.77	—	—
	Equipment and Materials	3	0.74	—	—
	Teacher–Child Relations	3	0.84	—	—
	Health and Hygiene	4	0.79	—	—
	Overall Scale	25	0.87	0.76	0.82

Note. Split-half reliability and test–retest reliability were calculated at the overall scale level.

3.5.4.7 Validity

The validity of the PPS–ECCE was established through multiple strategies:

- **Content Validity:** Expert review confirmed that items were clear, relevant, and culturally appropriate. The Content Validity Index (CVI) was 0.91, reflecting strong agreement among reviewers.
- **Item Discrimination:** The mean discrimination index value was 0.39, indicating strong differentiation between respondents with high and low scores.

3.6 Administration of Tools and Collection of Data

Data were collected directly from heads of institutions, teachers, and parents, together with on-site observations in both Anganwadi centres and private pre-schools. Before beginning the process, the purpose of the study was explained in clear terms, and participants were assured that their responses would remain confidential and would only be used for academic purposes. Consent was taken, and care was given to maintain a respectful and comfortable environment so that participants could respond freely without feeling pressured.

Interviews were carried out face to face with heads of institutions and teachers. These sessions provided opportunities to record their views while also observing their centres in action. Parents were asked to share their opinions through a structured questionnaire, which they completed at their own pace, with clarifications given whenever questions were not clear. All responses were collected on the spot to ensure accuracy and full participation.

During each visit, the researcher observed the classrooms, facilities, and teacher-child interactions, making careful notes of what was seen. These observations were later compared with what participants reported, which helped to strengthen the reliability of the findings.

Special care was taken throughout the process to maintain a respectful environment. Respondents were informed that there were no right or wrong answers and that their honest opinions were valuable for the study. In cases where parents found it difficult to understand the items, clarifications were provided. Completed

schedules and questionnaires were collected on the spot to ensure maximum response.

3.7 Tabulation of Data

After data collection, all responses were checked, sorted, and organised. Each questionnaire was assigned a unique identification number to avoid duplication and to keep track of responses.

The quantitative data from the Observation-cum-Interview Schedule and the PPS–ECCE were entered into Microsoft Excel and later processed in SPSS (Version 22). The raw scores from the PPS–ECCE were computed and arranged dimension-wise, while the Yes/No responses from the observation schedule were coded numerically.

For qualitative responses, the data were transcribed and translated into English where necessary. Once transcribed, the responses were reviewed carefully to ensure that they addressed the objectives of the study. These organised datasets formed the basis for the analysis presented in the next chapter.

3.8 Procedure Adopted for Data Analysis

The present study employed both quantitative and qualitative methods of analysis.

3.8.1 Analysis of Quantitative Data

Descriptive statistics were mainly used to analyse the quantitative data. Frequencies and percentages were computed for the Observation-cum-Interview Schedule, while means and standard deviations were calculated for the PPS–ECCE scores. The raw scores from the PPS–ECCE were further standardised into z-scores, which were later used to prepare norms and to classify parental perceptions into different categories (low, below average, average, above average, and high).

Since the purpose of the study was descriptive in nature, no inferential statistics such as *t*-tests or ANOVA were applied. The focus was on providing a clear picture of the conditions and perceptions rather than on hypothesis testing.

3.8.2 Analysis of Qualitative Data

The qualitative data collected from open-ended responses and observation notes from the Focus Group Discussion were entered on MS Word. Thematic analysis was performed using NVivo V.10 in the following steps:

1. **Transcription and translation:** The responses were first transcribed and then translated into English.
2. **Familiarisation:** The researcher read the transcripts several times to gain an overall understanding of the data, and the transcript was transferred to NVivo.
3. **Initial and thematic coding:** Recurring words, phrases, and ideas were coded and later grouped under broader themes.

CHAPTER-4

ANALYSIS AND INTERPRETATION OF THE STUDY

Analysis is a fundamental aspect of research that involves systematically examining data to extract meaningful insights. According to Patton (2002), analysis helps in organizing, interpreting, and synthesizing information to identify patterns and relationships that contribute to a deeper understanding of the subject matter. In the context of ECCE, analysis allows for a critical evaluation of various quality parameters that influence children's holistic development. Through systematic assessment, researchers can highlight strengths, pinpoint areas requiring improvement, and make evidence-based recommendations for enhancing ECCE programs.

The significance of analysis lies in its ability to generate empirical insights that inform policy decisions, curriculum development, and program implementation. Creswell (2014) emphasizes that rigorous analysis ensures research credibility by employing qualitative and quantitative techniques such as thematic coding, statistical examination, and comparative analysis. By evaluating key aspects like interaction quality, health and nutrition, safety, infrastructure, and management, this study aims to provide a comprehensive overview of ECCE quality in Mizoram, contributing to its enhancement and effective implementation.

This chapter presents a structured analysis of the data collected in relation to the study's objectives, which are given below:

1. To assess the quality of ECCE in Mizoram with regards to quality of interaction.
2. To find out the quality of ECCE in Mizoram with regard to health, nutrition, personal care and routine.
3. To evaluate the quality of ECCE in Mizoram with regard to protective care and safety.
4. To measure the quality of ECCE in Mizoram with regards to physical infrastructure.

5. To analyse the quality of ECCE in Mizoram with regards to organization and management.
6. To assess the quality of ECCE in Mizoram with regards to children experience and learning opportunity.
7. To find out the quality of ECCE in Mizoram with regards to assessment and outcome measures.
8. To evaluate the quality of ECCE in Mizoram with regards to managing quality system.
9. To construct the perception of parents with regards to the status of ECCE in Mizoram

These are presented in preceding sections as follows:

4.1. Quality of ECCE in Mizoram with regards to quality of interaction

Objective 1: To assess the quality of ECCE in Mizoram with regards to quality of interaction.

The data were collected from 7 (seven) districts of Mizoram to find out the quality of ECCE in Mizoram with regards to quality of interaction by using the observation cum interview schedule for the head of the institution, created by the researcher. It was computed using the percentage approach, and the results are shown in the table and figure that follow.

Table 4.1(a)
Measurement of Quality of Interaction of Seven (7) Districts of Mizoram

Measurement of Quality of Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher/Adult-Child Interaction (TACI)	i) teachers greet every child on the arrival	27	67.5	13	32.5
	ii) teachers have meaningful interaction with the children during meals/snacks time	32	80	8	20
2. Child-Child Interaction (CCI)	i) encourage social interaction among children during playtime	30	75	10	25
	ii) meaningful interaction between peers during meal/snack time	40	100	0	0
3. Child environmental/ material interaction (CEMI)	i) utilizing waste materials for conducting play activities and have smooth social interaction	22	55	18	45
	ii) Children takes care of their materials and put the resources back at the designated spot	21	52.5	19	47.5
4. Staff-family interaction (SFI)	i) organizing parents teachers meet	22	55	18	45
	ii) home visit	25	62.5	15	37.5
5. Intra Staff Interaction (ISI)	i) As a team staff members interact, collaborate and support each other	40	100	0	0
	ii) Staff members are respectful and maintain high ethical standard	30	75	10	25

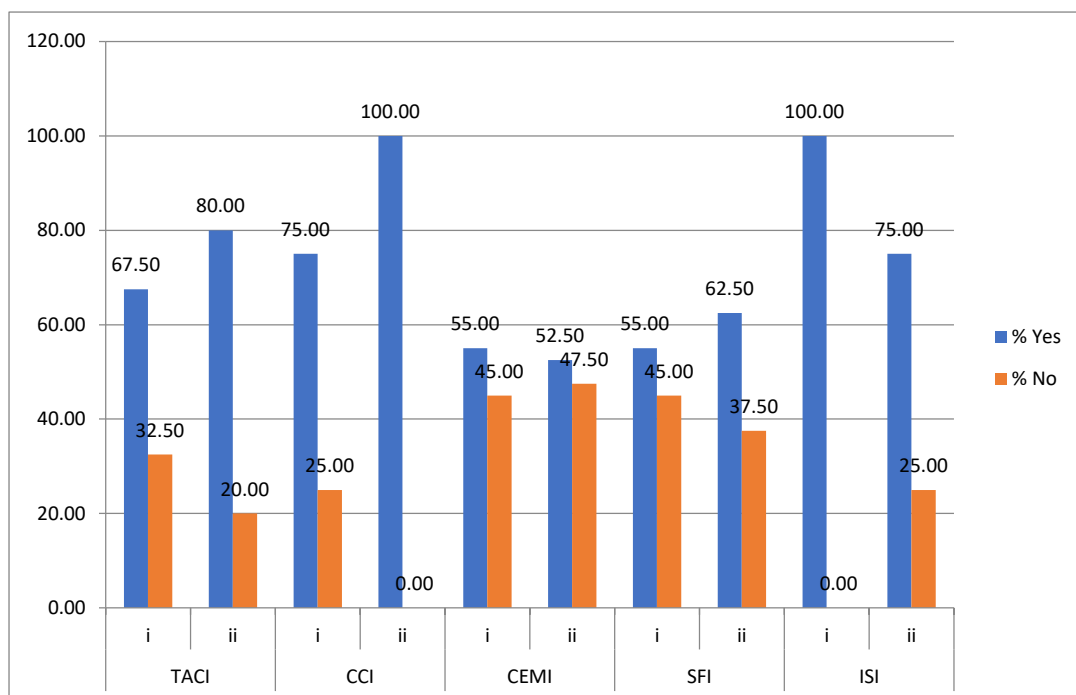


Figure 4.1(a): Measurement of Quality of Interaction of Seven (7) Districts of Mizoram

As per table data vide Table 4.1(a) and Figure 4.1(a), demonstrate that 67.5% of teachers greet every child on arrival, while 32.5% do not. It has also been reported that 80% of the teachers have meaningful interactions with the children during meals/snacks time, while 20% of the teachers do not interact with the children during lunch break.

Further, it was found that 75% of teachers encourage social interaction among children during playtime, while 25% do not. Additionally, 100% of responses indicate that there is meaningful interaction between peers during meal/snack time, with no responses indicating otherwise.

In terms of child environmental/material interaction, it was found that 55% of teachers utilize waste materials for play activities and promote smooth social interaction, while 45% do not. Furthermore, 52.5% of teachers report that children takes care of materials and put them back in designated spots, while 47.5% do not. Regarding staff-family interaction, 55% of staff organize parent-teacher meetings,

while 45% do not. Additionally, 62.5% of staff conduct home visits, while 37.5% do not.

Finally, the data reveal that 100% of employees communicate, work together, and assist one another collectively with no responses indicating otherwise. However, 75% of staff maintain respect and high ethical standards, while 25% do not.

The study reveals that from the data that were collected from 40 ECCE Centres across 7 districts, 80% of the teachers have a meaningful interaction with their children. 75% of teachers encourage social interaction among children during playtime, 100% of responses indicate that there is meaningful interaction between peers during meal/snack time. Furthermore, 52.5% of the teachers report that children takes care of the materials and put them back in designated spots. Regarding staff-family interaction, 55% of staff organize parent-teacher meetings. 100% of employees communicate, work together, and assist one another collectively, with no answers suggesting otherwise. This suggests that, in terms of interaction quality, Mizoram's Early Childhood Care and Education (ECCE) was found to be satisfactory caliber.

4.1(b) Measurement of Quality of Interaction in Aizawl District

Table 4.1(b): Measurement of Quality of Interaction in Aizawl District

Measurement of Quality of Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher/Adult-Child Interaction (TACI)	i) teachers greet every child on the arrival	11	100	0	0
	ii) teachers have meaningful interaction with the children during meals/snacks time	10	90.9	1	9.09
2. Child-Child Interaction (CCI)	i) encourage social interaction among children during playtime	10	90.9	1	9.09
	ii) meaningful interaction between peers during meal/snack time	11	100	0	0
3. Child environmental/material interaction (CEMI)	i) utilizing waste materials for conducting play activities and have smooth social interaction	9	81.8	2	18.18
	ii) Children takes care of their materials and put the resources back at the designated spot	9	81.8	2	18.18
4. Staff-family interaction (SFI)	i) organizing parents teachers meet	7	63.6	4	36.36
	ii) home visit	7	63.6	4	36.36
5. Intra Staff Interaction (ISI)	i) As a team staff members interact, collaborate and support each other	11	100	0	0

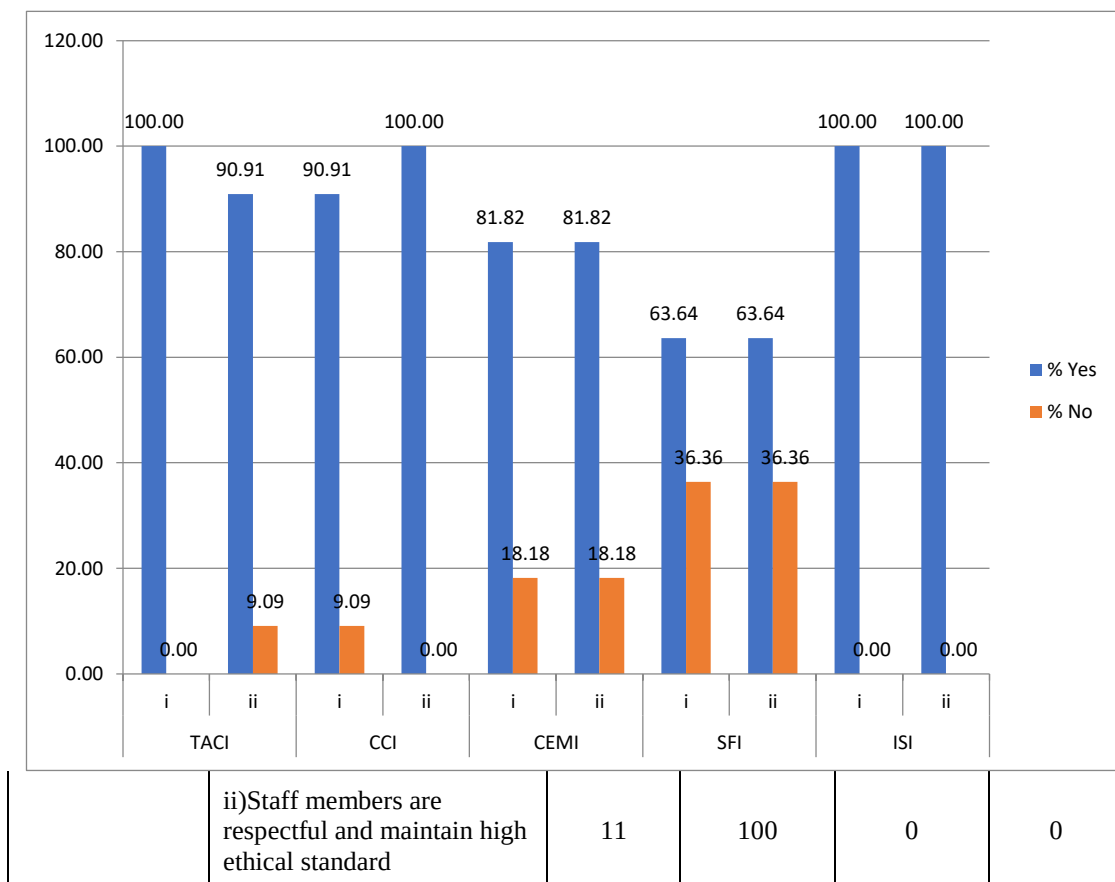


Figure 4.1(b): Measurement of Quality of Interaction in Aizawl District

According to the information in Table 4.1(b) and Figure 4.1(b), 100% of teachers in Aizawl District greet every child on arrival, while 0% do not. It has also been reported that 90.9% of teachers have meaningful interactions with the children during meals/snacks time, while 9.09% do not interact with the children during lunch break.

Further, it was found that 90.9% of teachers encourage social interaction among children during playtime, while 9.09% do not. Additionally, 100% of responses indicate that there is meaningful interaction between peers during meal/snack time, with no responses indicating otherwise.

In terms of child environmental/material interaction, 81.8% of teachers utilize waste materials for play activities and promote smooth social interaction, while 18.18% do not. Furthermore, 81.8% of teachers report that children take care of materials and put them back in designated spots, while 18.18% do not.

Regarding staff-family interaction, 63.6% of staff organize parent-teacher meetings, while 36.36% do not. Additionally, 63.6% of staff conduct home visits, while 36.36% do not.

Finally, data reveal that 100% of employees communicate, work together, and assist one another collectively, with no responses indicating otherwise. Moreover, 100% of staff maintains respect and high ethical standards, with no responses indicating otherwise.

4.1(c) Measurement of Quality of Interaction in Lunglei District

Table 4.1(c): Measurement of Quality of Interaction in Lunglei District

Measurement of Quality of Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. T 1. Adult-Child Interaction (TACI)	i) teachers greet every child on the arrival	7	100	0	0
	ii) teachers have meaningful interaction with the children during meals/snacks time	7	100	0	0
2. Child-Child Interaction (CCI)	i) encourage social interaction among children during playtime	5	71.4	2	28.6
	ii) meaningful interaction between peers during meal/snack time	7	100.0	0	0
3. Child environmental/material interaction	i) utilizing waste materials for conducting play activities and have smooth social interaction	3	42.9	4	57.1

(CEMI)	ii)Children takes care of their materials and put the resources back at the designated spot	3	42.9	4	57.1
4. Staff-family interaction (SFI)	i) organizing parents teachers meet	5	71.4	2	28.6
	ii) home visit	3	42.9	4	57.1
5. Intra Staff Interaction	i) As a team staff members interact, collaborate and support each other	7	100.0	0	0
	ii) Staff members are respectful and maintain high ethical standard	5	71.4	2	28.6

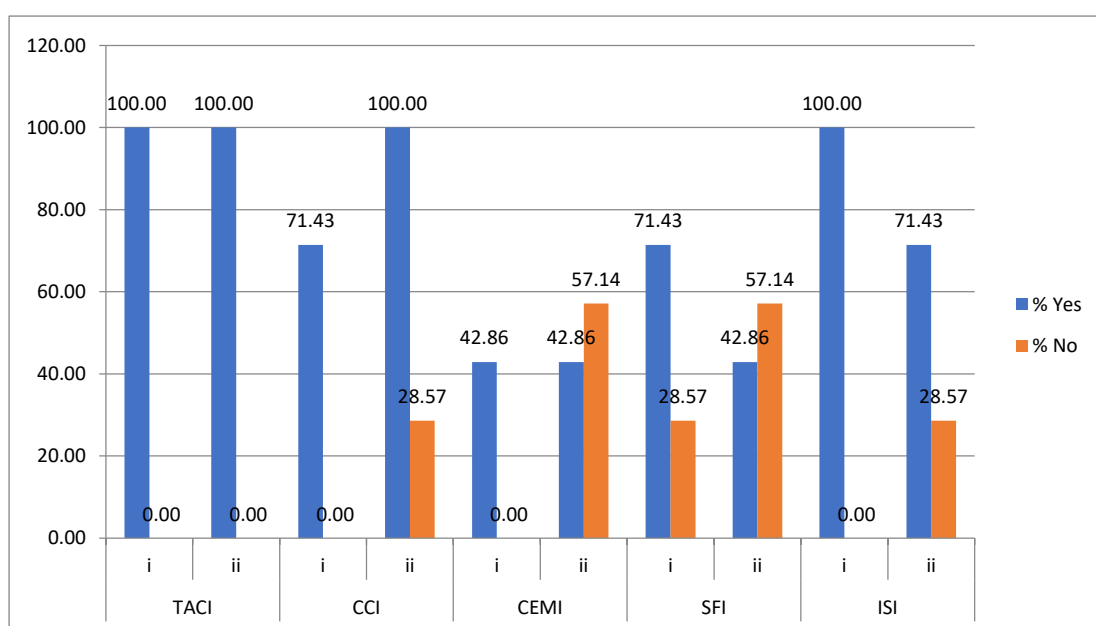


Figure 4.01(c): Measurement of Quality of Interaction in Lunglei District

As shown in data vide Table 4.1(c) and Figure 4.1(c), 100% of teachers in Lunglei District greet every child on arrival, while 0% does not. It has also been reported that 100% of teachers have meaningful interactions with the children during meals/snacks time, while 0% do not interact with the children during lunch break.

Further, it was found that 71.4% of teachers encourage social interaction among children during playtime, while 28.6% do not. Additionally, 100% of responses

indicate that there is meaningful interaction between peers during meal/snack time, with no responses indicating otherwise.

In terms of child environmental/material interaction, 42.9% of teachers utilize waste materials for play activities and promote smooth social interaction, while 57.1% do not. Furthermore, 42.9% of teachers report that children take care of materials and put them back in designated spots, while 57.1% do not.

Regarding staff-family interaction, 71.4% of staff organize parent-teacher meetings, while 28.6% do not. Additionally, 42.9% of staff conduct home visits, while 57.1% do not.

Eventually, data reveal that all employees communicate, work together, and assist one another as a team, with no responses indicating otherwise. However, 71.4% of staff maintains respect and high ethical standards, while 28.6% do not.

4.1(d): Measurement of Quality of Interaction in Champhai District

Table 4.1(d): Measurement of Quality of Interaction in Champhai District

Measurement of Quality of Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher/Adult-Child Interaction (TACI)	i) teachers greet every child on the arrival	0	0	5	100
	ii) teachers have meaningful interaction with the children during meals/snacks time	5	100	0	0
2. Child-Child Interaction (CCI)	i) encourage social interaction among children during playtime	4	80	1	20
	ii) meaningful interaction between peers during meal/snack time	5	100	0	0

3.Child environmental/material interaction (CEMI)	i)utilizing waste materials for conducting play activities and have smooth social interaction	4	80	1	20
	ii)Children takes care of their materials and put the resources back at the designated spot	4	80	1	20
4. Staff-family interaction (SFI)	i)organizing parents teachers meet	2	40	3	60
	ii)home visit	3	60	2	40
5.Intra Staff Interaction (ISI)	i)As a team staff members interact, collaborate and support each other	5	100	0	0
	ii) Staff members are respectful and maintain high ethical standard	3	60	2	40

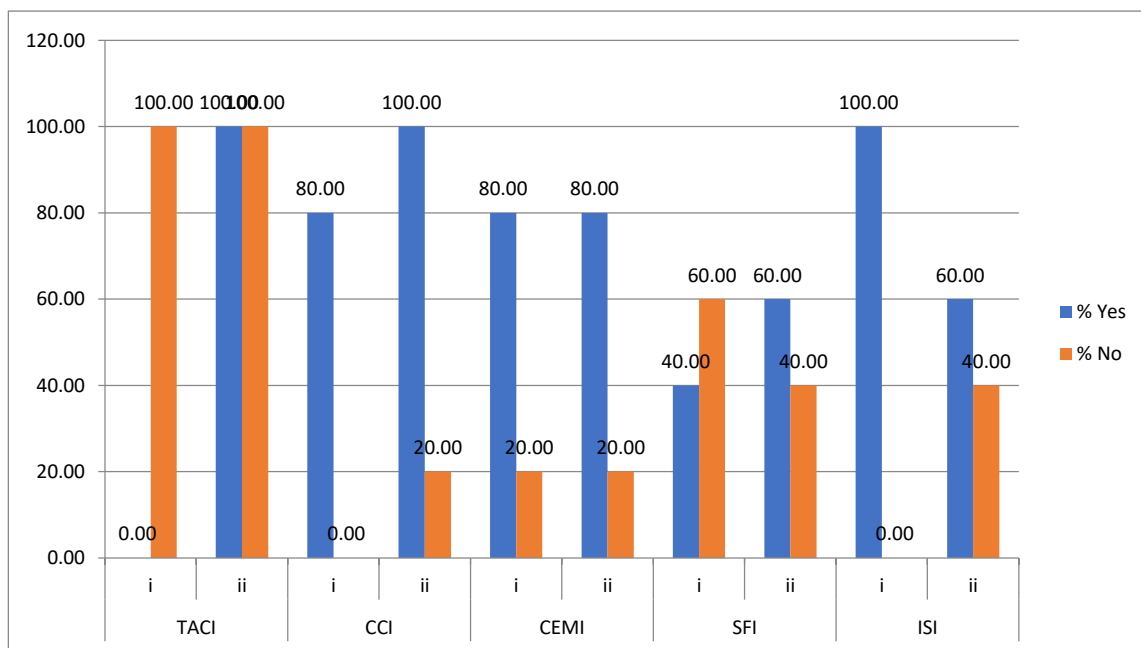


Figure 4.1(d): Measurement of Quality of Interaction in Champhai District

A quick glance at Table 4.1(d) and Figure 4.1(d), it is found that none of the teachers greet the children on arrival which shows that 100% of teachers in Champhai District do not greet the student on arrival. It has also been reported that 100% of teachers have meaningful interactions with the children during meals/snacks time, while 0% do not interact with the children during lunch break.

Further, it was found that 80% of teachers encourage social interaction among children during playtime, while 20% do not. 100% of responses indicate that there is meaningful interaction between peers during meal/snack time, with no responses indicating otherwise.

In terms of child environmental/material interaction, 80% of teachers utilize waste materials for play activities and promote smooth social interaction, while 20% do not. Furthermore, 80% of teachers report that children take care of materials and put them back in designated spots, while 20% do not.

With regards to staff-family interaction, 40% of staff organize parent-teacher meetings, while 60% do not. Additionally, 60% of staff conduct home visits, while 40% do not. Finally, data reveal that 100% of Employees communicate, work together, and assist one another collectively, with no responses indicating otherwise. However, 60% of staff maintains respect and high ethical standards, while 40% do not, which shows that most of the teachers were aware of the quality of interaction.

4.1(e): Measurement of Quality of Interaction in Serchhip District

Table 4.1(e): Measurement of Quality of Interaction in Serchhip District

MEASUREMENT OF QUALITY OF INTERACTION		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher/ Adult-Child Interaction (TACI)	i) teachers greet every child on the arrival	4	80	1	20
	ii) teachers have meaningful interaction with the children during meals/snacks time	5	100	0	0
2. Child-Child Interaction (CCI)	i) encourage social interaction among children during playtime	3	60	2	40
	ii) meaningful interaction between peers during meal/snack time	5	100	0	0
3. Child environmental/ material interaction (CEMI)	i) utilizing waste materials for conducting play activities and have smooth social interaction	4	80	1	20
	ii) Children take care of their materials and put the resources back at the designated spot	4	80	1	20
4. Staff-family interaction (SFI)	i) organizing parents teachers meet	2	40	3	60
	ii) home visit	3	60	2	40
5. Intra Staff Interaction (ISI)	i) As a team staff members interact, collaborate and support each other	5	100	0	0
	ii) Staff members are respectful and maintain high ethical standard	3	60	2	40

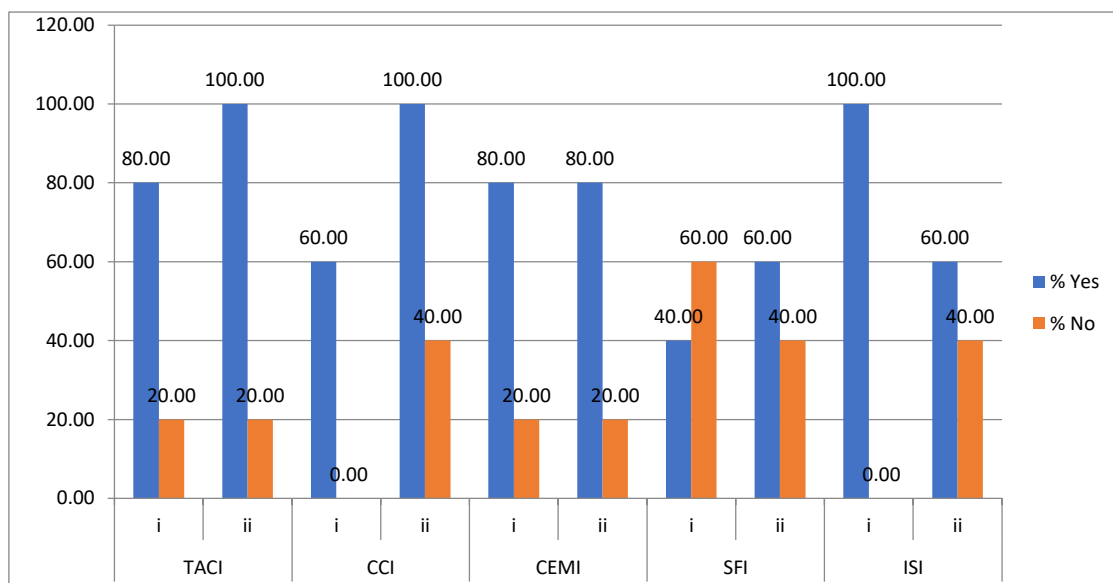


Figure 4.1(e): Measurement of Quality of Interaction in Serchhip District

Analysis of data vide Table 4.1(e) and Figure 4.1(e), reveals that 80% of teachers in Serchhip District greet every child on arrival, while 20% do not. It has also been reported that 100% of teachers have meaningful interactions with the children during meals/snacks time, while 0% do not interact with the children during lunch breaks.

Further, it was found that 60% of teachers encourage social interaction among children during playtime, while 40% do not. Additionally, 100% of responses indicate that there is meaningful interaction between peers during meal/snack time, with no responses indicating otherwise.

With reference to how children connect with their surroundings and materials, 80% of teachers utilize waste materials for play activities and promote smooth social interaction, while 20% do not. Furthermore, 80% of teachers report that children takes care of materials and put them back in designated spots, while 20% do not.

Regarding staff-family interaction, 40% of staff organize parent-teacher meetings, while 60% do not. Additionally, 60% of staff conduct home visits, while 40% do not.

Lastly, data reveal that 100% of employees communicate, work together, and assist one another collectively, with no responses indicating otherwise. However, 60% of staff maintains respect and high ethical standards, while 40% do not.

4.1(f): Measurement of Quality of Interaction in Mamit District

Table 4.1(f): Measurement Of Quality Of Interaction In Mamit District

Measurement of Quality of Interaction		No. of responses on YES	No. of responses YES in %	No. of responses in NO	No. of responses NO in %
1. Teacher/ Adult-Child Interaction (TACI)	i) teachers greet every child on the arrival	2	50	2	50
	ii) teachers have meaningful interaction with the children during meals/snacks time	3	75	1	25
2. Child-Child Interaction (CCI)	i) encourage social interaction among children during playtime	3	75	1	25
	ii) meaningful interaction between peers during meal/snack time	4	100	0	0
3. Child environmental/ material interaction (CEMI)	i) utilizing waste materials for conducting play activities and have smooth social interaction	2	50	2	50
	ii) Children takes care of their materials and put the resources back at the designated spot	1	25	3	75
4. Staff-family interaction (SFI)	i) organizing parents teachers meet	1	25	3	75
	ii) home visit	1	25	3	75
5. Intra Staff Interaction (ISI)	i) As a team staff members interact, collaborate and support each other	4	100	0	0
	ii) Staff members are respectful and maintain high ethical standard	2	50	2	50

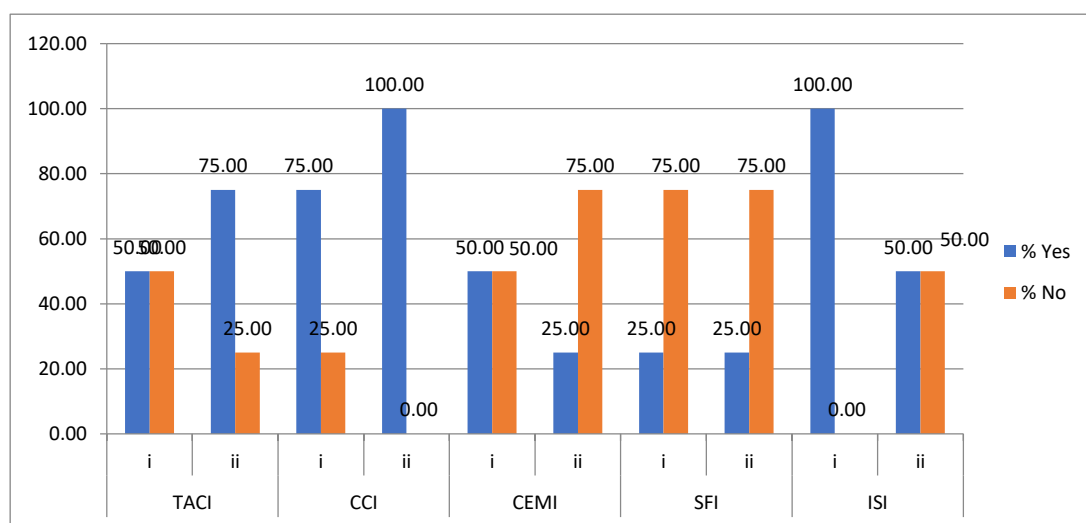


Figure 4.1(f): Measurement of Quality of Interaction in Mamit District

A perusal of the data vide Table 4.1(f) and Figure 4.1(f), shows that 50% of teachers in Mamit District greet every child on arrival, while 50% do not. It has also been reported that 75% of teachers have meaningful interactions with the children during meals/snacks time, while 25% do not interact with the children during lunch breaks. Further, it was also found that 75% of teachers encourage social interaction among children during playtime, while 25% do not. Also, 100% of responses indicate that there is meaningful interaction between peers during meal/snack time, with no responses indicating otherwise.

Regarding how children connect with their surroundings and materials, 50% of teachers utilize waste materials for play activities and promote smooth social interaction, while 50% do not. Furthermore, only 25% of teachers report that children take care of materials and put them back in designated spots, while 75% report that children do not follow this practice. Regarding staff-family interaction, 25% of staff organize parent-teacher meetings, while 75% do not. Additionally, 25% of staff conduct home visits, while 75% do not.

Finally, data reveals that 100% of Employees communicate, work together, and assist one another collectively with no responses indicating otherwise. However, 50% of staff maintains respect and high ethical standards, while 50% do not. From the

result it can be seen that not all the practices for measuring the quality of interaction were implemented by the teachers. About 50% of the expected standard was met by the teachers.

4.1(g): Measurement of Quality of Interaction in Kolasib District

Table 4.1(g): Measurement of Quality of Interaction in Kolasib District

Measurement of Quality of Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher/ Adult-Child Interaction (TACI)	teachers greet every child on the arrival	3	60	2	40
	ii) teachers have meaningful interaction with the children during meals/snacks time	0	0	5	100
2. Child-Child Interaction (CCI)	i) encourage social interaction among children during playtime	4	80	1	20
	ii) meaningful interaction between peers during meal/snack time	5	100	0	0
3. Child environmental/ material interaction (CEMI)	utilizing waste materials for conducting play activities and have smooth social interaction	1	20	4	80
	ii) Children takes care of their materials and put the resources back at the designated spot	0	0	5	100
4. Staff-family interaction (SFI)	i) organizing parents teachers meet	3	60	2	40
	home visit	5	100	0	0
5. Intra Staff Interaction (ISI)	i) As a team staff members interact, collaborate and support each other	5	100	0	0
	Staff members are respectful and maintain high ethical standard	5	100	0	0

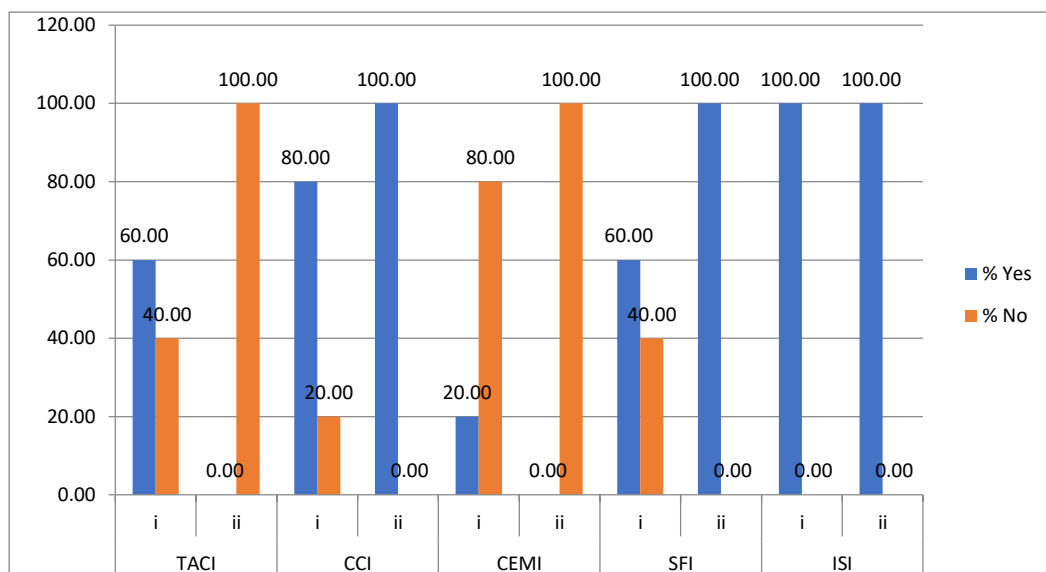


Figure 4.1(g): Measurement of Quality of Interaction in Kolasib District

As shown in data vide Table 4.1(g) and Figure 4.1(g), it is found that 60% of teachers in Kolasib District greet every child on arrival, while 40% do not. It has also been reported that 0% of teachers have meaningful interactions with the children during meals/snacks time, while 100% do not engage with the children during lunch breaks.

Further, it was found that 80% of teachers encourage social interaction among children during playtime, while 20% do not. Additionally, 100% of responses indicate that there is meaningful interaction between peers during meal/snack time, with no responses indicating otherwise.

In terms of child environmental/material interaction, only 20% of teachers utilize waste materials for play activities and promote smooth social interaction, while 80% do not. Furthermore, 0% of teachers report that children take care of materials and put them back in designated spots, while 100% report that children do not follow this practice. Regarding staff-family interaction, 60% of staff organize parent-teacher meetings, while 40% do not. Additionally, 100% of staff conduct home visits, with no responses indicating otherwise.

The data reveal that 100% of Employees communicate, work together, and assist one another collectively, with no responses indicating otherwise. Moreover, 100% of

staff maintains respect and high ethical standards, with no responses indicating otherwise.

4.1(h): Measurement of Quality of Interaction In Saitual District

Table 4.1(h): Measurement Of Quality Of Interaction In Saitual District

Measurement of Quality of Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher/ Adult-Child Interaction (TACI)	i) teachers greet every child on the arrival	3	100	0	0
	ii) teachers have meaningful interaction with the children during meals/snacks time	3	100	0	0
2. Child-Child Interaction (CCI)	i) encourage social interaction among children during playtime	3	100	0	0
	ii) meaningful interaction between peers during meal/snack time	3	100	0	0
3. Child environmental/ material interaction (CEMI)	i) utilizing waste materials for conducting play activities and have smooth social interaction	0	0	3	100
	ii) Children takes care of their materials and put the resources back at the designated spot	0	0	3	100
4. Staff-family interaction (SFI)	i) organizing parents teachers meet	2	66.7	1	33.3
	ii) home visit	3	100	0	0
5. Intra Staff Interaction (ISI)	i) As a team staff members interact, collaborate and support each other	3	100	0	0
	ii) Staff members are respectful and maintain high ethical standard	1	33.3	2	66.7

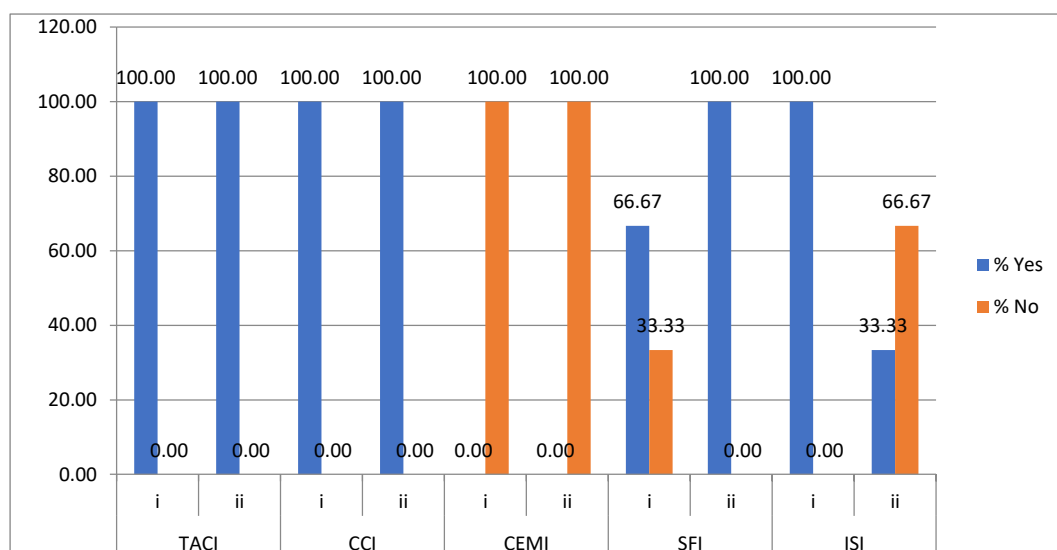


Figure 4.1(h): Measurement of Quality of Interaction in Saitual District

A quick look at the data vide Table 4.1(h) and Figure 4.1(h), it is found that 100% of teachers in Saitual District greet every child on arrival, while 0% do not. It has also been reported that 100% of teachers have meaningful interactions with the children during meals/snacks time, while 0% do not interact with the children during lunch breaks.

Additionally, it was found that 100% of teachers encourage social interaction among children during playtime, while 0% do not. Additionally, 100% of responses indicate that there is meaningful interaction between peers during meal/snack time, with no responses indicating otherwise. In terms of child environmental/material interaction, 0% of teachers utilize waste materials for play activities and promote smooth social interaction, while 100% do not. Furthermore, 0% of teachers report that children takes care of materials and put them back in designated spots, while 100% report that children do not follow this practice.

Regarding staff-family interaction, 66.7% of staff organize parent-teacher meetings, while 33.3% do not. Additionally, 100% of staff conduct home visits, with no responses indicating otherwise.

Lastly, the table also reveal that 100% of Employees communicate, work together, and assist one another collectively, with no responses indicating otherwise. However, 33.3% of staff maintains respect and high ethical standards, while 66.7% do not.

4.1(i): Comparison of Measurement of Quality of Interaction Across the 7 Districts

Table4.1(I): Measurement of Quality of Interaction Across the 7 Districts of Mizoram

Measurement of Quality of Interaction		Aizawl (n = 11)	Lunglei (n = 7)	Champhai (n = 5)	Serchhip (n = 5)	Mamit (n = 4)	Kolasib (n = 5)	Saitual (n = 3)
1. Teacher/Adult-Child Interaction (TACI)	i) teachers greets every child on the arrival	100	100	0	80	50	60	100
	ii) teachers have meaningful interaction with the children during meals/snacks time	90.9	100	100	100	75	0	100
2. Child-Child Interaction (CCI)	i) encourage social interaction among children during playtime	90.9	71.4	80	60	75	80	100
	ii) meaningful interaction between peers during meal/snack time	100	100	100	100	100	100	100
3. Child environmental/material interaction (CEMI)	i) utilizing waste materials for conducting play activities and have smooth social interaction	81.8	42.9	80	80	50	20	0

	ii)Children takes care of their materials and put the resources back at the designated spot	81.8	42.9	80	80	25	0	0
4. Staff- family interaction (SFI)	i)organizing parents teachers meet	63.6	71.4	40	40	25	60	66.7
	ii)home visit	63.6	42.9	60	60	25	100	100
5.Intra Staff Interaction (ISI)	i)As a team staff members interact, collaborate and support each other	100	100	100	100	100	100	100
	ii)Staff members are respectful and maintain high ethical standard	100	71.4	60	60	50	100	33.3

Note: Only % of 'Yes' responses are shown for brevity; % of 'No' responses and actual counts can be inferred from the sample sizes given for each district.

As exposed in data vide Table 4.01(i), the following patterns were observed in the measurement of quality of interaction across the seven districts of Mizoram.

When comparing teacher-child interaction, Aizawl, Lunglei, and Saitual all recorded full marks (100%) in terms of teachers greeting children on arrival, suggesting a shared emphasis on establishing personal connections at the start of the day. In contrast, Champhai reported no such practice (0%), making it the only district with a complete absence of this basic welcoming gesture. Serchhip (80%), Mamit (50%), and Kolasib (60%) presented intermediate figures, with Serchhip notably closer to the higher-performing districts. This indicates variation in daily interaction rituals, which could influence children's emotional readiness and sense of inclusion.

With regard to meaningful interaction during meals or snack times, all districts except Kolasib performed well. Aizawl (90.9%), Lunglei, Champhai, Serchhip, and Saitual (all 100%) indicated strong engagement in this area. Mamit also did moderately well (75%). However, Kolasib stood out negatively with 0%, implying a complete absence of teacher engagement during routine feeding times. This aspect of interaction is vital for informal learning and emotional bonding, and Kolasib's score signals a serious gap.

Peer interaction among children during playtime revealed further distinctions. Saitual reported the highest engagement (100%), followed by Aizawl (90.9%), Champhai and Kolasib (80%), and Mamit (75%). Lunglei (71.4%) and Serchhip (60%) trailed behind. Although all districts scored 100% on peer interaction during meals, the playtime data shows that not all settings foster spontaneous social development equally. The lower scores in Serchhip and Lunglei may reflect limited encouragement for free play or social learning through play.

Regarding, children's interaction with the environment and materials, the highest scores came from Aizawl and Champhai (both 81.8% and 80% respectively), while Serchhip mirrored them closely (80%). Lunglei and Mamit reported moderate engagement (42.9% and 50%), while Kolasib and Saitual fared worst—Kolasib at 20% and Saitual at 0%. A similar pattern emerged when examining whether children return materials to their proper place, with Aizawl again performing best (81.8%)

and both Kolasib and Saitual scoring 0%. These findings show a strong divide between districts that emphasize environmental responsibility and those where such training may be lacking or deprioritized.

Parental involvement also varied considerably. Kolasib and Saitual led in home visits (100%), while Aizawl followed with 63.6%, and Serchhip and Champhai were moderately placed (60%). Mamit, however, lagged behind (25%). In terms of organizing parent-teacher meetings, Lunglei led (71.4%), followed by Saitual (66.7%), Aizawl (63.6%), and Kolasib (60%). Champhai (40%), Serchhip (40%), and again Mamit (25%) were on the lower end. These figures suggest that while some districts actively engage families, others may not see this as a central part of ECCE responsibilities.

All districts achieved 100% in staff collaboration, indicating that team-based work among staff is a common strength across Mizoram. However, significant disparities arose in terms of ethical conduct and respectful behaviour among staff. Aizawl and Kolasib maintained the highest standard (100%), while Lunglei (71.4%) and Champhai and Serchhip (60%) scored in the middle. Mamit (50%) and Saitual (33.3%) fell to the bottom, highlighting potential professional development needs in interpersonal ethics and staff behaviour.

The comparison shows that while peer interaction during meals and teamwork among staff are consistently strong features across districts, other indicators reveal large gaps in practice. Aizawl shows relatively consistent performance across domains, indicating a balanced approach to early childhood education. Saitual, while outstanding in teacher and peer interaction, reveals serious weaknesses in material interaction and ethical staff behaviour. Kolasib, despite poor teacher-child and environmental interaction, excels in home visits and staff ethics. Champhai, although weak in greeting children, maintains strength in most other areas. Mamit remains one of the least consistent districts, with low scores in both parental involvement and ethical staff behaviour. These patterns highlight that quality of interaction is unevenly distributed and context-specific, necessitating district-sensitive policy interventions, staff training, and supervision mechanisms.

4.2. Quality of ECCE in Mizoram with regard to health, nutrition, personal care and routine.

Objective 2: To assess the quality of ECCE in Mizoram with regard to health, nutrition, personal care and routine. The data were collected from 7 (seven) districts of ECCE Centre through Observation and Interview method for teachers prepared by Chuaungo2002, to find out the quality of ECCE centre in regards to their health, nutrition, personal care and routine. After the data was computed, the results were displayed as a percentage.

Table 4.2(a): Measurement for the quality of health, nutrition, personal care and routine of Seven (7) Districts of Mizoram

Measurement for the quality of health, nutrition, personal care and routine		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Health (First aid material) (HFA)	a)Surgical cotton	40	100	0	0
	b)Antiseptic ointment	31	77	9	23
	c)Pain relieving medicine	40	100	0	0
	d)Bandages	24	60	16	40
	e)Sticking plaster	15	37.5	25	62.5
	f)Thermometer	5	12.5	35	87.5
Health service available (HAS)	a)Organization of immunization	9	22.5	31	77.5
	b)health check up	35	87.5	5	12.5
	c)Referral service to doctor or PHC	28	70	12	30
	d)Treatment of minor accidents and ailments	27	67.5	13	32.5
	e)Growth monitoring: Weight & Height Record	40	100	0	0
Nutrition (NTTN)	i)sufficient time to eat were given	40	100	0	0
	ii)ensure children have nutritious meals/snacks	40	100	0	0
	iii)nutrition are given regularly	30	75	10	25
Personal Care and Routine (PCR)	i)teachers inculcate habits in children such as washing hands	28	70	12	30
	ii) encouraging self discipline	22	55	18	45
	iii)putting materials back in their place after using them	18	45	22	55

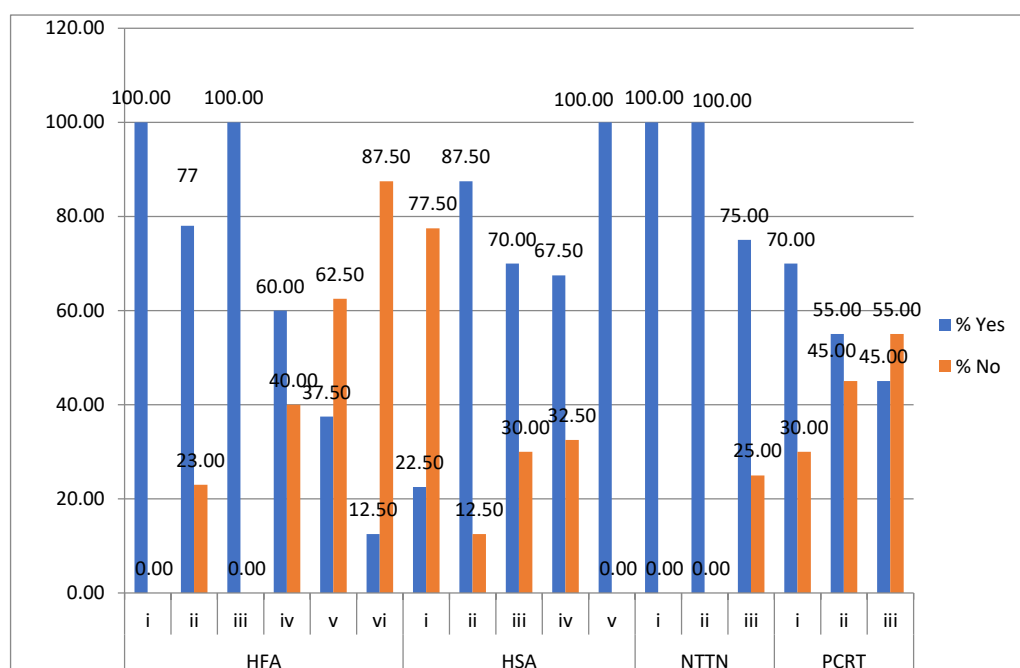


Figure 4.2(a): Measurement for the quality of health, nutrition, personal care and routine of Seven (7) Districts of Mizoram

As exposed in data vide Table 4.2(a) and Figure 4.2(a), the findings of the measurements for the quality of health, nutrition, personal care, and routine in the seven districts of Mizoram are as follows:

Health (First Aid Material)

- Surgical cotton: From the observation of the researcher 100% indicated the availability of surgical cotton, while 0% reported it as unavailable.
- Antiseptic ointment: Observation of the researcher 77% confirmed the availability of antiseptic ointment, while 23% was found as unavailable.
- Pain-relieving medicine: Researcher observed that 100% indicated the availability of pain-relieving medicine in the Centres.
- Bandages: From the observation of the researcher 60% confirmed the availability of bandages, while 40% was reported as unavailable.
- Sticking plaster: As observed by the researcher 37.5% indicated the availability of sticking plaster, while 62.5% was recorded as unavailable.

- Thermometer: The researcher observed that 12.5% confirmed the availability of a thermometer, while 87.5% was reported as unavailable.

Availability of Health Service

- Organization of immunization: Among the teachers 22.5% confirmed the availability of immunization, while 77.5% reported it as not available.
- Health check-up: After conducting interviewed among the teachers it shows that 87.5% indicated that health check-ups are available, while 12.5% reported them as unavailable.
- Referral service to doctor or PHC: From the interview of the teachers 70% confirmed the availability of referral services, while 30% reported them as unavailable.
- Treatment of minor accidents and ailments: According to the teachers' interviews, 67.5% of them said that minor injuries and illnesses are treated, whereas 32.5% said that they are not.
- Growth monitoring (Weight & Height Record): The availability of growth monitoring, including weight and height records, was 100% confirmed during the teacher interview.

Nutrition

- Sufficient time to eat: Among the teachers 100% confirmed that sufficient time is provided for children to eat, while 0% reported it as not available.
- Ensure children have nutritious meals/snacks: Of the teachers 100% indicated that nutritious meals and snacks are provided to children, with 0% reporting it as unavailable.
- Nutrition given regularly: According to the teacher interviews, 75% of the respondents confirmed that nutrition is provided regularly, while 25% reported it as unavailable.

Personal Care and Routine

- Teachers inculcate habits in children such as washing hands: From the observation of the researcher 70% indicated that teachers inculcate hand-washing habits in children, while 30% reported it as not happening.
- Encouraging self-discipline: According to the researcher's observation, 55% confirmed that teachers encourage self-discipline, while 45% reported it as not encouraged.
- Putting materials back in their place after using them: In agreement with the researcher's observations, 45% of respondents said that children are encouraged to return things after using them, but 55% said that this is not the case.

An analysis of the data from 7(seven) district of Mizoram reveals the quality of care provided by Early Childhood Care and Education (ECCE) Centre. The study revealed that with regards to health facilities such as surgical cotton, pain relieving medicine, Growth monitoring record system (Weight & Height Record), of the observation given by the researcher 100% indicated the availability. Antiseptic ointment: Among the teacher 77% of the respondents confirmed the availability of antiseptic ointment. Bandages. From the collected responds given by the teacher 60% confirmed the availability of bandages, Health check-up: Among the teacher 87.5% indicated that health check-ups are available, Referral service to doctor or PHC: Of the teacher 70% confirmed the availability of referral service, Treatment of minor accidents and ailments: of the teacher 67.5% indicated that treatment for minor accidents and ailments is provided services. Sticking plaster: Among the teacher 37.5% indicated the availability of sticking plaster Thermometer: of the teacher 12.5% confirmed the availability of a thermometer. Organization of immunization: Among the teacher 22.5% confirmed the availability of immunization programme. The study shows that the overall health facilities availability in the ECCE centres meets the expected standard.

The study reveals that the nutrition provided in the ECCE Centres were beyond expectation. Of the teacher 100% confirmed that the nutritious meals and snacks

were provided to the children and sufficient time were given to the children to have their meal. Also, 75% of the teacher confirmed that nutrition is provided regularly.

With regards to Personal Care and Routine the study reveals that the ECCE Centres were satisfactory which is indicated by the fact that 70% of the researcher observation agreed that teachers inculcate hand-washing habits in children, 55% of the observation done by the researcher confirmed that teachers encourage self-discipline and 45% of the researcher observation indicated that children are encouraged to put materials back after using them.

4.2(b): Measurement for the quality of health, nutrition, personal care and routine of Aizawl District

Table 4.2(b): Measurement For the Quality Of Health, Nutrition, Personal Care And Routine Of Aizawl District

Measurement for the quality of health, nutrition, personal care and routine		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Health (First aid material) (HFA)	a)Surgical cotton	11	100	0	0
	b)Antiseptic ointment	9	81.8	2	18.2
	c)Pain relieving medicine	11	100	0	0
	d)Bandages	5	45.5	6	54.5
	e)Sticking plaster	6	54.5	5	45.5
	f)Thermometer	2	18.2	9	81.8
Health service available (HAS)	a)Organization of immunization	3	27.3	8	72.7
	b)health check up	9	81.8	2	18.2
	c)Referral service to doctor or PHC	7	63.6	4	36.4
	d)Treatment of minor accidents and ailments	11	100	0	0
	e)Growth monitoring: Weight & Height Record	11	100	0	0
Nutrition (NTTN)	i)sufficient time to eat were given	11	100	0	0
	ii)ensure children have nutritious meals/snacks	11	100	0	0

	iii)nutrition are given regularly	10	90.9	1	9.1
Personal Care and Routine (PCR)	i)teachers inculcate habits in children such as washing hands	9	81.8	2	18.2
	ii) encouraging self discipline	7	63.6	4	36.4
	iii)putting materials back in their place after using them	5	45.5	6	54.5

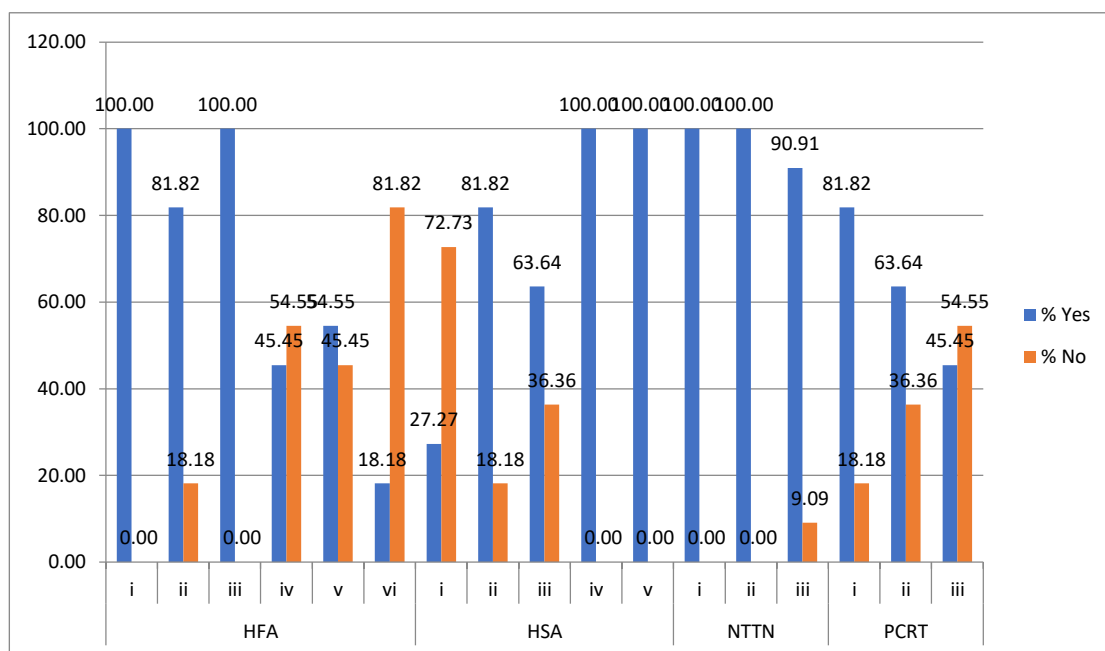


Figure 4.2(b): Measurement for the quality of health, nutrition, personal care and routine of Aizawl District

Data Analysis vide Table 4.2(b) and Figure 4.2(b), reflect the following result for measuring the quality of health, nutrition, personal care, and routine in Aizawl District:

Health (First Aid Material)

- Surgical cotton: According to the researcher observation 100% confirmed the availability of surgical cotton, while 0% reported was unavailable.
- Antiseptic ointment: From the researcher observation 81.8% confirmed the availability of antiseptic ointment, while 18.2% reported as unavailable.

- Pain-relieving medicine: The researcher revealed that 100% Indicated the availability of pain-relieving medicine, while 0% reported it as unavailable from the observation.
- Bandages: As reported by the researcher,45.5% confirmed the availability of bandages, while 54.5% reported as unavailable.
- Sticking plaster: The researcher found that 54.5% indicated the availability of sticking plaster, while 45.5% was unavailable from the observation.
- Thermometer: The study reflect that researcher found out that 18.2% confirmed the availability of a thermometer, while 81.8% reported it as unavailable.

Availability of Health Service

- Immunization organization: Among theteachers72.7% said that vaccinations were not available, while27.3% of respondents acknowledged that they were.
- Health check-up: From the teacher interviews, 81.8% indicated that health check-ups are available, while 18.2% reported them as unavailable.
- Referral service to doctor or PHC: Of the teachers 63.6% confirmed the availability of referral services, while 36.4% reported them as unavailable.
- Treatment of minor accidents and ailments: Allthe teachersi.e.,100% indicated that treatment for minor accidents and ailments is available, while 0% reported it as unavailable.
- Growth monitoring (Weight & Height Record): All the teachers i.e.,100% confirmed that growth monitoring, including weight and height records, is available.

Nutrition

- Sufficient time to eat: Among the teachers 100% reported that sufficient time is provided for children to eat, while 0% reported it as not available.
- Ensure children have nutritious meals/snacks: All the teachers100% indicated that nutritious meals and snacks are provided to children, with 0% reporting them as unavailable.

- Nutrition given regularly: From the teachers 90.9% confirmed that nutrition is provided regularly, while 9.1% reported it as unavailable.

Personal Care and Routine

- Teachers inculcate habits in children such as washing hands: From the researcher observation 81.8% indicated that teachers inculcate hand-washing habits in children, while 18.2% reported it as not happening.
- Encouraging self-discipline: Of the researcher observation, 63.6% said that teachers encourage self-discipline, while 36.4% reported it as not encouraged.
- Putting materials back in their place after using them: According to the researcher observed, 45.5% indicated that children are encouraged to put materials back after using them, while 54.5% reported that this is not being practiced.

4.2(c): Measurement for the quality of health, nutrition, personal care and routine of Lunglei District

Table 4.2(c): Measurement For The Quality Of Health, Nutrition, Personal Care And Routine Of Lunglei District

Measurement for the quality of health, nutrition, personal care and routine		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Health (First aid material) (HFA)	a) Surgical cotton	7	100	0	0
	b) Antiseptic ointment	5	71.4	2	28.6
	c) Pain relieving medicine	7	100	0	0
	d) Bandages	4	57.1	3	42.9
	e) Sticking plaster	2	28.6	5	71.4
	f) Thermometer	1	14.3	6	85.7
Health service available (HAS)	a) Organization of immunization	1	14.3	6	85.7
	b) health check up	5	71.4	2	28.6
	c) Referral service to doctor or PHC	0	41.7	7	58.3
	d) Treatment of minor accidents and ailments	6	85.7	1	14.3

	e)Growth monitoring: Weight & Height Record	7	100	0	0
Nutrition (NTTN)	i)sufficient time to eat were given	7	100	0	0
	ii)ensure children have nutritious meals/snacks	7	100	0	0
	iii)nutrition are given regularly	5	71.4	2	28.6
Personal Care and Routine (PCR)	i)teachers inculcate habits in children such as washing hands	6	85.7	1	14.3
	ii) encouraging self discipline	5	71.4	2	28.6
	iii)putting materials back in their place after using them	4	57.1	3	42.9

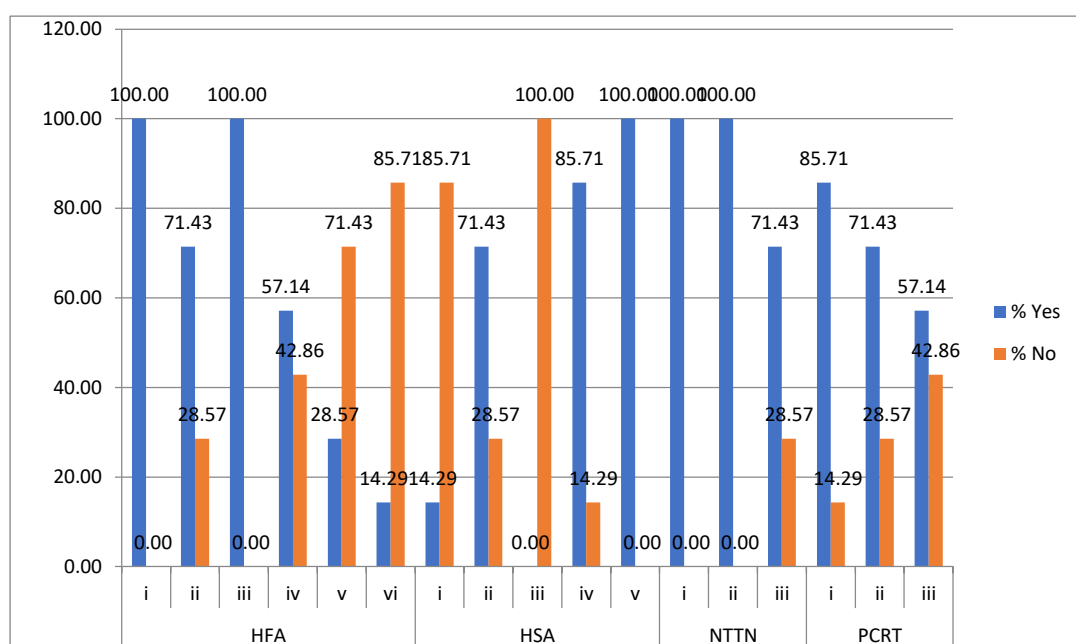


Figure 4.2(c): Measurement for the quality of health, nutrition, personal care and routine of Lunglei District

As shown in data vide Table 4.2(c) and Figure 4.2(c), the following result of measurements for the quality of health, nutrition, personal care, and routine in Lunglei District is as follow:

Health (First Aid Material)

- Surgical cotton: According to the researcher observation 100% confirmed the availability of surgical cotton, while 0% reported it as unavailable.
- Antiseptic ointment: From the researcher observation 71.4% confirmed the availability of antiseptic ointment, while 28.6% reported it as unavailable.
- Pain-relieving medicine: The researcher found that 100% indicated the availability of pain-relieving medicine, while 0% reported as unavailable from the observation.
- Bandages: According to the researcher 57.1% confirmed the availability of bandages, while 42.9% was reported as unavailable.
- Sticking plaster: The researcher found 28.6% indicated the availability of sticking plaster, while 71.4% was reported it as unavailable from the observation.
- Thermometer: The observation of the researcher stated that 85.7% of the thermometer was not available, whilst 14.3% acknowledged that was available.

Availability of Health Service

- Immunization organization: Whereas 85.7% of teachers said that vaccinations were not available, 14.3% of respondents acknowledged that they were.
- Health check-up: Of the teachers 71.4% confirmed that health check-ups are available, while 28.6% reported them as unavailable.
- Referral service to doctor or PHC: Among the teachers 41.7% indicated the availability of referral services, while 58.3% reported them as unavailable.
- Treatment of minor accidents and ailments: From the teacher interviews, 85.7% received that treatment for minor accidents and ailments is available, while 14.3% reported it as unavailable.
- Growth monitoring (Weight & Height Record): All the teachers i.e., 100% confirmed the availability of growth monitoring, including weight and height records.

Nutrition

- Sufficient time to eat: All the teachers 100% confirmed that sufficient time is provided for children to eat, while 0% reported it as not available.
- Ensure children have nutritious meals/snacks: Of the teachers indicated 100% that nutritious meals and snacks are provided to children, with 0% reporting them as unavailable.
- Nutrition given regularly: Some of the teachers confirmed that nutrition is provided regularly, while 28.6% reported it as unavailable.

Personal Care and Routine

- Teachers inculcate habits in children such as washing hands: Of the researcher observation 85.7% indicated that teachers inculcate hand-washing habits in children, while 14.3% reported it as not happening.
- Encouraging self-discipline: In line with the researcher observation 71.4% confirmed that teachers encourage self-discipline, while 28.6% reported it as not encouraged.
- Putting materials back in their place after using them: From the observation of the researcher 57.1% indicated that children are encouraged to put materials back after using them, while 42.9% reported that this is not being practiced.

4.2(d): Measurement for the quality of health, nutrition, personal care and routine of Champhai District

Table 4.2(d): Measurement For The Quality Of Health, Nutrition, Personal Care And Routine Of Champhai District

Measurement for the quality of health, nutrition, personal care and routine		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Health (First aid material) (HFA)	a)Surgical cotton	5	100	0	0
	b)Antiseptic ointment	4	80	1	20
	c)Pain relieving medicine	5	100	0	0
	d)Bandages	3	60	2	40
	e)Sticking plaster	1	20	4	80
	f)Thermometer	1	20	4	80
Health service available (HAS)	a)Organization of immunization	1	20	4	80
	b)health check up	4	80	1	20
	c)Referral service to doctor or PHC	3	75	1	25
	d)Treatment of minor accidents and ailments	2	40	3	60
	e)Growth monitoring: Weight & Height Record	5	100	0	0
Nutrition (NTTN)	i)sufficient time to eat were given	5	100	0	0
	ii)ensure children have nutritious meals/snacks	5	100	0	0
	iii)nutrition are given regularly	3	60	2	40
Personal Care and Routine (PCR)	i)teachers inculcate habits in children such as washing hands	3	60	2	40
	ii) encouraging self discipline	2	40	3	60
	iii)putting materials back in their place after using them	2	40	3	60

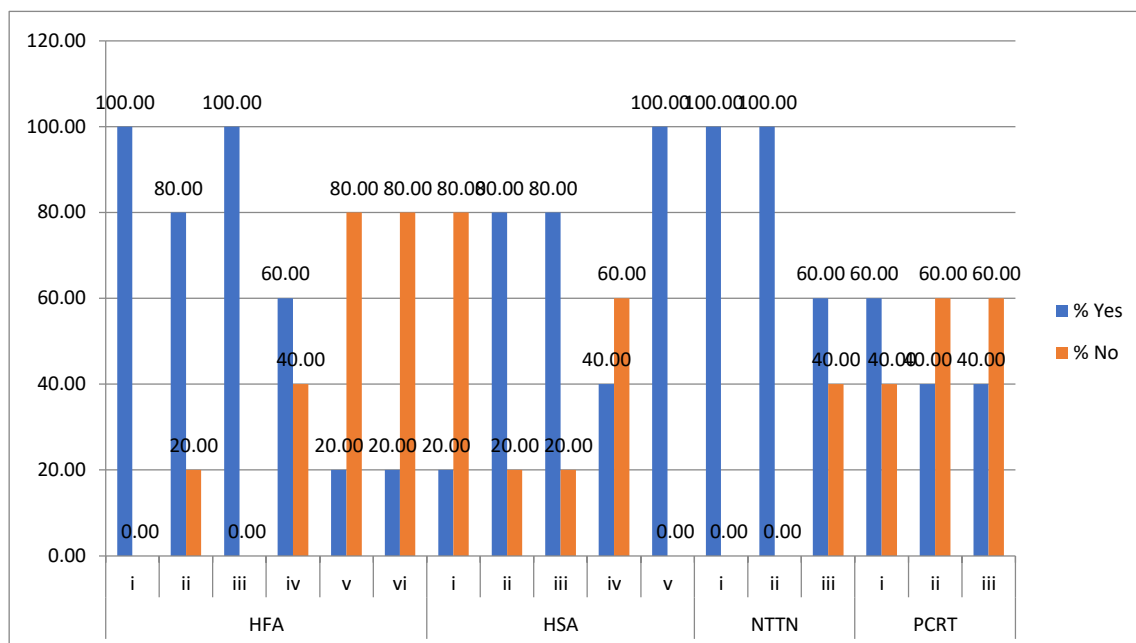


Figure 4.2(d): Measurement for the quality of health, nutrition, personal care and routine of Champhai District

An examination of the outcome as shown in data vide Table 4.2(d) and Figure 4.2(d), found the following measurements for the quality of health, nutrition, personal care, and routine in Champhai District:

Health (First Aid Material)

- Surgical cotton: From the researcher observation, 100% said that the availability.
- Antiseptic ointment: Of the researcher observation 80% reported the availability of antiseptic ointment, while 20% reported it as unavailable.
- Pain-relieving medicine: According to the researcher observation 100% indicated the availability.
- Bandages: Of the researcher observation 60% reported the availability of bandages, while 40% as unavailable.
- Sticking plaster: From the observation of the researcher 20% indicated the availability of sticking plaster, while 80% reported it as unavailable.

- Thermometer: Only 20% indicated the availability of a thermometer, while 80% reported it as unavailable from the observation of the researcher.

Availability of Health Service

- Organization of immunization: It is found that 20% of the teachers reported the availability of immunization, while 80% reported it as not available.
- Health check-up: Of the teachers 80% said that the availability of health check-ups, while 20% reported them as unavailable.
- Referral service to doctor or PHC: Among the teachers, 75% corroborated the availability of referral services, while 25% reported them as unavailable.
- Treatment of minor accidents and ailments: 40% of the teachers had authenticated the availability of treatment for minor accidents and ailments, while 60% reported it as unavailable.
- Growth monitoring (Weight & Height Record): All the teachers i.e., 100% approved the availability of growth monitoring.

Nutrition

- Sufficient time to eat: Of the teachers 100% confirmed that sufficient time is provided for children to eat, while 0% reported it as not available.
- Ensure children have nutritious meals/snacks: Among the teachers 100% indicated that nutritious meals and snacks are provided to children, with 0% reporting them as unavailable.
- Nutrition given regularly: Sixty (60%) of the teachers confirmed that nutrition is provided regularly, while 40% reported it as unavailable.

Personal Care and Routine

- Teachers inculcate habits in children such as washing hands: According to the researcher observation 60% indicated that teachers inculcate hand-washing habits in children, while 40% reported it as not happening.

- Encouraging self-discipline: From the researcher observation 40% that teachers encourage self-discipline, while 60% reported it as not encouraged.
- Putting materials back in their place after using them: Of the researcher observation 40% indicated that children are encouraged to put materials back after using them, while 60% reported that this is not being practiced.

4.2(e): Measurement for the quality of health, nutrition, personal care and routine of Serchhip District.

Table 4.2(e): Measurement For The Quality Of Health, Nutrition, Personal Care And Routine Of Serchhip District

Measurement for the quality of health, nutrition, personal care and routine		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Health (First aid material) (HFA)	a)Surgical cotton	5	100	0	0
	b)Antiseptic ointment	3	60	2	40
	c)Pain relieving medicine	5	100	0	0
	d)Bandages	3	60	2	40
	e)Sticking plaster	2	40	3	60
	f)Thermometer	0	0	5	100
Health service available (HAS)	a)Organization of immunization	1	20	4	80
	b)health check up	5	100	0	0
	c)Referral service to doctor or PHC	4	80	1	20
	d)Treatment of minor accidents and ailments	4	80	1	20
	e)Growth monitoring: Weight & Height Record	5	100	0	0
Nutrition (NTTN)	i)sufficient time to eat were given	5	100	0	0
	ii)ensure children have nutritious meals/snacks	5	100	0	0
	iii)nutrition are given regularly	3	60	2	40
Personal Care and Routine (PCR)	i)teachers inculcate habits in children such as washing hands	3	60	2	40
	ii) encouraging self discipline	2	40	3	60
	iii)putting materials back in their place after using them	2	40	3	60

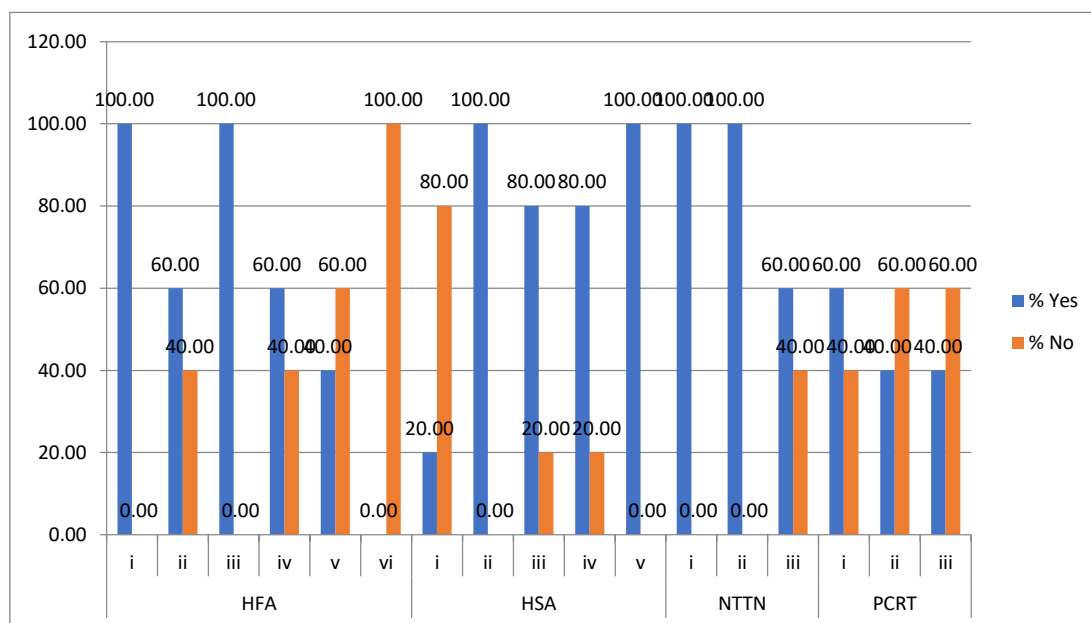


Figure 4.2(e): Measurement for the quality of health, nutrition, personal care and routine of Serchhip District

As made known in data vide Table 4.2(e) and Figure 4.2(e), the following measurements for the quality of health, nutrition, personal care, and routine in Serchhip District can be summarized as follows:

Health (First Aid Material)

- Surgical cotton: From the researcher observation 100% reported the availability of surgical cotton.
- Antiseptic ointment: The observation shows 60% antiseptic ointment was available, while 40% reported it as unavailable.
- Pain-relieving medicine: In accordance with the observation 100% stated the availability of pain-relieving medicine, while 0% reported it as unavailable.
- Bandages: Of the researcher observation 60% of the centres had the availability of bandages, while 40% reported them as unavailable.
- Sticking plaster: At most 40% indicated the availability of sticking plaster, while 60% reported it as unavailable from the researcher observation

- Thermometer: From the researcher observation 0% were reported as no availability of a thermometer.

Availability of Health Service

- Organization of immunization: Only 20% of the teachers reported that the availability of immunization, while 80% reported it as not available.
- Health check-up: All the teachers i.e., 100% said that health check-up is availability.
- Referral service to doctor or PHC: Among the teachers 80% of the respondents said the availability of referral services, while 20% reported them as unavailable.
- Treatment of minor accidents and ailments: From the teachers collected 80% of the respondents reported the availability of treatment for minor accidents and ailments, while 20% reported it as unavailable.
- Growth monitoring (Weight & Height Record): All the teachers i.e., 100% said that there is the availability of growth monitoring, including weight and height records.

Nutrition

- Sufficient time to eat: All the teachers 100% confirmed that sufficient time is provided for children to eat, while 0% reported it as not available.
- Ensure children have nutritious meals/snacks: Of the teachers 100% indicated that nutritious meals and snacks are provided to children, with 0% reporting them as unavailable.
- Nutrition given regularly: Among the teachers 60% of the respondents said that nutrition is provided regularly, while 40% reported it as unavailable.

Personal Care and Routine

- Teachers inculcate habits in children such as washing hands: According to the researcher observation 60% indicated that teachers inculcate hand-washing habits in children, while 40% reported it as not happening.
- Encouraging self-discipline: From the observation of the researcher 40% said that teachers encourage self-discipline, while 60% reported it as not being encouraged.
- Putting materials back in their place after using them: According to the researcher observation 40% indicated that children are encouraged to put materials back after using them, while 60% reported that this is not being practiced.

4.2(f): Measurement for the quality of health, nutrition, personal care and routine of Mamit District

Table 4.2(f): Measurement For The Quality Of Health, Nutrition, Personal Care And Routine Of Mamit District

Measurement for the quality of health, nutrition, personal care and routine		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Health (First aid material) (HFA)	a)Surgical cotton	4	100	0	0
	b)Antiseptic ointment	3	75	1	25
	c)Pain relieving medicine	4	100	0	0
	d)Bandages	2	50	2	50
	e)Sticking plaster	1	25	3	75
	f)Thermometer	1	25	3	75
Health service available (HAS)	a)Organization of immunization	1	25	3	75
	b)health check up	4	100	0	0
	c)Referral service to doctor or PHC	2	50	2	50
	d)Treatment of minor accidents and ailments	2	50	2	50
	e)Growth monitoring: Weight & Height Record	4	100	0	0
Nutrition (NTTN)	i)sufficient time to eat were given	4	100	0	0
	ii)ensure children have nutritious	4	100	0	0

	meals/snacks				
	iii) nutrition are given regularly	3	75	1	25
Personal Care and Routine (PCR)	i) teachers inculcate habits in children such as washing hands	2	50	2	50
	ii) encouraging self discipline	2	50	2	50
	iii) putting materials back in their place after using them	2	50	2	50

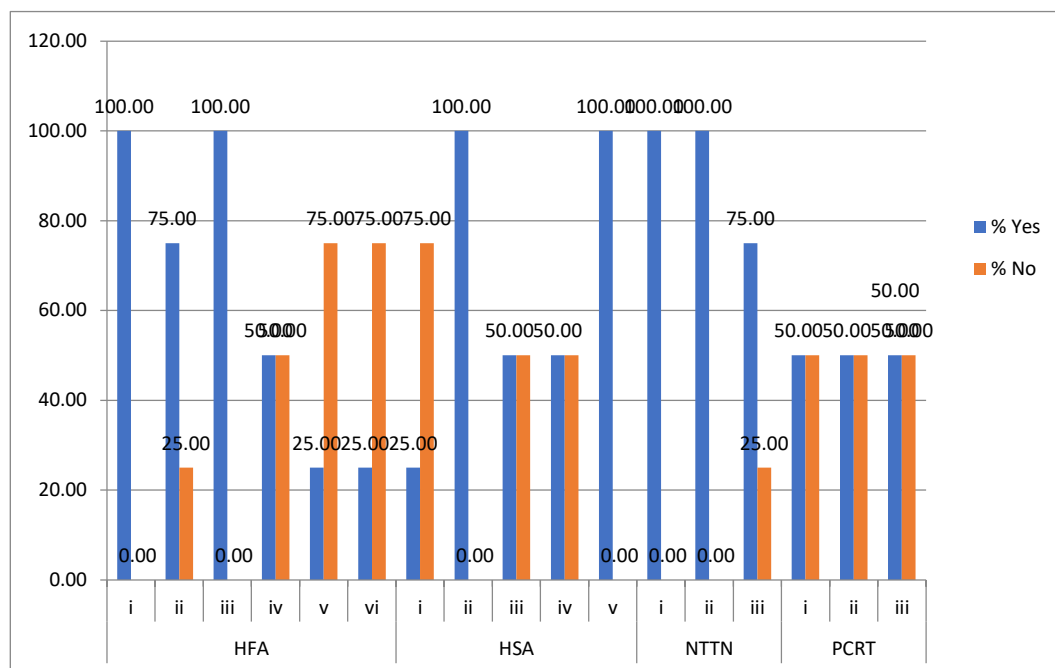


Figure 4.2(f): Measurement for the quality of health, nutrition, personal care and routine of Mamit District

As exposed in data vide Table 4.2(f) and Figure 4.2(f), the following measurements for the quality of health, nutrition, personal care, and routine in Mamit District is given below:

Health (First Aid Material)

- Surgical cotton: According to the researcher observation, 100% of surgical cotton was reported as accessible, while 0% reported as unavailable.
- Antiseptic ointment: From the observance of the researcher 75% indicated the availability of antiseptic ointment, while 25% reported it as unavailable.

- Pain-relieving medicine: The observation of the researcher resulted that 100% availability of pain-relieving medicine, while 0% reported it as unavailable.
- Bandages: From the researcher observation half of the respondents 50 %reported the availability of bandages, while 50% reported them as unavailable.
- Sticking plaster: Based on the observation only 5% indicated the availability of sticking plaster, while 75% reported it as unavailable.
- Thermometer: According to the observation of the researcher only 25%of the respondents proof the availability of a thermometer, while 75% reported it as unavailable.

Availability of Health Service

- Organization of immunization: Only 25% of the teachers reported the availability of immunization, while 75% reported it as unavailable.
- Health check-up: All the teachers 100%indicate the availability of health check-ups, while 0% reported them as unavailable.
- Referral service to doctor or PHC: Half of the teachers50% reported the availability of referral services, while 50% reported them as unavailable.
- Treatment of minor accidents and ailments: Half of the teachers 50% said that the treatment for minor accidents and ailments was availability of, while 50% reported it as unavailable.
- Growth monitoring (Weight & Height Record): All the teachers 100%said that the growth monitoring, including weight and height records were availability.

Nutrition

- Sufficient time to eat: Of the teachers100% found that sufficient time is provided for children to eat, while 0% reported it as not available.
- Ensure children have nutritious meals/snacks: 100% of the teachers indicated that nutritious meals and snacks are provided to children, with 0% reporting them as unavailable.
- Nutrition given regularly: Among the teachers 75% reported that nutrition is provided regularly, while 25% reported it as unavailable.

Personal Care and Routine

- Teachers inculcate habits in children such as washing hands: According to the researcher observation half of the respondents 50% indicated that teachers inculcate hand-washing habits in children, while 50% reported it as not happening.
- Encouraging self-discipline: Of the researcher observation 50% said that teachers encourage self-discipline, while 50% reported it as not being encouraged.
- Putting materials back in their place after using them: From the observation of the researcher Half of the respondents 50% indicated that children are encouraged to put materials back after using them, while 50% reported that this is not being practiced.

4.2(g): Measurement for the quality of health, nutrition, personal care and routine of Kolasib District

Table 4.2(g): Measurement for the Quality of Health, Nutrition, Personal Care And Routine Of Kolasib District

Measurement for the quality of health, nutrition, personal care and routine		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Health (First aid material) (HFA)	a)Surgical cotton	5	100	0	0
	b)Antiseptic ointment	5	100	0	0
	c)Pain relieving medicine	5	100	0	0
	d)Bandages	5	100	0	0
	e)Sticking plaster	2	40	3	60
	f)Thermometer	0	0	5	100
Health service available (HAS)	a)Organization of immunization	1	20	4	80
	b)health check up	5	100	0	0
	c)Referral service to doctor or PHC	5	100	0	0
	d)Treatment of minor accidents and ailments	1	20	4	80
	e)Growth monitoring: Weight & Height Record	5	100	0	0
Nutrition (NTTN)	i)sufficient time to eat were given	5	100	0	0
	ii)ensure children have nutritious meals/snacks	5	100	0	0
	iii)nutrition are given regularly	3	60	2	40
Personal Care and Routine (PCR)	i)teachers inculcate habits in children such as washing hands	3	60	2	40
	ii) encouraging self discipline	3	60	2	40
	iii)putting materials back in their place after using them	2	40	3	60

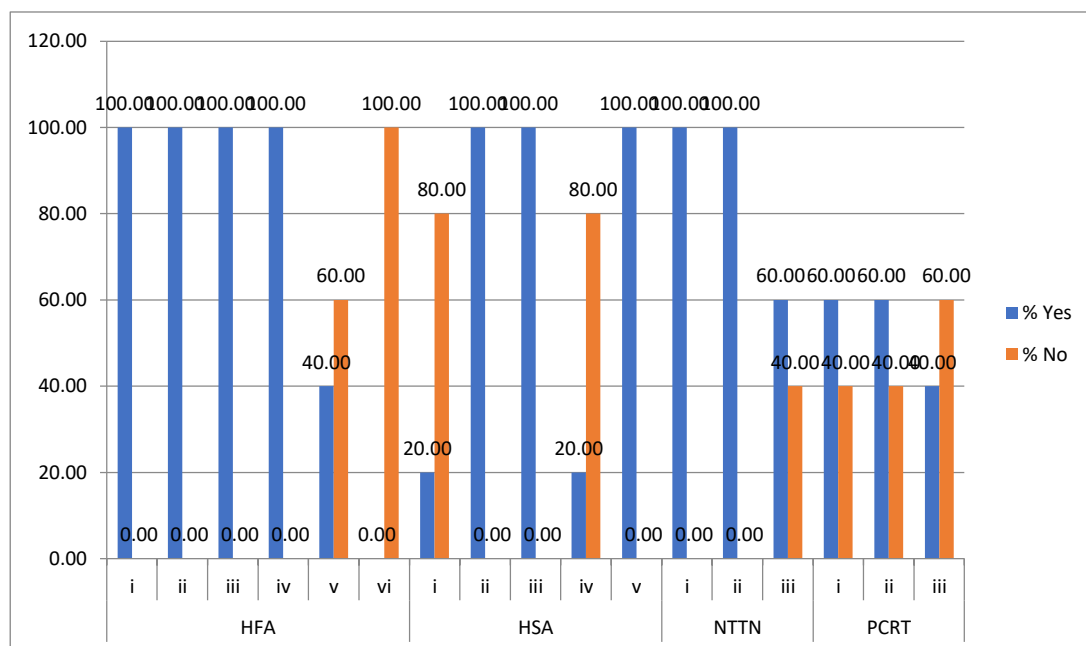


Figure 4.2(g): Measurement for the quality of health, nutrition, personal care and routine of Kolasib District

As shown in data vide Table 4.2(g) and Figure 4.2(g), the following measurements for the quality of health, nutrition, personal care, and routine in Kolasib District is summarized below:

Health (First Aid Material)

- Surgical cotton: Of the researcher observation 100% said that surgical cotton was availability of, while 0% reported it as unavailable.
- Antiseptic ointment: According to the observation of the researcher 100% validated the availability of antiseptic ointment, while 0% reported it as unavailable.
- Pain-relieving medicine: From the observation of the researcher 100% verified the availability of pain-relieving medicine, while 0% reported it as unavailable.
- Bandages: Based on the findings of the researcher observation 100% said that the availability of bandages, while 0% reported them as unavailable.
- Sticking plaster: The study also reflected that 40% indicated the availability of sticking plaster, while 60% reported it as unavailable.

- Thermometer: From the researcher observation 0% reported the availability of a thermometer, while 100% reported it as unavailable.

Availability of Health Service

- Organization of immunization: Only 20% of the teachers reported the availability of immunization, while 80% reported it as unavailable.
- Health check-up: All the teachers i.e., 100% said that health check-ups was the available, while 0% reported them as unavailable.
- Referral service to doctor or PHC: All the teachers 100% indicated that the availability of referral services, while 0% reported them as unavailable.
- Treatment of minor accidents and ailments: Only 20% of the teachers verified the availability of treatment for minor accidents and ailments, while 80% reported it as unavailable.
- Growth monitoring (Weight & Height Record): All the teachers i.e., 100% reported the availability of growth monitoring, including weight and height records.

Nutrition

- Sufficient time to eat: Of the teachers i.e., 100% claimed that sufficient time is provided for children to eat, while 0% reported it as not available.
- Ensure children have nutritious meals/snacks: All the teachers 100% indicated that nutritious meals and snacks are provided to children, with 0% reporting them as unavailable.
- Nutrition given regularly: Of the teachers 60% said that nutrition is provided regularly, while 40% reported it as unavailable.

Personal Care and Routine

- Teachers inculcate habits in children such as washing hands: Based on the observation of the researcher 60% indicated that teachers inculcate hand-washing habits in children, while 40% reported it as not happening.

- Encouraging self-discipline: From the researcher observation 60% claimed that teachers encourage self-discipline, while 40% reported it as not being encouraged.
- Putting materials back in their place after using them: According to the researcher observation 40% indicated that children are encouraged to put materials back after using them, while 60% reported that this is not being practiced.

4.2(h): Measurement for the quality of health, nutrition, personal care and routine of Saitual District

Measurement for the quality of health, nutrition, personal care and routine		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Health (First aid material) (HFA)	a)Surgical cotton	3	100	0	0
	b)Antiseptic ointment	2	66.7	1	33.3
	c)Pain relieving medicine	3	100	0	0
	d)Bandages	2	66.7	1	33.3
	e)Sticking plaster	1	33.3	2	66.7
	f)Thermometer	0	0	3	100
Health service available (HAS)	a)Organization of immunization	1	33.3	2	66.7
	b)health check up	3	100	0	0
	c)Referral service to doctor or PHC	2	66.7	1	33.3
	d)Treatment of minor accidents and ailments	1	33.3	2	66.7
	e)Growth monitoring: Weight & Height Record	3	100	0	0
Nutrition (NTTN)	i)sufficient time to eat were given	3	100	0	0
	ii)ensure children have nutritious meals/snacks	3	100	0	0
	iii)nutrition are given regularly	3	100	0	0
Personal Care and Routine (PCR)	i)teachers inculcate habits in children such as washing hands	2	66.7	1	33.3
	ii) encouraging self discipline	1	33.3	2	66.7
	iii)putting materials back in their place after using them	1	33.3	2	66.7

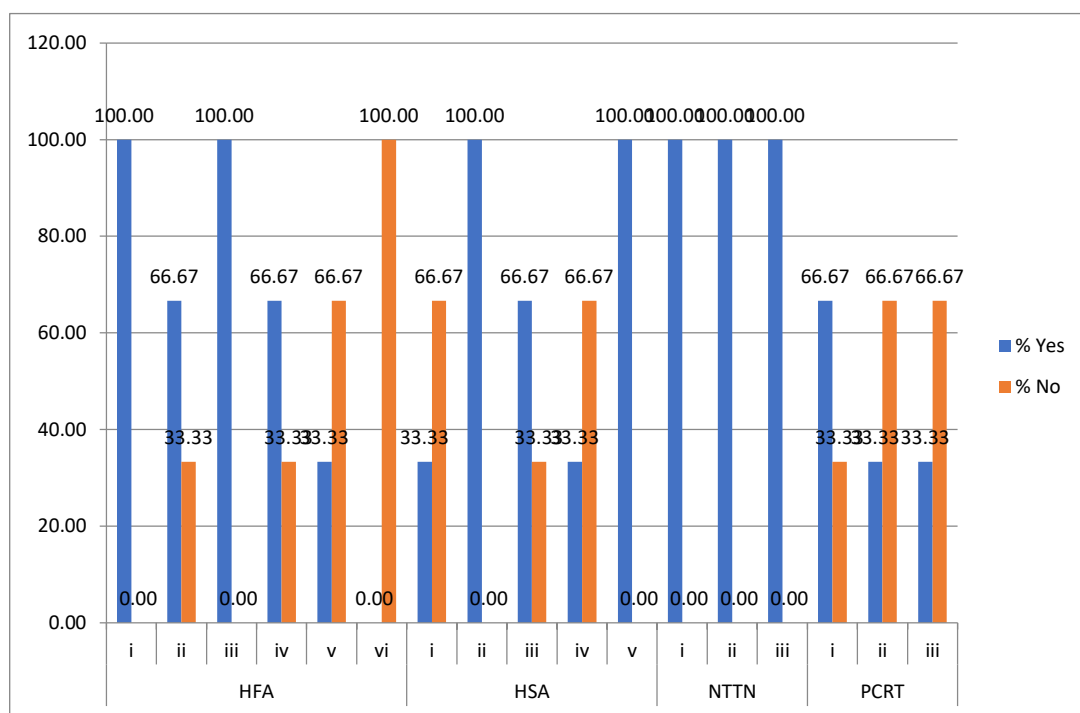


Figure 4.2(h): Measurement for the quality of health, nutrition, personal care and routine of Saitual District

Data Analysis Refer to Table 4.2(h) and figure 4.2(h), found the following measurements for the quality of health, nutrition, personal care, and routine in Saitual District:

Health (First Aid Material)

- Surgical cotton: From the researcher observation there was 100% availability of surgical cotton, while 0% reported it as unavailable.
- Antiseptic ointment: According to the observation of the researcher the result shows 66.7% availability of antiseptic ointment, while 33.3% reported it as unavailable.
- Pain-relieving medicine: Based on the researcher observation 100% indicated the availability of pain-relieving medicine, while 0% reported it as unavailable.
- Bandages: Of the researcher observation 66.7% reported the availability of bandages, while 33.3% reported them as unavailable.
- Sticking plaster: From the observation of the researcher 33.3% indicated the availability of sticking plaster, while 66.7% reported it as unavailable.

- Thermometer: In accordance with the researcher observation the availability of a thermometer was said to be 0%, while 100% reported it as unavailable.

Availability of Health Service

- Organization of immunization: Of the teachers 33.3% reported the availability of immunization, while 66.7% reported it as unavailable.
- Health check-up: All the teachers 100% verified the availability of health check-ups, while 0% reported them as unavailable.
- Referral service to doctor or PHC: Of the teachers 66.7% indicated that the availability of referral services, while 33.3% reported them as unavailable.
- Treatment of minor accidents and ailments: Among the teachers 33.3% said that treatment for minor accidents and ailments was availability, while 66.7% reported it as unavailable.
- Growth monitoring (Weight & Height Record): All the teachers 100% corroborated the availability of growth monitoring, including weight and height records.

Nutrition

- Sufficient time to eat: All the teachers 100% verified that sufficient time is provided for children to eat, while 0% reported it as not available.
- Ensure children have nutritious meals/snacks: All the teachers 100% indicated that nutritious meals and snacks are provided to children, with 0% reporting them as unavailable.
- Nutrition given regularly: Of the teachers 100% reported that nutrition is provided regularly, while 0% reported it as unavailable.

Personal Care and Routine

- Teachers inculcate habits in children such as washing hands: Based on the researcher observation 66.7% indicated that teachers inculcate hand-washing habits in children, while 33.3% reported it as not happening.

- Encouraging self-discipline: From the researcher observation 33.3% claimed that teachers encourage self-discipline, while 66.7% reported it as not being encouraged.
- Putting materials back in their place after using them: According to the researcher observation 33.3% indicated that children are encouraged to put materials back after using them, while 66.7% reported that this is not being practiced.

4.2 (i). Comparison of Measurement for the quality of health, nutrition, personal care and routine of Seven (7) Districts of Mizoram

4.2 (i). Measurement for the quality of health, nutrition, personal care and routine of Seven (7) Districts of Mizoram

Measurement for the quality of health, nutrition, personal care and routine		Aizawl (n = 11)	Lunglei (n = 7)	Changha (n = 5)	Serchhip (n = 5)	Maimit (n = 4)	Kolasib (n = 5)	Saitual (n = 3)
Health (First aid material) (HFA)	a)Surgical cotton	100	100	100	100	100	100	100
	b)Antiseptic ointment	81.8	71.4	80	60	75	100	66.7
	c)Pain relieving medicine	100	100	100	100	100	100	100
	d)Bandages	45.5	57.1	60	60	50	100	66.7
	e)Sticking plaster	54.5	28.6	20	40	25	40	33.3
	f)Thermometer	18.2	14.3	20	0	25	0	0
Health service available (HAS)	a)Organization of immunization	27.3	14.3	20	20	25	20	33.3
	b)health check up	81.8	71.4	80	100	100	100	100
	c)Referral service to doctor or PHC	63.6	41.7	75	80	50	100	66.7
	d)Treatment of minor accidents and ailments	100	85.7	40	80	50	20	33.3
	e)Growth monitoring: Weight & Height Record	100	100	100	100	100	100	100
Nutrition (NTTN)	i)sufficient time to eat were given	100	100	100	100	100	100	100
	ii)ensure children have nutritious meals/snacks	100	100	100	100	100	100	100
	iii)nutrition are given regularly	90.9	71.4	60	60	75	60	100
Personal Care and Routine (PCR)	i)teachers inculcate habits in children such as washing hands	81.8	85.7	60	60	50	60	66.7
	ii) encouraging self discipline	63.6	71.4	40	40	50	60	33.3
	iii)putting materials back in their place after using them	45.5	57.1	40	40	50	40	33.3

Note: Only % of 'Yes' responses are shown for brevity; % of 'No' responses and actual counts can be inferred from the sample sizes given for each district.

As exposed in data vide Table 4.2(i), the quality of health, nutrition, personal care, and routine followed in the ECCE centres across Mizoram varies significantly by district, with both strong consistencies and alarming gaps in key service areas.

In the domain of basic health supplies, all seven districts uniformly reported the availability of surgical cotton and pain-relieving medicine (100%), reflecting adherence to essential first-aid preparedness. Antiseptic ointment was mostly available, though variation was observed—Kolasib reported full availability (100%), while Lunglei (71.4%) and Serchhip (60%) showed reduced access. Bandages were least available in Aizawl (45.5%) and Mamit (50%), while Kolasib (100%) led with full provision. Sticking plaster was inconsistently available, with particularly low percentages in Champhai (20%) and Mamit (25%). Thermometer availability was critically low in all districts, with Aizawl (18.2%), Lunglei (14.3%), and Champhai (20%) being the only ones to report any access, while Serchhip, Kolasib, and Saitual recorded zero availability (0%).

With respect to health services, a more mixed picture emerges. Immunisation efforts were weakest across the board, with Aizawl (27.3%) and Saitual (33.3%) showing relatively better performance, yet still far from ideal. In contrast, routine health check-ups were strong, with Aizawl (81.8%) and Lunglei (71.4%) slightly lower than the remaining districts, all of which reported full provision (100%). Referral services varied, with Kolasib again scoring 100%, while Lunglei fell behind at 41.7%. Treatment for minor ailments showed serious disparity. Aizawl was the only district with full coverage (100%), while Kolasib (20%) and Saitual (33.3%) reported major deficiencies. Growth monitoring through weight and height records was uniformly high across all districts (100%), indicating consistency in tracking children's physical development.

Nutritional support showed encouraging consistency in some aspects. All districts reported giving children sufficient time to eat and ensuring they received nutritious meals or snacks (100%). However, regularity of nutrition provision varied—Saitual (100%) led this domain, while Champhai and Serchhip (both 60%), and Kolasib (60%) trailed behind. Lunglei (71.4%) and Mamit (75%) were moderately placed,

suggesting that although meal quality and timing are addressed, frequency of provision still requires improvement in many districts.

In personal care and daily routine, the promotion of hygiene practices such as handwashing was strongest in Lunglei (85.7%) and Aizawl (81.8%), but significantly weaker in Serchhip (60%) and Mamit (50%). Encouraging self-discipline was highest in Lunglei (71.4%), with Aizawl (63.6%) moderately placed. The lowest figures came from Saitual (33.3%) and Champhai (40%), suggesting that behavioural development may be receiving less focus in these regions. Similarly, practices such as teaching children to return materials after use were more common in Lunglei (57.1%) and Aizawl (45.5%), while Saitual again recorded the lowest engagement (33.3%).

The comparison shows that while some health-related provisions such as surgical cotton, pain relievers, and growth monitoring are universally present, other basic items like thermometers and sticking plasters are seriously lacking in multiple districts. Immunisation and treatment for minor ailments show notable inconsistency, pointing to weak coordination with health agencies. Nutrition practices are generally strong in quality and scheduling, though regularity needs further reinforcement in districts like Champhai and Kolasib. The personal care domain remains the weakest, especially in encouraging routine hygiene and behavioural habits, with Saitual, Champhai, and Serchhip performing below expectations. In sum, while foundational health and nutrition coverage is commendable, improvement in emergency readiness, preventive services, and habit formation remains a priority for several districts.

4.3: Quality of ECCE in Mizoram with regard to protective care and safety.

Objective 3: To evaluate the safety and protective care aspects of Mizoram's ECCE system.

The Government Ministry of Women and Child Development has developed the key standard of quality with elements for measuring the quality standards in regards to protective care and safety for Early Childhood Care and Education. Here, observation cum interview scheduled for head of the institution was used. The results of the findings as per this standard is highlighted below.

Table 4.3(a): Measurement for the Quality of protective care and safety on Seven (7) Districts of Mizoram

Measurement for the Quality of Protective Care and Safety		No. of response on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Adult Supervision (ASUP)	i) ratio of the children and teachers were satisfactory	5	12.5	35	87.5
	ii) children are encouraged to express their opinion	40	100	0	0
2. Socio/Emotional Protection (SEP)	i) First aid kit material is provided in the institutions	30	75	10	25
	ii) care givers were prepared well to deal with emergencies and disaster	15	37.5	25	62.5
	iii) families of children facing severe deprivation are supported in providing nurturing home including counselling support.	5	12.5	35	87.5
3. Physical safety (PSF)	i) Staff members have access to the emergency contact information on file.	32	80	8	20
	ii) Nap/rest time for children are adequate	26	65	14	35

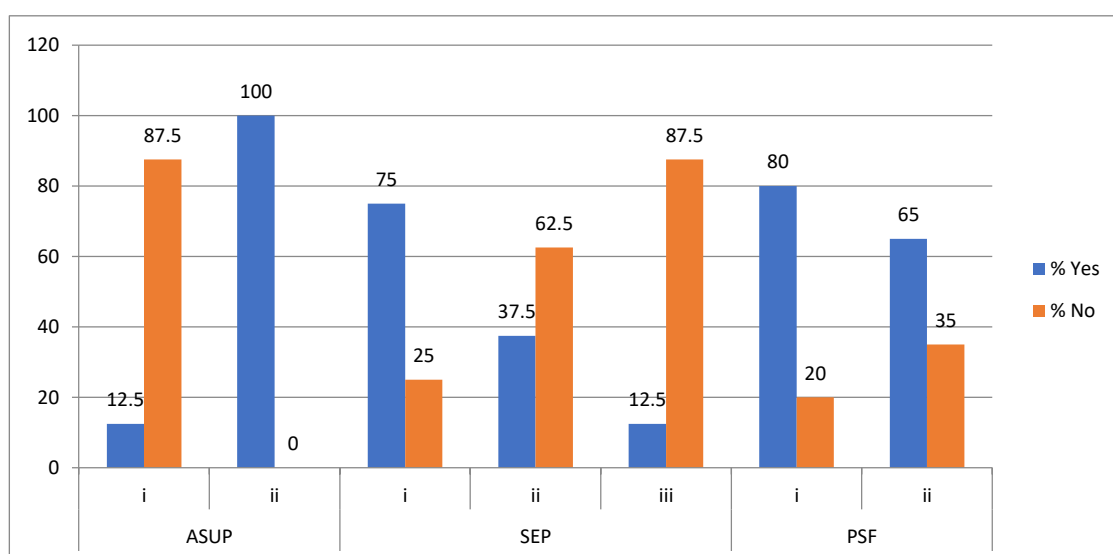


Figure 4.3(a): Measurement for the Quality of protective care and safety on Seven (7) Districts of Mizoram

A review of the outcome information from Table 4.3(a) and Figure 4.3(a), shows that the responses from the seven districts of Mizoram regarding the quality of protective care and safety in Early Childhood Care and Education (ECCE) were as follows:

For Adult Supervision (ASUP), Among the head of the institution 87.5% indicated that the ratio of children to teachers was unsatisfactory, while 12.5% found it

satisfactory. 100% head of the institution reported that children are encouraged to express their opinions.

In the area of Socio/Emotional Protection (SEP), 75% of the head of the institution confirmed that first aid kits were provided in the institutions, while the remaining 25% disagreed. Among the head of the institution 37.5% said that caregivers were well-prepared to handle emergencies and disasters, while 62.5% disagreed. Additionally, 12.5% of the head of the institution stated that families of children facing severe deprivation were supported with nurturing home environments and counselling, whereas 87.5% disagreed. Regarding Physical Safety (PSF), 80% of the head of the institution reported that emergency contact information was available and accessible to staff, while 20% disagreed. 65% of the head of the institution felt that nap/rest time for children was adequate, while 35% did not.

From the above, it can be concluded by saying that, with regards to protective care and safety the study's findings reveals that ECCE centres in Mizoram do not meet the expected standards of quality for Socio/Emotional Protection (SEP), as outlined by the Women and Child Development Ministry Government of India. However with regards to Adult Supervision (ASUP) and Physical Safety (PSF) the expected standard of quality were met. So, we can conclude saying that the quality of protective care and safety of ECCE Centres in Mizoram do not meet the requisite standards and therefore needs to have better training for handling emergencies and disasters, nurturing home environment and counselling and also care has to be taken to improve the ratio of the children and teacher.

4.3(b): Measurement for the Quality of protective care and safety in Aizawl District

For finding out the qualitative of protective care and safety in Aizawl District, 11 (eleven) institutions from Aizawl District were selected for data collection.

Table 4.3(b): Measurement for the Quality of protective care and safety in Aizawl District

Measurement for the Quality of Protective Care and Safety		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Adult supervision (ASUP)	i) ratio of the children and teachers were satisfactory	1	9.1	10	90.9
	ii) children are encouraged to express their opinion	11	100	0	0
2. Socio/Emotional Protection (SEP)	i) First aid kit material is provided in the institutions	11	100	0	0
	ii) care givers were prepared well to deal with emergencies and disaster	5	45.5	6	54.5
	iii) Families of children who are severely deprived are assisted in providing a loving environment, which includes therapy.	1	9.1	10	90.9
3. Physical safety (PSF)	i) Staff members have access to the emergency contact information on file.	10	90.9	1	9.1
	ii) Nap/rest time for children are adequate	8	72.7	3	27.3

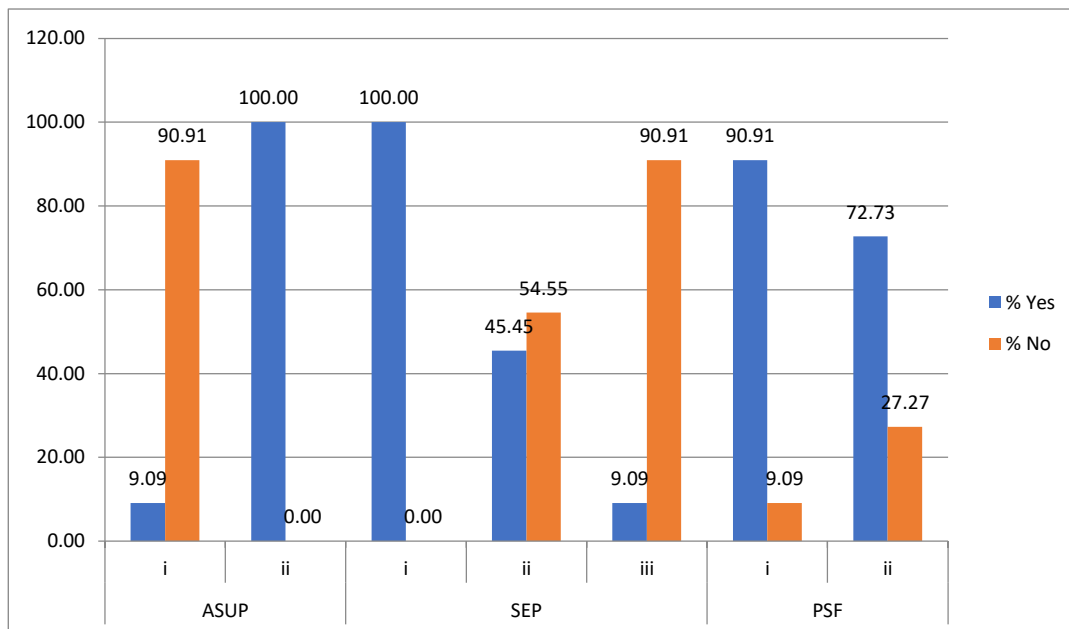


Figure 4.3(b): Measurement for the Quality of protective care and safety in Aizawl District

The responses to the data analysis are as follows, from Aizawl District about the standard of safety and protective care in Early Childhood Care and Education (ECCE), as displayed in Table 4.3(b) and Figure 4.3(b):

With reference to, the field of Adult Supervision, 90.9% of the head of the institution reported that the ratio of children to teachers was unsatisfactory, while only 9.1% found it satisfactory. However, 100% of the head of the institution agreed that children are encouraged to express their opinions.

With reference to Socio/Emotional Protection (SEP), 100% of the head of the institution confirmed that first aid kits were provided in the institutions. 45.5% of the respondents felt that caregivers were well-prepared to deal with emergencies and disasters, while 54.5% disagreed. Furthermore, 9.1% of the head of the institution stated that families of children facing severe deprivation were supported with nurturing home environments and counselling, while 90.9% disagreed.

Regarding Physical Safety (PSF), 90.9% of the head of the institution confirmed that emergency contact information was available and accessible to staff, while 9.1%

disagreed. Among the head of the institution 72.7% felt that nap/rest time for children was adequate, while 27.3% did not.

4.3(c):Measurement for the Quality of protective care and safety in Lunglei District

From Lunglei District data was collected from seven (7) Ecce Centres.

Table 4.3(c)Measurement For The Quality Of Protective Care And Safety In Lunglei District

Measurement for the Quality of Protective Care and Safety		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Adult supervision (ASUP)	i) ratio of the children and teachers were satisfactory	2	28.6	5	71.4
	ii) children are encouraged to express their opinion	7	100	0	0
2. Socio/Emotional Protection (SEP)	i) First aid kit material is provided in the institutions	5	71	2	29
	ii) care givers were prepared well to deal with emergencies and disaster	2	28.6	5	71.4
	iii)families of children facing severe deprivation are supported in providingnurturing home including counseling support.	2	28.6	5	71.4
3. Physical safety (PSF)	i)Staff members have access to the emergency contact information on file.	5	71.4	2	28.6
	ii) Nap/rest time for children are adequate	5	71.4	2	28.6

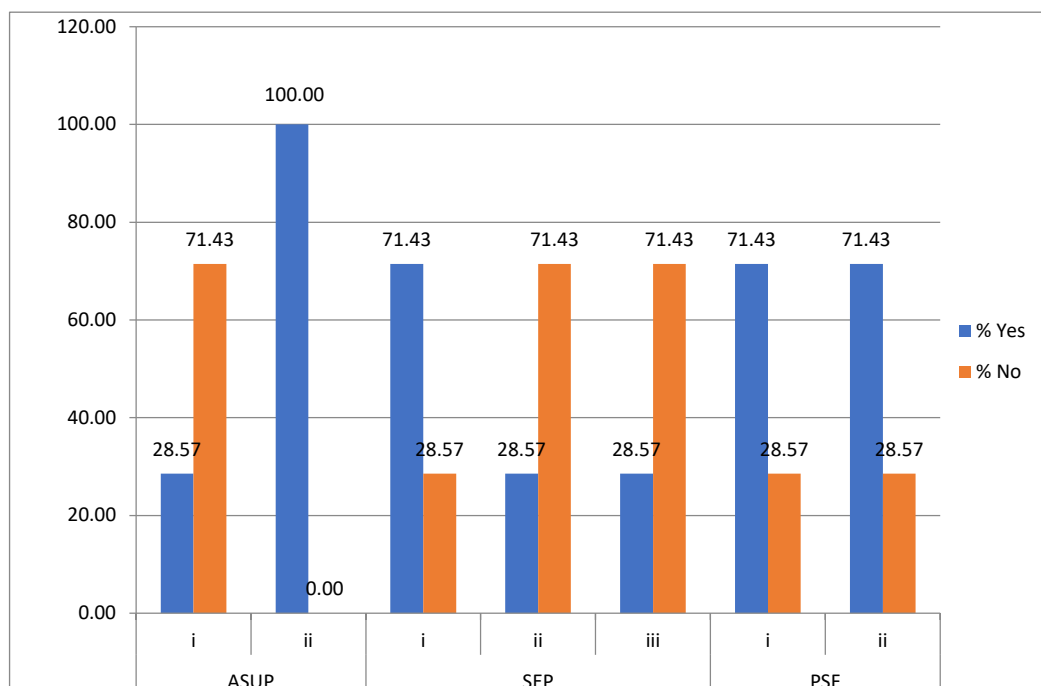


Figure 4.3(c): Measurement for the Quality of protective care and safety in Lunglei District

A perusal of data vide Table 4.3(c) and Figure 4.3(c), shows that the responses from Lunglei District regarding the quality of protective care and safety in ECCE were as follows:

In the area of Adult Supervision (ASUP), Among the head of the institution 71.4% reported that the ratio of children to teachers was unsatisfactory, while 28.6% found it satisfactory. However, 100% of the head of the institution agreed that children are encouraged to express their opinions.

Concerning SEP (Socio/Emotional Protection), from the responses of the head of the institution 71% confirmed that first aid kits were provided in the institutions, while 29% disagreed. 28.6% of the head of the institution felt that caregivers were well-prepared to deal with emergencies and disasters, while 71.4% disagreed. Furthermore, 28.6% of the head of the institution stated that families of children

facing severe deprivation were supported with nurturing home environments and counselling, while 71.4% disagreed.

In terms of PSF (physical safety), Based on the report given by the head of the institution 71.4% reported that emergency contact information was available and accessible to staff, while 28.6% disagreed. 71.4% of the head of the institution also felt that nap/rest time for children was adequate, while 28.6% disagreed.

4.3(d): Measurement for the Quality of protective care and safety in Champhai District

A total of five (5) ECCE Centres in Champhai District participated in the data collection.

Table 4.3(d): Measurement For The Quality Of Protective Care And Safety In Champhai District

Measurement for the Quality of Protective Care and Safety		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Adult supervision (ASUP)	i) ratio of the children and teachers were satisfactory	2	40	3	60
	ii) children are encouraged to express their opinion	5	100	0	0
2. Socio/ Emotional Protection (SEP)	i) First aid kit material is provided in the institutions	3	60	2	40
	ii) care givers were prepared well to deal with emergencies and disaster	2	40	3	60
	iii) families of children facing severe deprivation are supported in providing nurturing home including counseling support.	2	40	3	60
3. Physical safety (PSF)	i) Staff members have access to the emergency contact information on file	4	80	1	20
	ii) Nap/rest time for children are adequate	3	60	2	40

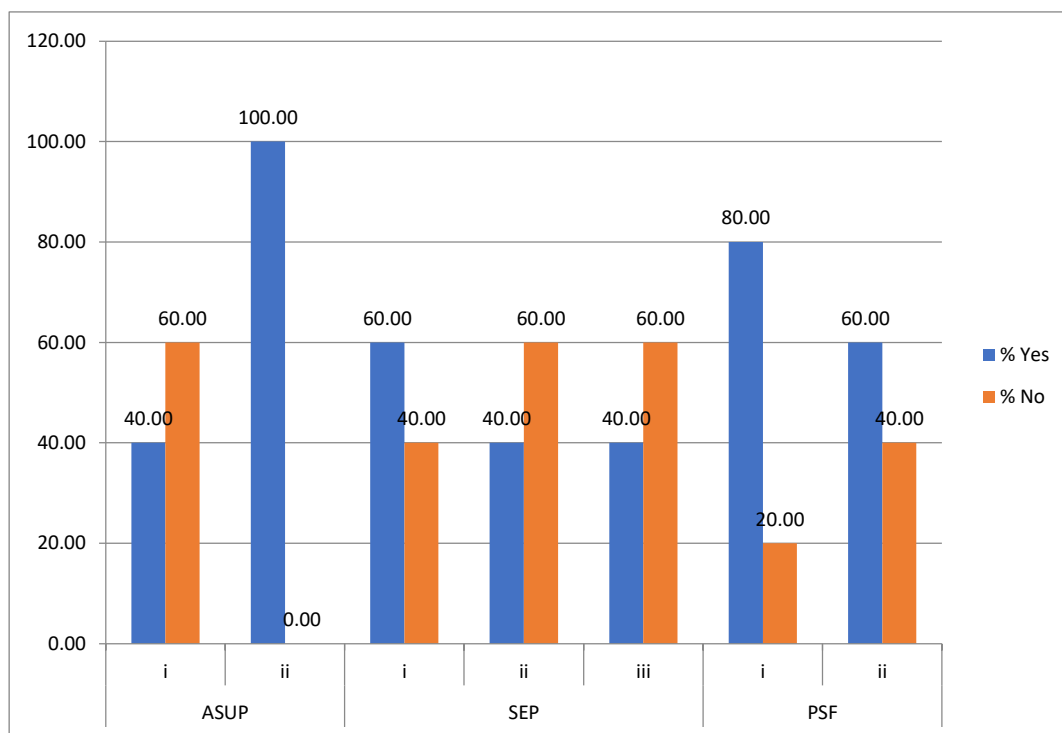


Figure 4.3(d): Measurement for the Quality of protective care and safety in Champhai District

Data vide both Table 4.3(d) and Figure 4.3(d) show that the responses from Champhai District regarding the quality of protective care and safety in Early Childhood Care and Education (ECCE) were as follows:

With reference to the field of Adult Supervision, Among the head of the institution 60% reported that the ratio of children to teachers was unsatisfactory, while 40% found it satisfactory. However, 100% of the head of the institution agreed that children are encouraged to express their opinions.

Regarding Socio/Emotional Protection (SEP), Based on the findings of the head of the institution 60% confirmed that first aid kits were provided in the institutions, while 40% disagreed. 40% of the head of the institution felt that caregivers were well-prepared to deal with emergencies and disasters, while 60% disagreed. Additionally, 40% of the head of the institution stated that families of children facing severe deprivation were supported with nurturing home environments and counselling, while 60% disagreed. In terms of Physical Safety (PSF), 80% of the head of the institution reported that emergency contact information was available and

accessible to staff, while 20% disagreed. 60% of the head of the institution felt that nap/rest time for children was adequate, while 40% disagreed.

4.3(e): Measurement for the Quality of protective care and safety in Serchhip District

The study collected data from five (5) ECCE Centres located in Serchhip Districts

Table 4.3(e): Measurement for the Quality of protective care and safety in Serchhip District

Measurement for the Quality of Protective Care and Safety		No. of responses on YES	No. of responses YES %	No. of responses on NO	No. of responses NO in %
1. Adult supervision (ASUP)	i) ratio of the children and teachers were satisfactory	0	0.0	5	100
	ii) children are encouraged to express their opinion	5	100	0	0
2. Socio/Emotional Protection (SEP)	i) First aid kit material is provided in the institutions	3	60	2	40
	ii) care givers were prepared well to deal with emergencies and disaster	2	40	3	60
	iii) families of children facing severe deprivation are supported in providing nurturing home including counseling support.	0	0	5	100
3. Physical safety (PSF)	i) Staff members have access to the emergency contact information on file	4	80	1	20
	ii) Nap/rest time for children are adequate	3	60	2	40

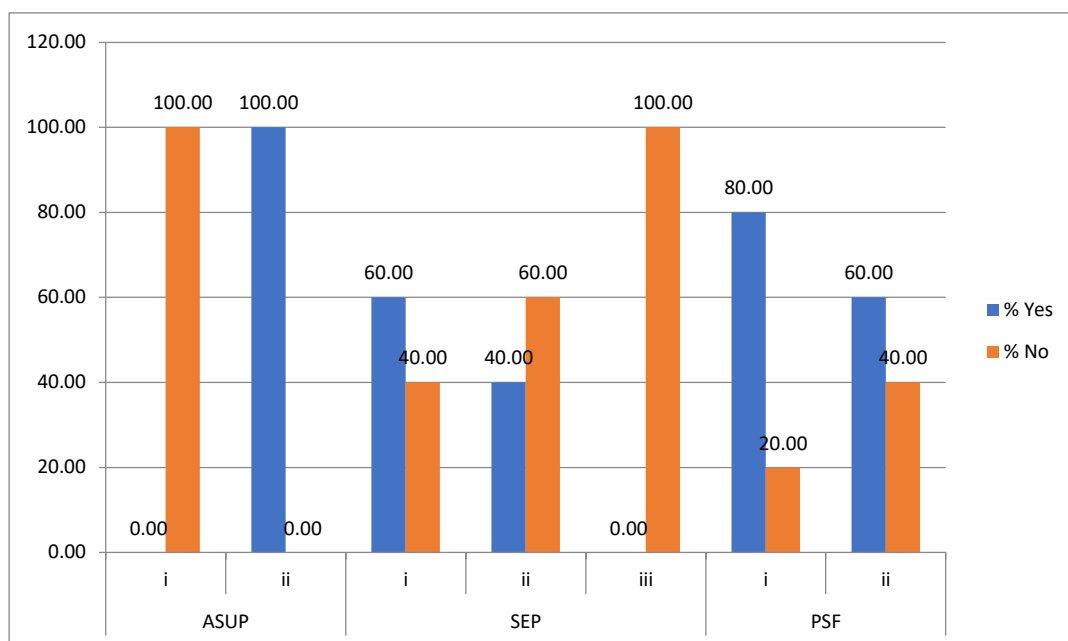


Figure 4.3(e): Measurement for the Quality of protective care and safety in Serchhip District

A quick look at the outcome Information from Table 4.3(e) and Figure 4.3(e) shows that the responses from Serchhip District regarding the quality of protective care and safety in Early Childhood Care and Education (ECCE) were as follows:

Concerning the field of Adult Supervision, Among the report from the head of the institution 100% reported that the ratio of children to teachers was unsatisfactory, with no respondents indicating it as satisfactory. However, 100% of the head of the institution agreed that children are encouraged to express their opinions.

As regards to Socio/Emotional Protection (SEP), Based on the findings of the head of the institution 60% confirmed that first aid kits were provided in the institutions, while 40% disagreed. 40% of the head of the institution felt that caregivers were well-prepared to deal with emergencies and disasters, while 60% disagreed. Furthermore, 100% head of the institution disagreed that families of children facing severe deprivation were supported with nurturing home environments and counselling.

As to, Physical Safety (PSF), From the report of the head of the institution 80% reported that emergency contact information was available and accessible to staff, while 20% disagreed. 60% head of the institution felt that nap/rest time for children was adequate, while 40% disagreed.

4.3(f): Measurement for the Quality of protective care and safety in Mamit District

Four (4) institutions in Mamit district were selected for data collection.

Table 4.3(f): Measurement for the Quality of protective care and safety in Mamit District

Measurement for the Quality of Protective Care and Safety		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Adult supervision (ASUP)	i) ratio of the children and teachers were satisfactory	0	0.0	4	100
	ii) children are encouraged to express their opinion	4	100	0	0
2. Socio/Emotional Protection (SEP)	i) First aid kit material is provided in the institutions	3	75	1	25
	ii) care givers were prepared well to deal with emergencies and disaster	2	50	2	50
	iii) families of children facing severe deprivation are supported in providing nurturing home including counselling support.	0	0	4	100
3. Physical safety (PSF)	i) Staff members have access to the emergency contact information on file	3	75	1	25
	ii) Nap/rest time for children are adequate	3	75	1	25

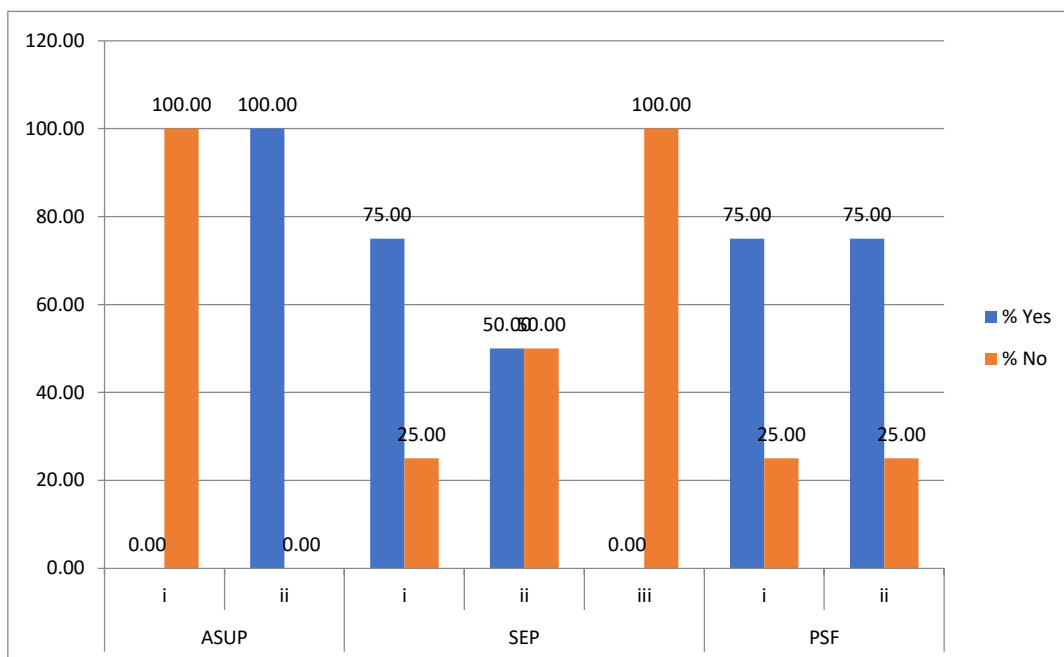


Figure 4.3(f): Measurement for the Quality of protective care and safety in Mamit District

Analysis of data vide Table 4.3(f) and Figure 4.3(f), shows that the responses from Mamit District regarding the quality of protective care and safety in ECCE were as follows:

In the vicinity of Adult Supervision (ASUP): Among the report from the head of the institution 100% reported that the ratio of children to teachers was unsatisfactory, with no respondents indicating it as satisfactory. However, 100% head of the institution agreed that children are encouraged to express their opinions.

Concerning to Socio/Emotional Protection (SEP): Based on the report from the head of the institution 75% of the respondents confirmed that first aid kits were provided in the institutions, while 25% disagreed. 50% head of the institution felt that caregivers were well-prepared to deal with emergencies and disasters, while the other 50% disagreed. Additionally, 100% head of the institution disagreed that families of children facing severe deprivation were supported with nurturing home environments and counselling.

With reference to Physical Safety (PSF): According to the report from the head of the institution 75%confirmed that emergency contact information was available and accessible to staff, while 25%disagreed. Itis also reported that75%of the head of the institution also felt that nap/rest time for children was adequate, while 25% disagreed.

4.3(g): Measurement for the Quality of protective care and safety in Kolasib District

Table 4.3(g): Measurement for the Quality of protective care and safety in Kolasib District

Measurement for the Quality of Protective Care and Safety		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Adult supervision (ASUP)	i) ratio of the children and teachers were satisfactory	0	0	5	100
	ii) children are encouraged to express their opinion	5	100	0	0
2. Socio/Emotional Protection (SEP)	i) First aid kit material is provided in the institutions	3	60	2	40
	ii) care givers were prepared well to deal with emergencies and disaster	1	20	4	80
	iii) families of children facing severe deprivation are supported in providingnurturing home including counselling support.	0	0	5	100
3. Physical safety (PSF)	i) Emergency contact information is on file and available to staff	4	80	1	20
	ii) Nap/rest time for children are adequate	3	60	2	40

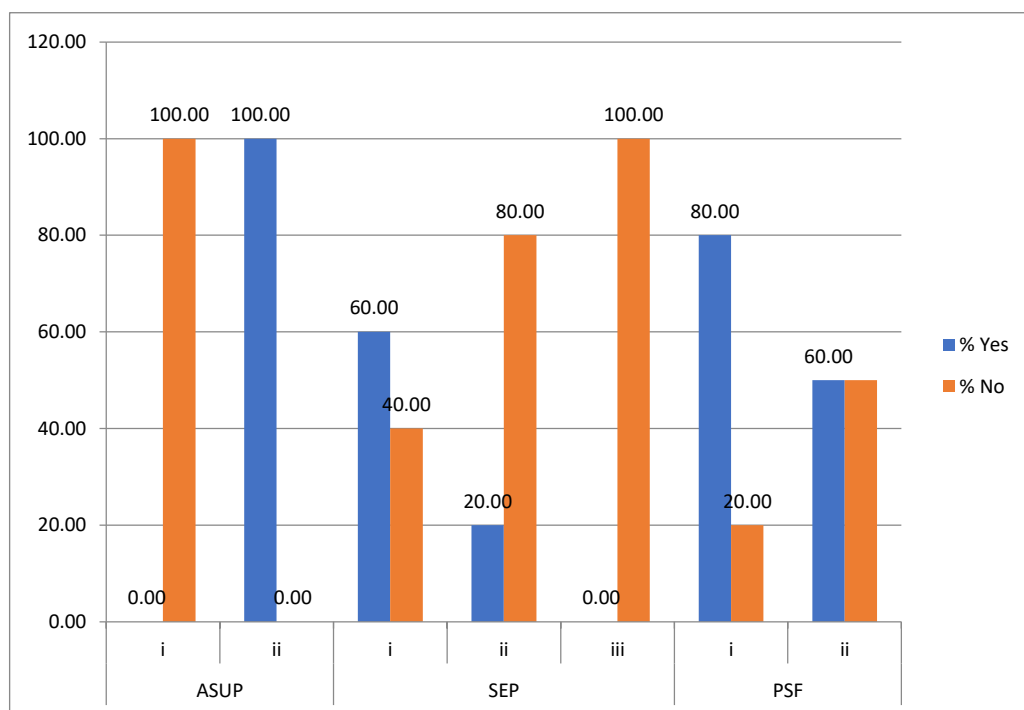


Figure 4.3(g): Measurement for the Quality of protective care and safety in Kolasib District

Analysis of data vide Table 4.3(g) and Figure 4.3(g) shows that the responses from Kolasib District regarding the quality of protective care and safety in ECCE were follows:

In the area of Adult Supervision (ASUP): Based on the report from the head of the institution 100% reported that the ratio of children to teachers was unsatisfactory, with no respondents indicating it as satisfactory. However, 100% head of the institution agreed that children are encouraged to express their opinions.

In view of Socio/Emotional Protection (SEP): From the report from the head of the institution 60% confirmed that first aid kits were provided in the institutions, while 40% disagreed. 20% head of the institution felt that caregivers were well-prepared to deal with emergencies and disasters, while 80% disagreed. Additionally, 100% head of the institution disagreed that families of children facing severe deprivation were supported with nurturing home environments and counselling.

In connection with Physical Safety (PSF): From the report of the head of the institution 80% reported that emergency contact information was available and accessible to staff, while 20% disagreed. 60% head of the institution felt that nap/rest time for children was adequate, while the other 40% disagreed.

4.3(h): Measurement for the Quality of protective care and safety in Saitual District

Saitual District contributed three(3) institutions to the data collection process.

Table 4.3(h): Measurement for the Quality of protective care and safety in Saitual District

Measurement for the Quality of Protective Care and Safety		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Adult supervision (ASUP)	i) ratio of the children and teachers were satisfactory	0	0	3	100
	ii) children are encouraged to express their opinion	3	100	0	0
2. Socio/Emotional Protection (SEP)	i) First aid kit material is provided in the institutions	2	66.7	1	33.3
	ii) care givers were prepared well to deal with emergencies and disaster	1	33.3	2	66.7
	iii) families of children facing severe deprivation are supported in providing nurturing home including counselling support.	0	0	3	100
3. Physical safety (PSF)	i) Emergency contact information is on file and available to staff	2	66.7	1	33.3
	ii) Nap/rest time for children are adequate	2	66.7	1	33.3

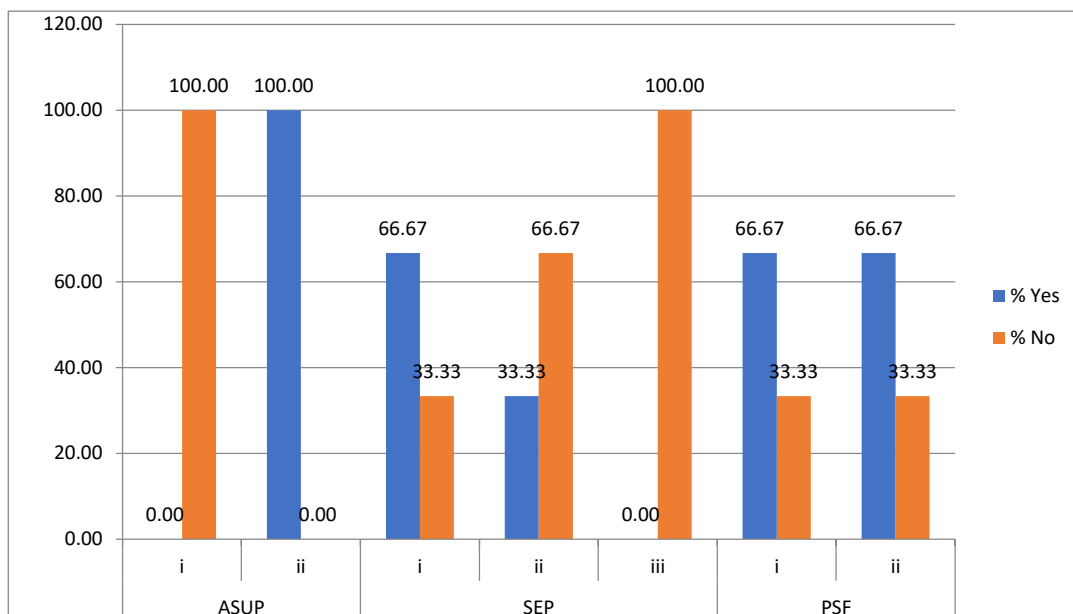


Figure 4.3(h): Measurement for the Quality of protective care and safety in Saitual District

As shown in data vide Table 4.3(h) and Figure 4.3(h), the responses from Saitual District regarding the quality of protective care and safety in Early Childhood Care and Education (ECCE) were as follows:

In the area of Adult Supervision (ASUP): Based on the report from the head of the institution 100% reported that the ratio of children to teachers was unsatisfactory, with no respondents indicating it as satisfactory. However, 100% of the respondents agreed that children are encouraged to express their opinions.

Regarding Socio/Emotional Protection (SEP): From the report of the head of the institution 66.7% confirmed that first aid kits were provided in the institutions, while 33.3% disagreed. 33.3% of the head of the institution felt that caregivers were well-prepared to deal with emergencies and disasters, while 66.7% disagreed. Additionally, 100% head of the institution disagreed that families of children facing severe deprivation were supported with nurturing home environments and counselling.

In the context of Physical Safety (PSF): From the report of the head of the institution 66.7% reported that emergency contact information was available and

accessible to staff, while 33.3% disagreed. 66.7% head of the institution felt that nap/rest time for children was adequate, while 33.3% disagreed.

Table 4.3(i). Measurement for the Quality of Protective Care and Safety across Seven Districts of Mizoram

Measurement for the Quality of Protective Care and Safety		Aizawl (n = 11)	Lunglei (n = 7)	Champhai (n = 5)	Serchhip (n = 5)	Mamit (n = 4)	Kolasib (n = 5)	Saitual (n = 3)
1. Adult supervision (ASUP)	i) ratio of the children and teachers were satisfactory	9.1	28.6	40	0	0	0	0
	ii) children are encourage to express their opinion	100	100	100	100	100	100	100
2. Socio/Emotional Protection (SEP)	i) First aid kid material is provided in the institutions	100	71	60	60	75	60	66.7
	ii) care givers were prepared well to deal with emergencies and disaster	45.5	28.6	40	40	50	20	33.3
	iii) families of children facing severe deprivation are supported in terms of nurturing home including counselling support.	9.1	28.6	40	0	0	0	0
3. Physical safety (PSF)	i) Emergency contact information is on file and available to staff	90.9	71.4	80	80	75	80	66.7
	ii) Nap/rest time for children are adequate	72.7	71.4	60	60	75	60	66.7

Note: Only % of 'Yes' responses are shown for brevity; % of 'No' responses and actual counts can be inferred from the sample sizes given for each district.

As exposed in data vide Table 4.3(i), the quality of protective care and safety in early childhood centres across the seven districts of Mizoram presents a varied and in some cases concerning picture, particularly in terms of adult supervision, emergency preparedness, and socio-emotional support structures.

In the matter of adult supervision, a striking disparity is observed in the teacher-child ratio. Aizawl showed a mere 9.1% of centres reporting a satisfactory ratio, with slightly higher figures in Lunglei (28.6%) and Champhai (40%). In contrast, Serchhip, Mamit, Kolasib, and Saitual all recorded 0%, suggesting a complete absence of acceptable adult-to-child ratios in those districts. Despite these concerning numbers, all districts scored 100% in encouraging children to express their opinions, reflecting a uniformly supportive climate for child voice and emotional expression, regardless of staff ratios.

Under socio-emotional protection, the presence of first aid kits was universal only in Aizawl (100%), while other districts recorded significantly lower coverage: Lunglei (71%), Champhai and Serchhip (60% each), Kolasib (60%), and Saitual (66.7%). Mamit stood slightly better with 75%, yet none of the districts aside from Aizawl reached full provision. The preparedness of caregivers for emergencies or disasters showed further concern, with Aizawl (45.5%) performing better than most, while Kolasib dropped to 20%—the lowest among the districts. The remaining districts ranged between 28.6% and 50%, revealing weak institutional readiness for unexpected or critical situations. Support for families of severely deprived children in the form of home and counselling support was largely absent, reported only by Aizawl (9.1%), Lunglei (28.6%), and Champhai (40%). All other districts, including Serchhip, Mamit, Kolasib, and Saitual, reported 0%, indicating a structural gap in community-level support mechanisms.

In terms of physical safety, most districts performed moderately well in maintaining emergency contact information for staff reference. Aizawl led again (90.9%), followed by Champhai, Serchhip, Kolasib (each 80%), Mamit (75%), Lunglei (71.4%), and Saitual (66.7%). This suggests that documentation and communication channels for emergencies are generally in place, though still not universally ensured.

On nap or rest time adequacy, performance was middling across districts. Aizawl (72.7%) and Lunglei (71.4%) were slightly ahead, with Champhai, Serchhip, and Kolasib (60% each) lower, and Mamit (75%) the best performing. Saitual (66.7%) fell close to the average. This suggests that while the provision of rest is acknowledged, its consistency across districts remains variable.

The comparison shows that while psychosocial encouragement and basic physical safety mechanisms are present in most districts, there are substantial shortcomings in structural and emergency preparedness components of protective care. Adult-to-child ratios are unsatisfactory in nearly all districts, and disaster readiness remains weak across the board, with Kolasib and Saitual consistently scoring among the lowest. Support services for families in crisis are almost entirely absent outside of Champhai and Lunglei. The universal encouragement of child voice is a positive finding, yet this emotional support exists in a fragile framework lacking the physical and structural safeguards necessary for comprehensive child protection. Targeted attention is required in staffing adequacy, emergency training, and outreach systems to ensure that protection is not merely emotional but operationally robust and inclusive.

4.4. Quality of ECCE in Mizoram with regard to physical infrastructure.

Objective 4: To measure the quality of ECCE in Mizoram with regard to physical infrastructure.

For finding out the quality of the physical infrastructure of ECCE Centre in Mizoram, Chuaungo (2002) created an observation-cum-interview schedule for the teachers that was utilized to gather data in order to examine the ECCE Centres.

Table 4.4 (a): Measurement of Physical Infrastructure of Seven (7) Districts of Mizoram

Measurement for the quality of ECCE with regards to physical infrastructure		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Space, building. Outdoors (size, ventilation, Lightdisabled friendly) (SBO)	i)Adequate light and ventilations in each room	35	87.5	5	12.5
	ii)Adequate space availability for outdoor play	16	40	24	60
	iii)Schools located in place away from the excessive noise	15	37.5	25	62.5
	iv)Provide space for preparing meals, storing food, and maintaining a clean kitchen.	31	77.5	9	22.5
	v)Proper storage for teachers to keep material and records	40	100	0	0
2. Aesthetic, cleanliness, greenarea (ACG)	i)Availability of Indoor space, clean furniture and well maintained equipment	27	67.5	13	32.5
	ii) free from heaps of garbage, uncovered drains, open well, ponds,	22	55	18	45
	iii) Clean surroundings in and around centres	25	62.5	15	37.5
3. Safety and approach (S and A)	i)ECCE centre is located in a safe place	32	80	8	20
	ii) ECCE centre building is maintained in a good condition	22	55	18	45
	iii) maximum walking distance of ECCE centre is less than 1 km	28	70	12	30
4. Water Facility (WF)	i)teachers inculcate habits in children such as washing hands	29	72.5	11	27.5
	ii) encouraging self discipline	15	37.5	25	62.5
	iii)putting materials back in their place after using them	35	87.5	5	12.5
5.Toilet facility (TF)	i)Sufficient supply of water and soap in the toilet	18	45	22	55
	ii)Separate toilets for boys and girls, which are safe and hygienic	6	15	34	85
	iii)Appropriate toilet provisions for toddlers	26	65	14	35

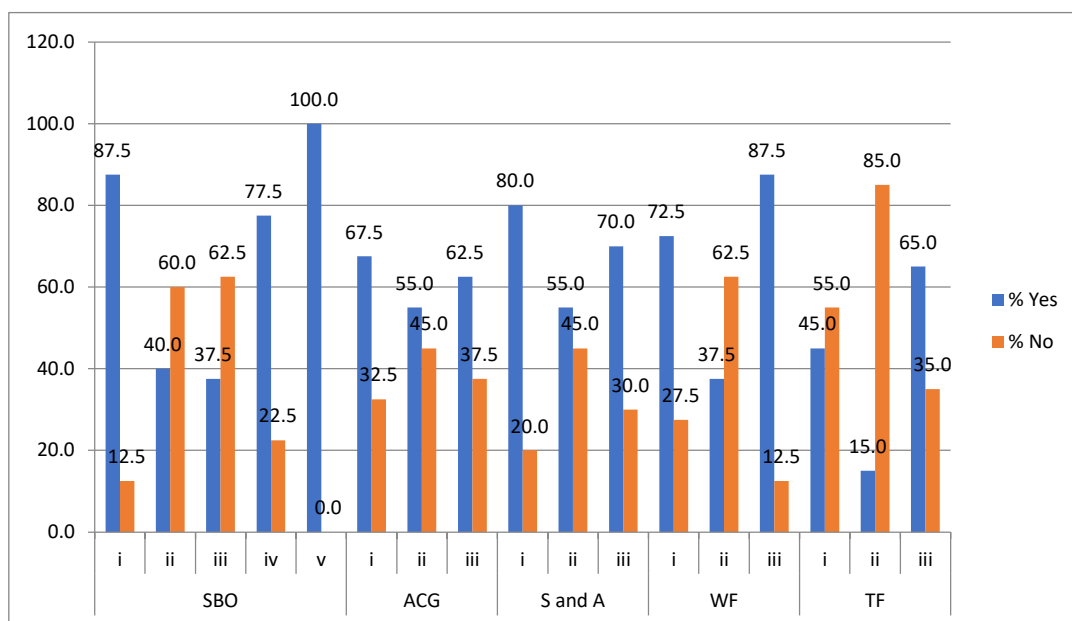


Figure 4.4(a): Measurement of Physical Infrastructure of Seven (7) Districts of Mizoram

As exposed in data vide Table 4.4(a) and Figure 4.4(a), the responses from the seven districts of Mizoram regarding Early Childhood Care and Education (ECCE) with respect to physical infrastructure were as follows:

In the area of Space, Building, and Outdoors (SBO):

- Of the researcher observation, 87.5% of each room had enough light and ventilation, while 12.5% do not.
- Based on the observation of the researcher, 40% has enough area for outdoor play, while 60% wasn't enough.
- From the researcher observation, 37.5% the schools were situated in areas away from significant noise, while 62.5% were not.
- According to the researcher observation 22.5% did not provide space for preparing meals, storing food, and maintaining a clean kitchen, while 77.5% of respondents agreed that room was set aside for preparing meals, storing food, and keeping the kitchenhygienic.

- Based on the researcher findings (100%) concurred that teachers could store materials and records in the appropriate location.

In terms of Aesthetic, Cleanliness, and Green Area (ACG):

- From the researcher observed, 67.5% indoor areas, furnishings, and equipment were kept clean and in good condition, while 32.5% were not.
- Based on the findings of the researcher 45% were not free from ponds, open wells, uncovered sewers, and piles of trash while 55% of respondents said the centers were devoid of ponds, open wells, uncovered sewers, and piles of trash.
- According to the observation of the researcher, 62.5% areas within and surrounding the facilities were clean, whereas 37.5% were not cleaned.

Regarding Safety and Approach (S&A):

- Based on the findings of the researcher 20% areas were not in a safe place, while 80% of ECCE centers were situated in secure areas.
- According to the findings of the researcher, 45% ECCE center buildings were not kept in good shape, while 55% were in good shape.
- From the researcher observation 30% ECCE centres were more than 1 kilometer, while 70% of the ECCE centers could be reached on foot in less than 1 kilometer.

For Water Facility (WF):

- Based on the findings of the researcher observation 27.5% does not inculcate in the students good habits, while 72.5% of respondents said that teachers teach kids good habits like hand washing.

- Of the researcher observation, 62.5% of ECCE teachers does not imply self-discipline, while 37.5% teachers were encouraged about self-discipline.
- From the researcher observation, 87.5% felt that kids were encouraged to return items to their proper place after using them, while 12.5% were not.

About the Toilet Facility (TF),

- Of those teachers, 45% believed that there was enough soap and water in the restrooms, while 55% disagreed.
- Among the teachers 15% disagreed, 85% of teachers said that separate restrooms for boys and girls were hygienic and safe.
- Based on the report of the teachers, 35% disagreed and 65% agreed that infants had access to suitable restroom facilities.

4.4(b): Measurement of Physical Infrastructure of Aizawl District

The study collected data from 11(eleven) institutions located in Aizawl District.

Table 4.4(b): Measurement of Physical Infrastructure of Aizawl District

Measurement for the quality of ECCE with regards to physical infrastructure		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Space, building, Outdoors (size, ventilation. Lightdisabled friendly) (SBO)	i)Adequate light and ventilations in each room	11	100	0	0
	ii)Adequate space availability for outdoor play	3	27.3	8	72.7
	iii)Schools located in place away from the excessive noise	2	18.2	9	81.8
	iv)Provide space for preparing meals, storing food, and maintaining a clean kitchen	11	100	0	0
	v)Proper storage for teachers to keep material and records	11	100	0	0
2. Aesthetic, cleanliness, green area	i) Availability of Indoor space, clean furniture and well maintainedequipment	10	90.9	1	9.1

(ACG)	ii) free from heaps of garbage, uncovered drains, open well, ponds,	6	54.5	5	45.5
	iii) Clean surroundings in and around centres	8	72.7	3	27.3
3. Safety and approach (S and A)	i) ECCE centre is located in a safe place	10	90.9	1	9.1
	ii) ECCE centre building is maintained in a good condition	8	72.7	3	27.3
	iii) maximum walking distance of ECCE centre is less than 1 km	5	45.5	6	54.5
4. Water Facility (WF)	i) teachers inculcate habits in children such as washing hands	9	81.8	2	19.2
	ii) encouraging self-discipline	7	63.6	4	36.4
	iii) putting materials back in their place after using them	11	100	0	0
5. Toilet facility (TF)	i) Sufficient supply of water and soap in the toilet	5	45.5	6	54.5
	ii) Separate toilets for boys and girls, which are safe and hygienic	2	18.2	9	81.8
	iii) Appropriate toilet provisions for toddlers	11	100	0	0

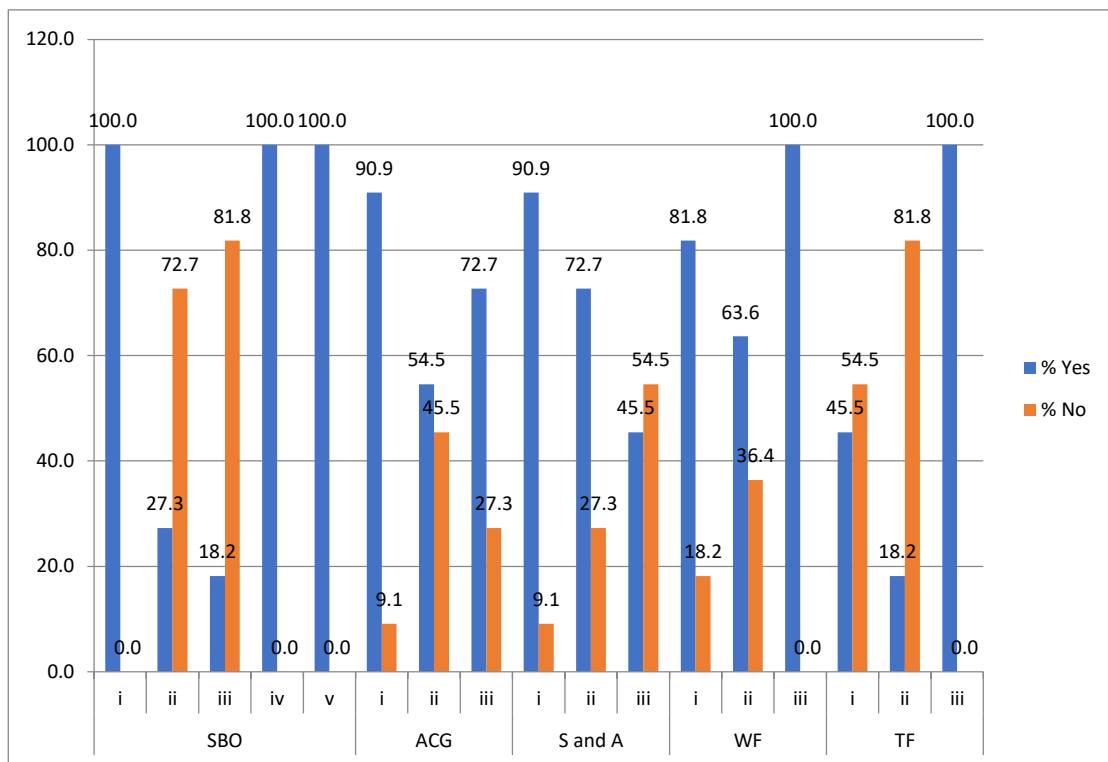


Figure 4.4(b): Measurement of Physical Infrastructure of Aizawl District

A cursory glance in data vide Table 4.4(b) and Figure 4.4(b), demonstrate that the responses from Aizawl District regarding Early Childhood Care and Education (ECCE) with respect to physical infrastructure were as follows:

In the area of Space, Building, and Outdoors (SBO):

- Based on the findings of the researcher (100%) of each room had enough light and ventilation.
- According to the observation of the researcher, 27.3% have enough area for outdoor play, whilst 72.7% ECCE Centres does not have enough outdoor play.
- From the observation of the researcher 18.2% schools were situated in the calm area, while 81.8% schools were situated in noisy regions.
- Researcher observed shows that (100%) concurred that a designated area was there for preparing meals, keeping food supplies in storage, and keeping the kitchen sanitary.
- According to the observation of the researcher 100% attested to the existence of adequate storage for instructors' supplies and documents.

In terms of Aesthetic, Cleanliness, and Green Area (ACG):

- From the researcher observation, 90.9% indoor areas, furnishings, and equipment were hygienic and well-maintained, whereas 9.1% were not.
- Of those observation from the researcher, 54.5% of ECCE Centers were without ponds, open wells, uncovered drains, or piles of trash at the facilities, whilst 45.5% were not.
- According to the researcher observation, 27.3% ECCE areas surrounding the centers were clean not clean, while 72.7% were clean and well maintained.

Regarding Safety and Approach (S&A):

- From the researcher observation, 9.1% were found disagree with the statement that the ECCE centers were situated in safe areas, while 90.9% were in safe areas.
- According to the researcher observation, 27.3% were found disagreed with the statement that the ECCE center buildings were kept in good shape, while 72.7% were keeping the ECCE Centers in good shape.
- From the observation of the researcher, 45.5% were found disagreed with the statement that the ECCE centers could be reached on foot from a distance of more than 1 km, while 54.5% ECCE Centers were only a walking distance.

Regarding Water Facility (WF),

- From the observation of the researcher, 81.8% were found agreed that instructors taught children good habits like washing their hands, while 19.2% were not taught good habits.
- Based on the researcher observation, 36.4% were found disagreed with the statement that self-discipline was encouraged, while 63.6% were found agreed.
- According to the observation of the researcher children were encouraged to return materials to their proper position after using them, according to 100% of respondents.

Regarding Toilet Facility (TF):

- Of those surveyed, 45.5% teachers agreed that there was an adequate supply of soap and water in the restrooms, whilst 54.5% disagreed.
- Of the teachers, 81.8% said that there were no separate, sanitary, and safe restrooms for boys and girls, while 18.2% disagreed.
- All the teachers (100%) attested to the existence of suitable restroom facilities for young children.

4.4(c): Measurement of Physical Infrastructure of Lunglei District

Data was collected from seven (7) ECCE Centres of Lunglei District

Table 4.4(c): Measurement of Physical Infrastructure of Lunglei District

Measurement for the quality of ECCE with regards to physical infrastructure		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Space, building. Outdoors (size, ventilation. Lightdisabled friendly) (SBO)	i)Adequate light and ventilations in each room	5	71.4	2	28.6
	ii)Adequate space availability for outdoor play	3	42.9	4	57.1
	iii)Schools located in place away from the excessive noise	1	14.3	6	85.7
	iv)Providing space for preparing meals, storing food, and maintaining clean kitchen	4	57.1	3	42.9
	v)Proper storage for teachers to keep material and records	7	100	0	0
2. Aesthetic, cleanliness, green area (ACG)	i) Availability of Indoor space, clean furniture and well maintainedequipment	5	71.4	2	28.6
	ii) free from heaps of garbage, uncovered drains, open well, ponds,	4	57.1	3	42.9
	iii) Clean surroundings in and around centres	5	71.4	2	28.6
3. Safety and approach (S and A)	i)ECCE centre is located in a safe place	5	71.4	2	28.6
	ii) ECCE centre building is maintained in a good condition	4	57.1	3	42.9
	iii) maximum walking distance of ECCE centre is less than 1 km	5	71.4	2	28.6
4. Water Facility (WF)	i)teachers inculcate habits in children such as washing hands	6	85.7	1	14.3
	ii) encouraging self-discipline	2	28.6	5	71.4
	iii)putting materials back in their place after using them	6	85.7	1	14.3
5.Toilet facility (TF)	i)Sufficient supply of water and soap in the toilet	4	57.1	3	42.9
	ii)Boys' and girls' separate restrooms that are clean and safe	1	14.3	6	85.7
	iii)Appropriate toilet provisions for toddlers	5	71.4	2	28.6

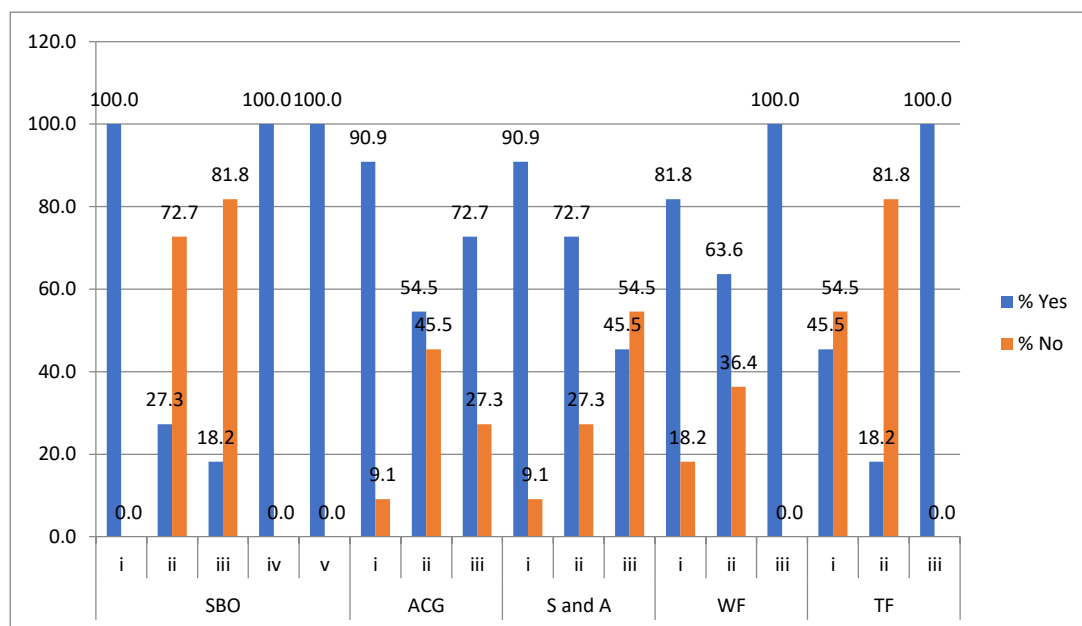


Figure 4.4(c): Measurement of Physical Infrastructure of Lunglei District

Analysis of data vide Table 4.4(c) and Figure 4.4(c), shows that the responses from Lunglei District regarding Early Childhood Care and Education (ECCE) with respect to physical infrastructure were as follows:

In the area of Space, Building, and Outdoors (SBO):

- Among the researcher observation 71.4% that there was adequate light and ventilation in each room, while 28.6% disagreed.
- From the researcher observation 57.1% insufficient space for outdoor play, while 42.9% found the space adequate.
- Of the researcher observation 85.7% indicated that the schools were located in areas with excessive noise, while 14.3% disagreed.
- From the researcher observation 57.1% were confirmed that there was allocated space for cooking meals, storing food items, and maintaining a hygienic kitchen, while 42.9% disagreed.

- Of researcher observation 100% agreed that there was proper storage for teachers to keep materials and records.

In terms of Aesthetic, Cleanliness, and Green Area (ACG):

- Of the researcher observation 71.4% reported that indoor spaces, furniture, and equipment were cleaned and well-maintained, while 28.6% were not.
- According to researcher observation 57.1% confirmed that the centers were free from heaps of garbage, uncovered drains, open wells, and ponds, while 42.9% were not.
- From the researcher observation 71.4% ECCE Centres were found out that the surroundings in and around the centers were clean, while 28.6% were not.

Regarding Safety and Approach (S&A):

- Collected from the researcher observation 1.4% agreed that the ECCE centers were located in safe places, while 28.6% were not.
- Out of researcher observation 57.1% were confirmed that the ECCE center buildings were maintained in good condition, while 42.9% were not.
- Of the researcher observation 71.4% were reported that the maximum walking distance to the ECCE centers was less than 1 km, while 28.6% were not.

For Water Facility (WF):

- Of the researcher observation 85.7% indicated that teachers inculcate habits in children such as washing hands, while 14.3% were not.
- From the researcher observation 71.4% that self-discipline was not encouraged, while 28.6% were not.
- Of the researcher observation 85.7% confirmed that children were encouraged to put materials back in their place after using them, while 14.3% were not.

Regarding Toilet Facility (TF):

- Among the teacher 57.1% confirmed that there was a sufficient supply of water and soap in the toilets, while 42.9% disagreed.
- From the teacher 85.7% indicated that there were no separate toilets for boys and girls, which were safe and hygienic, while 14.3% disagreed.
- Of those surveyed teacher, 71.4% concurred that there were appropriate toilet provisions for toddlers, while 28.6% disagreed.

4.4(d): Measurement of Physical Infrastructure of Champhai District

A total of five (5) ECCE Centres in Champhai Districts were selected for data collection.

Table 4.4(d): Measurement of Physical Infrastructure of Champhai District

Measurement for the quality of ECCE with regards to physical infrastructure		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Space, building, Outdoors (size, ventilation, Light disabled friendly) (SBO)	i) Adequate light and ventilations in each room	5	100	0	0
	ii) Adequate space availability for outdoor play	2	40	3	60
	iii) Schools located in place away from the excessive noise	2	40	3	60
	iv) Providing space for preparing meals, storing food, and maintaining a clean kitchen	3	60	2	40
	v) Proper storage for teachers to keep material and records	5	100	0	0
2. Aesthetic, cleanliness, green area (ACG)	i) Availability of Indoor space, clean furniture and well maintained equipment	4	80	1	20
	ii) free from heaps of garbage, uncovered drains, open well, ponds,	3	60	2	40
	iii) Clean surroundings in and around centres	3	60	2	40
3. Safety and approach (S and A)	i) ECCE centre is located in a safe place	4	80	1	20
	ii) ECCE centre building is maintained in a good condition	3	60	2	40
	iii) maximum walking distance of ECCE centre is less than 1 km	4	80	1	20
4. Water Facility (WF)	i) teachers inculcate habits in children such as washing hands	4	80	1	20
	ii) encouraging self-discipline	1	20	4	80
	iii) putting materials back in their place after using them	4	80	1	20
5. Toilet facility (TF)	i) Sufficient supply of water and soap in the toilet	2	40	3	60
	ii) Boys' and girls' separate restrooms that are clean and safe	1	20	4	80
	iii) Appropriate toilet provisions for toddlers	5	100	0	0

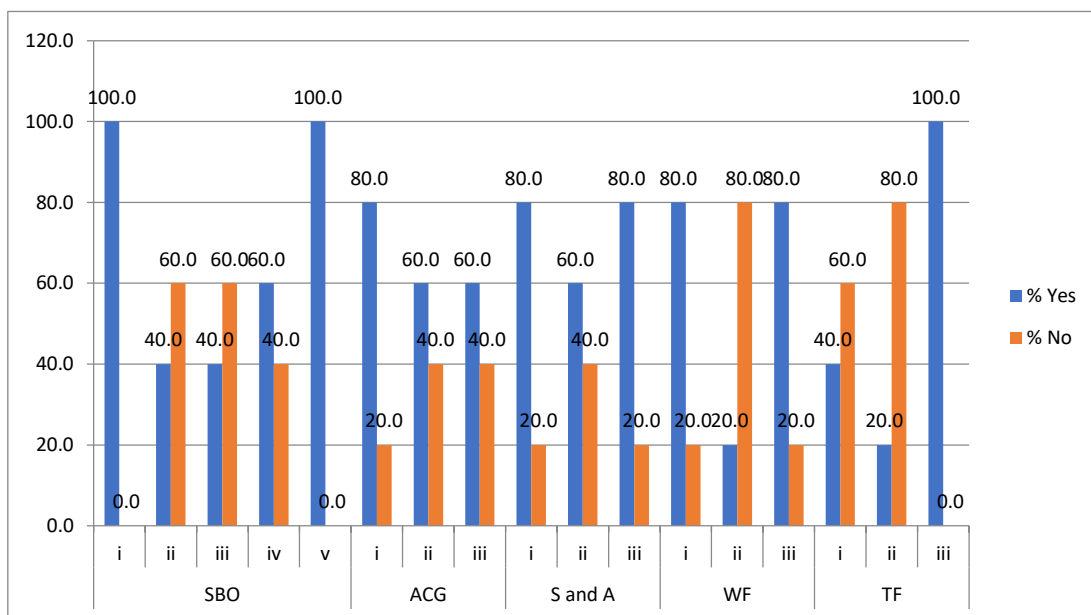


Figure 4.4(d): Measurement of Physical Infrastructure of Champhai District

According to data presented in Table 4.4(d) and Figure 4.4(d), Champhai District respondents' answers about Early Childhood Care and Education (ECCE) in relation to physical infrastructure were as follows.

In the Space, Building, Outdoors (SBO) category:

- Based on the researcher observation 100% agreed that each room had enough light and ventilation.
- Of researcher observation, 40% agreed that there should be enough room for outdoor play, while 60% were not.
- Based on the researcher observation, 60% schools were situated in noisy areas, whilst 40% were not.
- According to the researcher observation 40% disagreed, 60% agreed that there was space set out for preparing meals, storing food, and keeping the kitchen hygienic.

- Based on the researcher observation 100% attested to the existence of adequate storage for instructors' supplies and documents.

In terms of Aesthetic, Cleanliness, Green Area (ACG):

- From the observation of the researcher, 80% internal areas, furnishings, and equipment were kept clean and in good condition while 20% were not.
- Of the researcher observation, 60% were no open wells, ponds, uncovered drains, or piles of trash at the centers, but 40% were not.
- Of those observation of the researcher, 60% ECCE areas in and around the centers were clean, whilst 40% were not.

Regarding Safety and Approach (S&A):

- From the observation of the researcher, 80% ECCE centers were situated in secure areas. 20% were not.
- Of those observation of the researcher, 60% ECCE center buildings were kept up well, whereas 40% were not.
- From the observation of the researcher 20% ECCE centers were not located within 1 kilometer, while 80% of the ECCE facility could be reached on foot in less than one kilometer.

For Water Facility (WF):

- According to the observation of the researcher 20% teachers does not inculcate good habits to the students like washing hand, while 80% of the instructors taught kids good habits like hand washing.
- From the observation of the researcher 20% agreed that self-discipline was encouraged, while 80% were not.
- From the observation of the researcher 20% were not encourage to return materials to their proper place, while 80% children were encouraged to return materials to their proper place after using them.

Regarding Toilet Facility (TF):

- Of teachers 60% disagreed with the adequate supply of soap and water in restrooms while 40% teachers report that there was an adequate supply of soap and water in the restrooms.
- While 20% teachers agreed there were separate, hygienic, and safe restrooms for boys and girls, while 80% of teachers said that there were no separate, hygienic, and safe restrooms for boys and girls.
- All teachers 100% concurred that toddlers had access to suitable restroom facilities.

4.4(e): Measurement of Physical Infrastructure of Serchhip District

The study collected data from five (5) ECCE Centres from Serchhip District.

Table 4.4(e): Measurement of Physical Infrastructure of Serchhip District

Measurement for the quality of ECCE with regards to physical infrastructure		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Space, building. Outdoors (size, ventilation. Light. disabled friendly) (SBO)	i)Adequate light and ventilations in each room	4	80	1	20
	ii)Adequate space availability for outdoor play	2	40	3	60
	iii)Schools located in place away from the excessive noise	2	40	3	60
	iv)Providing space for preparing meals, storing food, and maintaining a clean kitchen	5	100	0	0
	v)Proper storage for teachers to keep material and records	5	100	0	0
2. Aesthetic, cleanliness, green area (ACG)	i) Availability of Indoor space, clean furniture and well maintainedequipment	3	60	2	40
	ii) free from heaps of garbage, uncovered drains, open well, ponds,	2	40	3	60
	iii) Clean surroundings in and around centres	2	40	3	60
3. Safety and approach (S and A)	i)ECCE centre is located in a safe place	4	80	1	20
	ii) ECCE centre building is maintained in a good condition	2	40	3	60
	iii) maximum walking distance of ECCE centre is less than 1 km	4	80	1	20
4. Water Facility (WF)	i)teachers inculcate habits in children such as washing hands	3	60	2	40
	ii) encouraging self discipline	2	40	3	60
	iii)putting materials back in their place after using them	4	80	1	20
5.Toilet facility (TF)	i)Sufficient supply of water and soap in the toilet	3	60	2	40
	ii)Separate toilets for boys and girls, which are safe and hygienic	3	60	2	40
	iii)Appropriate toilet provisions for toddlers	4	80	1	20

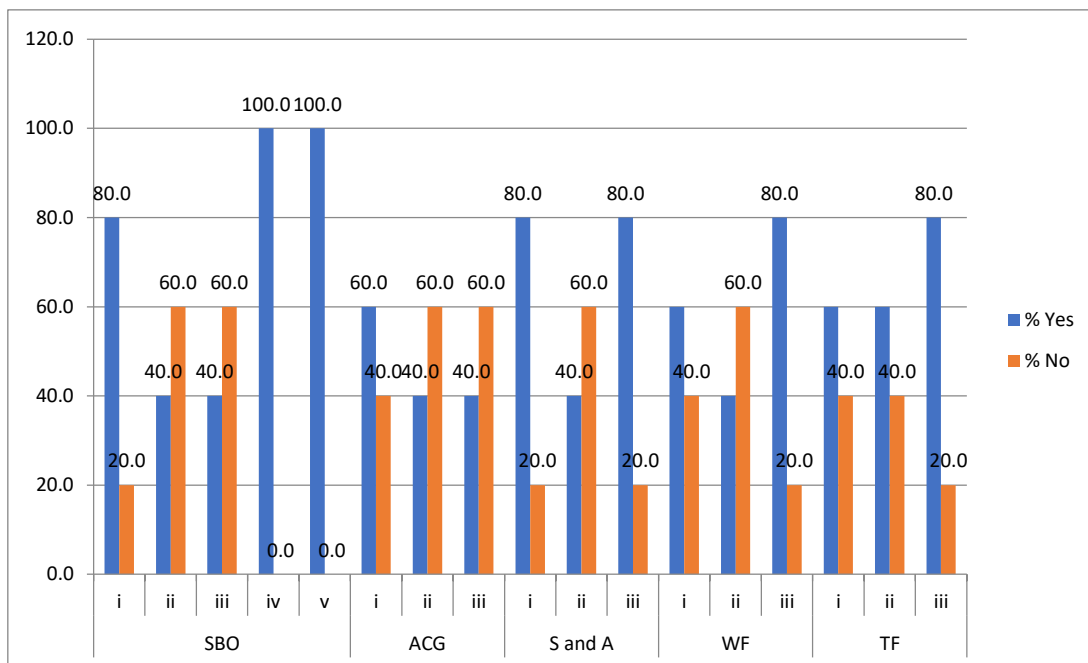


Figure 4.4(e): Measurement of Physical Infrastructure of Serchhip District

Data Analysis via Table 4.4(e) and Figure 4.4(e), show that the responses from participants in Serchhip District regarding Early Childhood Care and Education (ECCE) with respect to physical infrastructure were as follows:

In the Space, Building, Outdoors (SBO) category:

- According to the researcher observation 20% does not have enough light and ventilation, while 80% of each room had enough light and ventilation.
- According to the researcher observation, 40% agreed that there should be enough room for outdoor play, while 60% were not
- Similarly, 60% of the researcher observation reported that the schools were located in places with excessive noise, while 40% were not.
- According to the researcher observation 100% confirmed that there was space allocated for cooking meals, storage of food items, and maintaining a hygienic kitchen.

- Of the researcher observation 100% also confirmed that there was proper storage for teachers to keep materials and records.

In terms of Aesthetic, Cleanliness, Green Area (ACG):

- Based on the observation of the researcher 40% does not have indoor space furnishings, and equipment were kept clean and in good condition, while 60% ECCE Centers have a good internal areas, furnishings, and equipment were kept clean and in good condition.
- Of the researcher observations, 40% have a good centers with devoid of ponds, open wells, uncovered sewers, and piles of trash, while 60% ECCE centers were devoid of ponds, open wells, uncovered sewers, and piles of trash.
- Of those observation of the researcher, 60% said that the areas surrounding the centers were unclean, while 40% were not.

Regarding Safety and Approach (S&A):

- According to the researcher observation 20% ECCE centers were not situated in secure areas, 80% agreed that the ECCE centers were situated in secure areas.
- Based on the researcher observation 60% disagreed that ECCE center buildings were not kept in good shape while 40% ECCE center buildings were kept in good shape.
- According to the observation of the researcher 20% ECCE facility could not be reached on foot in less than one kilometer while, 80% of the ECCE facility could be reached on foot in less than one kilometer.

For Water Facility (WF):

- While 40% of observation of the researcher does not have good instructors to teach kids good habits like hand washing while, 60% of respondents believed that instructors teach kids good habits like hand washing.
- Of those observation of the researcher, 40% agreed that self-discipline was encouraged, while 60% were not.
- Collected from the observation of the researcher 80% agreed that children were encouraged to return materials to their proper place after using them. 20% were not.

Regarding Toilet Facility (TF):

- Half of the teachers 50% agreed that the restrooms had an adequate supply of soap and water, while the other half 50% disagreed.
- Of those surveyed, teachers half said that separate restrooms for boys and girls were hygienic and safe, while the other half disagreed.
- While 20% of teachers disagreed, 80% of teachers agreed that there were suitable restroom facilities for toddlers.

4.4(f): Measurement of Physical Infrastructure of Mamit District

Four (4) institutions in Mamit Districts were selected for data collection

Table 4.4(f): Measurement of Physical Infrastructure of Mamit District

Measurement for the quality of ECCE with regards to physical infrastructure		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Space, building. Outdoors (size, ventilation. Light.disabled friendly) (SBO)	i)Adequate light and ventilations in each room	3	75	1	25
	ii)Adequate space availability for outdoor play	2	50	2	50
	iii)Schools located in place away from the excessive noise	2	50	2	50
	iv)Provide space for preparing meals, storing food, and maintaining a clean kitchen	3	75	1	25
	v)Proper storage for teachers to keep material and records	4	100	0	0
2. Aesthetic, cleanliness, green area (ACG)	i) Availability of Indoor space, clean furniture and well maintainedequipment	2	50	2	50
	ii) free from heaps of garbage, uncovered drains, open well, ponds,	3	75	1	25
	iii) Clean surroundings in and around centres	3	75	1	25
3. Safety and approach (S and A)	i)ECCE centre is located in a safe place	3	75	1	25
	ii) ECCE centre building is maintained in a good condition	1	25	3	75
	iii) maximum walking distance of ECCE centre is less than 1 km	3	75	1	25
4. Water Facility (WF)	i)teachers inculcate habits in children such as washing hands	2	50	2	50
	ii) encouraging self discipline	0	0	4	100
	iii)putting materials back in their place after using them	4	100	0	0
5.Toilet facility (TF)	i)Sufficient supply of water and soap in the toilet	1	25	3	75
	ii)Separate toilets for boys and girls, which are safe and hygienic	0	0	4	100
	iii)Appropriate toilet provisions for toddlers	3	75	1	25

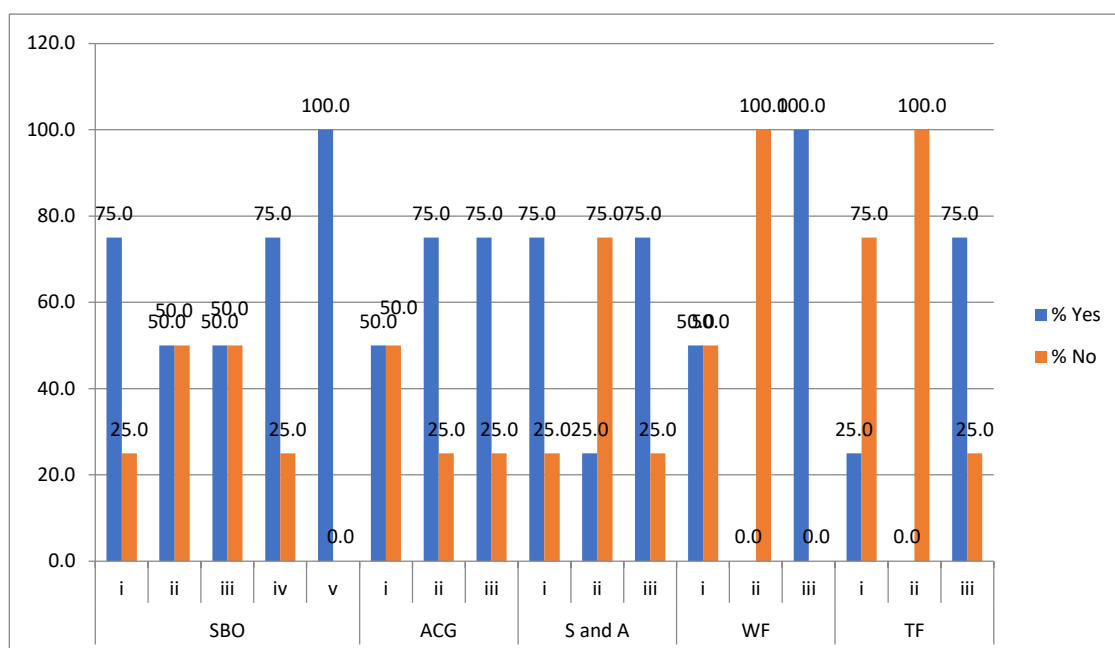


Figure 4.4(f): Measurement of Physical Infrastructure of Mamit District

Data vide Table 4.4(f) and Figure 4.4(f) shows the responses related to Early Childhood Care and Education (ECCE) with respect to physical infrastructure in Mamit District. Here's a detailed narrative based on the findings:

Space, Building, Outdoors (SBO):

- According to the observation of the researcher 75% of each room had adequate light and ventilation, while 25% does not have.
- Of those researcher observation half 50% have enough room for outdoor play, while the other half 50% does not have.
- Similarly, 50% of the researcher observation indicated that the schools were located away from excessive noise, while 50% were not.
- According to the researcher observation 25% has no space set up for preparing meals, storing food, and keeping the kitchen hygienic while, 75% agreed

that there was space set up for preparing meals, storing food, and keeping the kitchen hygienic.

- Based on the findings of the researcher observation (100%) agreed that teachers could store materials and records in the appropriate location.

Aesthetic, Cleanliness, Green Area (ACG):

- While 50% of the researcher observation does not have furnishings, and equipment were kept clean and in good condition, while 50% have inside area, furnishings, and equipment were kept clean and in good condition.
- Among the observation of the researcher 25% centers were not devoid of ponds, open wells, uncovered sewers, and piles of trash while, 75% of ECCE centers were devoid of ponds, open wells, uncovered sewers, and piles of trash.
- From the researcher observation 25% areas within and outside the centers were not clean while, 75% areas within and outside the centers were clean.

Safety and Approach (S&A)

- Of the observation of the researcher, 75% of participants thought the ECCE centers were situated in a secure area, whereas 25% didn't agree.
- According to the researcher observation 75% does not kept ECCE Centers in good shape while, 25% of the ECCE center buildings were kept in good shape.
- Of those surveyed from the researcher observation, 75% believed that the ECCE center could be reached on foot in less than 1 kilometer, while 25% was not.

Water Facility (WF):

- Of those surveyed from the researcher observation, half believed that instructors taught kids good habits like hand washing, while the other half were not.

- From the researcher observation 100% were not encouraged to practice self-discipline.
- Based on the observation of the researcher 100% Children were encouraged to return materials to their proper position after using them.

Toilet Facility (TF):

- While 75% of the teachers said that enough amount of soap and water in the restrooms were not available, while 25% of respondents said there was a enough amount of soap and water in the restrooms.
- All teachers (100%) disputed that there were safe and hygienic separate restrooms for boys and girls.
- Of those surveyed, 75% teachers agreed that infants had access to suitable restrooms, while 25% were not.

4.4(g): Measurement of Physical Infrastructure of Kolasib District

Data was collected from five (5) ECCE Centres from Kolasib Districts

Table 4.4(g): Measurement of Physical Infrastructure of Kolasib District

Measurement for the quality of ECCE with regards to physical infrastructure		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Space, building. Outdoors (size, ventilation. Lightdisabled friendly) (SBO)	i)Adequate light and ventilations in each room	5	100	0	0
	ii)Adequate space availability for outdoor play	2	40	3	60
	iii)Schools located in place away from the excessive noise	3	60	2	40
	iv)Provide space for preparing meals, storing food, and maintaining clean kitchen.	3	60	2	40

	v) Proper storage for teachersto keep material and records	5	100	0	0
2. Aesthetic, cleanliness, green area (ACG)	i) Availability of Indoor space, clean furniture and wellmaintainedequipment	2	40	3	60
	ii) free from heaps of garbage, uncovered drains, open well, ponds,	2	40	3	60
	iii) Clean surroundings in and around centres	2	40	3	60
3. Safety and approach (S and A)	i) ECCE centre is located in a safe place	4	80	1	20
	ii) ECCE centre building is maintained in a good condition	2	40	3	60
	iii) maximum walking distance of ECCE centre is less than 1 km	4	80	1	20
4. Water Facility (WF)	i) teachers inculcate habits in children such as washing hands	3	60	2	40
	ii) encouraging self - discipline	3	60	2	40
	iii) putting materials back in their place after using them	4	80	1	20
5. Toilet facility (TF)	i) Sufficient supply of water and soap in the toilet	3	60	2	40
	ii) Separate toilets for boys and girls, which are safe and hygienic	0	0	5	100
	iii) Appropriate toilet provisions for toddlers	5	100	0	0

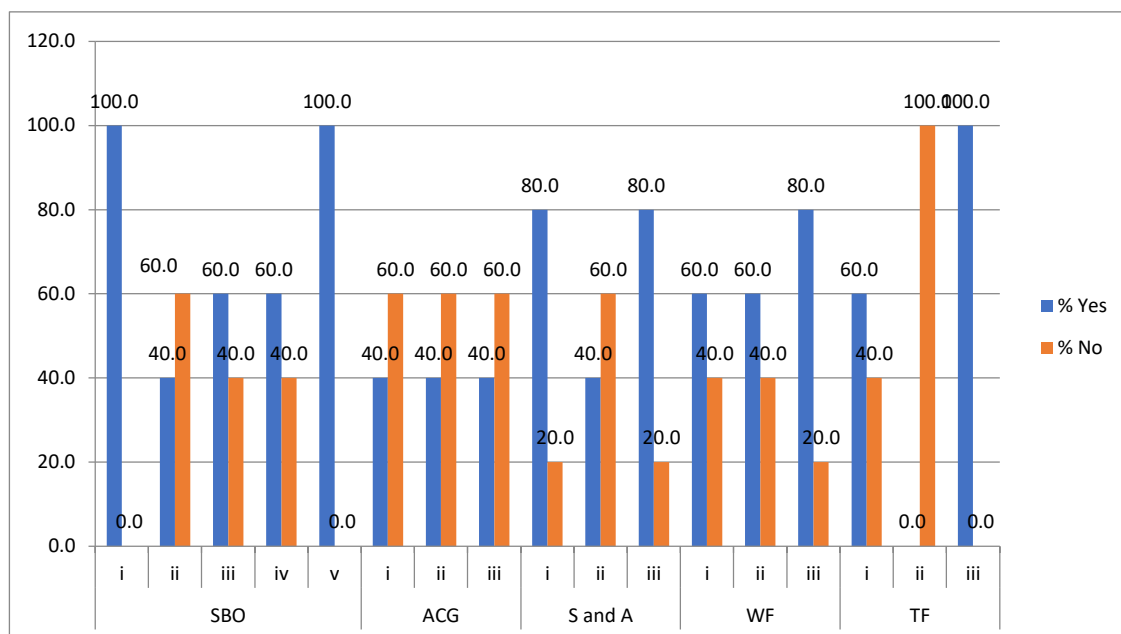


Figure 4.4(g): Measurement of Physical Infrastructure of Kolasib District

Analysis of data vide Table 4.4(g) and Figure 4.4(g), shows the responses related to Early Childhood Care and Education (ECCE) with respect to physical infrastructure in Kolasib District.

Space, Building, Outdoors (SBO):

- It was reported that 100% of the researcher observation indicated that there was adequate light and ventilation in each room.
- Of the researcher observation 40% reported that there was adequate space available for outdoor play, while 60% reported that there was not.
- Among the researcher observation 60% indicated that the schools were located in a place away from excessive noise, while 40% were not.
- From the researcher observation 60% have a good space which was allocated for cooking meals, storage of food items, and a hygienic kitchen, while 40% were not.
- It was reported that 100% of the researcher observation agreed that there was proper storage for teachers to keep materials and records.

Aesthetic, Cleanliness, Green Area (ACG):

- Among the researcher observation 40% have indoor space, furniture, and equipment were cleaned and well maintained, while 60% were not.
- Of the researcher observation 40% of the environment was free from heaps of garbage, uncovered drains, open wells, and ponds, while 60% were not.
- From researcher observation 40% have a good surroundings in and around the centers were clean, while 60% do not have.

Safety and Approach (S&A):

- According to the observation of the researcher 80% agreed that the ECCE center was located in a safe place, while 20% were not.
- Based on the researcher observation 40% ECCE center building was maintained in good condition, while 60% were not.
- From the researcher observation 80% were seen that the maximum walking distance to the ECCE center was less than 1 km, while 20% were not.

Water Facility (WF):

- According to the researcher observation 60% were seen that teachers inculcated habits in children such as washing hands, while 40% were not.
- Based on the findings of the observation of the researcher 60% reported that self-discipline was encouraged, while 40% were not.
- From the researcher observation 80% of the students were encouraged to put their materials back in their place after use, while 20% were not.

Toilet Facility (TF):

- Collecting from the teachers 60% reported that there was a sufficient supply of water and soap in the toilet, while 40% were not.
- Among the teachers 0% reported that separate toilets for boys and girls were provided and were safe and hygienic, while 100% were not.

- It was reported that 100% of the teachers agreed that appropriate toilet provisions for toddlers were provided.

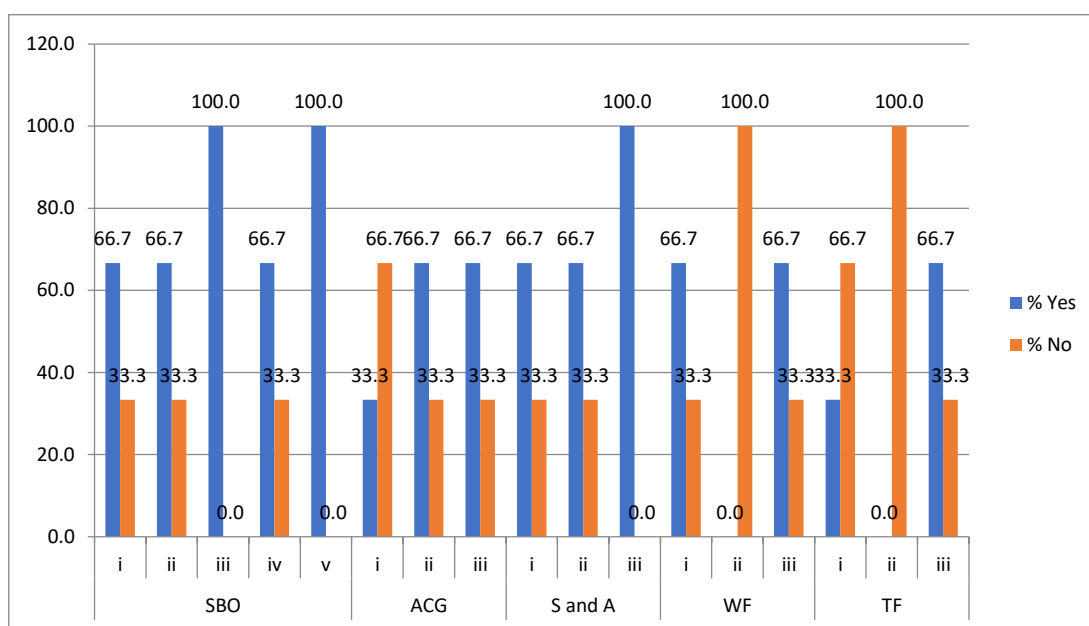
4.4(h): Measurement of Physical Infrastructure of Saitual District

Three (3) ECCE Centres from Saitual District were selected for data collection

Table 4.4(h): Measurement of Physical Infrastructure of Saitual District

Measurement for the quality of ECCE with regards to physical infrastructure		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Space, building, Outdoors (size, ventilation. Light disabled friendly) (SBO)	i)Adequate light and ventilations in each room	2	66.7	1	33.3
	ii)Adequate space availability for outdoor play	2	66.7	1	33.3
	iii)Schools located in place away from the excessive noise	3	100	0	0
	iv)Provide space for preparing meals, storing food, and maintaining a clean kitchen	2	66.7	1	33.3
	v)Proper storage for teachers to keep material and records	3	100	0	0
2. Aesthetic, cleanliness, green area (ACG)	i) Availability of Indoor space, clean furniture and well maintained equipment	1	33.3	2	66.7
	ii) free from heaps of garbage, uncovered drains, open well, ponds,	2	66.7	1	33.3
	iii) Clean surroundings in and around centres	2	66.7	1	33.3
3. Safety and approach (S and A)	i)ECCE centre is located in a safe place	2	66.7	1	33.3
	ii) ECCE centre building is maintained in a good condition	2	66.7	1	33.3
	iii) maximum walking distance of ECCE centre is less than 1 km	3	100	0	0
4. Water Facility (WF)	i)teachers inculcate habits in children such as washing hands	2	66.7	1	33.3
	ii) encouraging self discipline	0	0	3	100
	iii)putting materials back in their place after using them	2	66.7	1	33.3
5.Toilet facility (TF)	i)Sufficient supply of water and soap in the toilet	1	33.3	2	66.7

ii) Separate toilets for boys and girls, which are safe and hygienic	0	0	3	100
iii) Appropriate toilet provisions for toddlers	2	66.7	1	33.3



Analysis of Data vide Table 4.4(h) and Figure 4.4(h) shows the responses related to Early Childhood Care and Education (ECCE) with respect to physical infrastructure in Saitual District.

Space, Building, Outdoors (SBO):

- Based on the researcher observation, 66.7% has adequate light and ventilation in each room, while 33.3% were not.
- From the researcher observation 66.7% has adequate space available for outdoor play, while 33.3% were not.
- From the researcher observation 100% schools were located in a place away from excessive noise.
- Among the researcher observation 66.7% indicated that space was allocated for cooking meals, storage of food items, and a hygienic kitchen, while 33.3% were not.

- Based on the researcher observation 100% reported that there was proper storage for teachers to keep materials and records.

Aesthetic, Cleanliness, Green Area (ACG):

- Based on the researcher observation, 33.3% have good equipment, furnishings, and indoor space were kept clean and in good condition, while 66.7% does not have.
- According to the observation of researcher 66.7% has no open wells, ponds, uncovered drains, or piles of trash, while 33.3% were not free from open wells, ponds, uncovered drains or piles of trash.
- From the researcher observation, 66.7% were found that areas surrounding the facilities were clean, while 33.3% were not.
- .

Safety and Approach (S&A):

- Based on the researcher observation, 33.3% disagreed with the statement that the ECCE center was situated in a safe area, while 66.7% were in a safe area.
- According to the researcher observation, 33.3% disagreed with the statement that the ECCE center building was kept in acceptable shape, while 66.7% maintained a good building in acceptable shape
- From the researcher observation 100%, the ECCE facility could be reached on foot in less than one kilometer.

Water Facility (WF):

- From the researcher observation, 33.3% disagreed with the statement that teachers taught youngsters to wash their hands, while 66.7% were found that teachers taught youngsters to wash their hands.

- According to the observation of the researcher, 100% disagreed with the statement that self-discipline was encouraged, while 0% agreed.
- Based on the findings of the researcher observation, 33.3% disagreed with the statement that materials were returned to their proper location after usage, while 66.7% agreed.

Toilet Facility (TF):

- Among those teacher respondent, 33.3% said there was enough soap and water in the toilet, while 66.7% were not.
- From the teacher, 100% disagreed with the statement that separate restrooms for boys and girls were available and hygienic and safe.
- Of those teacher, 66.7% said that toddler-appropriate restroom facilities were available, while 33.3% were not.

4.4(i). Comparison Measurement of Quality of Physical Infrastructure of Seven (7) Districts of Mizoram

Table 4.4(i). Comparison of Measurement of Quality of Physical Infrastructure of (7) Districts of Mizoram

Measurement for the quality of ECCE with regards to physical infrastructure		Aizawl (n = 11)	Lunglei (n = 7)	Champhai (n = 5)	Serchhip (n = 5)	Mamit (n = 4)	Kolasib (n = 5)	Saitual (n = 3)
1.Space, building. Outdoors (size, ventilation. Light.disabled friendly) (SBO)	i)Adequate light and ventilations in each room	100	71.4	100	80	75	100	66.7
	ii)Adequate space availability for outdoor play	27.3	42.9	40	40	50	40	66.7
	iii)Schools located in place away from the excessive noise	18.2	14.3	40	40	50	60	100
	iv)Provide space for preparing meals, storing food, and maintaining a clean kitchen	100	57.1	60	100	75	60	66.7
	v)Proper storage for teacher to keep material and records	100	100	100	100	100	100	100
2. Aesthetic, cleanliness, green area (ACG)	i)Availability of Indoor space, furniture and equipment were cleaned and well maintained	90.9	71.4	80	60	50	40	33.3
	ii) free from heaps of garbage, uncovered drains, opened well, ponds,	54.5	57.1	60	40	75	40	66.7
	iii) Clean surroundings	72.7	71.4	60	40	75	40	66.7

	in and around centres							
3. Safety and approach (S and A)	i) ECCE Centre is located in a safe place	90.9	71.4	80	80	75	80	66.7
	ii) ECCE centre building is maintained in a good condition	72.7	57.1	60	40	25	40	66.7
	iii) maximum walking distance of ECCE centre is less than 1 km	45.5	71.4	80	80	75	80	100
4. Water Facility (WF)	i) teachers inculcate habits in children such as washing hands	81.8	85.7	80	60	50	60	66.7
	ii) encouraging self discipline	63.6	28.6	20	40	0	60	0
	iii) putting materials back in their place after using them	100	85.7	80	80	100	80	66.7
5. Toilet facility (TF)	i) Sufficient supply of water and soap in the toilet	45.5	57.1	40	60	25	60	33.3
	ii) Separate toilets for boys and girls, which are safe and hygienic	18.2	14.3	20	60	0	0	0
	iii) Appropriate toilet provisions for toddlers	100	71.4	100	80	75	100	66.7

Note: Only % of 'Yes' responses are shown for brevity; % of 'No' responses and actual counts can be inferred from the sample sizes given for each district.

As exposed in data vide Table 4.4(i), the physical infrastructure supporting Early Childhood Care and Education (ECCE) across Mizoram's districts displays mixed patterns of adequacy, with notable contrasts in environmental quality, space utilization, sanitation, and safety features. Some districts demonstrate consistent effort in infrastructure and hygiene, while others show clear signs of infrastructural neglect or limitation.

In terms of space, building, and outdoor facilities, all districts except Lunglei (71.4%) and Saitual (66.7%) reported full adequacy in natural lighting and ventilation, with Aizawl, Champhai, and Kolasib achieving 100%. However, space for outdoor play remained poor across most districts, with Aizawl lowest at 27.3%. Saitual (66.7%) performed best, followed by Mamit (50%). Placement of ECCE centres in noise-free environments was reported most positively in Saitual (100%), with Kolasib (60%) and Mamit (50%) trailing behind. Aizawl and Lunglei performed poorly in this area (18.2% and 14.3%, respectively). Kitchen and storage spaces were well maintained in Aizawl and Serchhip (both 100%), with other districts ranging from 57.1% (Lunglei) to 75% (Mamit). All districts achieved full provision (100%) for teachers' storage space, showing uniformity in basic professional resources.

Aesthetic and cleanliness conditions varied considerably. Indoor spaces, furniture, and equipment were best maintained in Aizawl (90.9%) and Champhai (80%), while Kolasib (40%) and Saitual (33.3%) reported very low levels of cleanliness and maintenance. On external hygiene and safety from hazards such as garbage, drains, and uncovered water bodies, Saitual (66.7%) and Mamit (75%) performed well, while Kolasib (40%) and Aizawl (54.5%) were comparatively weaker. Clean surroundings inside and outside the centres followed a similar trend: Aizawl (72.7%) and Mamit (75%) fared better, while Serchhip and Kolasib again dropped to 40%.

Safety and approachability indicators showed more balance. Most districts rated the location of their centres as safe, especially Aizawl (90.9%) and Champhai (80%), with Serchhip, Mamit, and Kolasib also at 80%. Building maintenance was reported strongest in Aizawl (72.7%) and weakest in Mamit (25%). Serchhip (40%) and Kolasib (40%) remained in the lower half. In terms of proximity, Saitual (100%),

Champhai, Serchhip, Mamit, and Kolasib (all 80%) had ECCE centres within 1 km walking distance, while Aizawl lagged behind (45.5%).

Water-related practices showed uneven progress. Teaching hygiene habits like handwashing was most consistent in Lunglei (85.7%) and Aizawl (81.8%), with Mamit the lowest (50%). Encouraging self-discipline showed stark variations—Aizawl scored moderately (63.6%), but Lunglei (28.6%) and Champhai (20%) dropped sharply. Mamit and Saitual (0%) reflected no practice in this area. However, all districts demonstrated high performance in encouraging children to return materials after use, particularly Aizawl and Mamit (100%).

Toilet facilities showed worrying inconsistency. Adequate water and soap were reliably provided only in Kolasib and Serchhip (60%). Aizawl (45.5%), Champhai (40%), and Mamit (25%) trailed. The most concerning trend was the lack of separate, hygienic toilets for boys and girls. Only Serchhip (60%) provided this, while Aizawl (18.2%), Lunglei (14.3%), and Mamit, Kolasib, and Saitual (all 0%) offered no such provision. In contrast, toddler-friendly toilets were widely present in most districts, with Aizawl, Champhai, and Kolasib all reporting 100%, and the rest ranging from 66.7% (Saitual) to 80% (Serchhip).

The assessment of physical infrastructure across the seven districts shows a clear pattern of disparity. Aizawl and Champhai performed strongly in indoor light, ventilation, teacher resources, and toddler toilet provisions, but lagged in outdoor space and placement away from noise. Saitual displayed notable strengths in centre proximity, noise-free location, and returning materials, but consistently lacked in building maintenance, cleanliness, and separate toilets. Kolasib performed moderately in safety and hygiene teaching, but severely underperformed in sanitation and maintenance. Mamit showed mixed results—while outdoor space, clean surroundings, and toddler facilities were present, it lacked in building condition and water access. While storage and toddler facilities are uniformly present, sanitation, building safety, and hygiene remain the weakest links across districts. These findings point to an urgent need for targeted infrastructural investment, especially in toilet safety, outdoor play areas, and routine maintenance.

4.5. Quality of ECCE in Mizoram with regard to organization and management.

Objective 5: To analyse the quality of Early ECCE in Mizoram with regard to organization and management.

For measuring the quality of organization and management, observation cum interview scheduled for the head of the institutions was used for measuring the key standard of quality framed by the Ministry of Women and Child Development was used.

Table 4.5(a): Measuring Organization and Management of ECCE in 7 Districts of Mizoram

Points for Measuring Organization and Management		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses No in %
Programme philosophy and methods (PPM)	i)Children participated in the ECCE program for at least four hours per day, including a half-hour for snacking and breaks.	32	80	8	20
	ii)The center doesn't teach the three Rs formally or through rote learning exercises.	27	67.5	13	32.5
2.Documentation and Records (DR)	i)Document/ Portfolio of each child's performance and progress was maintain	32	80	8	20
	ii)Children's attendance, absence, and leave records are maintained and updated on a regular basis.	34	85	6	15
3.Programme planning (PPL)	i)Language interaction was in mother tongue	40	100	0	0
	ii)Flexible seating arrangement spot	40	100	0	0
	iii)Youngsters are not under any pressure and are free to develop at their own speed.	40	100	0	0
4. Parent involvement (PI)	i)Active participation from Staff-Parents and community	40	100	0	0
	ii)Parents Teachers meet was organised	23	57.5	17	42.5

5.Staffing (adequacy, professional qualification, development opportunities) (STF)	i)Teachers of ECCE were qualified	18	45	22	55
	ii)Relevant training were attended by the teachers	16	40	24	60

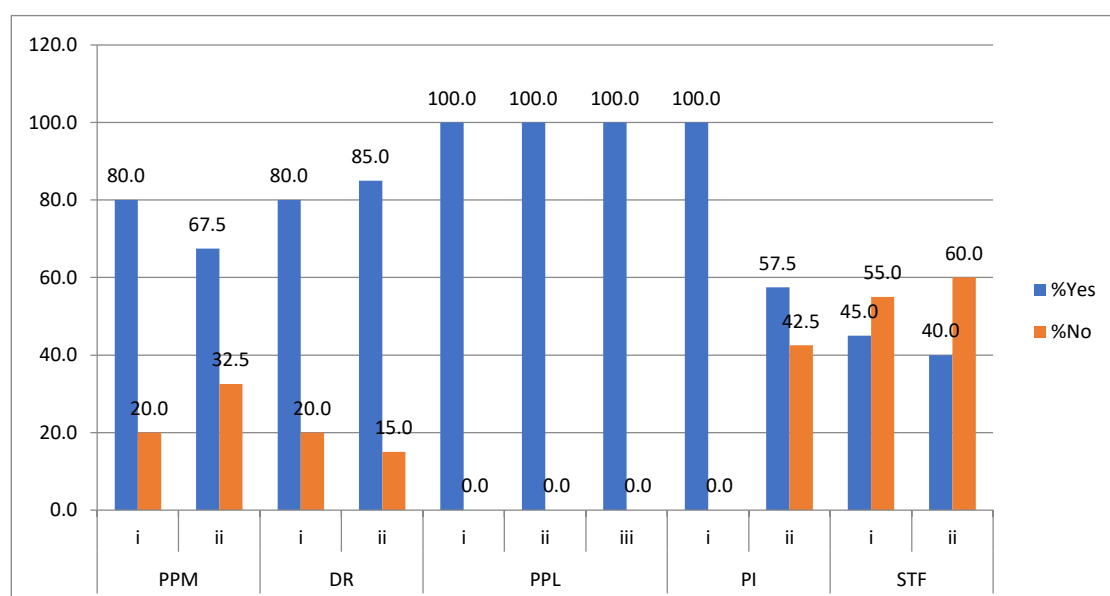


Figure 4.5(a): Measuring Organization and Management of 7 Districts in Mizoram

Data vide Table 4.5(a) and Figure 4.5(a), show the responses related to the quality of interaction in Early Childhood Care and Education (ECCE) with respect to the organization and management of ECCE programme:

1. Programme philosophy and methods (PPM):

- According to the head of the institution 80% of the ECCE program involved working with children for at least four hours per day, plus a half-hour for snacks and breaks.
- According to the head of the institution 67.5% said that the center does not formally teach the three Rs or use rote learning activities.

2. Documentation and Records (DR):

- Of those surveyed the head of the institution Eighty percent said that each child's performance and development were documented in a portfolio.
- According to 85% head of the institution , regular maintenance and updating of children's attendance, leave, and absence records was done.

3. Programme Planning (PPL):

- Of the head of the institution 100% reported that language interaction was in the mother tongue.
- All head of the institution (100%) said there was a location with a flexible seating arrangement.
- According to 100% head of the institution children were free to move at their own pace and were not under any pressure.

4. Parent Involvement (PI):

- All head of the institution(100%) said that the community, parents, and staff were actively involved.
- According to 57.5% of head of the institution, parent-teacher conferences were held.

5. Staffing (Adequacy, Professional Qualification, Development Opportunities) (STF):

- According to 45% of head of the institution, ECCE teachers were qualified.
- From the surveyed 40% of head of the institution said that teachers routinely attended pertinent training.

From the above results, we can conclude that the quality maintain in the ECCE Centres in Mizoram with regards to organization and management as per the guidelines set by the Ministry of Women and Child Development are satisfactory in Programme philosophy and methods, Documentation and Records, Programme Planning and Parent Involvement except Staffing (Adequacy, Professional Qualification, Development Opportunities). We can also add that the ECCE Centres of Mizoram need more focus on staffing strategies to bolster ECCE outcomes, including professional development opportunities and effective self-deployment.

4.5(b): Measuring Organization And Management Of Aizawl District

Table 4.5(b): Measuring Organization And Management Of Aizawl District

Points for Measuring Organization and Management		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Programme philosophy and methods (PPM)	i)Children participated in the ECCE program for at least four hours per day, including a half-hour for snacking and breaks.	9	81.8	2	18.2
	ii)The center doesn't teach the three Rs formally or through rote learning exercises.	7	63.6	4	36.4
2.Documentation and Records (DR)	i)Document/ Portfolio of each child's performance and progress was maintain	10	90.9	1	9.1
	ii)Children's attendance, absence, and leave records are maintained and updated on a regular basis.	10	90.9	1	9.1
3.Programme planning (PPL)	i)Language interaction was in mother tongue	11	100	0	0
	ii)Flexible seating arrangement spot	11	100	0	0

	iii)Children are not pressurized and allow to progress at their own pace	11	100	0	0
4. Parent involvement (PI)	i)Active participation from Staff- Parents and community	11	100	0	0
	ii)Parents Teachers meet was organised	6	54.5	5	45.5
5.Staffing(adequacy.professional qualification,developmentopportunities) (STF)	i)Teachers of ECCE were qualified	6	54.5	5	45.5
	ii)Relevant training were attended by the teachers	6	54.5	5	45.5

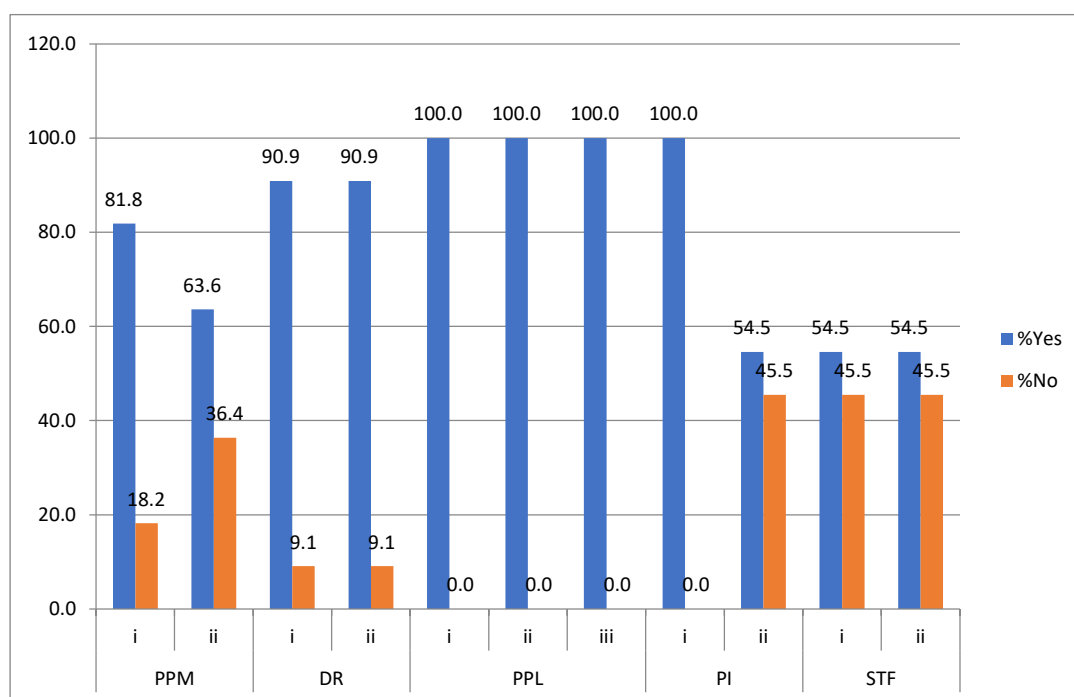


Figure 4.5(b): Measuring Organization And Management Of Aizawl District

Data vide Table 4.5(b) and Figure 4.5(b), show the responses related to the quality of interaction in Early Childhood Care and Education (ECCE) in Aizawl District with respect to the organization and management of ECCE programme:

1. Programme philosophy and methods (PPM):

- Of the head of the institution 81.8% reported that the ECCE programme was conducted at least 4 hours daily with children (with ½ hour snack/break time).
- Among the head of the institution 63.6% reported that the 3Rs are not formally taught at the center or through rote learning exercises.

2. Documentation and Records (DR):

- From the head of the institution shown 90.9% reported that a document/portfolio of each child's performance and progress was maintained.
- Among the head of the institution 90.9% reported that Children's absence, leave, and attendance records were maintained and updated on a regular basis.

3. Programme Planning (PPL):

- Among the head of the institution 100% reported that language interaction was done in the mother tongue.
- From the head of the institution 100% reported that there was a flexible seating arrangement spot.
- According to all head of the institution, children were free to develop at their own rate and were not under any pressure.

4. Parent Involvement (PI):

- All the head of the institution 100% reported that staff, parents, and community were actively involved.
- Among the head of the institution 54.5% reported that Parents-Teachers meets were organised.

5. Staffing (Adequacy, Professional Qualification, Development Opportunities) (STF):

- From the collected 54.5% head of the institution reported that teachers of ECCE were qualified.
- Of the head of the institution 54.5% reported that training was attended by the teachers regularly.

4.5(c): Measuring Organization And Management Of Lunglei District

Table 4.5(c): Measuring Organization And Management Of Lunglei District

Points for Measuring Organization and Management		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Programme philosophy and methods (PPM)	i) Children participated in the ECCE program for at least four hours per day, including a half-hour for snacking and breaks.	5	71.4	2	28.6
	ii) The center doesn't teach the three Rs formally or through rote learning exercises.	4	57.1	3	42.9
2. Documentation and Records (DR)	i) Document/ Portfolio of each child's performance and progress was maintain	6	85.7	1	14.3
	ii) Children's attendance, absence, and leave records are maintained and updated on a regular basis.	5	71.4	2	28.6
3. Programme planning (PPL)	i) Language interaction was in mother tongue	7	100	0	0
	ii) Flexible seating arrangement spot	7	100	0	0
	iii) Children are not pressurized and allow to progress at their own pace	7	100	0	0
4. Parent involvement (PI)	i) Active participation from Staff-Parents and community	7	100	0	0
	ii) Parents Teachers meet was organised	4	57.1	3	42.9
5. Staffing (adequacy, professional qualification, development opportunities) (STF)	i) Teachers of ECCE were qualified	4	57.1	3	42.9
	ii) Relevant training were attended by the teachers	3	42.9	4	57.1

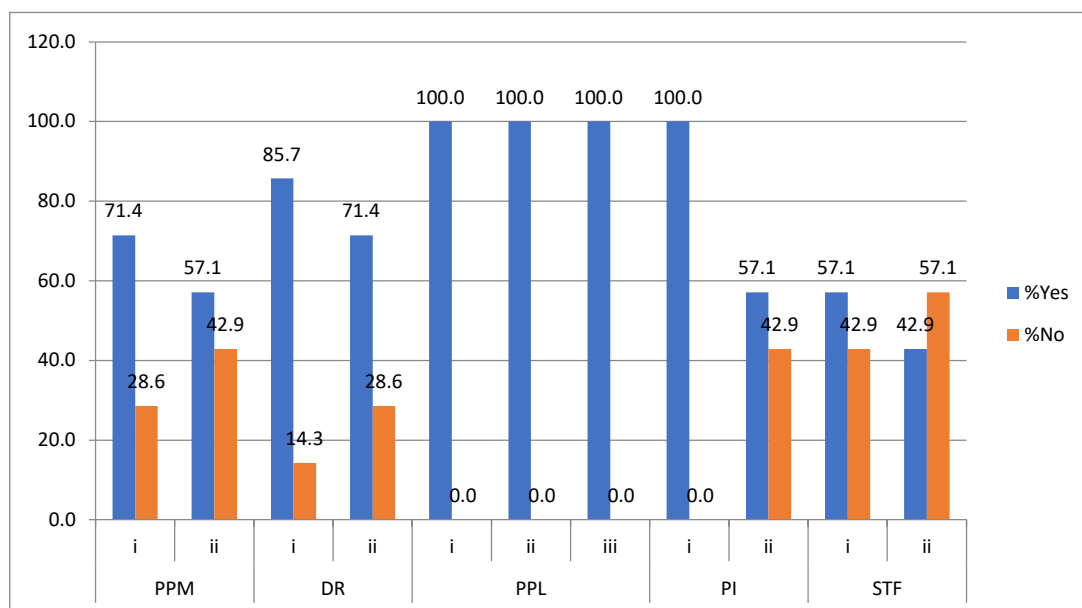


Figure 4.5(c): Measuring Organization And Management Of Lunglei District

As shown in Data vide Table 4.5(c) and Figure 4.5(c), show the responses related to the quality of interaction in Early Childhood Care and Education (ECCE) in Lunglei District with respect to the organization and management of ECCE programme:

1. Programme philosophy and methods (PPM):

- From the head of the institution 71.4% reported that the ECCE programme was conducted at least 4 hours daily with children (with ½ hour snack/break time).
- According to the head of the institution from the data 57.1% reported that neither formal instruction of the 3Rs nor rote-learning exercises are carried out at the center.

2. Documentation and Records (DR):

- Among the head of the institution 85.7% reported that a document/portfolio of each child's performance and progress was maintained.
- Of the head of the institution 71.4% reported ensured children's absence, leave, and attendance records were maintained and updated on a regular basis.

3. Programme Planning (PPL):

- All head of the institution 100% stated that they interacted with others in their mother tongue.
- From all the head of the institution 100% reported that there was a flexible seating arrangement spot.
- According to all head of the institution children were free to develop at their own rate and were not under any pressure.

4. Parent Involvement (PI):

- Among the head of the institution 100% reported that staff, parents, and community were actively involved.
- From the head of the institution 57.1% reported that Parents-Teachers meets were organised.

5. Staffing (Adequacy, Professional Qualification, Development Opportunities) (STF):

- Of the head of the institution 57.1% reported that teachers of ECCE were qualified.
- Among the head of the institution 42.9% reported that relevant training was attended by the teachers.

4.5(d):Measuring Organization And Management Of Champhai District

Table 4.5(d): Measuring Organization And Management Of Champhai District

Points for Measuring Organization and Management		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Programme Philosophy and methods (PPM)	i)Children participated in the ECCE program for at least four hours per day, including a half-hour for snacking and breaks.	4	80	1	20
	ii)The center doesn't teach the three Rs formally or through rote learning exercises.	3	60	2	40
2.Documentation and Records (DR)	i)Document/ Portfolio of each child's performance and progress was maintain	4	80	1	20
	ii)records of children attendance, leave and absence are kept and regularly updated	4	80	1	20
3.Programme planning (PPL)	i)Language interaction was in mother tongue	5	100	0	0
	ii)Flexible seating arrangement spot	5	100	0	0
	iii)Children are not pressurized and allow to progress at their own pace	5	100	0	0
4. Parent involvement (PI)	i) Active participation from Staff-Parents and community	5	100	0	0
	ii)Parents Teachers meet was organised	3	60	2	40
5.Staffing (adequacy. Professional qualification, development opportunities) (STF)	i)Teachers of ECCE were qualified	2	40	3	60
	ii)Relevant training were attended by the teachers	1	20	4	80

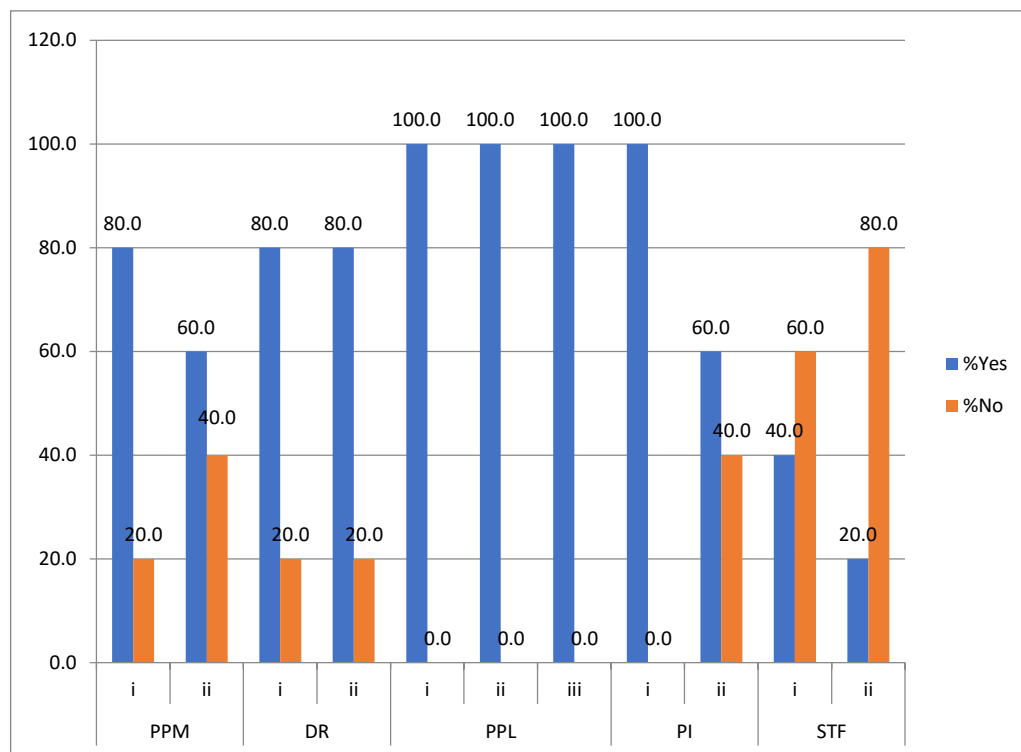


Figure 4.5(d): Measuring Organization And Management Of Champhai District

Analysis of data vide Table 4.5(d) and Figure 4.5(d), show the responses related to the quality of interaction in Early Childhood Care and Education (ECCE) in Champhai District with respect to the organization and management of ECCE programme:

1. Programme philosophy and methods (PPM):

- Of the head of the institution 80% reported that the ECCE programme was conducted at least 4 hours daily with children (with ½ hour snack/break time).
- According to 60% head of the institution, the center does not formally teach the 3Rs or engage in rote learning exercises.

2. Documentation and Records (DR):

- From the collected head of the institution 80% reported that a document/portfolio of each child's performance and progress was maintained.

- According to 80% of head of the institution, attendance, leave, and absence records for children were maintained and updated on a regular basis.

3. Programme Planning (PPL):

- All the head of the institution 100% reported that language interaction was in the mother tongue.
- Among the head of the institution 100% reported that there was a flexible seating arrangement spot.
- Children were not under pressure and were free to advance at their own speed, according to 100% of head of the institution

4. Parent Involvement (PI):

- From all the head of the institution 100% reported that staff, parents, and community were involved actively.
- Among the head of the institution 60% reported that Parents-Teachers meets were organised.

5. Staffing (Adequacy, Professional Qualification, Development Opportunities) (STF):

- Among the head of the institution 40% reported that teachers of ECCE were qualified.
- From all the head of the institution 20% reported that relevant training was attended by the teachers.

4.5(e): Measuring Organization And Management Of Serchhip District

Table 4.5(e): Measuring Organization And Management Of Serchhip District

Points for Measuring Organization and Management		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Programme philosophy and methods (PPM)	i)Children participated in the ECCE program for at least four hours per day, including a half-hour for snacking and breaks.	4	80	1	20
	ii)The center doesn't teach the three Rs formally or through rote learning exercises.	3	60	2	40
2.Documentation and Records (DR)	i)Document/ Portfolio of each childs' performance and progress was maintain	3	60	2	40
	ii)Children's attendance, absence, and leave records are maintained and updated on a regular basis.	4	80	1	20
3.Programme planning (PPL)	i)Language interaction was in mother tongue	5	100	0	0
	ii)Flexible seating arrangement spot	5	100	0	0
	iii)Children are not pressurized and allow to progress at their own pace	5	100	0	0
4. Parent involvement (PI)	i) Active participation from Staff- Parents and community	5	100	0	0
	ii)Parents Teachers meet was organised	2	40	3	60
5.Staffing(adequacy.professionalqualification,developmentopportunities) (STF)	i)Teachers of ECCE were qualified	2	40	3	60
	ii)Relevant training were attended by the teachers	2	40	3	60

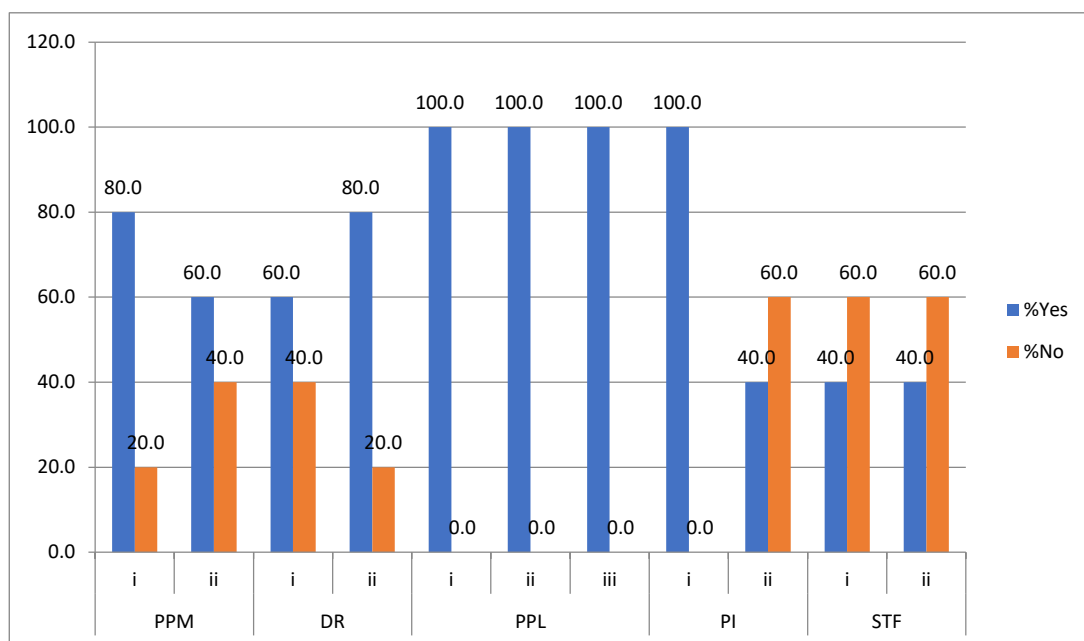


Figure 4.5(e): Measuring Organization And Management Of Serchhip District

A review of the outcome Information from Table 4.5(e) and Figure 4.5(e), show the responses related to the quality of interaction in Early Childhood Care and Education (ECCE) in Serchhip District with respect to the organization and management of ECCE programme:

1. Programme philosophy and methods (PPM):

- From the head of the institution 80% reported that the ECCE programme was conducted at least 4 hours daily with children (with ½ hour snack/break time).
- From the head of the institution 60% reported that the 3Rs are not formally taught at the center or through rote learning exercises.

2. Documentation and Records (DR):

- Among the head of the institution 60% reported that a document/portfolio of each child's performance and progress was maintained.

- According to 80% of head of the institution, attendance, leave, and absence records for children were maintained and updated on a regular basis.

3. Programme Planning (PPL):

- Among the head of the institution 100% reported that language interaction was in the mother tongue.
- Of the head of the institution 100% reported that there was a flexible seating arrangement spot.
- From all the head of the institution 100% children were free to move at their own speed and were not under any pressure.

4. Parent Involvement (PI):

- Among the head of the institution 100% reported that staff, parents, and community were actively involved.
- From the head of the institution 40% reported that Parents-Teachers meets were organised.

5. Staffing (Adequacy, Professional Qualification, Development Opportunities) (STF):

- Among the head of the institution 40% reported that teachers of ECCE were qualified.
- From the head of the institution 40% reported that relevant training was attended by the teachers.

4.5(f): Measuring Organization And Management Of Mamit District

Table 4.5(f): Measuring Organization And Management Of Mamit District

Points for Measuring Organization and Management		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Programme philosophy and methods (PPM)	i)Children participated in the ECCE program for at least four hours per day, including a half-hour for snacking and breaks.	4	100	0	0
	ii)The center doesn't teach the three Rs formally or through rote learning exercises.	3	75	1	25
2.Documentation and Records (DR)	i)Document/ Portfolio of each child's performance and progress was maintain	4	100	0	0
	ii)Children's attendance, absence, and leave records are maintained and updated on a regular basis.	4	100	0	0
3.Programme planning (PPL)	i)Language interaction was in mother tongue	4	100	0	0
	ii)Flexible seating arrangement spot	4	100	0	0
	iii)Youngsters are not under any pressure and are free to develop at their own speed.	4	100	0	0
4.Parent involvement (PI)	i) Active participation from Staff- Parents and community	4	100	0	0
	ii)Parents Teachers meet was organised	3	75	1	25
5.Staffing(adequacy. Professional qualification, development opportunities) (STF)	i)Teachers of ECCE were qualified	1	25	3	75
	ii)Relevant training were attended by the teachers	1	25	3	75

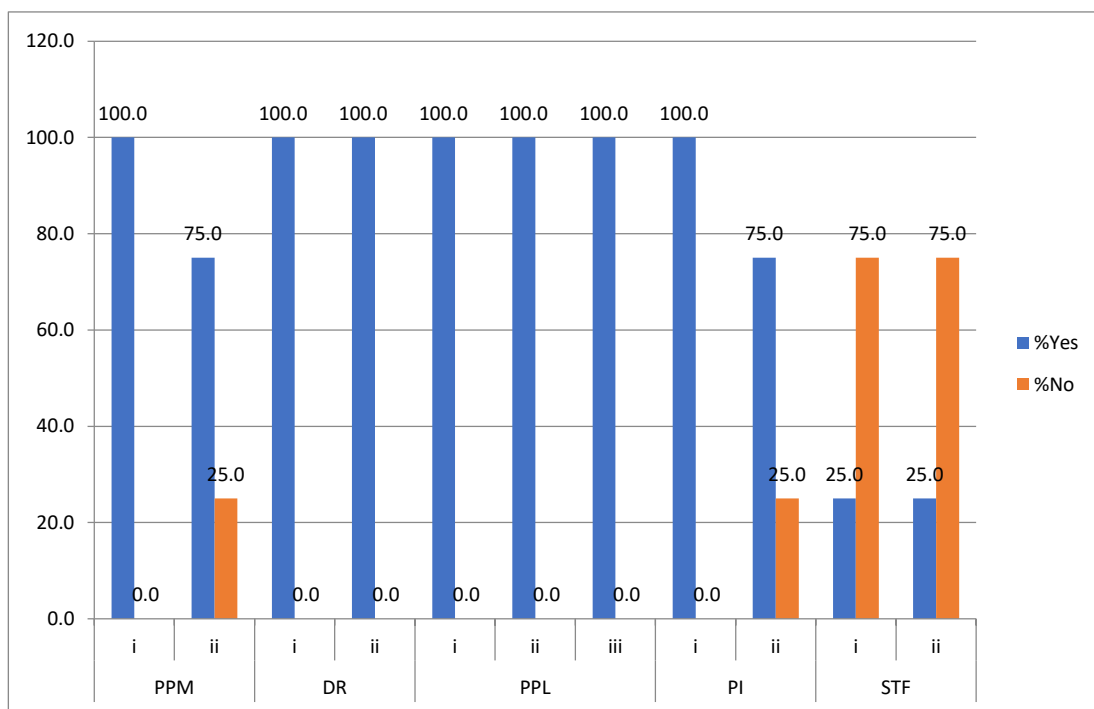


Figure 4.5(f): Measuring Organization And Management Of Mamit District

Data vide Table 4.5(f) and Figure 4.5(f), show the responses related to the quality of interaction in Early Childhood Care and Education (ECCE) in Mamit District with respect to the organization and management of ECCE programme:

1. Programme philosophy and methods (PPM):

- Of the head of the institution 100% reported that the ECCE programme was conducted at least 4 hours daily with children (with ½ hour snack/break time).
- According to 75% of head of the institution, the center does not formally teach the 3Rs or engage in rote learning exercises.

2. Documentation and Records (DR):

- All the head of the institution 100% reported that a document/portfolio of each child's performance and progress was maintained.
- All head of the institution 100% stated that attendance, leave, and absence records for children were maintained and updated on a regular basis.

3. Programme Planning (PPL):

- Of the head of the institution 100% reported that language interaction was in the mother tongue.
- All the head of the institution 100% reported that there was a flexible seating arrangement spot.
- According to all head of the institution, children were free to develop at their own rate and were not under any pressure.

4. Parent Involvement (PI):

- All the head of the institution 100% reported that staff, parents, and community were involved actively.
- Among the head of the institution 75% reported that Parents-Teachers meets were organised.

5. Staffing (Adequacy, Professional Qualification, Development Opportunities) (STF):

- Of the head of the institution 25% reported that teachers of ECCE were qualified.
- Among the head of the institution 25% reported that relevant training was attended by the teachers.

4.5(g): Measuring Organization And Management Of Kolasib District

Table 4.5(g): Measuring Organization And Management Of Kolasib District

Points for Measuring Organization and Management		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Programme Philosophy and methods (PPM)	i) Children participated in the ECCE program for at least four hours per day, including a half-hour for snacking and breaks.	4	80	1	20
	ii) The center doesn't teach the three Rs formally or through rote learning exercises.	5	100	0	0
2. Documentation and Records (DR)	i) Document/ Portfolio of each child's performance and progress was maintain	4	80	1	20
	ii) Children's attendance, absence, and leave records are maintained and updated on a regular basis.	5	100	0	0
3. Programme planning (PPL)	i) Language interaction was in mother tongue	5	100	0	0
	ii) Flexible seating arrangement spot	5	100	0	0
	iii) Children are not pressurized and allow to progress at their own pace	5	100	0	0
4. Parent involvement (PI)	i) Active participation from Staff-Parents and community	5	100	0	0
	ii) Parents Teachers meet was organised	4	80	1	20
5. Staffing (adequacy, professional qualification, development opportunities) (STF)	i) Teachers of ECCE were qualified	2	40	3	60
	ii) Relevant training were attended by the teachers	2	40	3	60

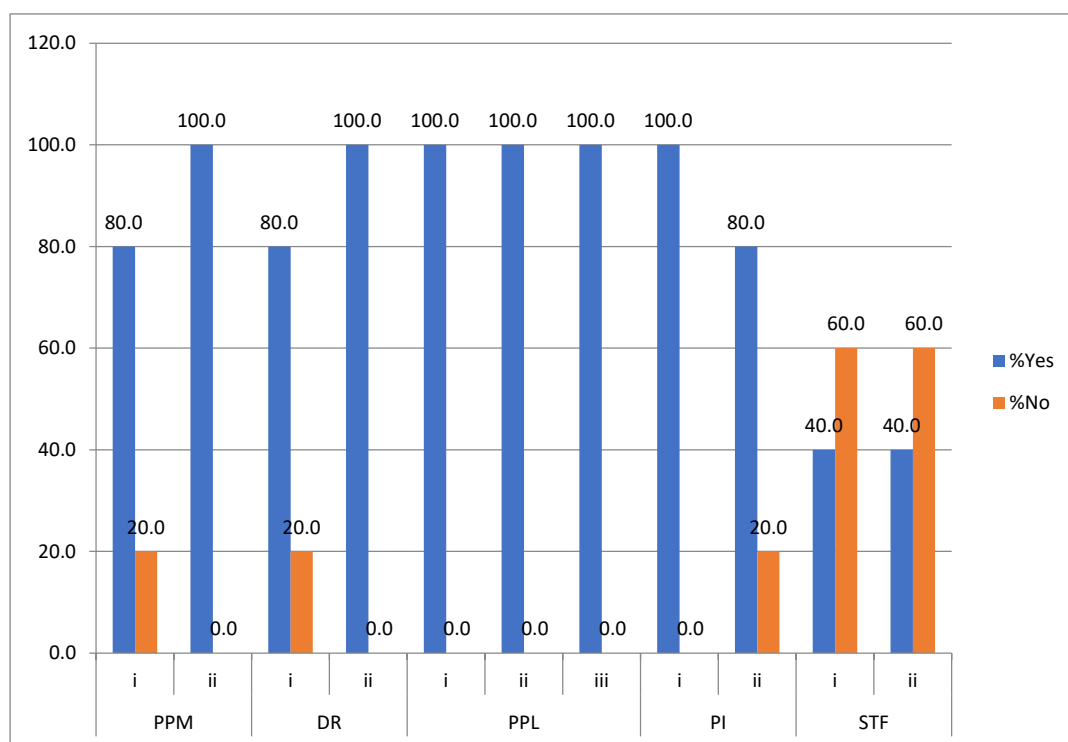


Figure 4.5(g): Measuring Organization And Management Of Kolasib District

Data vide Table 4.5(g) and Figure 4.5(g), show the responses related to the quality of interaction in Early Childhood Care and Education (ECCE) in Kolasib District with respect to the organization and management of ECCE programme:

1. Programme philosophy and methods (PPM):

- Among the head of the institution 80% reported that the ECCE programme was conducted at least 4 hours daily with children (with ½ hour snack/break time).
- All head of the institution 100% stated that the center does not use formal instruction of the three Rs or rote-learning exercises.

2. Documentation and Records (DR):

- Of the head of the institution 80% reported that a document/portfolio of each child's performance and progress was maintained.
- All head of the institution 100% stated that the center does not use formal instruction of the three Rs or rote-learning exercises.

3. Programme Planning (PPL):

- Among the head of the institution 100% reported that language interaction was in the mother tongue.
- All the head of the institution 100% reported that there was a flexible seating arrangement spot.
- According to all head of the institution, children were free to develop at their own rate and were not under any pressure.

4. Parent Involvement (PI):

- Of the head of the institution 100% reported that staff, parents, and community participated actively.
- Among the head of the institution 80% reported that Parents-Teachers meets were organised.

5. Staffing (Adequacy, Professional Qualification, Development Opportunities) (STF):

- Of the head of the institution 80% reported that teachers of ECCE were qualified.
- Among the head of the institution 80% of the respondents reported that relevant training was attended by the teachers.

4.5(h):Measuring Organization And Management Of Saitual District

Table 4.5(h): Measuring Organization And Management Of Saitual District

Points for Measuring Organization and Management		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Programme philosophy and methods (PPM)	i)Children participated in the ECCE program for at least four hours per day, including a half-hour for snacking and breaks.	2	66.7	1	33.3
	ii)The center doesn't teach the three Rs formally or through rote learning exercises.	3	100	0	0
2.Documentation and Records (DR)	i)Document/ Portfolio of each child's performance and progress was maintain	1	33.3	2	66.7
	ii)Children's attendance, absence, and leave records are maintained and updated on a regular basis.	2	66.7	1	33.3
3.Programme planning (PPL)	i)Language interaction was in mother tongue	3	100	0	0
	ii)Flexible seating arrangement spot	3	100	0	0
	iii)Children are not pressurized and allow to progress at their own pace	3	100	0	0
4. Parent involvement (PI)	i)Active participation from Staff-Parents and community	3	100	0	0
	ii)Parents Teachers meet was organised	1	33.3	2	66.7
5.Staffing(adequacy, professionalqualification,developmentopportunities) (STF)	i)Teachers of ECCE were qualified	1	33.3	2	66.7
	ii)Relevant training were attended by the teachers	1	33.3	2	66.7

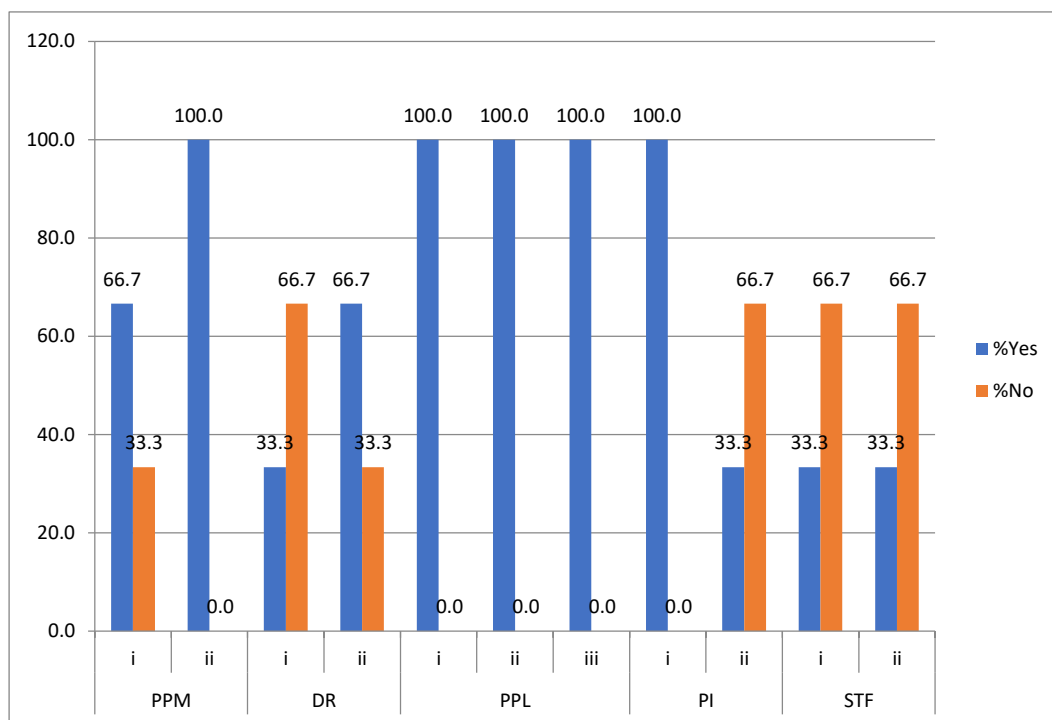


Figure 4.5(h): Measuring Organization And Management Of Saitual District

A quick look at the outcome Information from Table 4.5(h) and Figure 4.5(h), show the responses related to the quality of interaction in Early Childhood Care and Education (ECCE) in Saitual District with respect to the organization and management of ECCE programme:

1. Programme philosophy and methods (PPM):

- Of the head of the institution 66.7% reported that the ECCE programme was conducted at least 4 hours daily with children (with ½ hour snack/break time).
- All head of the institution 100% stated that the center does not use formal instruction of the three Rs or rote-learning exercises.

2. Documentation and Records (DR):

- 33.3% of the head of the institution reported that a document/portfolio of each child's performance and progress was maintained.

- According to 66.7% of the head of the institution, attendance, leave, and absence records for children were maintained and updated on a regular basis.

3. Programme Planning (PPL):

- All head of the institution 100% stated that they interacted with others in their mother tongue.
- From the head of the institution 100% reported that there was a flexible seating arrangement spot.
- Among the head of the institution 100% reported that children were free to move at their own speed and were not under any pressure.

4. Parent Involvement (PI):

- Among the head of the institution 100% reported that staff, parents, and community were involved actively.
- From the head of the institution 33.3% reported that Parents-Teachers meets were organised.

5. Staffing (Adequacy, Professional Qualification, Development Opportunities) (STF):

- Of the head of the institution 33.3% reported that teachers of ECCE were qualified.
- From the head of the institution 33.3% reported that relevant training was attended by the teachers.

4.5(i). Comparison of Measuring Organization and Management of 7 Districts in Mizoram

Table 4.5(i). Comparison of Measuring Organization and Management of 7 Districts in Mizoram

Points for Measuring Organization and Management		Aizawl (n = 11)	Lunglei (n = 7)	Champhai (n = 5)	Serchhip (n = 5)	Mamit (n = 4)	Kolasib (n = 5)	Saitual (n = 3)
Programme philosophy and methods (PPM)	i)Children participated in the ECCE program for at least four hours per day, plus a half-hour for snacking and breaks.	81.8	71.4	80	80	100	80	66.7
	ii)The center doesn't teach the three Rs formally or through rote learning exercises.	63.6	57.1	60	60	75	100	100
2.Documentation and Records (DR)	i)Document/ Portfolio of each child's performance and progress was maintained	90.9	85.7	80	60	100	80	33.3
	ii)Children's attendance, absence, and leave records are maintained and updated on a regular basis.	90.9	71.4	80	80	100	100	66.7
3.Programme planning (PPL)	i)Language interaction was in mother tongue	100	100	100	100	100	100	100
	ii)Flexible seating arrangement spot	100	100	100	100	100	100	100
	iii)Youngsters are not under any pressure and are free to develop at their	100	100	100	100	100	100	100

	own speed.							
4. Parent involvement (PI)	i)Staff- Parents and community participation are involve	100	100	100	100	100	100	100
	ii)Parents Teachers meet was organised	54.5	57.1	60	40	75	80	33.3
5.Staffing (adequacy.professional qualification,development opportunities) (STF)	i)Teachers of ECCE were qualified	54.5	57.1	40	40	25	40	33.3
	ii)training were attended by the teachers relevantly	54.5	42.9	20	40	25	40	33.3

Note: Only % of 'Yes' responses are shown for brevity; % of 'No' responses and actual counts can be inferred from the sample sizes given for each district.

As exposed in data vide Table 4.5(i), the organizational and managerial quality of ECCE centres in the seven districts of Mizoram reveals clear trends of procedural consistency in some areas, while significant shortfalls appear in teacher qualification, documentation, and parent-teacher engagement in certain districts.

In terms of programme philosophy and daily structure, Mamit stood out with full compliance (100%) in providing a four-hour ECCE programme inclusive of break time. Aizawl (81.8%), Champhai (80%), Serchhip (80%), Kolasib (80%), and Lunglei (71.4%) followed closely, while Saitual was lowest (66.7%). Regarding avoidance of rote-learning and formal 3R teaching methods, Kolasib and Saitual (both 100%) strictly adhered to recommended practices, whereas Aizawl (63.6%) and Lunglei (57.1%) showed moderate adherence. Mamit (75%) outperformed Champhai and Serchhip (both 60%) in this regard, reflecting a more progressive pedagogical orientation.

Documentation and record-keeping practices showed marked variation. While Mamit achieved full compliance (100%) in maintaining individual portfolios and attendance records, Saitual recorded the lowest figures—33.3% for child portfolios and 66.7% for attendance documentation. Aizawl (90.9%) and Lunglei (85.7%) performed strongly in both areas, while Serchhip (60%) showed lower consistency in maintaining child progress records. Kolasib, Champhai, and Mamit (80–100%) remained in the upper range. This suggests a potential need for technical support in documentation practices, particularly in Saitual and Serchhip.

On programme planning, all districts performed exceptionally well. Language interaction in mother tongue, flexible seating arrangements, and allowance for children to progress at their own pace were universally affirmed (100%). This uniformity shows that core child-friendly pedagogical practices have been effectively internalized across all ECCE centres, irrespective of district.

Parent involvement patterns showed universal strength in general participation, with all districts reporting 100% inclusion of parents and community stakeholders in centre activities. However, when it came to the formal organization of parent-teacher meetings, the figures were less consistent. Kolasib (80%) and Mamit (75%) led this

domain, while Saitual again underperformed at 33.3%. Aizawl (54.5%), Lunglei (57.1%), and Serchhip (40%) showed mid-level performance. This gap suggests that although informal parental involvement is strong, the formal mechanisms for communication and progress discussion still require strengthening, especially in districts like Saitual and Serchhip.

Staffing adequacy, qualifications, and professional development emerged as the most concerning area. No district reported full qualification or training for all teachers. Aizawl and Lunglei showed moderate levels of both teacher qualification (54.5% and 57.1%) and training attendance (54.5% and 42.9%). Champhai and Serchhip recorded lower levels (40% each for both variables), while Mamit fared worst, with only 25% of teachers reported as qualified and trained. Kolasib (40%) and Saitual (33.3%) also lagged behind. These figures reveal an urgent need for systematic investment in professional development, certification, and ongoing capacity-building for ECCE staff, especially in the peripheral districts.

The data suggests that while core ECCE programming principles such as mother tongue use, flexible learning, and community involvement are consistently practiced across Mizoram, there remain serious deficiencies in teacher qualification, formal parental engagement, and documentation practices in several districts. Districts like Kolasib and Mamit demonstrate progressive approaches to curriculum and family involvement but are hampered by a lack of qualified staff. Saitual, while compliant in pedagogical approach, shows weakness across documentation, staffing, and formal organization. Aizawl and Lunglei maintain overall balanced performance but still fall short in staff development and non-rota pedagogy. These findings point toward a need for targeted administrative oversight, improvement of teacher credentials, and standardization of monitoring and communication processes to ensure quality management across all ECCE settings in the state.

4.6 Quality of ECCE in Mizoram with regard to children's experience and learning opportunity.

Objective 6: To measure the quality of ECCE in Mizoram with regard to children's experience and learning opportunity.

The data were collected from seven (7) districts of Mizoram, from which forty (40) ECCE Centres were chosen for the sample study to find out their quality regarding children's experience and learning opportunity, by using interview schedule for the head of the institution developed by the researcher. The percentage approach was used to calculate it, and the results are shown in the table and figure below.

Table 4.6(a): Measurement of Quality with regard to children experience and learning opportunity in Seven (7) Districts of Mizoram

Measurement of Quality with Regard to Children Experience and Learning Opportunity.		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Encourage child to make choices and participate in play (ECMCPP)	a) Classroom setup and the amount of time the teacher allots for unstructured play	40	100	0	0
	b) Teachers provide opportunities for free play and interact with children during play	40	100	0	0
2. Foster child's language and literacy abilities (FCLA)	a) opportunities to speak are provided by teacher	35	87.5	5	12.5
	b) time is set aside for reading and story telling	37	92.5	3	7.5
	c) children are given opportunity to play with things available in nature	26	65	14	35
3. Promote each child's physical abilities (PECPA)	a) outdoor equipment are used for large muscles development where necessary	18	45	22	55
	b) Ensure active participation of children in outdoor activities	24	60	16	40
4. Nurture development and maintenance of relationship (ND & MR)	a) Provides opportunities to work and play in groups	27	67.5	13	43.3
	b) Each child is supported to feel secure and confident	36	90	4	10
5. Cultivate enjoyment and participation in expressive arts (CE & PEA)	a) Opportunity for the children to sing rhymes and songs	40	100	0	0
	b) Both indoors and outdoors, dramatic play is encouraged and incorporated into various activities.	26	65	14	35

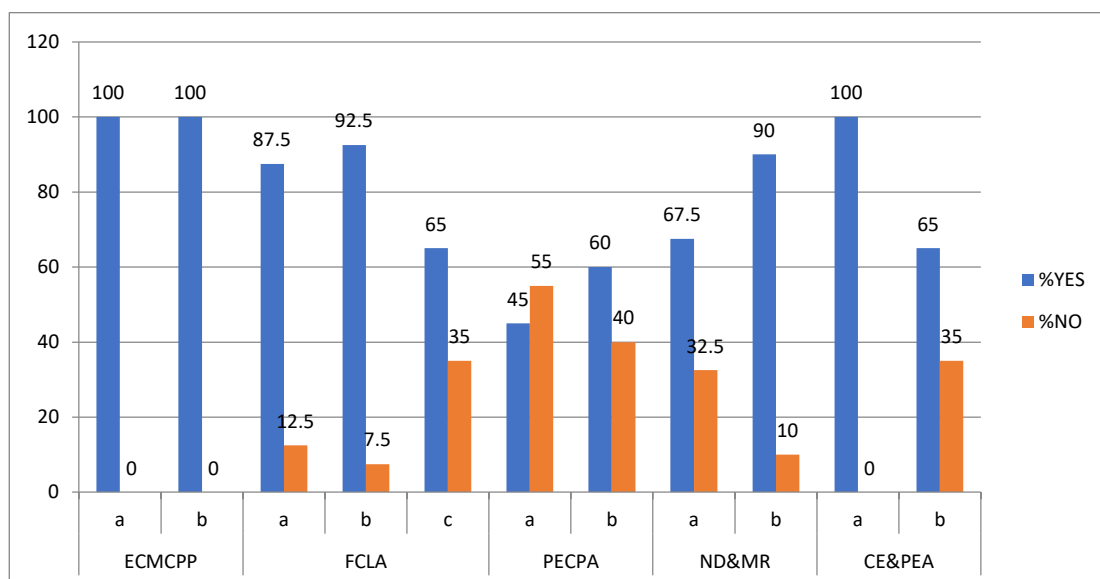


Figure 4.6(a): Measurement of Quality with regard to children's experience and learning opportunity in Seven (7) Districts of Mizoram

Data Analysis via the percentage of respondents pertaining to the quality of interactions in Early Childhood Care and Education (ECCE) in Seven Districts of Mizoram with reference to children's experiences and learning opportunities is displayed in Table 4.6(a) and Figure 4.6(b):

1. Encouraging youngster to engage in play and make decisions (ECMCPP):
 - Classroom layout and the amount of time allotted for unstructured play: 100% of head of the institution affirmed that this is facilitated.
 - Teachers provide opportunities for free play and interaction during play: 100% of the head of the institution indicated this opportunity is provided.
2. Fostering Children's Language and Literacy Abilities (FCLA):
 - The instructor provides opportunities for students to talk: 87.5% of head of the institution affirmed this practice.

- Time is set aside for reading and storytelling: From the head of the institution 92.5% confirmed that time is set aside for reading and storytelling.

- Children are given the opportunity to play with things available in nature: 65% head of the institution noted this opportunity is available.

3. Promoting Children's Physical Abilities (PECPA):

- Outdoor equipment used for large muscles development: Among the head of the institution 45% confirmed this practice, while 55% disagreed.

- Active participation in outdoor activities: From the head of the institution 60% affirmed this practice.

4. Nurturing Development and Maintenance of Relationships (ND&MR):

- Possibilities for group play and work: Among the head of the institution 67.5% affirmed this, while 43.3% disagreed.

- Each child is supported to feel secure and confident: 90% head of the institution confirmed this supportive practice.

5. Cultivating Enjoyment and Participation in Expressive Arts (CE&PEA):

- Opportunities for children to sing rhymes and songs: 100% head of the institution affirmed this practice.

- Both indoors and outdoors, dramatic play is promoted and incorporated with other activities: 65% head of the institution indicated this opportunity is provided, while 35% disagreed.

The findings indicate that ECCE centres in Mizoram's seven districts provide strong support for children's experiences and learning opportunities, particularly in encouraging choice, play, and expressive arts — where participation is nearly universal. Language and literacy development is also well supported, with the vast majority of teachers facilitating storytelling, reading, and opportunities for verbal expression, although interaction with natural materials is less consistent. In contrast, physical development appears to be the weakest area, with less than half of respondents using outdoor equipment for large muscle development and only

moderate engagement in outdoor activities. Relationship-building is generally well nurtured, with most children given chances to work in groups and a high level of emotional support reported. Overall, the data suggest a generally high quality of provision, though targeted improvements in physical development opportunities and integration of natural play materials could further enrich children's experiences.

4.6(b): Measurement of Quality with regard to children's experience and learning opportunity in Aizawl District

Data was collected from eleven (11) ECCE Centres in Aizawl Districts.

Table 4.6(b): Measurement of Quality with regard to children's experience and learning opportunity in Aizawl District

Measurement of Quality with Regard to Children Experience and Learning Opportunity.		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Encourage child to make choices and participate in play (ECMCP)	a)Classroom arrangement and time provided by teacher for free play	11	100	0	0
	b)Teachers provide opportunities for free play and interact with children during play	11	100	0	0
2.Foster child's language and literacy abilities (FCLA)	a)opportunities to speak are provided by teacher	10	90.9	1	9.1
	b)time is set aside for reading and story telling	11	100	0	0
	c)children are given opportunity to play with things available in nature	5	45.5	6	54.5
3.Promote each child's physical abilities(PECP A)	a)outdoor equipment are used for large muscles development where necessary	4	36.4	7	63.6
	b)Ensure active participation of children in outdoor activities	5	45.5	6	54.5
4.Nurture development and maintainance of relationship(N D&MR)	a)Provides opportunities to work and play in groups	5	45.5	6	54.5
	b)Each child is supported to feel secure and confident	10	90.9	1	9.1

5.Cultivate enjoyment and participation in expressive arts (CE&PEA)	a)Opportunity for the children to sing rhymes and songs	11	100	0	0
	b)Both indoors and outdoors, dramatic play is promoted and incorporated into other activities.	8	72.7	3	27.3

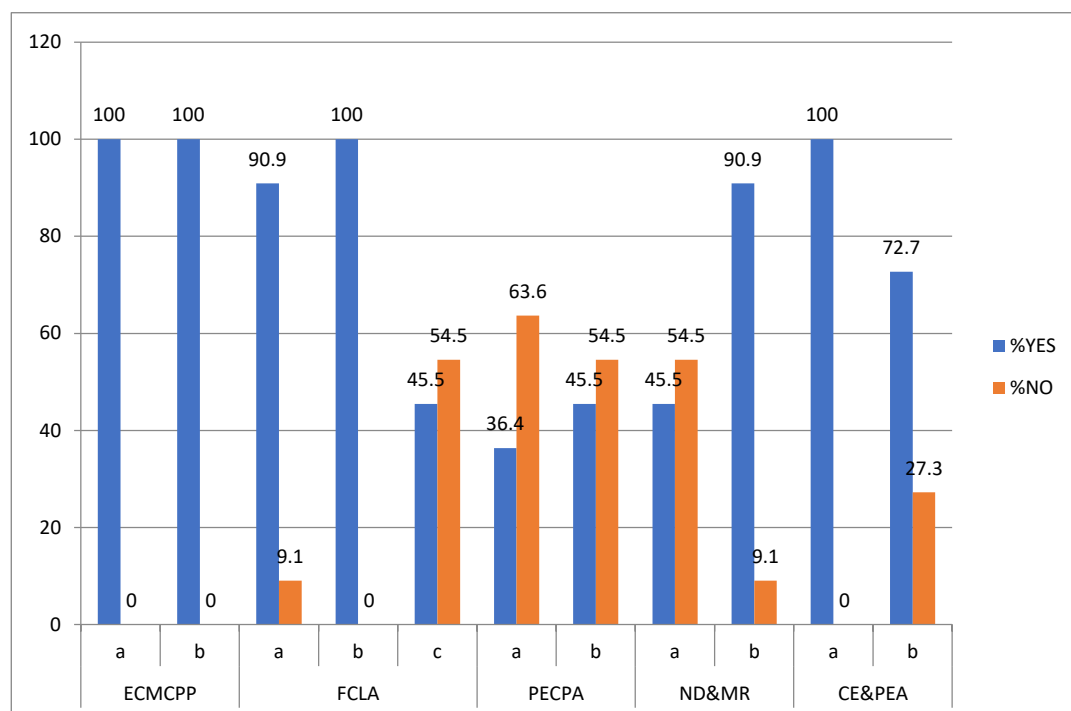


Figure 4.6(b): Measurement of Quality with regard to children's experience and learning opportunity in Aizawl District

Analysis of data vide Table 4.6(b) and Figure 4.6(b), show the measurement of quality regarding children's experience and learning opportunities in Aizawl District:

1. Encouraging children to Engage in Play and Make Decisions (ECMCPP):

- The layout of the classroom and the amount of time teachers allot for unstructured play: 100% head of the institution affirmed this practice (11 responses), and 0% disagreed.
- Teachers provide opportunities for free play and interact with children during play: 100% head of the institution affirmed this practice (11 responses), and 0% disagreed.

2. Fostering Children's Language and Literacy Abilities (FCLA):

- The instructor gives students a chance to speak: Among the head of the institution 0.9% affirmed this practice (10 responses), and 9.1% disagreed (1 response).
- Time is set aside for reading and storytelling: 100% head of the institution confirmed this practice (11 responses), and 0% disagreed.
- Children are given the opportunity to play with things available in nature: From the head of the institution 45.5% affirmed this practice (5 responses), and 54.5% disagreed (6 responses).

3. Promoting Children's Physical Abilities (PECPA):

- Outdoor equipment used for large muscle development where necessary: Among the head of the institution 36.4% affirmed this practice (4 responses), and 63.6% disagreed (7 responses).
- Active participation of children in outdoor activities: From the head of the institution 45.5% affirmed this practice (5 responses), and 54.5% disagreed (6 responses).

4. Nurture Development and Maintenance of Relationship (ND&MR):

- Offers chances for group play and work: Among the head of the institution 45.5% affirmed this practice (5 responses), and 54.5% disagreed (6 responses).
- Each child is supported to feel secure and confident: From the head of the institution 90.9% confirmed this practice (10 responses), and 9.1% disagreed (1 response).

2. Cultivating Enjoyment and Participation in Expressive Arts (CE&PEA):

- Opportunity for the children to sing rhymes and songs: From the head of the institution 100% affirmed this practice (11 responses), and 0% disagreed.

- Dramatic play is encouraged indoors and outdoors and integrated with other activities: 72.7% head of the institution affirmed this practice (8 responses), and 27.3% disagreed (3 responses).

4.6(c): Measurement of Quality with regard to children's experience and learning opportunity in Lunglei District

A total of seven (7) ECCE Centres in Lunglei District participated in the data collection.

Table 4.6(c): Measurement of Quality with regard to children's experience and learning opportunity in Lunglei District

Measurement of Quality with Regard to Children Experience and Learning Opportunity.		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Encourage child to make choices and participate in play (ECMCP)	a) Classroom setup and the amount of time the teacher allots for unstructured play	7	100	0	0
	b) Teachers provide opportunities for free play and interact with children during play	7	100	0	0
2. Foster child's language and literacy abilities (FCLA)	a) opportunities to speak are provided by teacher	6	85.7	1	14.3
	b) time is set aside for reading and story telling	6	85.7	1	14.3
	c) children are given opportunity to play with things available in nature	5	71.4	2	28.6
3. Promote each child's physical abilities (PECPA)	a) outdoor equipment are used for large muscles development where necessary	3	42.9	4	57.1
	b) Ensure active participation of children in outdoor activities	4	57.1	3	42.9
4. Nurture development and maintainance of relationship (ND&MR)	a) Provides opportunities to work and play in groups	3	42.9	4	57.1
	b) Each child is supported to feel secure and confident	6	85.7	1	14.3
5. Cultivate enjoyment and participation in expressive arts (CE&PEA)	a) Opportunity for the children to sing rhymes and songs	7	100	0	0
	b) Both indoors and outdoors, dramatic play is promoted and incorporated into other activities.	5	71.4	2	28.6

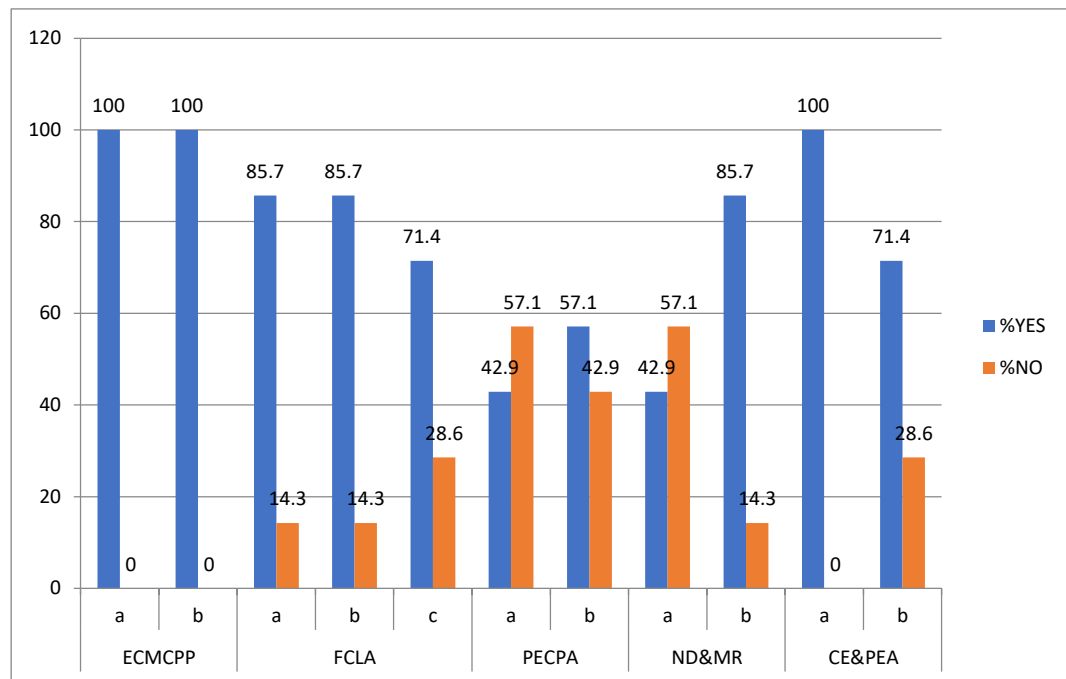


Figure 4.6(c) :Measurement of Quality with regard to children experience and learning opportunity in Lunglei District

Information vide, the quality of the children's experience and learning chances in Lunglei District is measured in Table 4.6(c) and Figure 4.6(c)

1. Motivating kids to engage in play and make decisions (ECMCPP):
 - How the teacher sets up the classroom and allots time for unstructured play: Among the head of the institution 100% asserted this practice (7 responses), and 0% disagreed.
 - Teachers provide opportunities for free play and interact with children during play: All head of the institution 100% affirmed this practice (7 responses), and 0% disagreed.
2. Fostering Children's Language and Literacy Abilities (FCLA):
 - The instructor provides opportunities for students to talk: Among the head of the institution 85.7% was reported as practice (6 responses), and 14.3% disagreed (1 response).

- Time is set aside for reading and storytelling: Report from the head of the institution 85.7% confirmed this practice (6 responses), and 14.3% disagreed (1 response).

- Children are given the opportunity to play with things available in nature: From the head of the institution 71.4% affirmed this practice (5 responses), and 28.6% disagreed (2 responses).

3. Promoting Children's Physical Abilities (PECPA):

- Outdoor equipment used for large muscle development where necessary: Among the head of the institution 42.9% affirmed this practice (3 responses), and 57.1% disagreed (4 responses).

- Active participation of children in outdoor activities: From the head of the institution 57.1% affirmed this practice (4 responses), and 42.9% disagreed (3 responses).

4. Fostering Relationship Development and Maintenance (ND&MR):

- Offers chances for group play and work: From the head of the institution 42.9% affirmed this practice (3 responses), and 57.1% disagreed (4 responses).

- Each child is supported to feel secure and confident: Among the head of the institution 85.7% confirmed this practice (6 responses), and 14.3% disagreed (1 response).

2. Cultivating Enjoyment and Participation in Expressive Arts (CE&PEA):

- Opportunity for the children to sing rhymes and songs: From the head of the institution 100% affirmed this practice (7 responses), and 0% disagreed.

- Both indoors and outdoors, dramatic play is promoted and incorporated with other activities: 71.4% head of the institution affirmed this practice (5 responses), and 28.6% disagreed (2 responses).

4.6(d): Measurement of Quality with regard to children's experience and learning opportunity in Champhai District

The study collected data from five (5) ECCE Centres located in Champhai District.

Table 4.6(d): Measurement of Quality with regard to children's experience and learning opportunity in Champhai District

Measurement of Quality with Regard to Children Experience and Learning Opportunity.		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Encourage child to make choices and participate in play (ECMCP)	a) Classroom setup and the amount of time the teacher allots for unstructured play	5	100	0	0
	b) Teachers provide opportunities for free play and interact with children during play	5	100	0	0
2. Foster child's language and literacy abilities (FCLA)	a) opportunities to speak are provided by teacher	4	80	1	20
	b) time is set aside for reading and story telling	5	100	0	0
	c) children are given opportunity to play with things available in nature	4	80	1	20
3. Promote each child's physical abilities (PECPA)	a) When needed, outdoor equipment is utilized to build large muscles.	2	40	3	60
	b) Ensure active participation of children in outdoor activities	3	60	2	40
4. Nurture development and maintainance of relationship (ND&MR)	a) offers chances to collaborate and have fun in groups.	2	40	3	60
	b) Each child is supported to feel secure and confident	4	80	1	20
5. Cultivate enjoyment and participation in expressive arts (CE&PEA)	a) Opportunity for the children to sing rhymes and songs	5	100	0	0
	b) Both indoors and outdoors, dramatic play is promoted and incorporated into other activities.	4	80	1	20

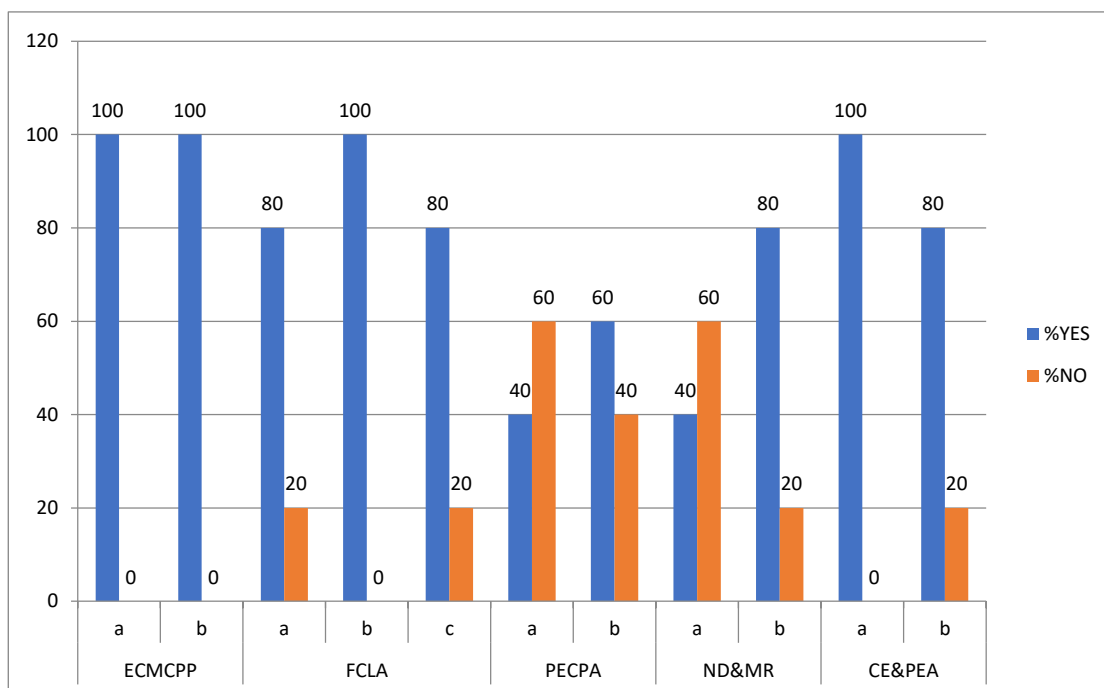


Figure 4.6(d): Measurement of Quality with regard to children experience and learning opportunity in Champhai District

A cursory glance of data vide Table 4.6 (d) and Figure 4.6(d), shows the measurement of quality regarding children's experience and learning opportunities in Champhai District:

1. Encouraging Children to Make Choices and Participate in Play(ECMCPP):
 - Classroom set up and the amount of time the teachers allot for unstructured play: Among the head of the institution 100% affirmed this practice (5 responses), and 0% disagreed.
 - Teachers provide opportunities for free play and interact with children during play: Among the head of the institution 100% affirmed this practice (5 responses), and 0% disagreed.
2. Fostering Children's Language and Literacy Abilities (FCLA):
 - Opportunity to speak are provided by the teacher: Among the head of the institution 80% affirmed this practice (4 responses), and 20% disagreed (1 response).

- Time is set aside for reading and storytelling: Among the head of the institution 100% confirmed this practice (5 responses), and 0% disagreed.

- Children are given the opportunity to play with things available in nature: 80% head of the institution affirmed this practice (4 responses), and 20% disagreed (1 response).

3. Promoting Children's Physical Abilities (PECPA):

- Outdoor equipment used for large muscle development where necessary: 40% head of the institution affirmed this practice (2 responses), and 60% disagreed (3 responses).

- Active participation of children in outdoor activities: 60% head of the institution affirmed this practice (3 responses), and 40% disagreed (2 responses).

4. Fostering Relationship Development and Maintenance (ND&MR):

- Offers the chance to collaborate and have fun in groups: From the head of the institution 40% affirmed this practice (2 responses), and 60% disagreed (3 responses).

- Each child is supported to feel secure and confident: Among the head of the institution 80% confirmed this practice (4 responses), and 20% disagreed (1 response).

5. Cultivating Enjoyment and Participation in Expressive Arts (CE&PEA):

- Opportunity for the children to sing rhymes and songs: All head of the institution 100% affirmed this practice (5 responses), and 0% disagreed.

- Both indoors and outdoors, dramatic play is promoted and incorporated into other activities. 80% head of the institution affirmed this practice (4 responses), and 20% disagreed (1 response).

4.6(e):Measurement of Quality with regard to children's experience and learning opportunity in Serchhip District

Five (5) ECCE Centres from Serchhip Districts were selected for data collection.

Table 4.6(e):Measurement of Quality with regard to children's experience and learning opportunity in Serchhip District

Measurement of Quality with Regard to Children Experience and Learning Opportunity.		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Encourage child to make choices and participate in play (ECMCPP)	a)Classroom setup and the amount of time the teacher allots for unstructured play	5	100	0	0
	b)Teachers provide opportunities for free play and interact with children during play	5	100	0	0
2.Foster child's language and literacy abilities (FCLA)	a)opportunities to speak are provided by teacher	4	80	1	20
	b)time is set aside for reading and story telling	5	100	0	0
	c)children are given opportunity to play with things available in nature	4	80	1	20
3.Promote each child's physical abilities(PECP A)	a)outdoor equipment are used for large muscles development where necessary	2	40	3	60
	b)Ensure active participation of children in outdoor activities	3	60	2	40
4.Nurture development and maintainance of relationship(N D&MR)	a)offers chances to collaborate and have fun in groups.	2	40	3	60
	b)Each child is supported to feel secure and confident	5	100	0	0
5.Cultivate enjoyment and participation in expressive arts (CE&PEA)	a)Opportunity for the children to sing rhymes and songs	5	100	0	0
	b)Both indoors and outdoors, dramatic play is promoted and incorporated into other activities.	3	60	2	40

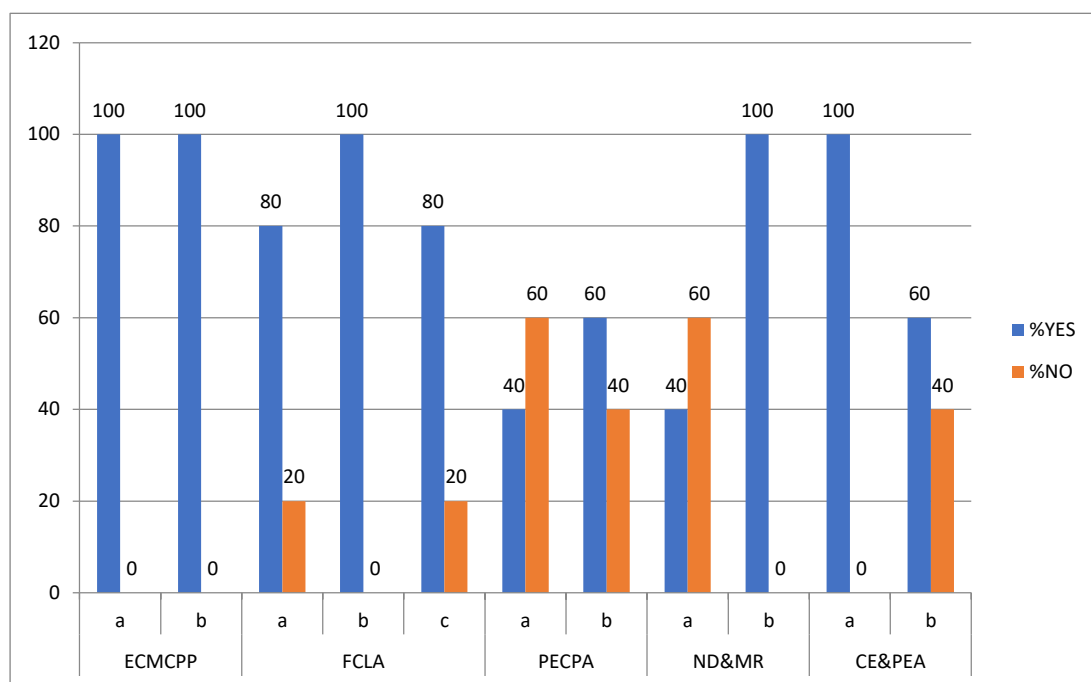


Figure 4.6(e): Measurement of Quality with regard to children experience and learning opportunity in Serchhip District

Data Analysis vide Serchhip District's quality assessment of children's experiences and learning opportunities is displayed in Table 4.6(e) and Figure 4.6(e).

1. Encouraging Children to Make Choices and Participate in Play (ECMCPP):
 - How the teacher sets up the classroom and allots time for unstructured play: All head of the institution 100%affirmed this practice (4 responses), and 0% disagreed.
 - Teachers provide opportunities for free play and interact with children during play: Allhead of the institution100%affirmed this practice (4 responses), and 0% disagreed.
2. Fostering Children's Language and Literacy Abilities (FCLA):
 - The instructor provides opportunities for students to talk:Among the head of the institution80%affirmed this practice (4 responses), and 20% disagreed (1 response).

- Time is set aside for reading and storytelling: 100% head of the institution confirmed this practice (5 responses), and 0% disagreed.

- Children are given the opportunity to play with things available in nature: Among the head of the institution 80% affirmed this practice (4 responses), and 20% disagreed (1 response).

3. Promoting Children's Physical Abilities (PECPA):

- Outdoor equipment used for large muscle development where necessary: Among the head of the institution 40% affirmed this practice (2 responses), and 60% disagreed (3 responses).

- Active participation of children in outdoor activities: Among the head of the institution 60% affirmed this practice (3 responses), and 40% disagreed (2 responses).

4. Nurture Development and Maintenance of Relationship (ND&MR):

- Provides opportunities to work and play in groups: From the head of the institution 40% affirmed this practice (2 responses), and 60% disagreed (3 responses).

- Each child is supported to feel secure and confident: 100% head of the institution confirmed this practice (5 responses), and 0% disagreed.

5. Cultivating Enjoyment and Participation in Expressive Arts (CE&PEA):

- Opportunity for the children to sing rhymes and songs: All head of the institution 100% affirmed this practice (5 responses), and 0% disagreed.

- Dramatic play is encouraged indoors and outdoors and integrated with other activities: Among the head of the institution 60% affirmed this practice (3 responses), and 40% disagreed (2 responses).

4.6(f): Measurement of Quality with regard to children's experience and learning opportunity in Mamit District

Data was collected from four (4) ECCE Centres from Mamit Districts.

Table 4.6(f): Measurement of Quality with regard to children's experience and learning opportunity in Mamit District

Measurement of Quality with Regard to Children Experience and Learning Opportunity.		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Encourage child to make choices and participate in play (ECMCP)	a)Classroom set up and the amount of time the teacher allot for unstructured play	4	100	0	0
	b)Teachers provide opportunities for free play and interact with children during play	4	100	0	0
2.Foster child's language and literacy abilities (FCLA)	a)opportunities to speak are provided by teacher	4	100	0	0
	b)time is set aside for reading and story telling	4	100	0	0
	c)children are given opportunity to play with things available in nature	3	75	1	25
3.Promote each child's physical abilities(PECP A)	a)outdoor equipments are used for large muscles development where necessary	2	50	2	50
	b)Ensure active participation of children in outdoor activities	3	75	1	25
4.Nurture development and maintainance of relationship(N D&MR)	a)Provides opportunities to work and play in groups	2	50	2	50
	b)Each child is supported to feel secure and confident	4	100	0	0
5.Cultivate enjoyment and participation in expressive arts (CE&PEA)	a)Opportunity for the children to sing rhymes and songs	4	100	0	0
	b)Both indoors and outdoors, dramatic play is encouraged and incorporated into various activities.	2	50	2	50

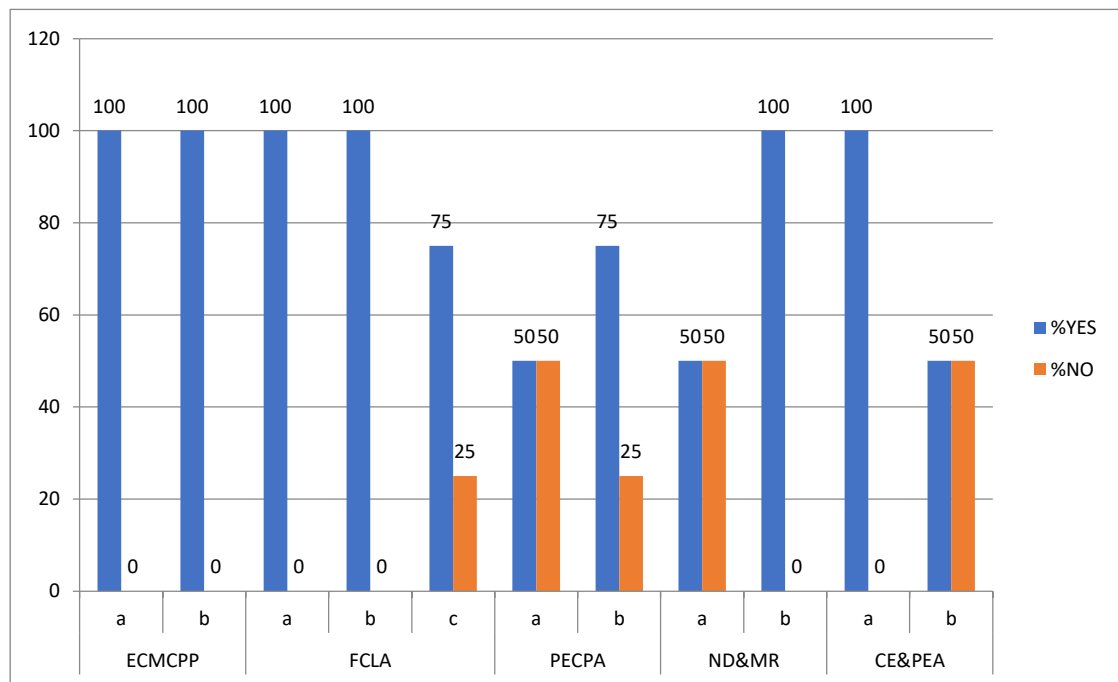


Figure 4.6(f): Measurement of Quality with regard to children's experience and learning opportunity in Mamit District

As exposed in data vide Table 4.6(f) and Figure 4.6(f), show the measurement of quality regarding children's experience and learning opportunities in Mamit District:

1. Encouragement of Children to Play and Make Decisions (ECMCPP):

- How the teacher sets up the classroom and allots time for unstructured play: All head of the institution 100%affirmed this practice (4 responses), and 0% disagreed.
- Teachers provide opportunities for free play and interact with children during play: All head of the institution 100%affirmed this practice (4 responses), and 0% disagreed.

2. Fostering Children's Language and Literacy Abilities (FCLA):

- Opportunities to speak are provided by the teacher: All head of the institution 100%affirmed this practice (4 responses), and 0% disagreed.
- Time is set aside for reading and storytelling: All head of the institution 100%confirmed this practice (4 responses), and 0% disagreed.

- Children are given the opportunity to play with things available in nature: Among the head of the institution 75%affirmed this practice (3 responses), and 25% disagreed (1 response).

3. Promoting Children's Physical Abilities (PECPA):

- Outdoor equipment used for large muscle development where necessary: Among thehead of the institution50%affirmed this practice (2 responses), and 50% disagreed (2 responses).

- Active participation of children in outdoor activities: From the head of the institution75%affirmed this practice (3 responses), and 25% disagreed (1 response).

4. Nurturing Development and Maintenance of Relationships (ND&MR):

- Offers chances for group play and work:Among the head of the institution 50%affirmed this practice (2 responses), and 50% disagreed (2 responses).

- Each child is supported to feel secure and confident: All head of the institution100%confirmed this practice (4 responses), and 0% disagreed.

5. Cultivating Enjoyment and Participation in Expressive Arts (CE&PEA):

- Opportunity for the children to sing rhymes and songs: All head of the institution 100%affirmed this practice (4 responses), and 0% disagreed.

- Both indoors and outdoors dramatic play is encouraged and incorporated into various activities:Half of the head of the institution50%affirmed this practice (2 responses), and 50% disagreed (2 responses).

4.6(g): Measurement of Quality with regard to children's experience and learning opportunity in Kolasib District

The study collected data from five (5) ECCE Centres located in Kolasib District.

Table 4.6(g): Measurement of Quality with regard to children's experience and learning opportunity in Kolasib District

Measurement of Quality with Regard to Children Experience and Learning Opportunity.		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Encourage child to make choices and participate in play (ECMCP)	a)Classroom set up and the amount of time the teacher allot for unstructured play	5	100	0	0
	b)Teachers provide opportunities for free play and interact with children during play	5	100	0	0
2.Foster child's language and literacy abilities (FCLA)	a)opportunities to speak are provided by teacher	5	100	0	0
	b)time is set aside for reading and story telling	4	80	1	20
	c)children are given opportunity to play with things available in nature	3	60	2	40
3.Promote each child's physical abilities(PECP A)	a)outdoor equipments are used for large muscles development where necessary	3	60	2	40
	b)Ensure active participation of children in outdoor activities	3	60	2	40
4.Nurture development and maintainance of relationship(N D&MR)	a)offers chances to collaborate and have fun in groups.	2	40	3	60
	b)Each child is supported to feel secure and confident	4	80	1	20
5.Cultivate enjoyment and participation in expressive arts (CE&PEA)	a)Opportunity for the children to sing rhymes and songs	5	100	0	0
	b)Both indoors and outdoors dramatic play is encouraged and incorporated into various activities	3	60	2	40

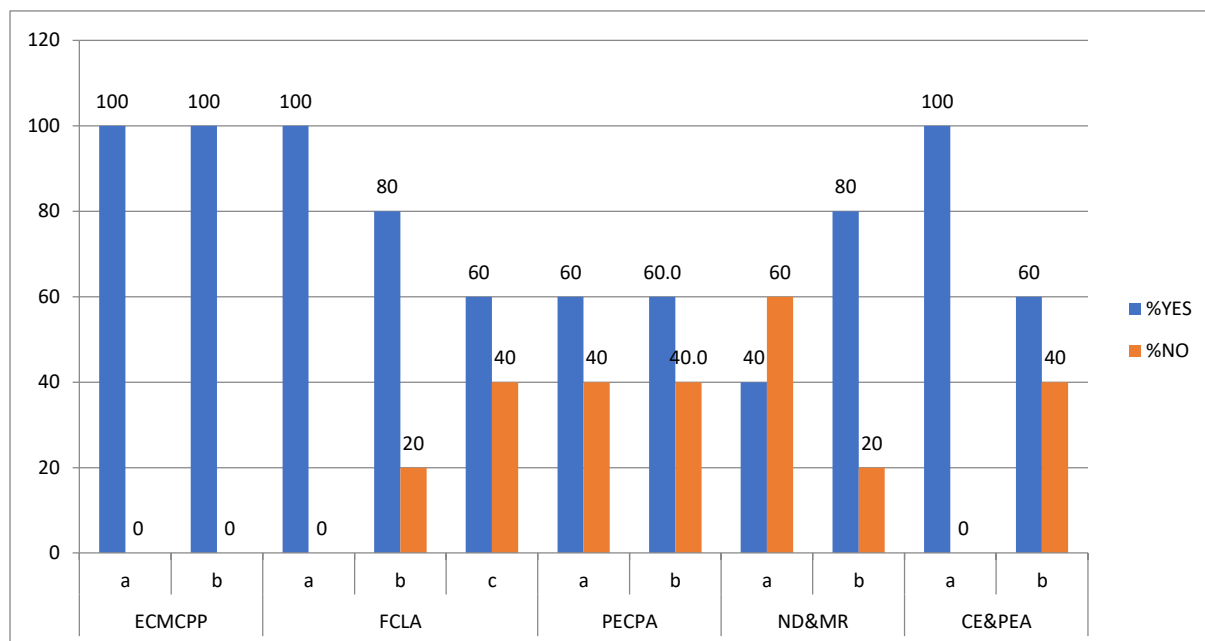


Figure 4.6(g): Measurement of Quality with regard to children's experience and learning opportunity in Kolasib District

As made known in data vide Table 4.6(g) and Figure 4.6(g), show the measurement of quality regarding children's experience and learning opportunities in Kolasib District:

1. Encouraging Children to Make Choices and Participate in Play (ECMCPP):
 - Classroom set up and the amount of time the teacher allot for unstructured play: All head of the institution 100% affirmed this practice (5 responses), and 0% disagreed.
 - Teachers provide opportunities for free play and interact with children during play: All head of the institution 100% affirmed this practice (5 responses), and 0% disagreed.
2. Fostering Children's Language and Literacy Abilities (FCLA):
 - The instructor provides opportunities for students to talk: All head of the institution 100% affirmed this practice (5 responses), and 0% disagreed.
 - Time is set aside for reading and storytelling: Among the head of the institution 80% affirmed this practice (4 responses), and 20% disagreed (1 response).

- Children are given the opportunity to play with things available in nature: Among the head of the institution 60% affirmed this practice (3 responses), and 40% disagreed (2 responses).

3. Promoting Children's Physical Abilities (PECPA):

- Outdoor equipment used for large muscle development where necessary: Among the head of the institution 60% affirmed this practice (3 responses), and 40% disagreed (2 responses).

- Active participation of children in outdoor activities: From the head of the institution 66.7% affirmed this practice (4 responses), and 33.3% disagreed (2 responses).

4. Nurturing Development and Maintenance of Relationships (ND&MR):

- Offers chances for group play and work: Among the head of the institution 40% affirmed this practice (2 responses), and 60% disagreed (3 responses).

- Each child is supported to feel secure and confident: Among the head of the institution 80% affirmed this practice (4 responses), and 20% disagreed (1 response).

5. Cultivating Enjoyment and Participation in Expressive Arts (CE&PEA):

- Opportunity for the children to sing rhymes and songs: All head of the institution 100% affirmed this practice (5 responses), and 0% disagreed.

- Both indoors and outdoors dramatic play is encouraged and incorporated into various activities: Among the head of the institution 60% affirmed this practice (3 responses), and 40% disagreed (2 responses).

4.6(h): Measurement of Quality with regard to children's experience and learning opportunity in Saitual District

Three (3) ECCE Centres in Saitual Districts were selected for data collection.

Table 4.6(h): Measurement of Quality with regard to children's experience and learning opportunity in Saitual District

Measurement of Quality with Regard to Children Experience and Learning Opportunity.		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Encourage child to make choices and participate in play (ECMCPP)	a)Classroom setup and the amount of time the teacher allots for unstructured play	3	100	0	0
	b)Teachers provide opportunities for free play and interact with children during play	3	100	0	0
2.Foster child's language and literacy abilities (FCLA)	a)opportunities to speak are provided by teacher	3	100	0	0
	b)time is set aside for reading and story telling	2	66.7	1	33.3
	c)children are given opportunity to play with things available in nature	2	66.7	1	33.3
3.Promote each child's physical abilities(PECP A)	a)outdoor equipment are used for large muscles development where necessary	2	66.7	1	33.3
	b)Ensure active participation of children in outdoor activities	2	66.7	1	33.3
4.Nurture development and maintainance of relationship(N D&MR)	a)offers chances to collaborate and have fun in groups.	1	33.3	2	66.7
	b)Each child is supported to feel secure and confident	3	100	0	0
5.Cultivate enjoyment and participation in expressive arts (CE&PEA)	a)Opportunity for the children to sing rhymes and songs	3	100	0	0
	b)Both indoors and outdoors, dramatic play is promoted and incorporated into other activities.	1	33.3	2	66.7

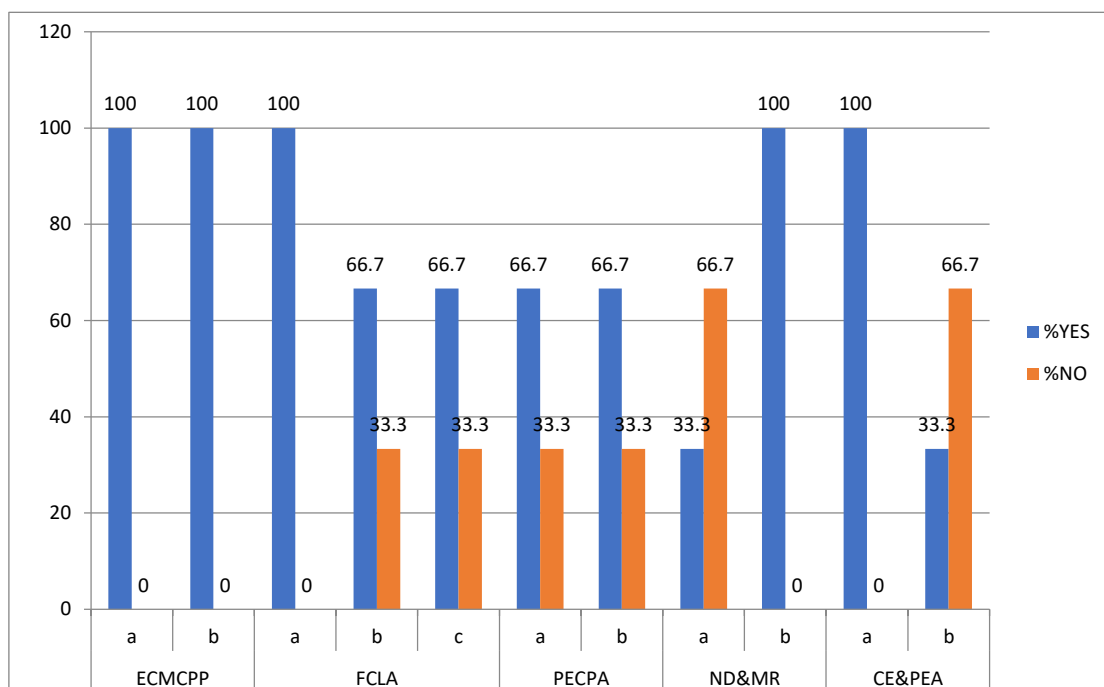


Figure 4.6(h): Measurement of Quality with regard to children's experience and learning opportunity in Saitual District

As expose in data vide Table 4.6(h) and Figure 4.6(h), show the measurement of quality regarding children's experience and learning opportunities in Saitual District:

1. Encouraging Children to Make Choices and Participate in Play (ECMCPP):
 - Classroom set up and the amount of time the teacher allot for unstructured play: All head of the institution 100% affirmed this practice (3 responses), and 0% disagreed.
 - Teachers provide opportunities for free play and interact with children during play: All head of the institution 100% affirmed this practice (3 responses), and 0% disagreed.
2. Fostering Children's Language and Literacy Abilities (FCLA):
 - The instructor provides opportunities for students to talk: All head of the institution 100% affirmed this practice (3 responses), and 0% disagreed.

- Time is set aside for reading and storytelling: Among the head of the institution 66.7%affirmed this practice (2 responses), and 33.3% disagreed (1 response).

- Children are given the opportunity to play with things available in nature: Among the head of the institution66.7%affirmed this practice (2 responses), and 33.3% disagreed (1 response).

3. Promoting Children's Physical Abilities (PECPA):

- Outdoor equipment used for large muscle development where necessary: Among the head of the institution 66.7%affirmed this practice (2 responses), and 33.3% disagreed (1 response).

- Active participation of children in outdoor activities:Among thehead of the institution 66.7%affirmed this practice (2 responses), and 33.3% disagreed (1 response).

4. Nurturing Development and Maintenance of Relationships (ND&MR):

- Offers chances for group play and work:Among thehead of the institution 33.3%affirmed this practice (1 response), and 66.7% disagreed (2 responses).

- Each child is supported to feel secure and confident: All head of the institution100%affirmed this practice (3 responses), and 0% disagreed.

5. Cultivating Enjoyment and Participation in Expressive Arts (CE&PEA):

- Opportunity for the children to sing rhymes and songs: All head of the institution 100%affirmed this practice (3 responses), and 0% disagreed.

- Both indoors and outdoors dramatic play is encouraged and incorporated into various activities: Among the head of the institution33.3%affirmed this practice (1 response), and 66.7% disagreed (2 responses).

Table 4.6(i): Comparison Measurement of Quality with Regard to Children's Experience and Learning Opportunity in Seven (7) Districts of Mizoram

Measurement of Quality with Regard to Children Experience and Learning Opportunity.		Aizawl (n = 11)	Lunglei (n = 7)	Champhai (n = 5)	Serchhip (n = 5)	Mamit (n = 4)	Kolasib (n = 5)	Saitual (n = 3)
1. Encouraging child to make choices and participate in play (ECMCP)	a) Classroom setup and the amount of time the teacher allots for unstructured play	100	100	100	100	100	100	100
	b) Teachers provide opportunities for free play and interact with children during play	100	100	100	100	100	100	100
2. Foster child's language and literacy abilities (FCLA)	a) opportunities to speak are provided by teacher	90.9	85.7	80	80	100	100	100
	b) time is set aside for reading and story telling	100	85.7	100	100	100	80	66.7
	c) children are given opportunity to play with things available in nature	45.5	71.4	80	80	75	60	66.7
3. Promote each child's physical abilities (PECPA)	a) outdoor equipment are used for large muscles development where necessary	36.4	42.9	40	40	50	60	66.7
	b) Ensure active participation of children in outdoor activities	45.5	57.1	60	60	75	60	66.7
4. Foster the growth and upkeep of relationships (ND&MR)	a) offers chances to collaborate and have fun in groups.	45.5	42.9	40	40	50	40	33.3
	b) Each child is supported to feel secure and confident	90.9	85.7	80	100	100	80	100
5. Cultivate enjoyment and participation in expressive arts (CE&PEA)	a) Opportunity for the children to sing rhymes and songs	100	100	100	100	100	100	100
	b) Dramatic play is encouraged indoors and outdoors and integrated with other activities	72.7	71.4	80	60	50	60	33.3

Note: Only % of 'Yes' responses are shown for brevity; % of 'No' responses and actual counts can be inferred from the sample sizes given for each district.

As exposed in data vide Table 4.6(i), the quality of early childhood education in terms of children's day-to-day experiences and learning opportunities in Mizoram reveals a generally positive framework in free play and creative activities, while notable inconsistencies persist in areas such as physical development and social-emotional group interactions.

Across all districts, encouragement for free play and child-led choice is remarkably high. All seven districts—Aizawl, Lunglei, Champhai, Serchhip, Mamit, Kolasib, and Saitual—recorded full compliance (100%) for classroom arrangements and time provided for free play, as well as teacher involvement and interaction during playtime. This reflects a uniform commitment to child-centred pedagogy and unstructured exploration across the state.

In fostering language and literacy abilities, most districts also performed well. Opportunities for verbal expression were almost universal, with Mamit, Kolasib, and Saitual (100%) leading, followed closely by Aizawl (90.9%) and Lunglei (85.7%). Storytelling and reading time was observed consistently in Aizawl, Champhai, Serchhip, and Mamit (100%), but saw some decline in Kolasib (80%) and especially Saitual (66.7%). However, engagement with nature—offering children materials to play with from the natural environment—varied greatly. Aizawl reported the lowest figure (45.5%), while Champhai and Serchhip (80%), Lunglei (71.4%), and Mamit (75%) performed better. Saitual (66.7%) and Kolasib (60%) remained in the mid-range. This indicates a need for Aizawl, despite its otherwise strong literacy emphasis, to incorporate more outdoor and nature-based learning.

Support for physical development showed the most consistent weakness. Usage of outdoor equipment for large muscle development was low across all districts. Even the highest performing district—Saitual—reached only 66.7%, while Aizawl (36.4%) and Lunglei (42.9%) trailed behind. Similar trends were seen in encouraging outdoor physical activities, where Mamit (75%) and Saitual (66.7%) performed better, but Aizawl (45.5%) and Lunglei (57.1%) underperformed. These findings suggest a general neglect of physical development as a formalized area in ECCE routines.

In nurturing relationships and emotional security, most districts did well in ensuring children felt secure and confident. Aizawl (90.9%), Lunglei (85.7%), Champhai (80%), and Kolasib (80%) all maintained high emotional support, while Serchhip, Mamit, and Saitual recorded full affirmation (100%). However, in promoting group work and cooperative play, outcomes were less encouraging. Aizawl (45.5%) and Mamit (50%) led the group slightly, while Saitual (33.3%) reported the lowest. All other districts hovered around 40%. This contrast suggests that while emotional reassurance is provided individually, collective socialization and team-based skills may not be emphasized adequately across most centres.

In expressive arts and creative engagement, Mizoram's districts showed strong consistency. Singing of rhymes and songs was universally practiced (100%) across all districts. However, integration of dramatic play into both indoor and outdoor settings was less widely observed. Champhai (80%) and Aizawl (72.7%) performed best, while Serchhip (60%), Kolasib (60%), and Mamit (50%) scored lower. Saitual again ranked at the bottom (33.3%), indicating a need to strengthen multi-modal expression activities in its centres.

The findings show that while Mizoram's ECCE centres widely uphold child-centred principles of choice, verbal expression, and music-based activities, the more physical and socio-relational dimensions of early education remain inconsistently practiced. Districts like Aizawl and Champhai maintain strong scores in academic and structured routines but underperform in areas involving outdoor physical growth and group cohesion. Saitual, while comparatively small in scale, repeatedly scores low in areas like dramatic play, parent meetings, and expressive opportunities. Mamit displays a mixed performance, with strength in outdoor encouragement and literacy but gaps in teacher qualification and dramatic expression. Overall, while the foundation for enriching child experiences is strong, balanced development calls for improvement in physical play infrastructure, group work facilitation, and integration of nature and creativity as consistent educational strategies.

4.7. Quality of ECCE in Mizoram with regard to assessment and outcome measures

Objective no 7: to find out the quality of ECCE in Mizoram with regard to assessment and outcome measures.

The data collection was carried out across seven (7) districts of Mizoram, with a total of forty (40) ECCE Centres selected from these districts to find out the quality of assessment and outcome measures by analyzing the evaluation and results of the ECCE Centers in Mizoram using an observation-cum-interview schedule for the head of the institution created by Chuaungo in 2002.

Table 4.7(a): Measurement of Quality with regard to assessment and outcome Interaction of Seven (7) Districts of Mizoram

Measurement of Quality with regard to Assessment and Outcome Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Assessment methods (AM)	a) Teachers monitor students' learning and growth and document the ways in which the objectives are being met.	33	82.5	7	17.5
	b) Progress Report Card is maintained by the teacher	27	67.5	13	32.5
2. Assessment reporting (AR)	a) use a variety of techniques to update parents on their children's progress.	22	55	18	45
	b) Maintain portfolios of all children, samples of drawing, anecdotal records, observation notes	22	55	18	45
	c) undertake routine child observations and make decisions about them using a variety of instruments and procedures.	24	60	16	40
3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	30	75	10	25
	b) Employee performance is assessed, and goals for personal growth are established to encourage progress.	21	52.5	19	47.5
4. Programme assessment (PA)	a) Parents teachers meet are held at least once a year	33	82.5	7	17.5
	b) Staff meetings are held regularly	36	90	4	10

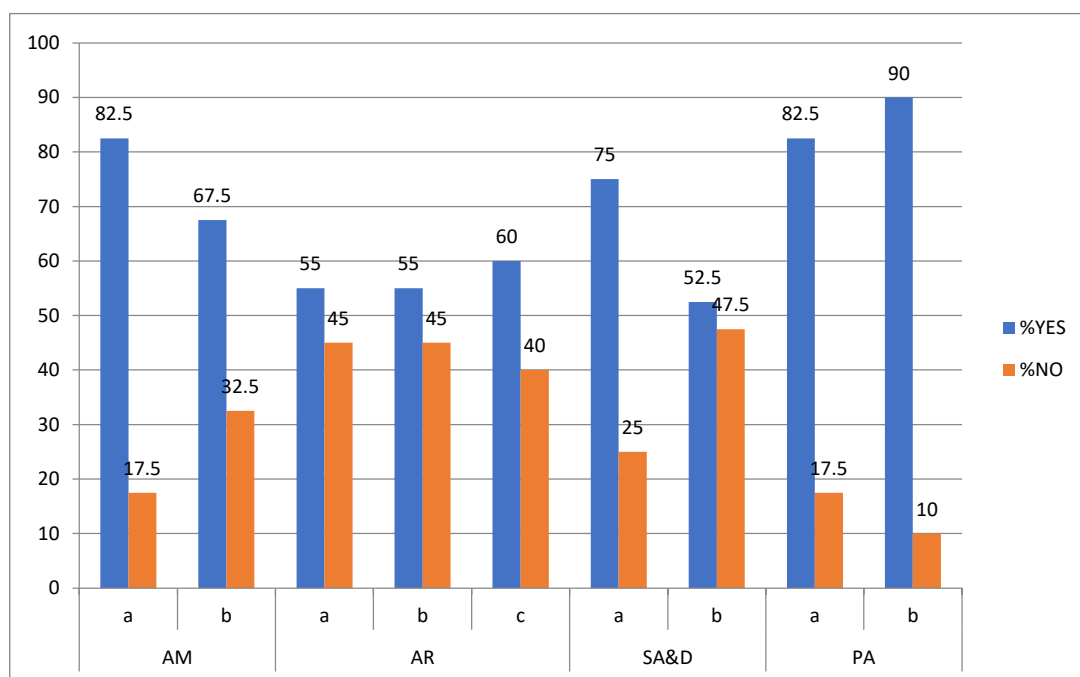


Figure 4.7(a): Measurement of Quality with regard to assessment and outcome Interaction of Seven (7) Districts of Mizoram

Data Analysis vide Figure 4.7(a) and Table 4.7(a), show the percentage of respondents related to the quality of interaction in Early Childhood Care and Education (ECCE) in Seven Districts of Mizoram regarding children's assessment and outcome interaction:

1. Assessment Methods (AM):

- Observing children's learning and growth, teachers document their progress:
 - Of the head of the institution 82.5% agreed that teachers observe children's learning and keep records of their progress towards goals, while 17.5% disagreed.
- Progress Report Card is maintained by the teacher:
 - Among the head of the institution 67.5% confirmed that progress report cards are maintained by teachers, while 32.5% disagreed.

2. Assessment Reporting (AR):

- Parents are informed of their children's progress via a variety of techniques:
- While 45% disagreed, 55% of the head of the institution agreed that teachers use a variety of strategies to inform parents about their children's progress.
- Portfolios of children's work, samples of drawing, and anecdotal records are maintained:
 - Among the head of the institution 55% confirmed that portfolios of children's work, such as drawings and anecdotal records, are maintained, while 45% disagreed.
- Children are observed on a regular basis, and decisions are made using a variety of instruments and procedures:
 - Of the head of the institution 60% affirmed that periodic observations are conducted, and various tools are used to assess children's progress, while 40% disagreed.

3. Staff Assessment and Development (SAD):

- Staff members receive frequent updates on the latest ECCE procedures:
 - Among the head of the institution 75% agreed that staff are regularly updated about recent ECCE practices, while 25% disagreed.
- Employee performance is assessed, and goals for personal growth are established to encourage progress:
- From the head of the institution 52.5% affirmed that Individual development plans are in place to support staff improvement, and staff performance is assessed, while 47.5% disagreed.

4. Programme Assessment (PA):

- Parents' meetings are held at least once a year:

- From the head of the institution 82.5% confirmed that parent-teacher meetings are held at least once a year, while 17.5% disagreed.
- Staff meetings are held regularly:
 - Among the head of the institution 90% agreed that staff meetings are held regularly, while 10% disagreed.

Based on the various evaluation criteria, the study reveals that ECCE Centres in Mizoram exhibit a satisfactory level of quality in terms of assessment and outcome. The study reveals that the ECCE Centre scored the following percentage on the various points of measurement:

Maintaining progress towards goals - 82.5%

Maintenance of Progress Report Card – 67.5%

Maintenance of Assessment Report – 55%

Conducting Periodic Observations – 60%

Staff Assessment and Development Record – 75%

Performance of Staff members – 82.5%

Regarding Programme assessment -90%

4.7(b) Measurement of Quality with regard to assessment and outcome Interaction in AIZAWL District

A total of eleven (11) ECCE Centres from Aizawl district were selected for data collection.

Table 4.7(b): Measurement of Quality with regard to assessment and outcome Interaction in Aizawl District

Measurement of Quality with regard to Assessment and Outcome Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Assessment methods (AM)	a)Teachers monitor students' learning and growth and document the ways in which the objectives are being met.	10	90.9	1	9.1
	b) Progress Report Card is maintained by the teacher	10	90.9	1	9.1
2.Assessment reporting (AR)	a)use a variety of techniques to update parents on their children's progress.	7	63.6	4	36.4
	b)Maintain portfolios of all children, samples of drawing, anecdotal records, observation notes	7	63.6	4	36.4
	c)undertake routine child observations and make decisions about them using a variety of instruments and procedures.	8	72.7	3	27.3
3.Staff assessment and development (SA&D)	a)Staff is regularly updated about recent information and practices around ECCE	10	90.9	1	9.1
	b)Employee performance is assessed, and goals for personal growth are established to encourage progress.	8	72.7	3	27.3
4.Programme assessment (PA)	a)Parents teachers meet are held atleast once a year	10	90.9	1	9.1
	b)Staff meetings are held regularly	10	90.9	1	9.1

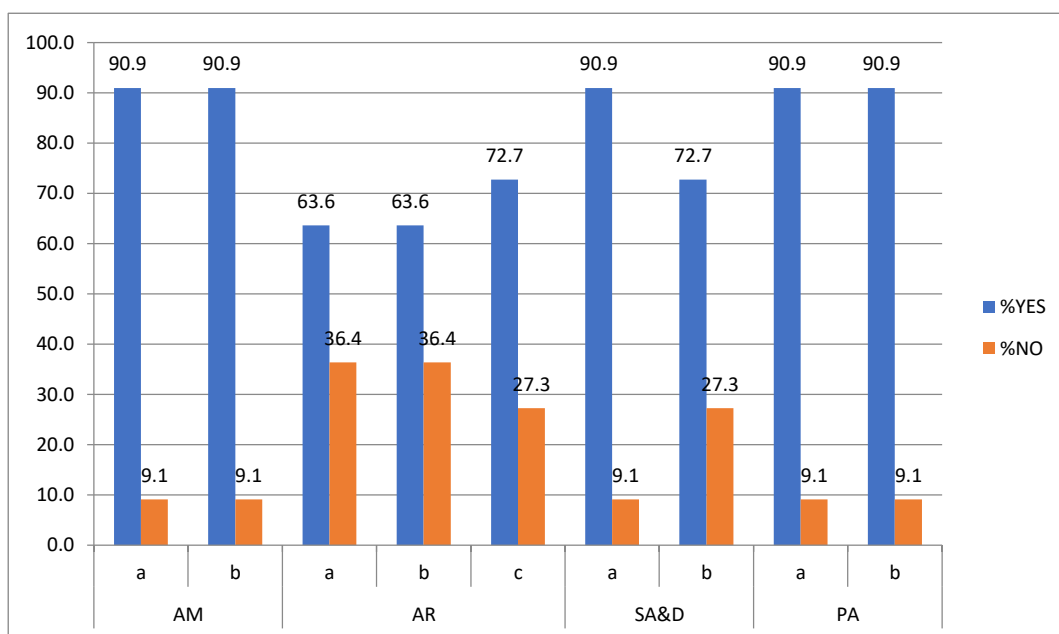


Figure 4.7(b): Measurement of Quality with regard to assessment and outcome Interaction in Aizawl District

According to the information in Table 4.07(b) and Figure 4.07(b), shows the measurement of quality regarding children's assessment and outcome interaction in Aizawl District:

1. Assessment Methods (AM):

- Observing children's learning and growth, teachers document their progress:
 - Among the head of the institution 90.9% affirmed that teachers observe children's learning and keep records of progress towards goals, with only 9.1% disagreeing.
- Progress Report Card is maintained by the teacher:
 - From the head of the institution 90.9% confirmed that progress report cards are maintained by the teacher, while 9.1% disagreed.

2. Assessment Reporting (AR):

- Parents are informed of their children's progress via a variety of techniques:

- Of those surveyed the head of the institution, 63.6% agreed that parents are informed on their children's growth via a variety of techniques, while 36.4% disagreed.
- Portfolios of children's work, samples of drawing, and anecdotal records are maintained:
- Of those surveyed the head of the institution, 63.6% agreed that parents are informed on their children's growth via a variety of techniques, while 36.4% disagreed.
- Children are observed on a regular basis, and decisions are made using a variety of instruments and procedures:
 - Of the head of the institution 72.7% agreed that periodic observations and a variety of tools are used to assess children's progress, with 27.3% disagreeing.
- 3. Staff Assessment and Development (SAD):
 - Staff members receive frequent updates on the latest ECCE procedures:
 - From the head of the institution 90.9% confirmed that staff are regularly updated about ECCE practices, while 9.1% disagreed.
 - Employee performance is assessed, and goals for personal growth are established to encourage progress:
 - Among the head of the institution 72.7% agreed that Employee performance is assessed, and strategies for personal growth are established while 27.3% disagreed.
- 4. Programme Assessment (PA):
 - Parents' meetings are held at least once a year:
 - From the head of the institution 90.9% affirmed that parent-teacher meetings are held at least once a year, while 9.1% disagreed.
 - Staff meetings are held regularly:

- Among the head of the institution 90.9% agreed that staff meetings are held regularly, with 9.1% disagreeing.

4.7(c) Measurement of Quality with regard to assessment and outcome Interaction in Lunglei District

Seven (7) ECCE Centres in Lunglei District were selected for data collections

Table 4.7(c): Measurement of Quality with regard to assessment and outcome Interaction in Lunglei District

Measurement of Quality with regard to Assessment and Outcome Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Assessment methods (AM)	a) Employee performance is assessed, and strategies for personal growth are established.	6	85.7	1	14.3
	b) Progress Report Card is maintained by the teacher	5	71.4	2	28.6
2. Assessment reporting (AR)	a) use a variety of techniques to update parents on their children's progress.	5	71.4	2	28.6
	b) Maintain portfolios of all children, samples of drawing, anecdotal records, observation notes	4	57.1	3	42.9
	c) undertake routine child observations and make decisions about them using a variety of instruments and procedures.	4	57.1	3	42.9
3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	5	71.4	2	28.6
	b) Employee performance is assessed, and goals for personal growth are established to encourage progress.	4	57.1	3	42.9
4. Programme assessment (PA)	a) Parents teachers meet are held at least once a year	6	85.7	1	14.3
	b) Staff meetings are held regularly	7	100	0	0

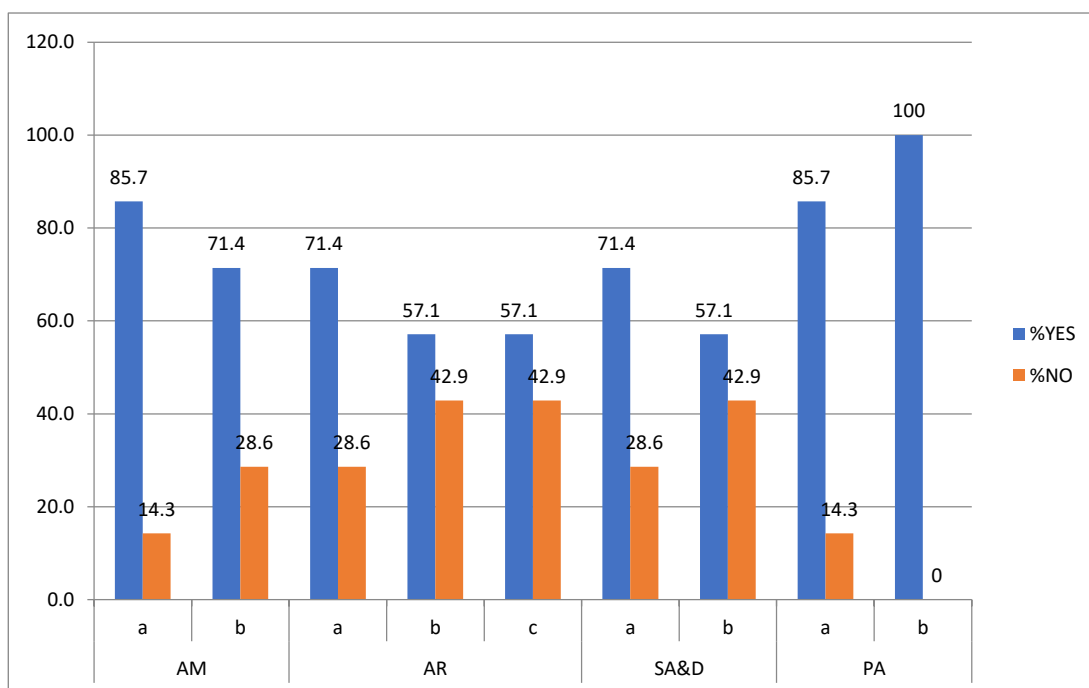


Table 4.7(c): Measurement of Quality with regard to assessment and outcome Interaction in Lunglei District

A quick look at the outcome Information from Table 4.7(c) and Figure 4.7(c), shows the measurement of quality regarding children's assessment and outcome interaction in Lunglei District:

1. Assessment Methods (AM):
 - Observing children's learning and growth, teachers document their progress:
 - From the head of the institution 85.7% agreed that teachers observe children's learning and document progress, while 14.3% disagreed.
 - Progress Report Card is maintained by the teacher:
 - Among the head of the institution 71.4% confirmed that teachers maintain progress report cards, while 28.6% disagreed.
2. Assessment Reporting (AR):

- Parents are informed of their children's progress via a variety of techniques.
 - Among the head of the institution 71.4% affirmed that teachers use a combination of methods to report children's progress to parents, while 28.6% disagreed.
 - Portfolios of children's work, samples of drawing, and anecdotal records are maintained:
 - From the head of the institution 57.1% agreed that teachers maintain portfolios, while 42.9% disagreed.
 - Children are observed on a regular basis, and decisions are made using a variety of instruments and procedures:
 - Among the head of the institution 57.1% confirmed that periodic observations are conducted and multiple tools are used to assess children, while 42.9% disagreed.
3. Staff Assessment and Development (SAD):
- Staff members receive frequent updates on the latest ECCE procedures:
 - From the head of the institution 71.4% agreed that staff are regularly updated about ECCE practices, while 28.6% disagreed.
 - Employee performance is assessed, and goals for personal growth are established to encourage progress:
 - While 42.9% disagreed, 57.1% of the head of the institution agreed that staff performance is assessed and development plans are in place.
4. Programme Assessment (PA):
- Parents' meetings are held at least once a year:
 - Collected from the head of the institution 85.7% confirmed that parent-teacher meetings are held at least once a year, while 14.3% disagreed.
 - Staff meetings are held regularly:

- All the head of the institution 100% affirmed that staff meetings are held regularly, with no disagreement.

Table 4.7(d) Measurement of Quality with regard to assessment and outcome Interaction in Champhai District

A total of five (5) ECCE Centres from Champhai District were selected in the study.

Table 4.7(d): Measurement of Quality with regard to assessment and outcome Interaction in Champhai District

Measurement of Quality with regard to Assessment and Outcome Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Assessment methods (AM)	a) Teachers monitor students' learning and growth and document the ways in which the objectives are being met.	4	80	1	20
	b) Progress Report Card is maintained by the teacher	4	80	1	20
2. Assessment reporting (AR)	a) use a variety of techniques to update parents on their children's progress.	3	60	2	40
	b) Maintain portfolios of all children, samples of drawing, anecdotal records, observation notes	4	80	1	20
	c) undertake routine child observations and make decisions about them using a variety of instruments and procedures.	4	80	1	20
3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	5	100	0	0
	b) Employee performance is assessed, and goals for personal growth are established to encourage progress.	3	60	2	40
4. Programme assessment (PA)	a) Parents teachers meet are held at least once a year	4	80	1	20
	b) Staff meetings are held regularly	4	80	1	20

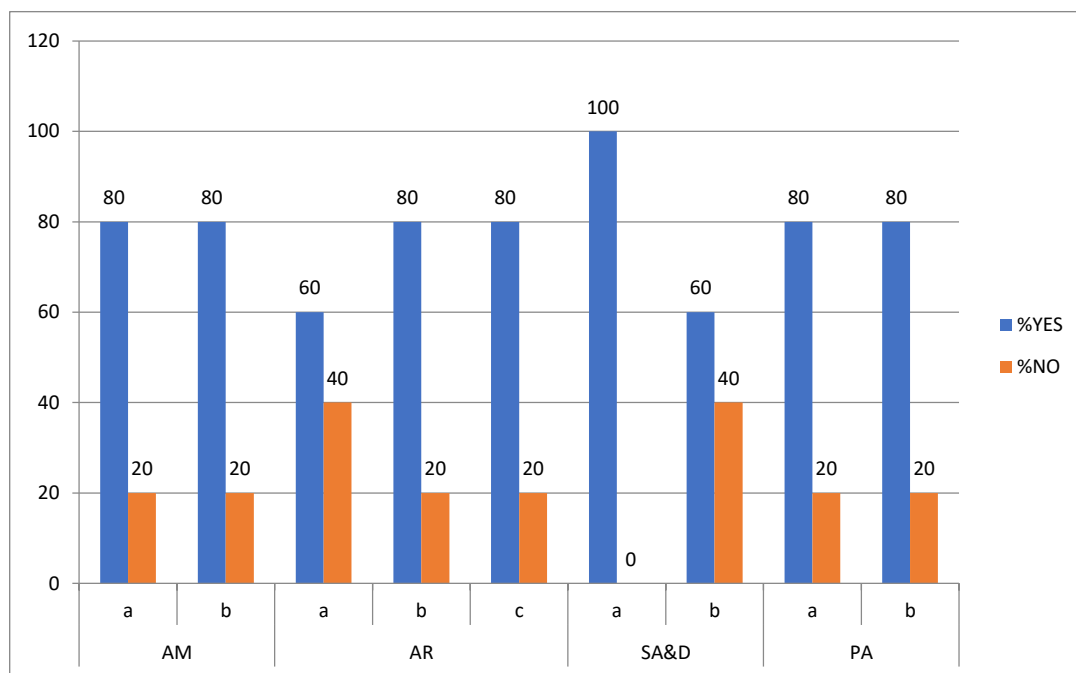


Figure 4.7(d): Measurement of Quality with regard to assessment and outcome Interaction in Champhai District

Analysis of data data vide Table 4.7(d) and Figure 4.7(d), show the measurement of quality regarding children's assessment and outcome interaction in Champhai District:

1. Assessment Methods (AM):

- Observing children's learning and growth, teachers document their progress:

- From the head of the institution 80% agreed that teachers observe children's learning and keep records of progress, while 20% disagreed.

- Progress Report Card is maintained by the teacher:

- Among the head of the institution 80% confirmed that progress report cards are maintained, while 20% disagreed.

2. Assessment Reporting (AR):

- Parents are informed of their children's progress via a variety of techniques:

- Among the head of the institution 60% affirmed that a variety of methods are used to report children's progress to parents, while 40% disagreed.

- Portfolios of children's work, samples of drawing, and anecdotal records are maintained:

- From the head of the institution 80% agreed that teachers maintain portfolios of children's work, while 20% disagreed.

- Children are observed on a regular basis, and decisions are made using a variety of instruments and procedures:

- Among the head of the institution 80% affirmed that teachers conduct periodic observations and use various tools to assess children, while 20% disagreed.

3. Staff Assessment and Development (SAD):

- Staff members receive frequent updates on the latest ECCE procedures:

- From the head of the institution 100% confirmed that staff are regularly updated about ECCE practices, with no disagreement.

- Employee performance is assessed, and goals for personal growth are established to encourage progress:

- Forty percent disagreed with the statement that development plans and staff performance evaluations are in place, while sixty percent agreed.

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4. Programme Assessment (PA):

- Parents' meetings are held at least once a year:

- Among the head of the institution 80% affirmed that parent-teacher meetings are held at least once a year, while 20% disagreed.

- Staff meetings are held regularly:

- Of all the head of the institution 80% agreed that staff meetings are held regularly, while 20% disagreed.

4.7(e) :Measurement of Quality with regard to assessment and outcome Interaction in Serchhip District

Data were collected from five (5) ECCE Centres from Serchhip Districts

Table 4.7(e) :Measurement of Quality with regard to assessment and outcome Interaction in Serchhip District

Measurement of Quality with regard to Assessment and Outcome Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Assessment methods (AM)	a)Teachers monitor students' learning and growth and document the ways in which the objectives are being met.	4	80	1	20
	b) Progress Report Card is maintained by the teacher	3	60	2	40
2.Assessment reporting (AR)	a)use a variety of techniques to update parents on their children's progress.	5	100	0	0
	b)Maintain portfolios of all children, samples of drawing, anecdotal records, observation notes	3	60	2	40
	c)undertake routine child observations and make decisions about them using a variety of instruments and procedures.	3	60	2	40
3.Staff assessment and development (SA&D)	a)Employees receive ongoing training on the latest ECCE procedures and information.	4	80	1	20
	b)Employee performance is assessed, and goals for personal growth are established to encourage progress.	3	75	1	25
4.Programme assessment (PA)	a)Parents teachers meet are held atleast once a year	4	80	1	20
	b)Staff meetings are held regularly	5	100	0	0

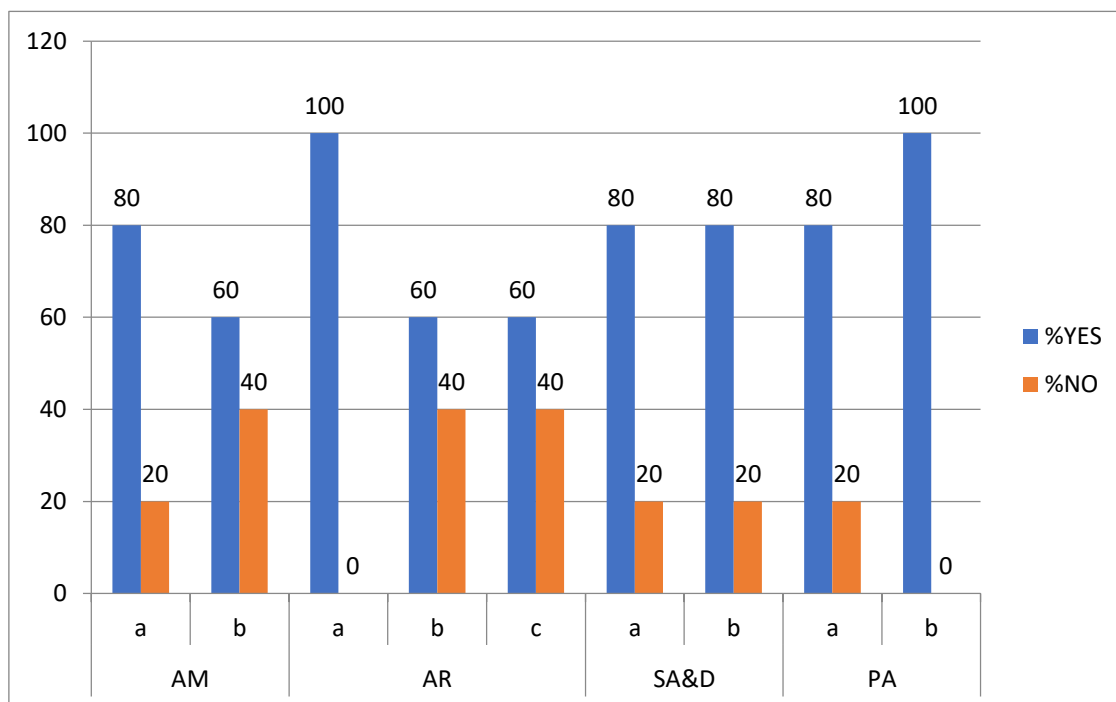


Figure 4.7(e): Measurement of Quality with regard to assessment and outcome Interaction in Serchhip District

As shown in data vide Table 4.7 (e) and Figure 4.7(e), show the measurement of quality regarding assessment and outcome interaction in Serchhip District:

1. Assessment Methods (AM):

- Teachers monitor students' learning and growth and document the steps used to achieve the objectives:

- Among the head of the institution 80% agreed that teachers observe children's learning and keep track of their progress, while 20% disagreed.

- Progress Report Card is maintained by the teacher:

- Among the head of the institution 60% confirmed that teachers maintain progress report cards, whereas 40% disagreed.

2. Assessment Reporting (AR):

- Parents are informed of their children's progress via a variety of techniques:

- All the head of the institution 100% agreed that teachers employ a range of techniques to inform parents about their children's development.

- Portfolios of all children, including samples of drawing, anecdotal records, and observation notes, are maintained:

- From the head of the institution 60% affirmed that portfolios and other records are maintained, while 40% disagreed.

- Children are observed on a regular basis, and judgments regarding them are made using a variety of instruments and procedures:

- Of the head of the institution 60% agreed that periodic observations are conducted, and various tools are used to assess children, while 40% disagreed.

3. Staff Assessment and Development (SAD):

- Staff members receive regular updates on the latest ECCE procedures and information:

- Among the head of the institution 80% affirmed that staff is regularly updated about the latest ECCE practices, while 20% disagreed.

- Employee performance is assessed, and goals for personal growth are established to encourage progress:

- Although 25% disagreed, 75% the head of the institution agreed that staff performance is assessed and development plans are in place to encourage progress.

4. Programme Assessment (PA):

- Parents' meetings are held at least once a year:

- Among the head of the institution 80% affirmed that parent-teacher meetings are held at least once a year, while 20% disagreed.

- Staff meetings are held regularly:

- From the head of the institution 100% confirmed that staff meetings are held regularly, with no disagreement.

4.7(f) Measurement of Quality with regard to assessment and outcome Interaction in Mamit District

Data was collected from four (4) ECCE Centres from Mamit District.

Table 4.7(f): Measurement of Quality with regard to assessment and outcome Interaction in Mamit District

Measurement of Quality with regard to Assessment and Outcome Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Assessment methods (AM)	a) Teachers monitor students' learning and growth and document the ways in which the objectives are being met.	3	75	1	25
	b) Progress Report Card is maintained by the teacher	2	50	2	50
2. Assessment reporting (AR)	a) use a variety of techniques to update parents on their children's progress.	0	0	4	100
	b) Maintain portfolios of all children, samples of drawing, anecdotal records, observation notes	1	25	3	75
	c) undertake routine child observations and make decisions about them using a variety of instruments and procedures.	1	25	3	75
3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	2	50	2	50
	b) Employee performance is assessed, and goals for personal growth are established to encourage progress	1	25	3	75
4. Programme assessment (PA)	a) Parents teachers meet are held at least once a year	3	75	1	25
	b) Staff meetings are held regularly	4	100	0	0

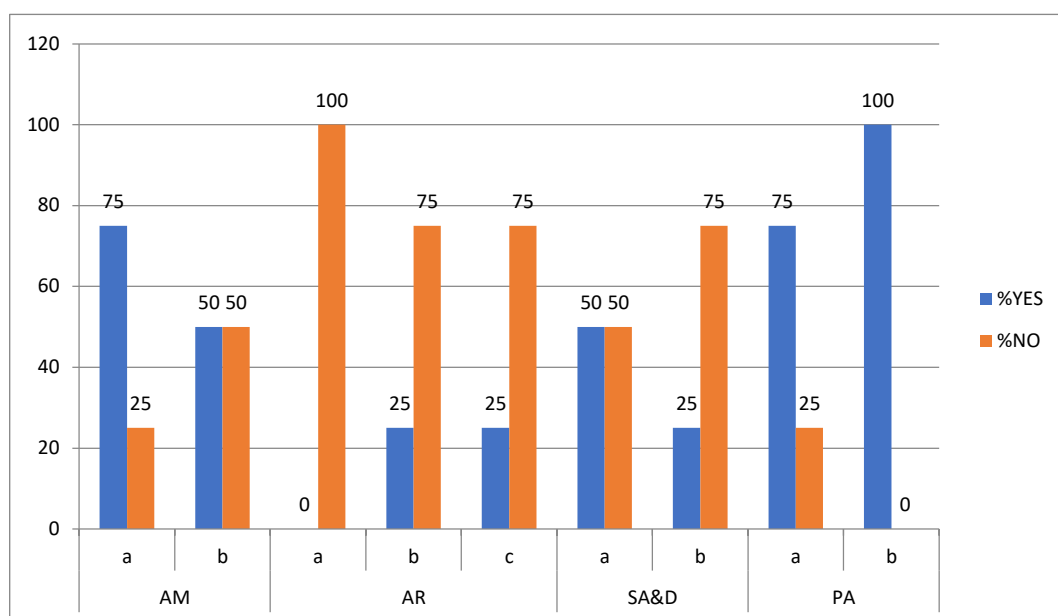


Figure 4.7(f) : Measurement of Quality with regard to assessment and outcome Interaction in Mamit District

A quick look at the outcome Information of Mamit District's assessment and outcome interaction quality measurement is displayed in Table 4.7(f) and Figure 4.7(f):

1. Assessment Methods (AM):

- Teachers monitor students' learning and growth and document the ways in which the objectives are being met:
 - Of the head of the institution 75% agreed that teachers observe children's learning and document progress, while 25% disagreed.
- Progress Report Card is maintained by the teacher:
 - Half of the head of the institution 50% confirmed that teachers maintain progress report cards, while 50% disagreed.

2. Assessment Reporting (AR):

- Parents are informed of their children's progress via a variety of techniques:

- From the head of the institution 0% agreed that teachers employ a range of techniques to inform parents about their children's development, while 100% disagreed.

- Portfolios of all children, including samples of drawing, anecdotal records, and observation notes, are maintained:

- Among the head of the institution 25% affirmed that portfolios and other records are maintained, while 75% disagreed.

- Children are observed on a regular basis, and choices regarding them are made using a variety of instruments and procedures:

- From the head of the institution 25% confirmed that periodic observations are conducted, and various tools are used, while 75% disagreed.

3. Evaluation and Development of Staff (SAD):

- Staff members receive regular updates on the latest ECCE procedures and information:

- Half the head of the institution 50% affirmed that staff is regularly updated about ECCE practices, while 50% disagreed.

- Individual development plans are in place to assist improvement, and staff performance is evaluated:

- Of the head of the institution 25% agreed that staff performance is evaluated and development plans are in place, while 75% disagreed.

2. Programme Assessment (PA):

- Parents' meetings are held at least once a year:

- Among the head of the institution 75% affirmed that parent-teacher meetings are held at least once a year, while 25% disagreed.

- Staff meetings are held regularly:

- All the head of the institution 100% confirmed that staff meetings are held regularly, with no disagreement.

4.7(g) Measurement of Quality with regard to assessment and outcome Interaction in Kolasib District

A total of five (5) ECCE Centres were selected for data collection from Kolasib District.

Table 4.7(g): Measurement of Quality with regard to assessment and outcome Interaction in Kolasib District

Measurement of Quality with regard to Assessment and Outcome Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Assessment methods (AM)	a) Teachers monitor students' learning and growth and document the ways in which the objectives are being met.	4	80	1	20
	b) Progress Report Card is maintained by the teacher	3	60	2	40
2. Assessment reporting (AR)	a) use a variety of techniques to update parents on their children's progress.	0	0	5	100
	b) Maintain portfolios of all children, samples of drawing, anecdotal records, observation notes	2	40	3	60
	c) undertake routine child observations and make decisions about them using a variety of instruments and procedures.	3	60	2	40
3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	3	60	2	40
	b) Employee performance is assessed, and goals for personal growth are established to encourage progress.	1	20	4	80

4. Programme assessment (PA)	a) Parents teachers meet are held atleast once a year	4	80	1	20
	b) Staff meetings are held regularly	4	80	1	20

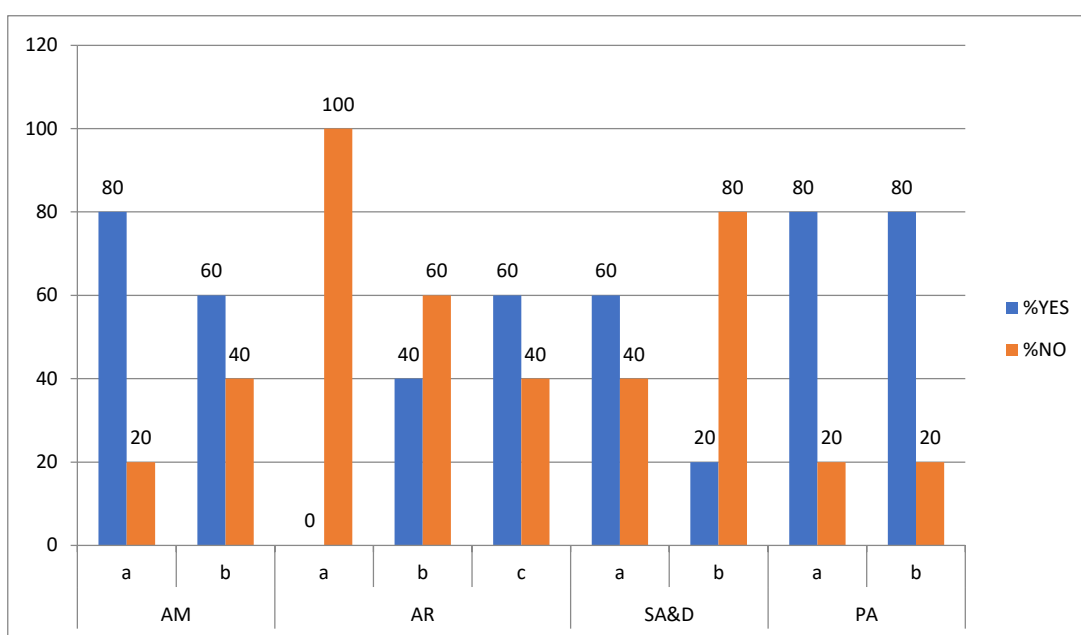


Figure 4.7(g) : Measurement of Quality with regard to assessment and outcome Interaction in Kolasib District

As shown in data vide Table 4.7(g) and Figure 4.7(g), show the measurement of quality regarding assessment and outcome interaction in Kolasib District:

1. Assessment Methods (AM):

- Teachers monitor students' learning and growth and document the ways in which the objective were being met.

- Among the head of the institution 80% agreed that teachers observe children's learning and document progress, while 20% disagreed.

- Progress Report Card is maintained by the teacher:

- Out the head of the institution 60% confirmed that progress report cards are maintained, while 40% disagreed.

2. Assessment Reporting (AR):

- Parents are informed of their children's progress via a variety of techniques:
- All the head of the institution 100% disagreed with the statement that parents are informed of their children's progress through a number of techniques, while 0% agreed.
- Portfolios of all children, including samples of drawing, anecdotal records, and observation notes, are maintained:
 - From the head of the institution 40% agreed that portfolios and other records are maintained, while 60% disagreed.
- Children are observed on a regular basis, and judgments regarding them are made using a variety of instruments and procedures:
 - From the head of the institution 60% affirmed that periodic observations are conducted, and multiple tools are used for assessments, while 40% disagreed.

3. Staff Assessment and Development (SAD):

- Staff members receive regular updates on the latest ECCE procedures and information:
 - From the head of the institution 60% affirmed that staff is regularly updated about ECCE practices, while 40% disagreed.
- Employee performance is assessed, and goals for personal growth are established to encourage progress:
- Of the head of the institution 20% agreed that development plans are in place, and staff performance is assessed, while 80% disagreed.

4. Programme Assessment (PA):

- Parents' meetings are held at least once a year:

- Among the head of the institution 80% confirmed that parent-teacher meetings are held at least once a year, while 20% disagreed.
- Staff meetings are held regularly:
- From the head of the institution 80% agreed that staff meetings are held regularly, while 20% disagreed.

4.7(h): Measurement of Quality with regard to assessment and outcome Interaction in Saitual District

Data was collected from three (3) ECCE Centres in Saitual District.

Table 4.7(h): Measurement of Quality with regard to assessment and outcome Interaction in Saitual District

Measurement of Quality with regard to Assessment and Outcome Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1.Assessment methods (AM)	a) Teachers monitor students' learning and growth and document the ways in which the objectives are being met.	2	66.7	1	33.3
	b) Progress Report Card is maintained by the teacher	1	33.3	2	66.7
2.Assessment reporting (AR)	a) use a variety of techniques to update parents on their children's progress.	2	66.7	1	33.3
	b) Maintain portfolios of all children, samples of drawing, anecdotal records, observation notes	1	33.3	2	66.7
	c) undertake routine child observations and make decisions about them using a variety of instruments and procedures.	1	33.3	2	66.7
3.Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	1	33.3	2	66.7
	b) Employee performance is assessed, and goals for personal	1	33.3	2	66.7

	growth are established to encourage progress.				
4.Programme assessment (PA)	a)Parents teachers meet are held atleast once a year	2	66.7	1	33.3
	b)Staff meetings are held regularly	2	66.7	1	33.3

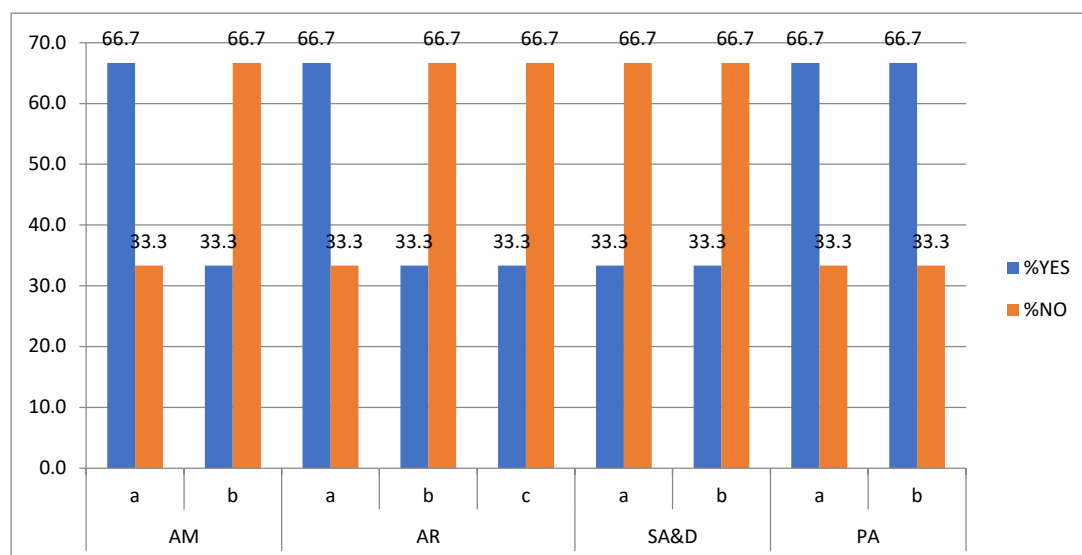


Figure 4.7(h):Measurement of Quality with regard to assessment and outcome Interaction in Saitual District

As made known in Data vide Table 4.7(h) and Figure 4.7(h), the measurement of quality regarding assessment and outcome interaction in Saitual District is as follows:

1. Assessment Methods (AM):

○ Teachers monitor students' learning and growth and document the ways in which the objective are being met :

▪ From the head of the institution 66.7% agreed that teachers observe children's learning and track progress, while 33.3% disagreed.

○ Progress Report Card is maintained by the teacher:

▪ Among the head of the institution 33.3% confirmed that teachers maintain progress report cards, while 66.7% disagreed.

2. Assessment Reporting (AR):

- Parents are informed of their children's progress via a variety of techniques:

- From the head of the institution 66.7% agreed that parents are informed about their children's growth using a range of techniques, while 33.3% disagreed.

- Portfolios of all children, including samples of drawing, anecdotal records, and observation notes, are maintained:

- From the head of the institution 33.3% affirmed that portfolios are maintained, while 66.7% disagreed.

- Children are observed on a regular basis, and choices regarding them are made using a variety of instruments and procedures:

- 33.3% of the head of the institution agreed that periodic observations are conducted, and different tools are used for assessments, while 66.7% disagreed.

3. Staff Assessment and Development (SAD):

- Staff members receive regular updates on the latest ECCE procedures and information:

- the head of the institution 33.3% affirmed that staff is regularly updated about ECCE practices, while 66.7% disagreed.

- Employee performance is assessed and goals for personal growth are established to encourage progress:

- the head of the institution 33.3% agreed that staff performance is evaluated, and development plans are in place, while 66.7% disagreed.

4. Programme Assessment (PA):

- Parents' meetings are held at least once a year:

- the head of the institution 66.7% confirmed that parent-teacher meetings are held at least once a year, while 33.3% disagreed.

- Staff meetings are held regularly:

- the head of the institution 66.7% agreed that staff meetings are held regularly, while 33.3% disagreed.

4.7(i). Comparison Measurement of Quality with regard to assessment and outcome Interaction in Across the 7 Districts

Table 4.7(i). Comparison Measurement of Quality with regard to assessment and outcome Interaction in Across the 7 Districts

Measurement of Quality with regard to Assessment and Outcome Interaction		Aizawl (n = 11)	Lunglei (n = 7)	Champhai (n = 5)	Serchhip (n = 5)	Manit (n = 4)	Kolasib (n = 5)	Saitual (n = 3)
1. Assessment methods (AM)	a) Teachers monitor students' learning and growth and document the ways in which the objectives are being met.	90.9	85.7	80	80	75	80	66.7
	b) Progress Report Card is maintained by the teacher	90.9	71.4	80	60	50	60	33.3
2. Assessment reporting (AR)	a) use a variety of techniques to update parents on their children's progress.	63.6	71.4	60	100	0	0	66.7
	b) Maintain portfolios of all children, samples of drawing, anecdotal records, observation notes	63.6	57.1	80	60	25	40	33.3
	c) undertake routine child observations and make decisions about them using a variety of instruments and procedures.	72.7	57.1	80	60	25	60	33.3
3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	90.9	71.4	100	80	50	60	33.3
	b) Employee performance is assessed, and goals for personal growth are established to encourage progress.	72.7	57.1	60	75	25	20	33.3
4. Programme assessment (PA)	a) Parents teachers meet are held at least once a year	90.9	85.7	80	80	75	80	66.7
	b) Staff meetings are held regularly	90.9	100	80	100	100	80	66.7

Note: Only % of 'Yes' responses are shown for brevity; % of 'No' responses and actual counts can be inferred from the sample sizes given for each district.

As exposed in data vide Table 4.7(i), the measurement of assessment and outcome-related interaction within ECCE centres in Mizoram's districts shows that while basic assessment procedures are in place in many areas, there remain uneven practices in reporting, staff development, and systematic monitoring—especially in districts with fewer resources or less administrative support.

Evaluation methods concerning child learning and progress showed relatively strong adherence across districts. Aizawl (90.9%), Lunglei (85.7%), Champhai and Serchhip (80% each) demonstrated consistent practices in observing children's development and recording progress. Mamit (75%) and Kolasib (80%) followed closely, though Saitual, at 66.7%, fell below the others. When it came to maintaining formal progress report cards, Aizawl again led (90.9%), while Serchhip (60%), Mamit (50%), and Saitual (33.3%) revealed shortcomings in structured documentation. Kolasib (60%) also showed mid-level performance, indicating a need for strengthening formal reporting mechanisms across several districts.

Reporting on assessment practices—those involving communication with parents and documentation of children's learning—displayed much greater variation. Serchhip alone achieved full compliance (100%) in using varied communication methods with parents, whereas Aizawl (63.6%) and Lunglei (71.4%) showed moderate commitment. Kolasib and Mamit, however, reported 0% in this area, indicating a complete lack of structured parent engagement regarding children's progress. Portfolio maintenance and storage of observational data such as drawings and anecdotal records were strongest in Champhai (80%), followed by Aizawl (63.6%), with Mamit (25%) and Saitual (33.3%) among the weakest. Use of varied tools and regular observation to guide decisions about children's development was highest again in Champhai (80%) and Aizawl (72.7%), while Mamit (25%) and Saitual (33.3%) trailed behind. These findings show a general inconsistency in assessment documentation and parental reporting across districts, with peripheral regions often struggling to maintain regular and diversified assessment strategies.

Staff assessment and development indicators revealed serious disparities. While Champhai (100%) and Aizawl (90.9%) maintained strong awareness and updates on ECCE practices, districts like Mamit (50%), Kolasib (60%), and especially Saitual

(33.3%) were significantly weaker. The evaluation of staff performance and the development of individualized professional improvement plans was strongest in Aizawl (72.7%) and Serchhip (75%), but Mamit (25%) and Kolasib (20%) scored particularly low, again placing Saitual near the bottom at 33.3%. These low figures point to a systemic weakness in internal accountability mechanisms and teacher growth tracking, especially outside the central districts.

Programme-level assessment such as parent-teacher meetings and staff meetings showed more consistency. Staff meetings were almost universally reported, with Lunglei, Serchhip, and Mamit all recording 100%. Aizawl, Kolasib, and Champhai (80%) also showed regular internal coordination. Parent-teacher meetings held at least once a year were reported most frequently in Aizawl (90.9%), Lunglei (85.7%), and Serchhip (80%), with the lowest figures in Saitual (66.7%). These data suggest that while general programming assessments are fairly well institutionalized, outreach and parent involvement still require formalization in several districts.

The overall findings show that while most ECCE centres in Mizoram engage in some form of child progress tracking and programme evaluation, key weaknesses persist in structured assessment reporting, staff development, and parental communication. Aizawl and Champhai consistently demonstrate stronger systems in place for both child assessment and staff development. In contrast, Saitual, Mamit, and Kolasib show consistent gaps in portfolio maintenance, communication strategies, and performance evaluation systems. These shortcomings suggest a pressing need for capacity-building efforts targeting holistic assessment procedures, better training for record-keeping, and institutionalization of performance review frameworks to ensure both children and staff are supported through feedback-driven development.

4.8. Quality of ECCE in Mizoram with regard to managing quality system.

Objective 8: To evaluate the quality of ECCE in Mizoram with regard to managing quality system.

An observation cum interview schedule for the head of the institutions created by the researcher were used to gather the data. Seven (7) districts in Mizoram provided the data, and the results are displayed using the percentage approach.

Table 4.8(a): Measurement of Quality with regard to managing quality system of Seven (7) Districts of Mizoram

Measurement of Quality with Regard to Managing Quality System		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher education and on site professional development, chance for staff career advancement and capacity improvement at all administrative levels (TESP)	a) Teachers have adequate qualification	24	60	16	40
	b) Care givers are prepared to deal with emergencies and disaster	31	77.5	9	22.5
	c) To increase their understanding and proficiency in child development, educators participated in pertinent training.	28	70	12	30
2. Monitoring and supportive supervision (MSS)	a) Involvement of staff, family and community members in the institutions in annual review of programme	19	47.5	21	52.5
	b) Programme builds relationships and engages with their local community	20	50	20	50
	c) Home visit are made as per required	18	45	22	55
3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	22	55	18	45
	b) Employee performance is assessed, and goals for personal growth are established to encourage progress.	19	47.5	21	52.5
4. Research (RSCH)	a) Teachers are encouraged and supported to do action research	13	32.5	27	67.5

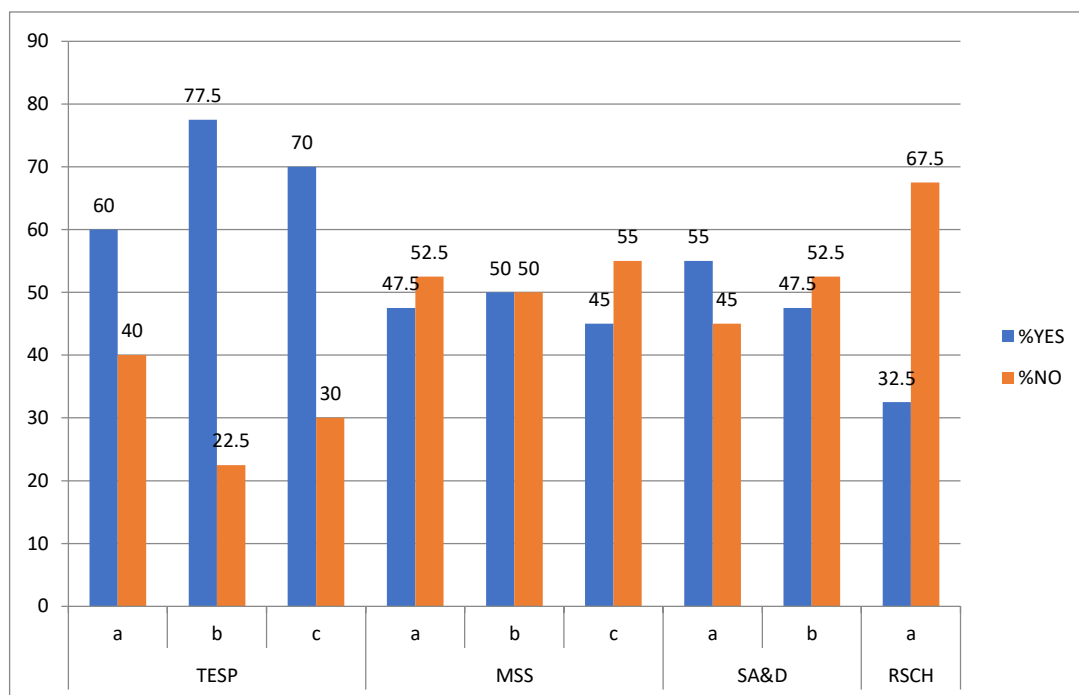


Figure 4.8(a): Measurement of Quality with regard to managing quality system of Seven (7) Districts of Mizoram

A review of the outcome Table 4.8(a) and Figure 4.8(b), provide data, the measurement of quality regarding managing the quality system in the 7 districts of Mizoram:

1. Staff career paths, opportunities for capacity building at all administrative levels, including teacher education and on-site professional development (TESP):
 - Teachers Are Sufficiently Qualified:
 - Of the researcher observed that 60% agreed that teachers have adequate qualifications, while 40% disagreed.
 - Caregivers Are Prepared to Deal with Emergencies and Disasters:
 - Among the researcher observed that 77.5% confirmed that caregivers are prepared for emergencies and disasters, while 22.5% disagreed.
 - Teachers Participated in Relevant Training to Expand Their Child Development Knowledge and Proficiency

- From the researcher observed that collected 70% affirmed that teachers have attended pertinent instruction to improve their understanding and proficiency in child development, while 30% disagreed.
- Monitoring and Supportive Supervision (MSS):
 - Involvement of Staff, Family, and Community Members in the Annual Review of the Programme:
 - Among the head of the institutions 47.5% agreed that staff, family, and community members are involved in the annual review, while 52.5% disagreed.
 - Programme Builds Relationships and Engages with the Local Community:
 - Half the head of the institutions 50% confirmed that the programme helps build relationships and engage with the local community, while 50% disagreed.
 - Home Visits Are Made as Required:
 - Among the head of the institutions 45% agreed that home visits are made as required, while 55% disagreed.
 - Staff Assessment and Development (SA&D):
 - Staff Members Receive Regular Updates on Current ECCE Information and Practices:
 - From the head of the institutions collected 55% affirmed that staff are regularly updated on recent information and practices around Early Childhood Care and Education (ECCE), while 45% disagreed.
 - Employee performance is assessed, and plans for personal growth are established to encourage progress:
 - Of the head of the institutions 47.5% confirmed that Individual development plans are in place to encourage improvement, and staff performance is assessed, while 52.5% disagreed.

- Research (RSCH):
- Teachers Are Encouraged and Supported to Do Action Research:
 - Of all the head of the institutions 32.5% agreed that teachers are encouraged and supported to conduct action research, while 67.5% disagreed.

The present study deals with forty (40) ECCE Centres, the data were collected through Questionnaire and interview scheduled. It is revealed by the study that the results indicate that the quality of Early Childhood Care and Education Centres in Mizoram, in terms of managing quality systems, falls short of expectations and requires improvement. The study shows that the ECCE Centres fall short on the various points namely Monitoring and supportive supervision. Under the category of Involvement of staff, family and community members in the institutions in annual review of programme and home visit the centre scored below average. Under the Staff assessment and development category the Centre falls short on evaluation of the Performance of staff members and individual development plans. Under the category of Research, the Centre falls short on encouraging and support to do action research.

4.8(b) Measurement of Quality with regard to managing to quality system of Aizawl District

A total of eleven (11) ECCE Centres were selected from the Aizawl District for the study.

Table 4.8(b):Measurement of Quality with regard to managing quality system of Aizawl District

Measurement of Quality with Regard to Managing Quality System		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher education and on site professional development, opportunity for capacity building at all levels, career path for the staff (TESP)	a) Teachers have adequate qualification	6	54.5	5	45.5
	b) Care givers are prepared to deal with emergencies and disaster	9	81.8	2	18.2
	c) Teachers attended pertinent instruction to increase their understanding and proficiency in child development	10	90.9	1	9.1
2. Monitoring and supportive supervision (MSS)	a) Involvement of staff, family and community members in the institutions in annual review of programme	5	45.5	6	54.5
	b) Programme builds relationships and engages with their local community	5	45.5	6	54.5
	c) Home visit are made as per required	4	36.4	7	63.6
3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	9	81.8	2	18.2
	b) Employee performance is assessed, and goals for personal growth are established to encourage progress.	5	45.5	6	54.5
4. Research(RSCH)	a) Teachers are encourage and supported to do action research	4	36.4	7	63.6

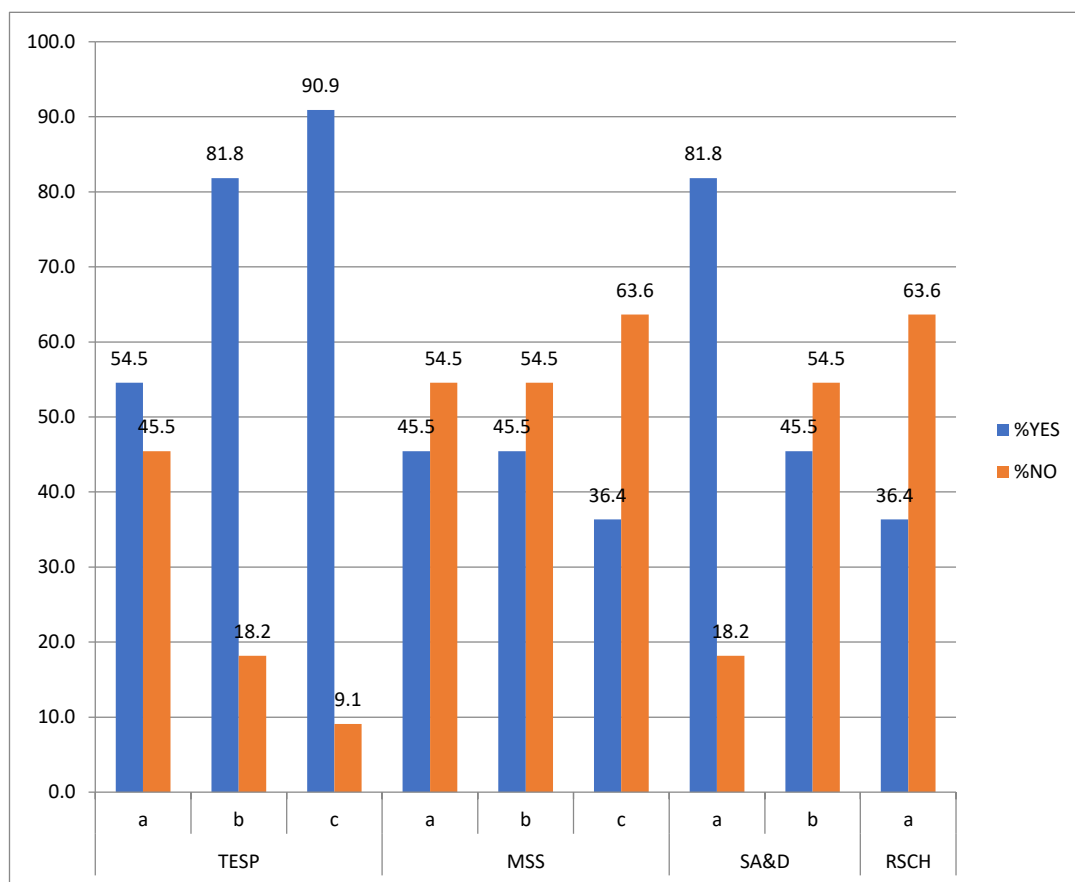


Figure 4.8(b):Measurement of Quality with regard to managing quality system of Aizawl District

As exposed in data vide Table 4.8(b) and Figure 4.8(b),show the measurement of quality regarding managing the quality system in Aizawl District:

1. Teacher Education and On-site Professional Development:

○ Teachers' Qualifications:

- Among the researcher observed that 54.55% agreed that teachers have adequate qualifications, while 45.45% disagreed.

○ Preparedness of Caregivers for Emergencies:

- From the researcher observed that 81.82% confirmed that caregivers are prepared for emergencies and disasters, while 18.18% disagreed.

- Training in Child Development:

- Of the researcher observed that 90.91% affirmed that teachers have attended relevant training to build their knowledge in child development, while 9.09% disagreed.

- 2. Monitoring and Supportive Supervision:

- Involvement in Annual Review of the Programme:

- From the head of the institutions 45.45% agreed that staff, family, and community members are involved in the annual review, while 54.55% disagreed.

- Building Relationships with Local Community:

- Among the head of the institutions 45.45% confirmed that the programme helps build relationships and engages with the local community, while 54.55% disagreed.

- Home Visits Made as Required:

- Of the head of the institutions 36.36% agreed that home visits are made, while 63.64% disagreed.

- 3. Staff Assessment and Development:

- Regular Updates on ECCE Practices:

- Among the head of the institutions 81.82% affirmed that staff are regularly updated on ECCE practices, while 18.18% disagreed.

- Staff Performance Evaluation:

- Of the head of the institutions 45.45% confirmed that Development plans are in place, and staff performance is assessed, while 54.55% disagreed.

- 4. Research:

- Encouragement for Action Research:

- Among the head of the institutions 36.36% agreed that teachers are encouraged to conduct action research, while 63.64% disagreed.

4.8(c): Measurement of Quality with regard to managing to quality system of Lunglei District

Data was collected from seven (7) ECCE Centres in Lunglei District.

Table 4.8(c): Measurement of Quality with regard to managing quality system of Lunglei District

Measurement of Quality with Regard to Managing Quality System		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher education and onsite professional development, opportunity for capacity building at all administrative levels, career path for the staff (TESP)	a) Teachers have adequate qualification	5	71.4	2	28.6
	b) Care givers are prepared to deal with emergencies and disaster	6	85.7	1	14.3
	c) Teachers attended relevant training to build their knowledge and skills in child development	5	71.4	2	28.6
2. Monitoring and supportive supervision (MSS)	a) Involvement of staff, family and community members in the institutions in annual review of programme	5	71.4	2	28.6
	b) Programme builds relationships and engages with their local community	3	42.9	4	57.1
	c) Home visit are made as per required	4	57.1	3	42.9
3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	5	71.4	2	28.6
	b) Employee performance is assessed, and goals for personal growth are established to encourage	4	57.1	3	42.9

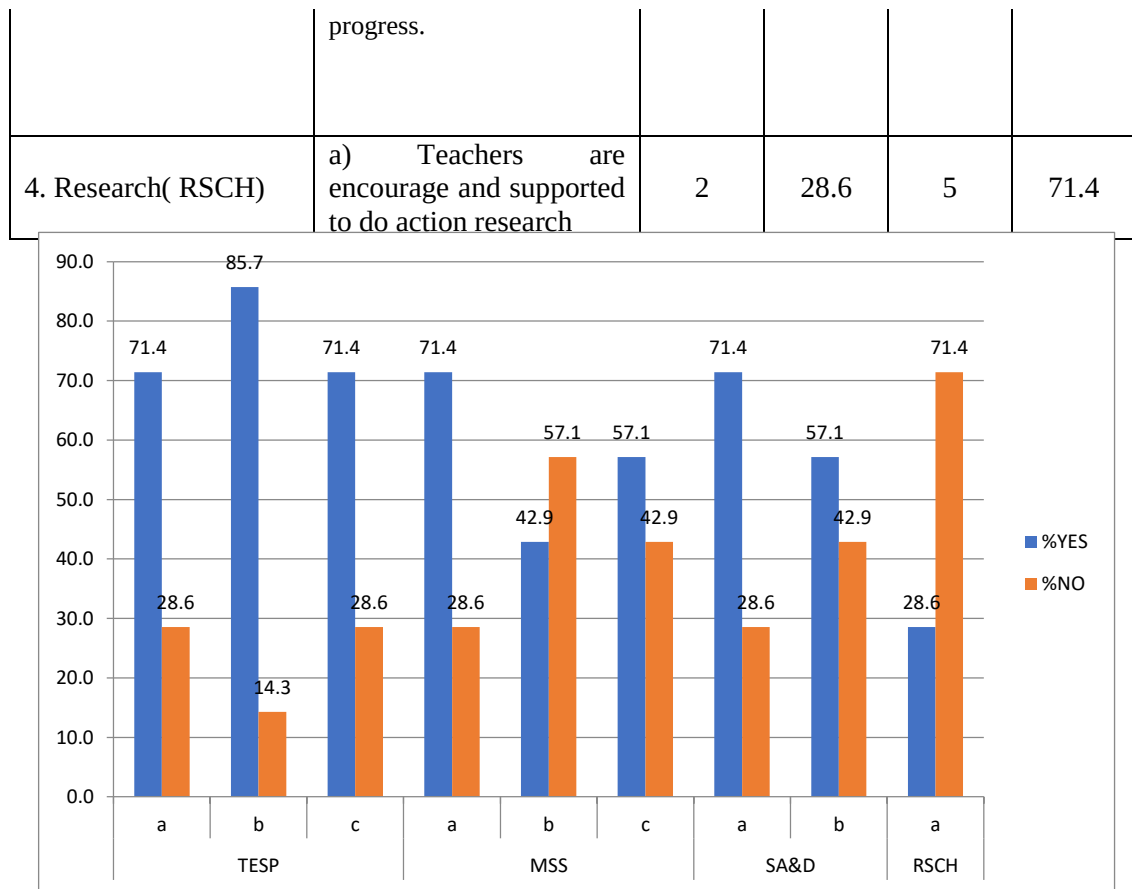


Figure 4.8(c):Measurement of Quality with regard to managing quality system of Lunglei District

Analysis of Data vide Table 4.8(c)and Figure 4.8(c), show the measurement of quality regarding managing the quality system in Lunglei District:

1. Teacher Education and On-site Professional Development:

○ Teachers' Qualifications:

- Of those surveyed the researcher observed that, 71.4% felt that instructors are adequately qualified, while 28.6% disagreed.

○ Preparedness of Caregivers for Emergencies:

- 85.7% the researcher observed thatconfirmed that caregivers are prepared for emergencies, while 14.3% disagreed.

○ Training in Child Development:

- Of the researcher observed that 71.4% affirmed that teachers have attended relevant training in child development, while 28.6% disagreed.

2. Monitoring and Supportive Supervision:

○ Involvement in Annual Review of the Programme:

- Among the head of the institution 71.4% agreed that staff, family, and community members are involved in the annual review, while 28.6% disagreed.

○ Building Relationships with Local Community:

- Among the head of the institution 42.9% confirmed that the programme builds relationships with the local community, while 57.1% disagreed.

○ Home Visits Made as Required:

- Of all the head of the institution 57.1% agreed that home visits are made as required, while 42.9% disagreed.

3. Staff Assessment and Development:

○ Regular Updates on ECCE Practices:

- Among the head of the institution 71.4% confirmed that staff are regularly updated on ECCE practices, while 28.6% disagreed.

○ Staff Performance Evaluation:

- Collected from the replier 57.1% affirmed that Development plans are in place, and staff performance is assessed, while 42.9% disagreed.

4. Research:

○ Encouragement for Action Research:

- 28.6% of the head of the institution agreed that teachers are encouraged to conduct action research, while 71.4% disagreed.

4.8(d) Measurement of Quality with regard to managing to quality system of Champhai District

A total of five (5) ECCE Centres from Champhai District were selected for the study.

Table 4.8(d):Measurement of Quality with regard to managing quality system of Champhai District

Measurement of Quality with Regard to Managing Quality System		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher education and on site professional development, opportunity for capacity building at all administrative levels, career path for the staff (TESP)	a) Teachers have adequate qualification	4	80	1	20
	b) Care givers are prepared to deal with emergencies and disaster	4	80	1	20
	c) To increase their understanding and proficiency in child development, educators participated in pertinent training.	4	80	1	20
2. Monitoring and supportive supervision (MSS)	a) Involvement of staff, family and community members in the institutions in annual review of programme	2	40	3	60
	b) Programme builds relationships and engages with their local community	3	60	2	40
	c) Home visit are made as per required	2	40	3	60
3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	3	60	2	40
	b) Employee performance is assessed, and goals for personal growth are established to encourage progress.	2	40	3	60
4. Research (RSCH)	a) Teachers are encourage and supported to do action research	2	40	3	60

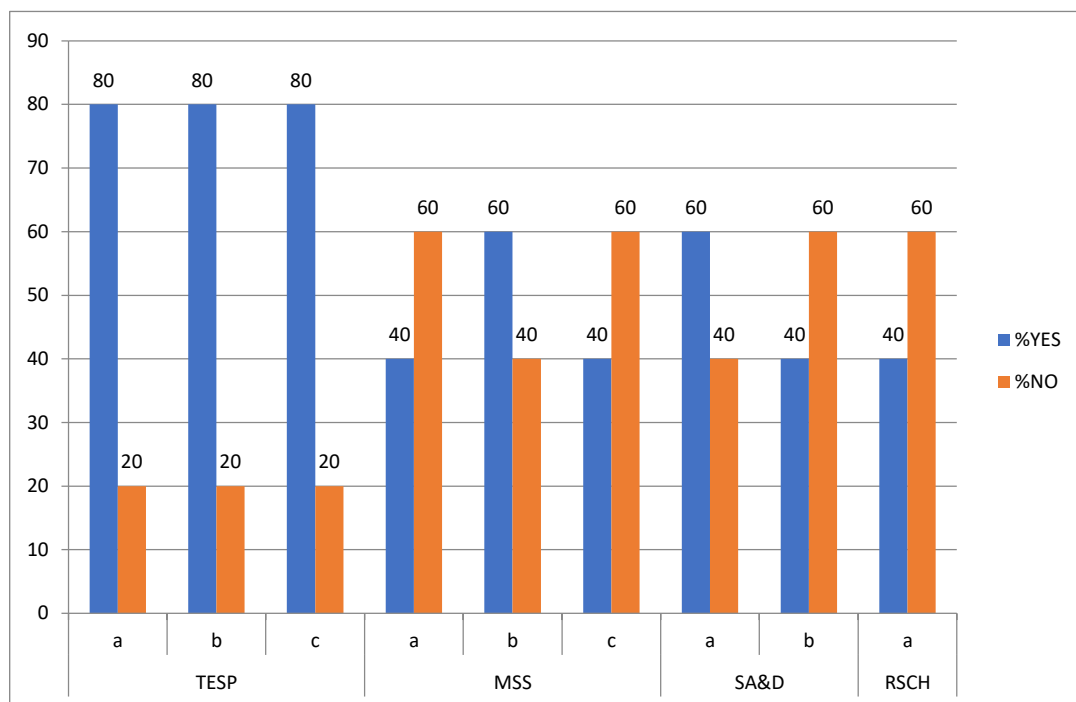


Figure 4.8(d): Measurement of Quality with regard to managing quality system of Champhai District

Data vide Table 4.8(d) and Figure 4.8(d), show the measurement of quality regarding managing the quality system in Champhai District:

1. Teacher Education and On-site Professional Development:

○ Teachers' Qualifications:

- Of researcher observation 80% agreed that teachers have adequate qualifications, while 20% disagreed.

○ Preparedness of Caregivers for Emergencies:

- Among the observation of the researcher 80% confirmed that caregivers are prepared for emergencies, while 20% disagreed.

○ Training in Child Development:

- Collected from the researcher observation 80% affirmed that teachers have attended relevant training in child development, while 20% disagreed.

2. Monitoring and Supportive Supervision:

○ Involvement in Annual Review of the Programme:

- Among the head of the institution 40% agreed that staff, family, and community members are involved in the annual review, while 60% disagreed.

○ Building Relationships with Local Community:

- From the head of the institution 60% confirmed that the programme helps build relationships with the local community, while 40% disagreed.

○ Home Visits Made as Required:

- Of the head of the institution 40% said that home visits are made, while 60% disagreed.

3. Staff Assessment and Development:

○ Regular Updates on ECCE Practices:

- Among the head of the institution 60% were validated that staff are regularly updated on ECCE practices, while 40% disagreed.

○ Staff Performance Evaluation:

- Collected from the head of the institution 40% said that staff performance is evaluated, while 60% disagreed.

4. Research:

○ Encouragement for Action Research:

- Of the head of the institution 40% agreed that teachers are encouraged to conduct action research, while 60% disagreed.

4.8(e) Measurement of Quality with regard to managing quality system of Serchhip District

Five (5) ECCE Centres from Serchhip Districts were selected for data collection.

Table 4.8(e): Measurement of Quality with regard to managing quality system of Serchhip District

Measurement of Quality with Regard to Managing Quality System		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher education and on site professional development, opportunity for capacity building at all administrative levels, career path for the staff (TESP)	a) Teachers have adequate qualification	3	60	2	40
	b) Care givers are prepared to deal with emergencies and disaster	3	60	2	40
	c) To increase their understanding and proficiency in child development, educators participated in pertinent training.	4	80	1	20
2. Monitoring and supportive supervision (MSS)	a) Involvement of staff, family and community members in the institutions in annual review of programme	2	40	3	60
	b) Programme builds relationships and engages with their local community	3	60	2	40
	c) Home visit are made as per required	2	40	3	60
3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	2	40	3	60
	b) Employee performance is assessed, and goals for personal growth are established to encourage progress.	3	60	2	40
4. Research(RSCH)	a) Teachers are encourage and supported to do action research	2	40	3	60

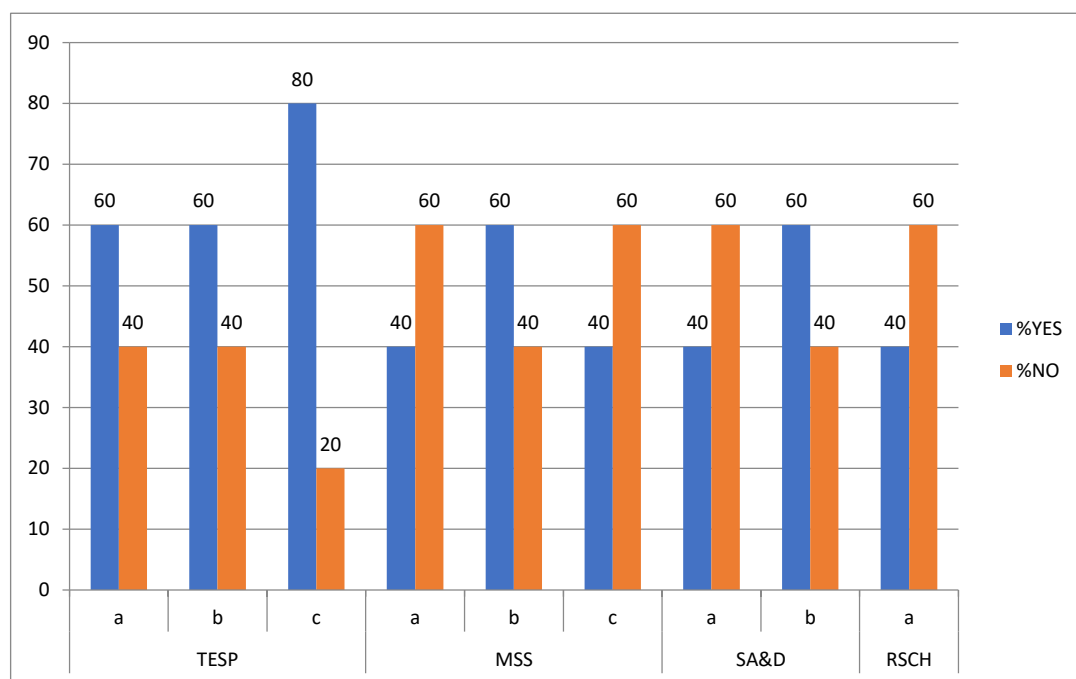


Figure 4.8(e): Measurement of Quality with regard to managing quality system of Serchhip District

Analysis of data vide Table 4.8(e) and Figure 4.8(e), show the measurement of quality regarding managing the quality system in Serchhip District:

1. Teacher Education and On-site Professional Development:

○ Teachers' Qualifications:

- Of the observation from the researcher 60% agreed that teachers have adequate qualifications, while 40% disagreed.

○ Preparedness of Caregivers for Emergencies:

- Among the researcher observation 60% said that caregivers are prepared for emergencies, while 40% disagreed.

○ Training in Child Development:

- From the researcher observation 80% affirmed that teachers have attended pertinent instruction to increase their understanding and proficiency in child development, while 20% disagreed.

2. Monitoring and Supportive Supervision:

○ Involvement in Annual Review of the Programme:

- Of the head of the institution 40% agreed that staff, family, and community members are involved in the annual review, while 60% disagreed.

○ Building Relationships with Local Community:

- Among the head of the institution 60% confirmed that the programme helps build relationships with the local community, while 40% disagreed.

○ Home Visits Made as Required:

- Among the head of the institution 40% said that home visits are made as required, while 60% disagreed.

3. Staff Assessment and Development:

○ Regular Updates on ECCE Practices:

- Of the head of the institution 40% confirmed that staff are regularly updated on ECCE practices, while 60% disagreed.

○ Staff Performance Evaluation:

- Among the head of the institution 60% agreed that staff performance is evaluated, while 40% disagreed.

4. Research:

○ Encouragement for Action Research:

- From the collected respondents 40% head of the institution agreed that teachers are encouraged and supported to conduct action research, while 60% disagreed.

Table 4.8(f): Measurement of Quality with regard to managing quality system of Mamit District

A total of four (4) ECCE Centres from Mamit District were selected for the study.

Table 4.8(f):Measurement of Quality with regard to managing quality system of Mamit District

Measurement of Quality with Regard to Managing Quality System		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher education and on site professional development, opportunity for capacity building at all administrative levels, career path for the staff (TESP)	a) Teachers have adequate qualification	2	50	2	50
	b) Care givers are prepared to deal with emergencies and disaster	2	50	2	50
	c) To increase their understanding and proficiency in child development, educators participated in pertinent training.	2	50	2	50
2. Monitoring and supportive supervision (MSS)	a) Involvement of staff, family and community members in the institutions in annual review of programme	2	50	2	50
	b) Programme builds relationships and engages with their local community	2	50	2	50
	c) Home visit are made as per required	2	50	2	50
3. Evaluation and training of employees (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	2	50	2	50

	b)Employee performance is assessed, and goals for personal growth are established to encourage progress.	2	50	2	50
4. Research(RSCH)	a) Teachers are encourage and supported to do action research	2	50	2	50

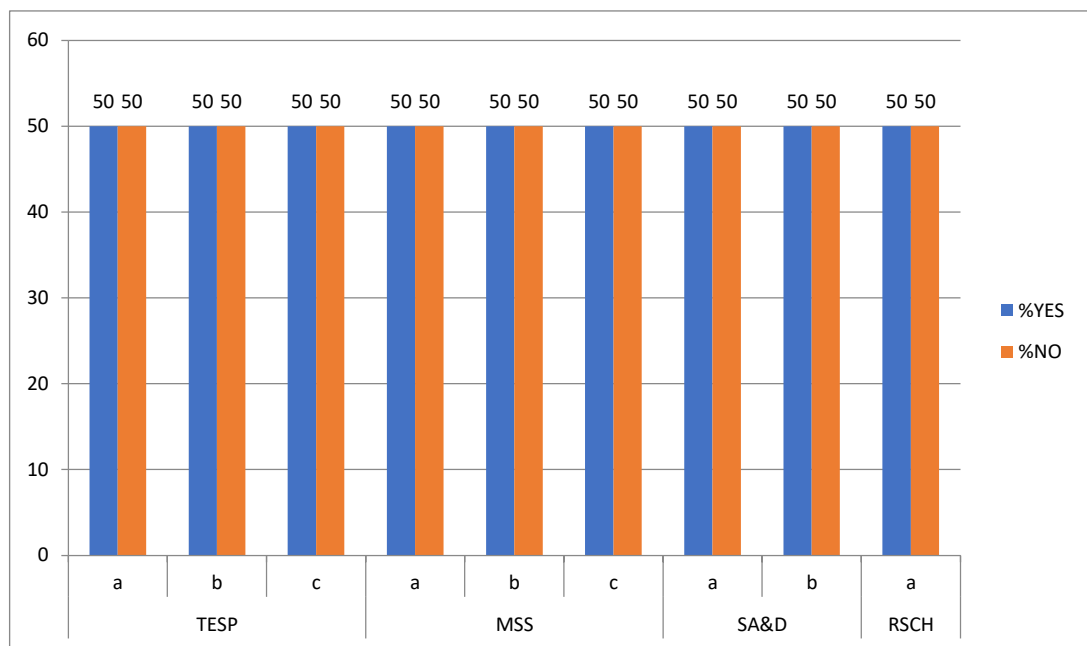


Figure 4.8(f):Measurement of Quality with regard to managing quality system of Mamit District

As exposed in data vide Table 4.8(f) and Figure 4.8(f), show the measurement of quality regarding managing the quality system in Mamit District:

1. Staff career paths, opportunities for capacity building at all administrative levels, including teacher education and on-site professional development:
 - The qualifications of teachers:
 - Of the researcher observation 50% said that teachers have adequate qualifications, while the other 50% disagreed.
 - Preparedness of Caregivers for Emergencies and Disasters:

- Observation by the researcher, 50% were found that caregivers are adequately prepared for emergencies, while another 50% disagreed.

- Training in Child Development:

- Among the researcher observation 50% affirmed that teachers attended pertinent instruction to increase their understanding and proficiency in child development, while the other 50% disagreed.

2. Monitoring and Supportive Supervision:

- Involvement of Staff, Family, and Community Members in Annual Review:

- Half of the head of the institutions 50% agreed that staff, family, and community members are involved in the annual review of the programme, while 50% disagreed.

- Programme Builds Relationships and Engages with the Local Community:

- Among the head of the institutions 50% confirmed that the programme helps build relationships and engages with the local community, while 50% disagreed.

- Home Visits Made as Required:

- Half of the head of the institutions 50% affirmed that home visits are made as required, while 50% disagreed.

3. Staff Assessment and Development:

- Regular Updates on ECCE Practices:

- Of the head of the institutions 50% said that staff are regularly updated on recent ECCE practices, while 50% disagreed.

- Staff Performance Evaluation and Individual Development Plans:

- Individual development plans and staff performance evaluations are in place, according to 50% of the head of the institutions, while 50% disagreed.

4. Research:

○ Encouragement and Support for Action Research:

- Half of the head of the institutions 50% agreed that teachers are encouraged and supported to conduct action research, while 50% disagreed.

4.8(g) : Measurement of Quality with regard to managing quality system of Kolasib District

Data was collected from five (5) ECCE Centres in Kolasib District for the study.

Table 4.8(g): Measurement of Quality with regard to managing quality system of Kolasib District

Measurement of Quality with Regard to Managing Quality System		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses No in %
1. Teacher education and on site professional development, opportunity for capacity building at all administrative levels, career path for the staff (TESP)	a) Teachers have adequate qualification	3	60	2	40
	b) Care givers are prepared to deal with emergencies and disaster	4	80	1	20
	c) Teachers attended relevant training to build their knowledge and skills in child development	1	20	4	80
2. Monitoring and supportive supervision (MSS)	a) Involvement of staff, family and community members in the institutions in annual review of programme	3	60	2	40
	b) Programme builds relationships and engages with their local community	2	40	3	60
	c) Home visit are made as per required	2	40	3	60
3. Staff assessment and development (SA&D)	a) Staff is regularly updated about recent information and practices around ECCE	1	20	4	80
	b) Performance of staff members is evaluated and individual development plans are in place to support improvement	2	40	3	60
4. Research(RSCH)	a) Teachers are encourage and supported to do action research	1	20	4	80

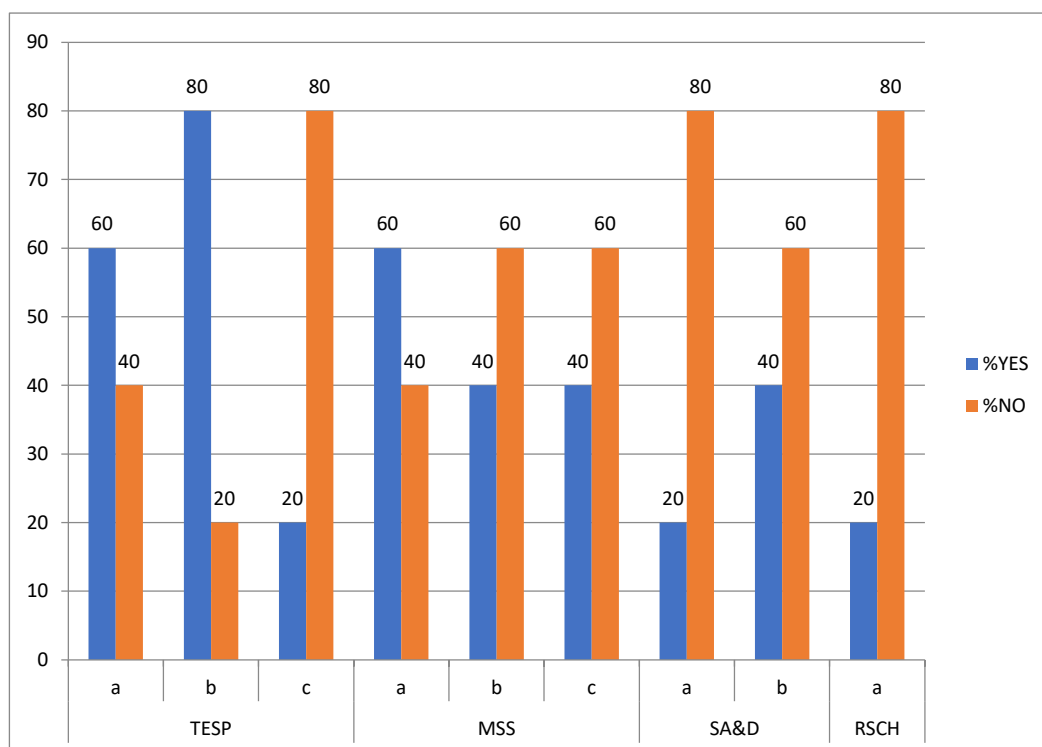


Figure 4.8(g): Measurement of Quality with regard to managing quality system of Kolasib District

Data vide Table 4.8(g) and Figure 4.8(g), show the measurement of quality regarding managing the quality system in Kolasib District:

1. Staff career paths, opportunities for capacity building at all administrative levels, including teacher education and on-site professional development:

- The Qualification of Teachers:

- Of the observation of the researcher 60% were found out that teachers have adequate qualifications, while 40% disagreed.

- Preparedness of Caregivers for Emergencies and Disasters:

- From the collected researcher observation 80% of respondents said that caregivers are prepared for emergencies and disasters, while 20% disagreed.

- Training in Child Development:

- Only 20% of researcher observation agreed that teachers have attended relevant training in child development, while 80% disagreed.

2. Monitoring and Supportive Supervision:

○ Involvement of Staff, Family, and Community Members in Annual Review:

- Among the head of the institutions 60% agreed that staff, family, and community members are involved in the annual review, while 40% disagreed.

○ Programme Builds Relationships and Engages with the Local Community:

- Of the head of the institutions 40% said that the programme helps build relationships and engages with the local community, while 60% disagreed.

○ Home Visits Made as Required:

- From the collected the head of the institutions 40% affirmed that home visits are made as required, while 60% disagreed.

3. Staff Assessment and Development:

○ Regular Updates on ECCE Practices:

- Only 20% the head of the institutions agreed that staff are regularly updated on recent ECCE practices, while 80% disagreed.

○ Staff Performance Evaluation and Individual Development Plans:

- Of the head of the institutions 60% disagreed, whereas 40% agreed that staff performance is reviewed and that individual development plans are in place.

4. Research:

○ Encouragement for Action Research:

- Only 20% the head of the institutions agreed that teachers are encouraged to conduct action research, while 80% disagreed.

4.8(h): Measurement of Quality with regard to managing quality system of Saitual District

A total of three (3) ECCE Centres were selected for the study of the data collection.

Table 4.8(h): Measurement of Quality with regard to managing quality system of Saitual District

Measurement of Quality with Regard to Managing Quality System		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses in %
1. Teacher education and on site professional development, opportunity for capacity building at all administrative levels, career path for the staff (TESP)	a) Teachers have adequate qualification	1	33.3	2	66.7
	b) Care givers are prepared to deal with emergencies and disaster	1	33.3	2	66.7
	c) Teachers attended relevant training to build their knowledge and skills in child development	1	33.3	2	66.7
2. Monitoring and supportive supervision (MSS)	a) Involvement of staff, family and community members in the institutions in annual review of programme	1	33.3	2	66.7
	b) Programme builds relationships and engages with their local community	2	66.7	1	33.3
	c) Home visit are made as per required	2	66.7	1	33.3
3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	1	33.3	2	66.7
	b) Employee performance is assessed, and goals for personal growth are established to encourage	1	33.3	2	66.7

	progress.				
4. Research(RSCH)	a) Teachers are encourage and supported to do action research	1	33.3	2	66.7

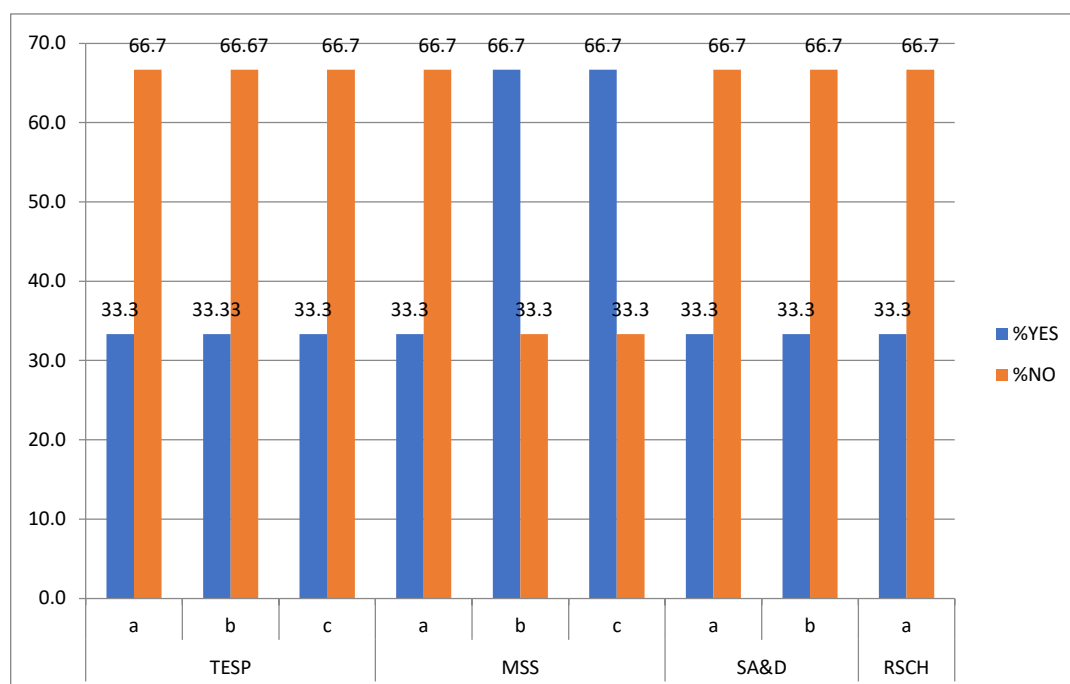


Figure 4.8(h): Measurement of Quality with regard to managing quality system of Saitual District

A quick look at the outcome data vide Table 4.8(h) and Figure 4.8(h), show the measurement of quality regarding managing the quality system in Saitual District:

1. Staff career paths, opportunities for capacity building at all administrative levels, including teacher education and on-site professional development:

- The Qualification of Teachers':
 - Of the researcher observation 33.3% affirmed that teachers have adequate qualifications, while 66.7% disagreed.
- Preparedness of Caregivers for Emergencies and Disasters:

- Among the observation of the researcher 75% said that caregivers are adequately prepared for emergencies and disasters, while 25% disagreed.

- Training in Child Development:

- From the collected observation of the researcher 33.3% affirmed that teachers have attended relevant training in child development, while 66.7% disagreed.

2. Monitoring and Supportive Supervision:

- Involvement of Staff, Family, and Community Members in Annual Review:

- Of respondents 33.3% agreed that staff, family, and community members are involved in the annual review, while 66.7% disagreed.

- Programme Builds Relationships and Engages with the Local Community:

- Of the head of the institutions 66.7% affirmed that the programme helps build relationships with the local community, while 33.3% disagreed.

- Home Visits Made as Required:

- Among the head of the institutions 66.7% confirmed that home visits are made as required, while 33.3% disagreed.

3. Staff Assessment and Development:

- Regular Updates on ECCE Practices:

- From the head of the institutions collected 33.3% confirmed that staff are regularly updated on recent ECCE practices, while 66.7% disagreed.

- Staff Performance Evaluation and Individual Development Plans:

- Among the head of the institutions 33.3% affirmed that Development strategies are in place and staff performance is assessed, while 66.7% disagreed.

4. Research:

- Encouragement for Action Research:
 - Of the head of the institutions 33.3% agreed that teachers are encouraged to conduct action research, while 66.7% disagreed.

4.8(i). Comparison Measurement of Quality with regard to managing to quality system of Seven (7) Districts of Mizoram

Table 4.8(i). Comparison Measurement of Quality with regard to managing to quality system of Seven (7) Districts of Mizoram

Measurement of Quality with Regard to Managing Quality System		Aizawl (n = 11)	Lunglei (n = 7)	Champhai (n = 5)	Serchhip (n = 5)	Maimit (n = 4)	Kolasib (n = 5)	Saitual (n = 3)
1. Teacher education and on site professional development opportunity for capacity building at all administrative levels, career path for the staff (TESP)	a) Teachers have adequate qualification	54.5	71.4	80	60	50	60	33.3
	b) Care givers are prepared to deal with emergencies and disaster	81.8	85.7	80	60	50	80	33.3
	c) To increase their understanding and proficiency in child development, educators participated in pertinent training.	90.9	71.4	80	80	50	20	33.3
2. Monitoring and supportive supervision (MSS)	a) Involvement of staff, family and community members in the institutions in annual review of programme	45.5	71.4	40	40	50	60	33.3
	b) Programme builds relationships and engages with their local community	45.5	42.9	60	60	50	40	66.7
	c) Home visits are made as per required	36.4	57.1	40	40	50	40	66.7

3. Staff assessment and development (SA&D)	a) Employees receive ongoing training on the latest ECCE procedures and information.	81.8	71.4	60	40	50	20	33.3
	b) Employee performance is assessed, and goals for personal growth are established to encourage progress.	45.5	57.1	40	60	50	40	33.3
4. Research (RSCH)	a) Teachers are encouraged and supported to do action research	36.4	28.6	40	40	50	20	33.3

Note: Only % of 'Yes' responses are shown for brevity; % of 'No' responses and actual counts can be inferred from the sample sizes given for each district.

As exposed in data vide Table 4.8(i), the quality of system management in ECCE centres across Mizoram's districts shows considerable disparity, especially in teacher capacity-building, supervision, performance evaluation, and integration of community involvement. While some core areas like training and emergency preparedness are moderately addressed, other structural processes such as research engagement and monitoring remain weak across several districts.

In terms of teacher education and professional development, Champhai led with 80% of teachers reportedly qualified, followed by Lunglei (71.4%) and Kolasib and Serchhip (60%). Aizawl (54.5%) and Mamit (50%) followed behind, with Saitual trailing at just 33.3%. Preparedness to handle emergencies was strongest in Lunglei (85.7%) and Aizawl (81.8%), with Champhai (80%) and Kolasib (80%) also performing relatively well. However, Saitual again lagged (33.3%), matching its low performance in teacher qualification. Regarding training attendance for child development, Aizawl (90.9%) was the highest, followed by Champhai, Lunglei, and Serchhip (all around 70–80%). Kolasib (20%) and Saitual (33.3%) scored the lowest, showing that outer districts may lack adequate access to formal training opportunities.

Monitoring and supportive supervision practices revealed additional weaknesses. Staff and community involvement in annual programme reviews was most prominent in Lunglei (71.4%), followed by Kolasib (60%). Aizawl and Champhai scored lower at 45.5% and 40%, while Saitual recorded the lowest again at 33.3%. In terms of relationship-building and local community engagement, Champhai and Serchhip (60%) performed relatively better, while Aizawl (45.5%) and Lunglei (42.9%) remained mid-tier. Home visits as part of supervision were least practiced in Aizawl (36.4%), but moderately acknowledged in Lunglei (57.1%) and Saitual (66.7%). These results reflect a scattered approach to community-based supervision and suggest a lack of coordinated follow-up and review systems across districts.

Staff assessment and ongoing development continued to show variation. Aizawl (81.8%) maintained the highest standard in staff updates on ECCE practices, while Lunglei (71.4%) and Champhai (60%) followed. Kolasib (20%) and Saitual (33.3%)

scored low in this area. Performance evaluation and individual development planning was least evident in Kolasib (40%) and Saitual (33.3%). Aizawl (45.5%) and Serchhip (60%) presented a moderate presence of staff evaluation mechanisms, indicating room for administrative strengthening in internal performance tracking across all districts.

In the area of research, encouragement for action research among teachers was low across the board. Champhai, Serchhip, and Mamit each scored 40%, followed by Aizawl (36.4%) and Lunglei (28.6%). Kolasib (20%) and Saitual (33.3%) again remained near the bottom. This indicates that although teachers are sometimes trained, they are seldom empowered or supported to take part in evidence-based innovations or reflective practice.

The findings point to a foundational but fragmented management structure across ECCE centres in Mizoram. Districts such as Aizawl, Lunglei, and Champhai show relative strength in teacher training and professional updates, but all districts lack uniform mechanisms for research engagement and formal supervision. Saitual consistently underperforms across indicators related to capacity-building, staff monitoring, and development, pointing to systemic neglect or resource limitations. The absence of action research culture, inconsistent evaluation practices, and limited community integration collectively suggest that while daily pedagogical routines are being implemented, the systems needed to sustain, evaluate, and improve these practices are still underdeveloped in several regions. Strategic investment in training infrastructure, accountability systems, and institutional research support is crucial for raising the overall quality of ECCE system management across the state.

4.9. Construction and Standardization of the Parental Perception Scale on ECCE (PPS–ECCE)

The Parental Perception Scale on Early Childhood Care and Education (PPS–ECCE) was developed by the researcher to measure the views of parents regarding the quality of ECCE services in Mizoram. After its construction, the scale was standardized through statistical procedures to ensure that it was reliable and valid. This section presents the results of the standardization process, including item analysis, reliability, validity, and the establishment of norms for interpretation.

4.9.1 Generation of Items

Focus Group Discussion (FGD) is a qualitative research method used to gather opinions, and feedback from a group of people about a specific topic, issue, or product. In an FGD, a small group of participants engages in a guided discussion led by a moderator. The goal is to understand the participants' experiences, attitudes, and perspectives on the subject being studied.

FGD is often used in social research, market research, and program evaluations to gain a deeper understanding of people's views and to identify common themes or patterns. The discussions are typically recorded and analysed to inform decision-making or further research. In the current study, FGD was conducted and aimed at generating questionnaire items for assessing Early Childhood Care and Education (ECCE) programs.

To generate an initial pool of items, Focus Group Discussions (FGDs) were conducted with parents in four districts of Mizoram: Aizawl, Serchhip, Lunglei, and Mamit. A total of **20 parents** participated—six from Aizawl, five each from Serchhip and Lunglei, and four from Mamit. Each discussion session was conducted in a neutral and private setting, lasted about 25 minutes, and allowed parents to freely share their concerns without any predefined themes. Detailed notes were taken manually, and later transcribed for systematic analysis.

The discussions were documented on Microsoft Word 2007 and NVivoV.10 was used to analyze and systematically identify the most significant themes raised by

from the focus group discussions. These key themes were used to guide the creation of questionnaire items related to admission processes, program quality, record-keeping, physical facilities, equipment and materials, teacher-child relations, and health services.

During the discussions, parents shared a range of experiences and perspectives. These discussions directly influenced the formation of questionnaire items. Below are examples of statements made by parents:

- "I had to go early just to stand in line for admission. It felt unfair because some parents got in through connections."
- "My child is very quiet. During the admission interview, she didn't talk much and was not selected. Admission for children this young should not be based on interviews."
- "The school says it follows a play-based programme, but my child brings home too much homework. It feels too formal, like primary school."
- "I love that my child is learning new things, but I also want her to enjoy school. Some days she doesn't want to go because she's afraid of making mistakes."
- "The school is next to a busy road with no proper fence. I worry about my child's safety every day."
- "They say there are outdoor play activities, but the children sit in a small area. There isn't enough space for them to run and play."
- "The teachers are kind, but they sometimes shout a lot. I understand they have many children to handle, but I wish they were more patient and caring."
- "My child says they have to take turns with toys because there aren't enough for everyone. They also share books, and sometimes they don't get to use them at all."
- "I really appreciate that the teachers check my child's height and weight. It helps me track her growth."

- "The toilets are not clean, and my child refuses to use them. She holds it in until she comes home, which isn't good for her health."
- "There isn't enough clean drinking water. Sometimes the children wait a long time just to get a glass of water."
- "The mid-day meal provided isn't always enough. My child sometimes comes home hungry despite the school offering meals."

The themes identified are shown in Table 3.5.2.7. Some of the matters parents brought up during the focus group discussions were used for generating questionnaire items. For example, parents talked about how children are admitted to preschool, what the structure of the program should look like, and how important it is for teachers to maintain good records. They also discussed the physical setup of the preschool, including safety and facilities, as well as the availability of materials and toys. Relationships between teachers and children were highlighted, with parents stressing the importance of caring and supportive interactions. Health and hygiene were also mentioned, with parents noting the need for clean facilities and proper care. These discussions served as the framework for developing items that reflect the perception of parents regarding early childhood care and education.

4.9.2 Qualitative Analysis of Focus Group Discussions

Qualitative analysis is a method used to systematically examine non-numerical data such as transcripts, interviews, or focus group discussions. The aim is to identify recurring ideas, patterns, and themes that reflect the participants' experiences and perceptions. One common approach is *thematic analysis*, which involves coding the data into meaningful categories, grouping similar responses together, and then interpreting these categories as themes. This method is widely used in educational and social research to make sense of subjective accounts while maintaining a structured and rigorous process.

In the present study, the transcripts of the FGDs were first transcribed into Microsoft Word and then imported into NVivo Version 10 software. The researcher carefully read the transcripts multiple times to gain familiarity with the data. Open coding was

applied, where significant phrases, sentences, and expressions from parents were highlighted. These codes were then compared and merged into broader categories based on similarity and relevance.

The analysis produced **seven major themes** which consistently appeared across the groups.

- The **Admission Process** theme reflected concerns about fairness in admission, particularly regarding interview-based versus first-come, first-served methods, as well as the issue of fees. A typical expression of this was: *“I think admitting children through first-come, first-served is a good idea.”*
- **Programme Quality** included parental views on the appropriateness of working hours, rest time, and programme structure. Many parents felt that the preschool programme was overly formal, as captured in the statement: *“I feel the preschool program is too formal, like a school.”*
- The **Record-Keeping** theme focused on whether teachers maintained adequate academic and health records of children, with parents remarking: *“Teachers keep proper academic records of children.”*
- **Facilities and Safety** reflected parental concerns about the physical location, safety, and availability of outdoor play space. One parent summed this up by stating: *“The preschool is in a safe place.”*
- **Equipment and Materials** covered the adequacy of educational toys, books, and child-friendly furniture. Parents highlighted the need for sufficient learning aids, for instance: *“The educational toys provided in preschool are enough.”*
- **Teacher–Child Relations** emphasised how well teachers interacted with children, including their patience, care, and understanding. A representative statement was: *“My child gets proper care and attention from teachers.”*
- Finally, the **Health and Hygiene** theme raised concerns about the cleanliness of toilets, provision of clean water, and basic medical care. Parents frequently echoed sentiments like: *“The toilet facilities for young children are appropriate.”*

These themes are summarised in **Table 4.9.2**, which shows each theme, its description, and an illustrative item derived from parent discussions.

Table: 4.9.2

Themes Identified from the Focus Group Discussions

Theme	Description	Example Item
Admission Process	Parents' views on interview-based vs. first-come, first-served admission, and concerns about fees.	"I think admitting children through first-come, first-served is a good idea."
Program Quality	Views on working hours, rest time, and structure of the program.	"I feel the preschool program is too formal, like a school."
Record-Keeping	Maintenance of children's academic and health records.	"Teachers keep proper academic records of children."
Facilities and Safety	Parents' thoughts on preschool location, safety, and space for outdoor play.	"The preschool is in a safe place."
Equipment & Materials	Availability of toys, learning materials, and suitable furniture.	"The educational toys provided in preschool are enough."
Teacher-Child Relations	How well teachers interact with and understand children.	"My child gets proper care and attention from teachers."
Health & Hygiene	Availability of clean water, toilets, and medical care in preschool.	"The toilet facilities for young children are appropriate."

A word cloud was generated (Image 4.9.2) to visually represent the terms most frequently mentioned by parents during the Focus Group Discussions (FGDs). Larger

words indicate higher frequency, while smaller words represent issues that, although mentioned less often, still contributed to the overall perception of ECCE.

The most prominent words are “**first**,” “**admission**,” “**records**,” “**teachers**,” “**health**,” and “**facilities**.” These directly align with the seven major themes identified in the thematic analysis:

- **Admission Process** is reflected in the frequent appearance of terms such as “*first*,” “*admission*,” “*interview*,” and “*fee*.” Parents often emphasised fairness in admission procedures.
- **Programme Quality** is captured by words like “*formal*,” “*homework*,” “*programme*,” “*working hours*,” and “*rest period*.” These highlight parental concerns about the structure and balance of preschool programmes.
- **Record-Keeping** is strongly visible through the term “*records*” along with “*registers*” and “*academic*.” This reflects expectations that teachers maintain accurate documentation of children’s progress.
- **Facilities and Safety** appear in words like “*facilities*,” “*safe*,” “*noise*,” “*ventilation*,” and “*play*”. These point to the importance parents placed on a secure and child-friendly environment.
- **Equipment and Materials** is shown through terms such as “*equipment*,” “*materials*,” “*toys*,” and “*furniture*.” These indicate concerns about the adequacy of learning resources.
- **Teacher–Child Relations** is highlighted by words like “*teachers*,” “*attention*,” “*care*,” and “*greeting*.” Parents stressed the role of supportive and patient interactions.
- **Health and Hygiene** is visible through terms like “*health*,” “*toilet*,” “*hygiene*,” “*meal*,” “*clean*,” and “*medical*.” These emphasise parents’ concerns about sanitation, food, and safety measures.

and if they truly belong to that construct, people's responses should be similar across them. In practice, this means that respondents who score high on one item are also likely to score high on the others, while those who score low on one item will tend to score low across the set. When such a pattern holds, the scale can be considered internally consistent.

The internal consistency of the overall PPS-ECCE scale and subscales was calculated using SPSS. According to Nunnally (1979), a Cronbach's Alpha value of 0.70 or above is generally considered satisfactory, while Pallant (2005) notes that an Alpha value as low as 0.60 may be acceptable in exploratory research. For the PPS-ECCE, the Cronbach's Alpha coefficient for the overall scale was **0.92**, with subscales ranging from **0.69 to 0.84**, thereby exceeding the minimum recommended levels according to both authors. This indicates that the items within the PPS-ECCE demonstrated strong internal consistency and measured the construct of parental perception in a reliable manner, as shown in **Table 4.9.4(a)**

Table 4.9.3(a)
Cronbach Alpha Values of the PPS-ECCE and its Dimensions

Dimension	No. of Items	Cronbach's Alpha (α)
Admission Process	3	0.72
Programme Quality	5	0.81
Record-Keeping	3	0.69
Facilities and Safety	4	0.77
Equipment and Materials	3	0.74
Teacher-Child Relations	3	0.84
Health and Hygiene	4	0.79
Overall Scale	25	0.87

4.9.4(b) Split-Half Reliability

The reliability of the PPS-ECCE scale was further examined using the **split-half method**. For this analysis, the 25 items of the scale were divided into two halves: Form 1 consisting of Items 1–13, and Form 2 consisting of Items 14–25. The total scores for each form are presented in **Table 4.9.4(b)**.

The internal consistency of each half was first assessed through Cronbach's alpha. The results showed that Form 1 (13 items) had an alpha coefficient of **0.79**, while Form 2 (12 items) had an alpha coefficient of **0.92**. Both values exceed the commonly accepted minimum threshold of 0.70, indicating satisfactory internal consistency for each half of the scale.

The correlation between the two halves was also computed, yielding a value of **0.76**. This indicates a strong positive relationship between the two forms, suggesting that both halves of the scale measure the same underlying construct.

Table 4.9.4(b): Split Half Reliability of the PPS-ECCE

Form 1 Total	Form 2 Total	Form 1 Total	Form 2 Total	Form 1 Total	Form 2 Total	Form 1 Total	Form 2 Total
50	43	50	53	58	51	50	43
54	59	53	45	55	50	54	59
55	56	48	46	54	51	55	56
50	39	45	42	50	53	50	39
56	58	41	42	53	45	56	58
54	57	46	36	48	46	54	57
56	58	54	48	45	42	56	58
54	56	50	51	41	42	54	56
56	56	42	42	46	36	56	56
58	56	48	52	54	48	58	56
50	45	59	60	50	51	50	45
54	54	47	36	42	42	54	54
55	54	59	56	48	52	55	54
55	54	46	43	56	32	55	54
57	53	51	51	43	44	57	53
56	57	50	39	48	29	56	57
50	46	44	40	53	50	38	36
58	51	35	41	46	47	42	38
55	50	55	54	48	42	36	34
54	51	55	54	60	46	45	36
46	50	57	53	30	34	37	36
54	55	56	57	43	37	35	32
52	56	50	46	47	39	37	36
57	53	57	53	45	40	44	36
37	39	37	40	40	42	39	26
45	40	45	39	44	40	37	31

44	40	44	39	48	52	39	31
35	41	35	46	59	60	35	34
35	31	47	48	47	36	53	35
48	48	57	55	59	56	44	27
52	53	53	55	46	43	35	31
41	51	36	42	51	51	41	36
50	45	34	38	50	39	42	36
49	37	38	38	44	40	49	31
46	36	38	37	35	41	43	38
59	55	57	54	50	51	43	36
52	55	44	41	42	42	38	36
47	38	43	36	48	52	41	36
49	49	44	39	56	32	46	46
49	48	50	43	43	44	35	32
57	55	54	59	48	29	38	33
53	55	55	56	53	50	47	36
36	42	58	56	46	47	56	56
34	38	50	45	48	42	36	32
38	38	54	54	60	46	38	36
38	37	55	54	30	34	41	40
57	54	55	54	43	37	47	45
44	41	57	53	47	39	43	38
43	36	56	57	45	40	36	36
44	39	50	46	44	36	46	35
Cronbach's Alpha for Form 1 (13 items) =							0.79
Cronbach's Alpha for Form 2 (12 items) =							0.92
Correlation Between Forms							0.76

4.9.4(c) Test–retest reliability,

Test–retest reliability is a method used to assess the stability of a measurement instrument over time. It involves administering the same tool to the same group of respondents on two different occasions, separated by a suitable time interval, and then correlating the scores from the two administrations. A high correlation indicates that the instrument produces consistent results across time, thereby confirming its temporal stability and reliability.

In the present study, test–retest reliability of the PPS–ECCE scale was established by re-administering the instrument to the same group of respondents after a two-week interval. The scores from the first and second administrations are shown in **Table 4.09.4(c)**. Analysis of the two sets of scores produced a correlation coefficient of **0.82**, which exceeds the commonly accepted threshold of 0.70 for reliability testing. This value demonstrates that the scale yields consistent results across time and is therefore stable.

**Table 4.9.4(c):
Test-Retest Reliability of the PPS-ECCE**

Test 1	Test 2	Test 1	Test 2	Test 1	Test 2	Test 1	Test 2
93	94	112	107	110	112	88	90
112	104	110	110	114	121	108	113
110	101	114	99	94	88	109	106
108	85	108	103	109	95	114	104
97	91	110	104	106	107	106	113
98	96	109	118	108	99	108	108
79	89	83	85	82	77	77	72
69	69	96	97	104	93	92	90
92	91	86	92	82	86	112	112
105	97	84	84	96	102	96	108
110	96	106	117	78	92	75	85
76	81	75	75	111	120	85	103
80	98	83	96	104	105	96	85
92	92	86	93	83	73	82	87
101	103	99	104	83	74	98	91
116	108	84	75	111	123	88	84
101	102	88	87	82	97	77	91
108	111	108	86	109	106	114	116
97	105	108	100	80	98	82	72
81	77	78	89	94	94	110	124
106	105	78	75	75	75	76	69
75	67	111	113	85	91	80	93
83	78	93	107	112	106	110	120
114	106	94	87	109	108	108	114
108	107	109	101	114	99	97	84
110	111	106	112	106	102	104	93
96	103	92	81	86	81	83	90
82	64	101	103	99	93	83	86

98	96	84	87	85	92	73	70
100	111	91	97	88	96	102	110
62	74	78	88	83	85	82	71
79	80	80	76	98	85	116	114
84	81	111	99	88	80	101	102
88	92	82	95	77	80	99	107
83	97	98	107	84	65	85	97
73	79	100	102	91	94	88	92
102	103	62	64	78	64	83	84
82	77	78	90	93	90	112	109
110	100	88	84	112	108	110	94
114	113	108	104	110	97	114	89
94	98	109	103	108	101	108	103
109	122	114	110	75	79	80	69
70	88	81	91	75	87	69	74
73	84	82	87	65	75	68	71
68	60	71	84	88	72	69	71
66	69	79	72	76	84	76	77
83	81	81	87	74	73	75	90
92	95	67	67	71	58	81	72
108	115	68	72	74	75	82	98
90	79	81	78	72	71	79	86
Correlation Between Test 1 and Test 2							0.82

4.9.5 Validity

Validity indicates how well a tool measures the variable or construct it is intended to assess. In simple terms, validity ensures that the instrument is not only consistent but also accurate in capturing the phenomenon under study. The validity of the PPS–ECCE was established using two approaches: **content validity**, to examine the representativeness of items, and **item discrimination analysis**, to evaluate the ability of individual items to distinguish between high- and low-scoring respondents.

4.9.5(a) Content Validity

Content validity specifically addresses the representativeness and relevance of the items included in a scale. That is, Content validity examines whether the items of a tool adequately reflect the domain of the construct and whether they cover all its

essential dimensions without leaving out important aspects or including irrelevant ones. In other words, it answers the fundamental question: “*Do these items adequately cover the domain of the concept?*” If the items are judged by experts to be relevant, clear, and representative of the construct, then the instrument can be said to possess strong content validity.

In the present study, content validity was of particular importance because the PPS–ECCE scale was developed to measure parental perceptions of early childhood care and education. Establishing content validity ensured that the items included in the scale were meaningful, comprehensive, and aligned with the theoretical framework, thereby providing a strong foundation for subsequent reliability testing and further applications of the scale.

The Content Validity Index (CVI) reflects the proportion of agreement among experts on the relevance of items. The CVI is composed of two levels: the Item-level Content Validity Index (I-CVI), which represents the proportion of experts rating each individual item as relevant, and the average Scale-level Content Validity Index ($S-CVI_{Ave}$), which represents the average of all I-CVI values across the entire instrument.

To calculate the CVI, a panel of five experts was asked to rate each item of the PPS–ECCE scale on a 4-point scale ranging from 1 (not relevant) to 4 (highly relevant). Ratings of 3 or 4 were considered indicators of content validity. The expert ratings on which these calculations were based are presented in Table 4.09.5(a).

The content validity was calculated in two stages.

1. Step 1 — Compute item-level CVI (Item-CVI).

- Item-CVI = Number of experts giving a rating of 3 or 4 ÷ Total number of experts (5).
- Applying this to the ratings in Table 4.09.6:
 - Items 1 to 14: all five experts gave ratings of 3, so Item-CVI = $5 \div 5 = 1.00$ for each of these items.

- Items 15 to 25: four experts gave ratings of 3 and one expert gave a rating of 2, so Item-CVI = $4 \div 5 = 0.80$ for each of these items.

2. Step 2 — Computing the scale-level CVI (S-CVI_{Ave}).

- S-CVI_{Ave} = Sum of all item-level CVIs $\div$ Total number of items (25).
- Sum the item CVIs: (14 items $\times$ 1.00) + (11 items $\times$ 0.80) = 14 + 8.8 = 22.8.
- Divide by the number of items: $22.8 \div 25 = 0.912$.
- Therefore, S-CVI_{Ave} = 0.912

The overall Content Validity Index for the 25-item scale, based on five experts, is 0.912 ($\approx$ 0.91), indicating excellent content validity.

**Table 4.9.5(a):
Ratings of Each Item by the Five Experts and Item-CVI**

Items	Expert_1	Expert_2	Expert_3	Expert_4	Expert_5	Item_CVI
Item_1	3	3	3	3	3	1
Item_2	3	3	3	3	3	1
Item_3	3	3	3	3	3	1
Item_4	3	3	3	3	3	1
Item_5	3	3	3	3	3	1
Item_6	3	3	3	3	3	1
Item_7	3	3	3	3	3	1
Item_8	3	3	3	3	3	1
Item_9	3	3	3	3	3	1
Item_10	3	3	3	3	3	1
Item_11	3	3	3	3	3	1
Item_12	3	3	3	3	3	1
Item_13	3	3	3	3	3	1
Item_14	3	3	3	3	3	1
Item_15	3	3	3	2	3	0.8
Item_16	3	3	3	2	3	0.8
Item_17	3	2	3	3	3	0.8
Item_18	3	3	3	2	3	0.8
Item_19	3	3	3	2	3	0.8
Item_20	2	3	3	3	3	0.8

Item_21	3	2	3	3	3	0.8
Item_22	3	3	3	2	3	0.8
Item_23	3	3	3	2	3	0.8
Item_24	3	3	2	3	3	0.8
Item_25	2	3	3	3	3	0.8
Total of Item-CVI						22.8
Scale-CVI = Item-CVI/N of Items (22.80/25)						0.912

Note: Ratings are on a 4-point scale (1 = not relevant, 4 = highly relevant). Item-CVI values represent the proportion of experts assigning a rating of 3 or 4 to each item.

4.9.5(b) Item Discrimination

Item discrimination refers to the extent to which each statement in a scale is able to distinguish between respondents with high overall scores and those with low overall scores. It indicates whether an item meaningfully separates individuals who differ in the construct being measured. In this study, item discrimination was assessed by arranging all responses in ascending order of total scores and then comparing the top 27 percent and the bottom 27 percent of scorers. This procedure, presented in Table 4.09.4, shows how effectively each item differentiates between parents with high and low perceptions of ECCE.

Item discrimination was carried out to determine how well each statement distinguished between parents with high and low overall perceptions. The top and bottom 27% of scorers were compared as shown in Table 4.09.4.

Table 4.9.5(b): Mean, Standard Deviation and t-value of High and Low Groups on Different Items of the PPS–ECCE

Item	Mean of Top 27%	SD of Top 27%	Mean of Bottom 27%	SD of Bottom 27%	T Value	P Value	Mean Difference	Discrimination Index
Item_1	4.07	0.67	2.33	1.17	9.52	0.00	1.74	0.44
Item_2	4.82	0.39	3.32	0.80	12.41	0.00	1.50	0.38
Item_3	4.4	0.6	3.1	0.9	9.2	0.00	1.3	0.33
Item_4	4.55	0.5	3.05	0.85	10.1	0.00	1.5	0.38
Item_5	4.33	0.51	3.30	1.02	6.67	0.00	1.04	0.26
Item_6	4.24	0.93	2.67	0.73	9.80	0.00	1.57	0.39
Item_7	4.02	0.84	2.72	0.98	7.40	0.00	1.30	0.32
Item_8	4.82	0.39	3.26	1.10	9.77	0.00	1.56	0.39

Item_9	4.74	0.44	3.24	0.85	11.55	0.00	1.50	0.38
Item_10	4.50	0.54	3.06	0.94	9.79	0.00	1.44	0.36
Item_11	4.78	0.42	3.04	1.12	10.74	0.00	1.74	0.44
Item_12	4.22	0.93	2.87	0.70	8.56	0.00	1.35	0.34
Item_13	4.48	0.64	3.06	0.83	9.99	0.00	1.43	0.36
Item_14	4.26	0.44	2.70	0.82	12.32	0.00	1.56	0.39
Item_15	4.59	0.50	2.87	0.83	13.15	0.00	1.72	0.43
Item_16	4.69	0.47	3.02	1.06	10.61	0.00	1.67	0.42
Item_17	4.59	0.57	3.00	0.78	12.17	0.00	1.59	0.40
Item_18	4.65	0.48	2.65	0.81	15.67	0.00	2.00	0.50
Item_19	4.87	0.34	3.15	0.49	21.19	0.00	1.72	0.43
Item_20	4.85	0.36	3.30	0.69	14.69	0.00	1.56	0.39
Item_21	4.83	0.54	3.52	0.82	9.85	0.00	1.32	0.33
Item_22	3.98	0.71	3.13	0.70	6.26	0.00	0.85	0.21
Item_23	4.82	0.39	2.94	0.76	16.03	0.00	1.87	0.47
Item_24	4.52	0.57	2.69	0.80	13.72	0.00	1.83	0.46
Item_25	4.85	0.41	2.87	0.73	17.45	0.00	1.98	0.50
Mean Values	4.54	0.54	2.99	0.85	11.71	0.00	1.56	0.39

All 25 items recorded discrimination indices above the acceptable threshold of 0.30. The mean Discrimination Index value was 0.39, indicating that the items were effective in differentiating between respondents with favourable and unfavourable views of ECCE. Since all items met the criterion, none were removed at this stage.

4.9.6 Development of Norms

To facilitate a meaningful interpretation of the standardized scores in the PPS-ECCE scale, a systematic process of norm development was undertaken. Norms for the PPS-ECCE (Perception of Program Scale - Early Childhood Care and Education) was developed to provide a standardized interpretation of scores obtained from respondents.

Given that the raw scores on each subscale were converted to a scoring system that ranged from 1 to 5, these converted scores were again transformed to their corresponding z-scores, which was divided again to establish classification

categories. This process involved converting raw scores into a standardized format, specifically z-scores as shown in Table. 4.9.6(a).

Table 4.9.6(a)

Converted Score with the Corresponding Z-Score for PPS–ECCE

Converted Score	Z-Score	Converted Score	Z-Score	Converted Score	Z-Score	Converted Score	Z-Score
1.25	-2.10	2.40	-1.20	3.55	-0.30	4.70	2.10
1.40	-2.00	2.60	-1.00	3.70	0.00	4.80	2.30
1.60	-1.80	2.80	-0.80	3.85	0.50	4.90	2.50
1.80	-1.60	3.00	-0.60	4.00	0.80	5.00	2.80
2.00	-1.40	3.20	-0.50	4.20	1.20		

After computing the z-scores, they were categorized into five distinct groups: Low, Below Average, Average/Moderate, Above Average, and High as shown in Table 4.09.6(b). These categories were defined based on the standard deviation cutoffs in the normal probability curve, a widely accepted statistical model for standardizing data distributions.

Table 4.9.6(b).

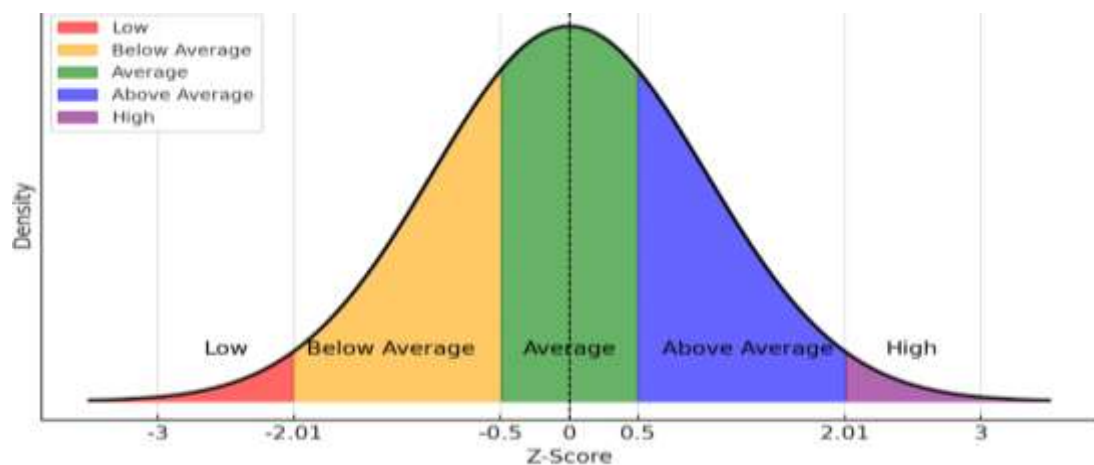
Norms for References and Interpretation of the PPS-ECCE

Z-Score Range	Converted Score Range	Category
Below -2.01	1.25 – 1.80	Low
-2.01 to -0.50	1.81 – 3.20	Below Average
-0.50 to 0.50	3.21 – 3.80	Average/Moderate
0.51 to 2.01	3.81 – 4.60	Above Average
Above 2.01	4.61 – 5.00	High

The above categorization follows the standard normal distribution model in which scores are standardized using z-scores and then classified into five interpretive categories, as illustrated in Figure 4.09.6. The x-axis represents z-scores ranging from approximately -3.0 to $+3.0$, while the y-axis shows density, or the frequency distribution of scores. The curve peaks at $z = 0$, corresponding to the average parental perception score, and the shaded regions indicate the five categories: Low (red, $z < -2.01$), reflecting very unfavourable perceptions and about 2.5% of the distribution; Below Average (orange, $z -2.01$ to -0.50), indicating moderately low perceptions and about 27% of respondents; Average (green, $z -0.50$ to $+0.50$), capturing the middle 38% of respondents; Above Average (blue, $z +0.51$ to $+2.01$), representing moderately favourable perceptions and about 27% of respondents; and High (purple, $z > +2.01$), reflecting very favourable perceptions and about 2.5% of the distribution.

Figure 4.9.6

Distribution and Categorisation of Z-Scores



4.9.7 Scoring Procedure

The PPS–ECCE employed a five-point Likert-type response format with the following options: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. All positively worded items were scored directly from 1 to 5, while negatively worded items were reverse-scored to ensure consistency in the

interpretation. The positively worded items and negatively worded items are shown in Table 4.9.8 below

Table 4.9.7: Positively and Negatively Worded Items of PPS–ECCE

Sl. No.	Item Type	Item Numbers	Total Number of Items
1	Positive Items	1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	23
2	Negative Items	3, 6	2

For each dimension of the scale, subscale scores were calculated by summing the item responses within that domain. Because the number of items varied across subscales, raw scores were standardized to a common 1–5 scale using the following formula:

$$\text{Standardized Score} = (\text{Total Raw Score} / \text{Maximum Possible Score}) \times 5$$

where:

- *Total Raw Score* = Sum of responses within a subscale
- *Maximum Possible Score* = Number of items $\times$ 5 (highest Likert score)

This transformation makes it easier to compare the scores across subscales with different numbers of items. The overall PPS–ECCE score was then derived by summing the standardized subscale scores. In interpretation, as shown in the previous table no. 4.09.7(b), higher scores reflected more favourable parental perceptions of early childhood care and education services, whereas lower scores indicated dissatisfaction or less favourable perceptions.

4.10 To assess the perception of parents with regards to the status of ECCE in Mizoram

The Level of overall Perception of the participants of ECCE Programmes across various districts in Mizoram are given in the following order: Aizawl, Serchhip, Lunglei, Champhai, Mamit, Kolasib, and Saitual in the following passages.

4.10(a).Level of Overall Perception of ECCE Programme in Aizawl

Table 4.10(a):
Level of Overall Perception of ECCE Programme in Aizawl

District	Levels	N	%
Aizawl	Low	1	3.3%
	Below Average	4	13.3%
	Average/Moderate	6	20.0%
	Above Average	16	53.3%
	High	3	10.0%

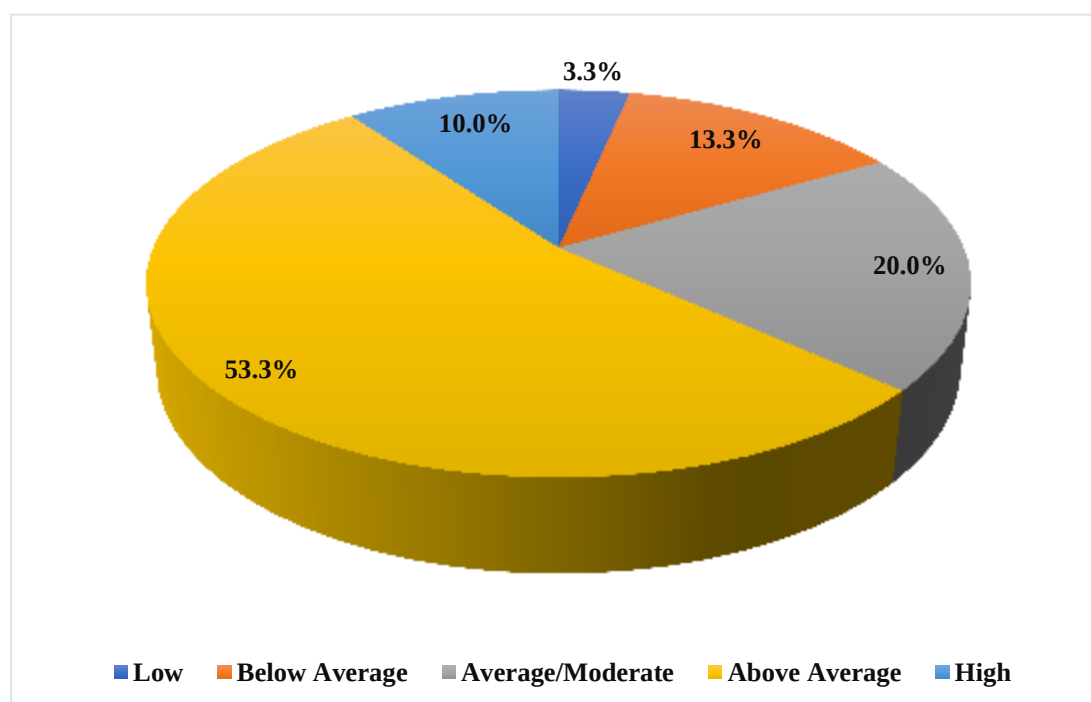


Figure 4.10(a): Level of Overall Perception of ECCE Programme in Aizawl

Information video According to Table 4.9(a) and Figure 4.9(a), among participants from Aizawl, 3.3% view the ECCE Programme as Low, 13.3% as below average, 20.0% as average/moderate, 53.3% as above average, and 10.0% as High. From here we can say that the perception of parents of Aizawl regarding ECCE programme is above average.

4.10(b).Level of Overall Perception of ECCE Programme in Serchhip

Table 4.10(b): Level of Overall Perception of ECCE Programme in Serchhip

District	Levels	N	%
Serchhip	Low	0	0.0%
	Below Average	10	35.7%
	Average/Moderate	10	35.7%
	Above Average	8	28.6%
	High	0	0.0%

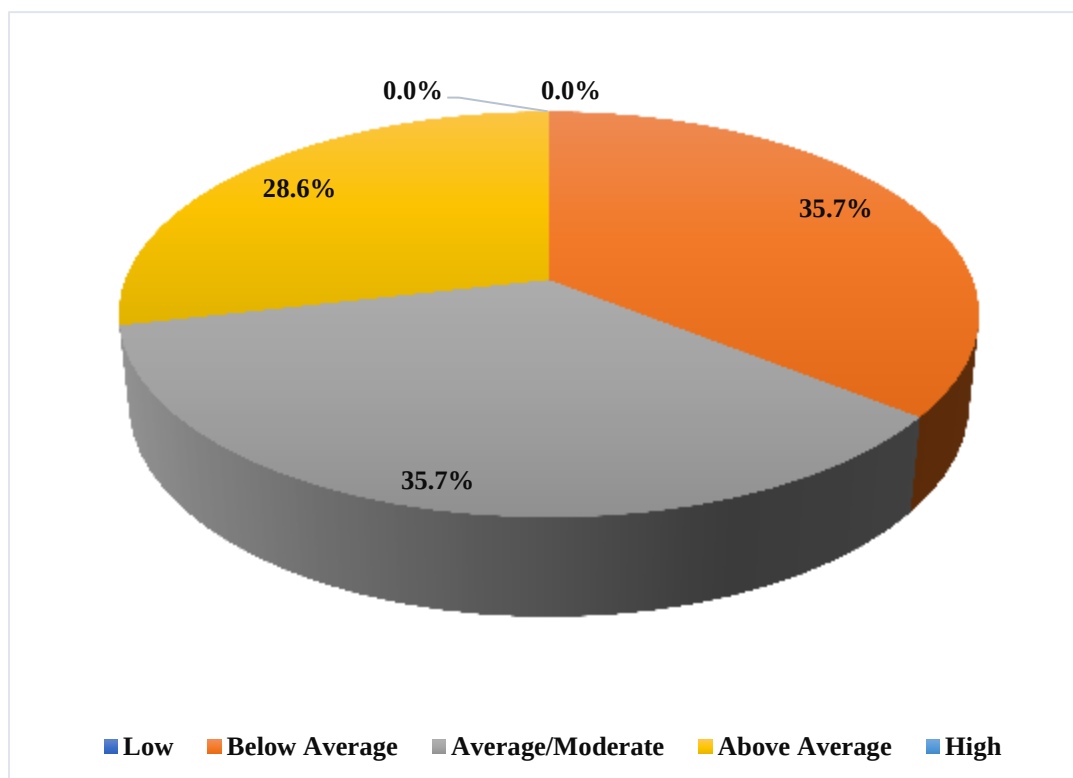


Figure 4.10(b): Level of Overall Perception of ECCE Programme in Serchhip

Information video Figure 4. 10(b) and Table 4. 10(b), show that among participants from Serchhip, 0.0% view the ECCE Programme as Low, 35.7% as below average, 35.7% as average/moderate, 28.6% as above average, and 0.0% as High. From the findings we can conclude that the perception of parents of Serchhip regarding ECCE programme is low.

4.10(c) Level of Overall Perception of ECCE Programme in Lunglei

Table 4.10(c): Level of Overall Perception of ECCE Programme in Lunglei

District	Levels	N	%
Lunglei	Low	0	0.0%
	Below Average	12	42.9%
	Average/Moderate	5	17.9%
	Above Average	9	32.1%
	High	2	7.1%

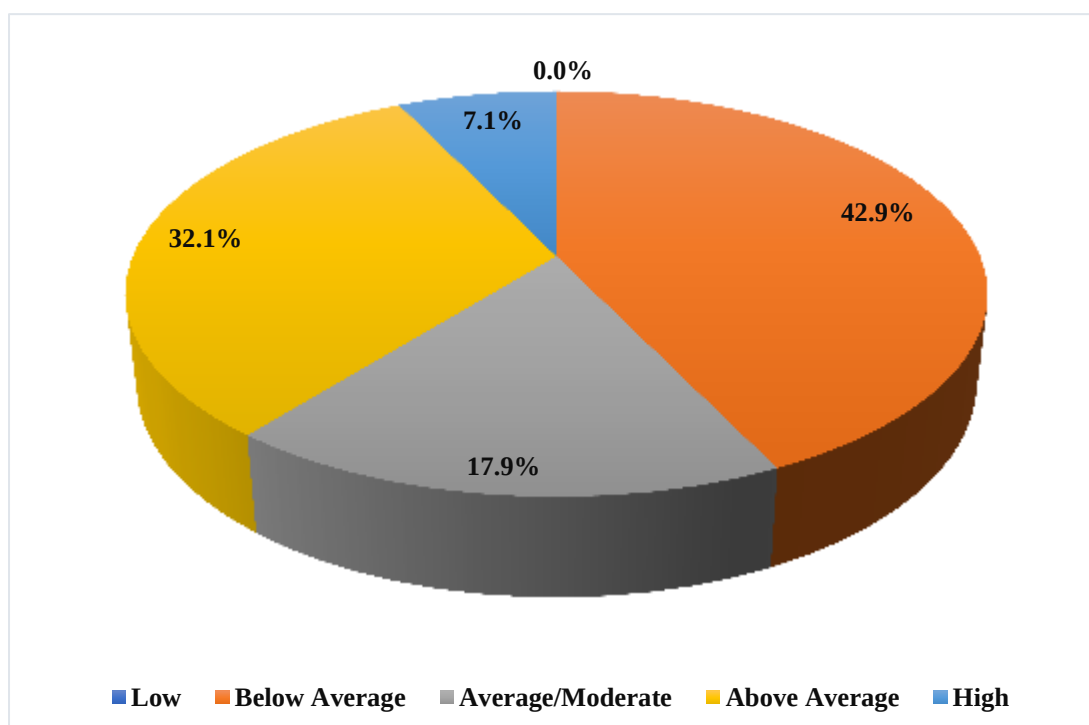


Figure 4.10(c): Level of Overall Perception of ECCE Programme in Lunglei

Data vide Table 4.10(c) and Figure 4.10(c), reveal that among participants from Lunglei, 0.0% view the ECCE Programme as Low, 42.9% as below average, 17.9% as average/moderate, 32.1% as above average, and 7.1% as High. The study reveals that the perception of parents of Lunglei regarding ECCE programme is above average.

4.10(d) Level of Overall Perception of ECCE Programme in Champhai

Table 4.10(d):

Level of Overall Perception of ECCE Programme in Champhai

District	Levels	N	%
Champhai	Low	0	0%
	Below Average	6	21.4%
	Average/Moderate	9	32.1%
	Above Average	11	39.3%
	High	2	7.1%

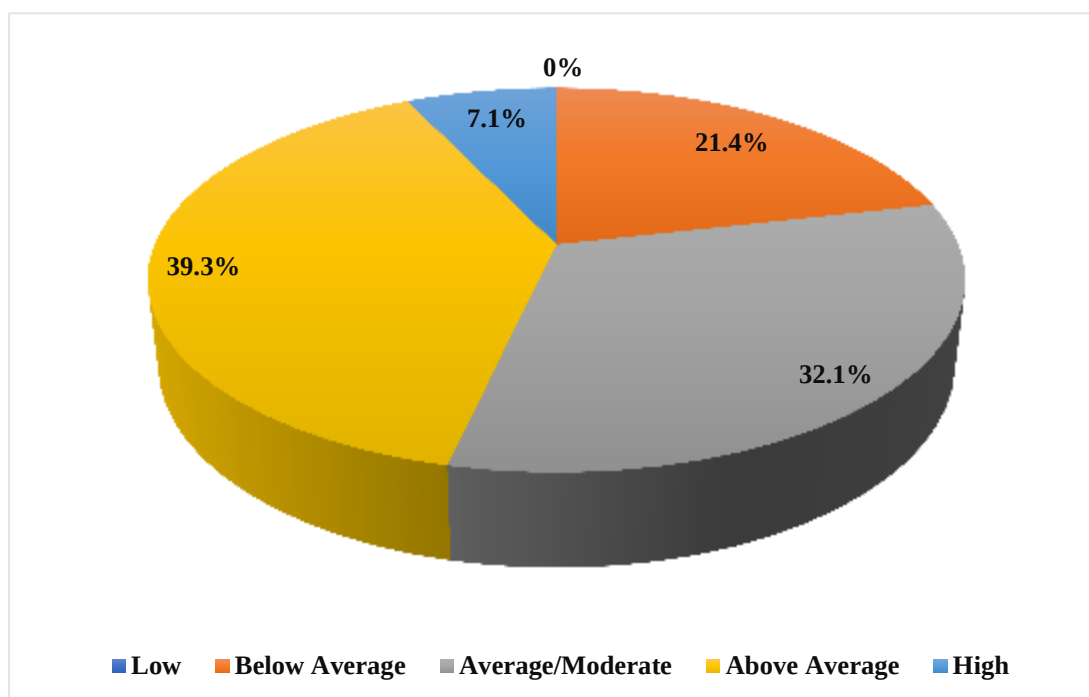


Figure 4.10(d): Level of Overall Perception of ECCE Programme in Champhai

Data vide Table 4.10(d) and Figure 4.10(d), reveal that among participants from Champhai, 0.0% view the ECCE Programme as Low, 21.4% as below average, 32.1% as average/moderate, 39.3% as above average, and 7.1% as High. From the findings we can conclude that the perception of parents of Champhai regarding ECCE programme is average.

4.10(e) Level of Overall Perception of ECCE Programme in Mamit

Table 4.10(e):

Level of Overall Perception of ECCE Programme in Mamit

District	Levels	N	%
Mamit	Low	1	3.6%
	Below Average	12	42.9%
	Average/Moderate	9	32.1%
	Above Average	5	17.9%
	High	1	3.6%

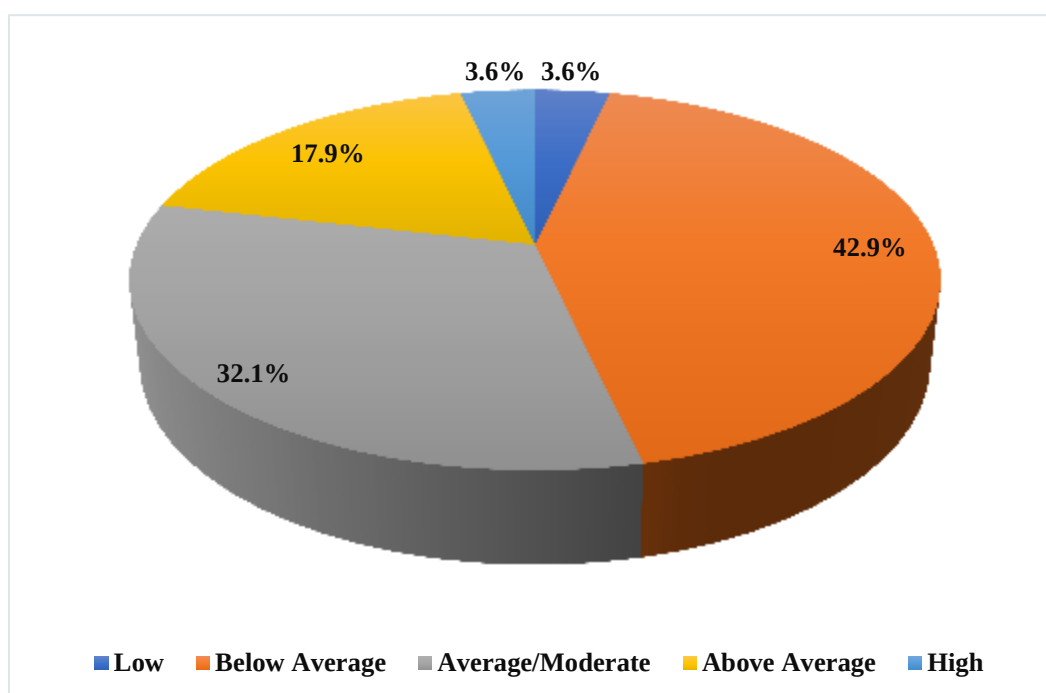


Figure 4.10(e): Level of Overall Perception of ECCE Programme in Mamit

Data vide Table 4.10(e) and Figure 4.10(e), reveal that among participants from Mamit, 3.6% view the ECCE Programme as Low, 42.9% as below average, 32.1% as average/moderate, 17.9% as above average, and 3.6% as High. The study reveals that the perception of parents of Mamit regarding ECCE programme is low.

4.10(f) Level of Overall Perception of ECCE Programme in Kolasib

Table 4.10(f):

Level of Overall Perception of ECCE Programme in Kolasib

District	Levels	N	%
Kolasib	Low	2	7.1%
	Below Average	7	25.0%
	Average/Moderate	5	17.9%
	Above Average	11	39.3%
	High	3	10.7%

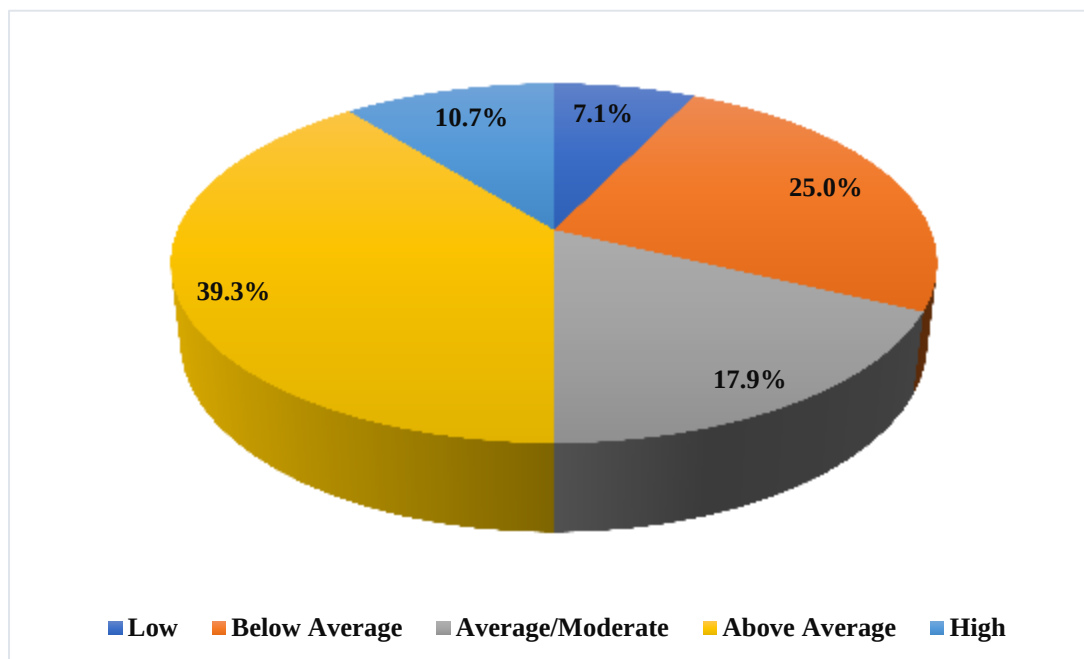


Figure 4.10(f): Level of Overall Perception of ECCE Programme in Kolasib

Data vide Table 4.10(f) and Figure 4.10(f), reveal that among participants from Kolasib, 7.1% view the ECCE Programme as Low, 25.0% as below average, 17.9% as average/moderate, 39.3% as above average, and 10.7% as High. From the findings we can conclude that the perception of parents of Kolasib regarding ECCE programme is average.

4.10(g) Level of Overall Perception of ECCE Programme in Saitual

Table 4.10(g):

Level of Overall Perception of ECCE Programme in Saitual

District	Levels	N	%
Saitual	Low	8	26.7%
	Below Average	18	60.0%
	Average/Moderate	3	10.0%
	Above Average	1	3.3%
	High	0	0.0%

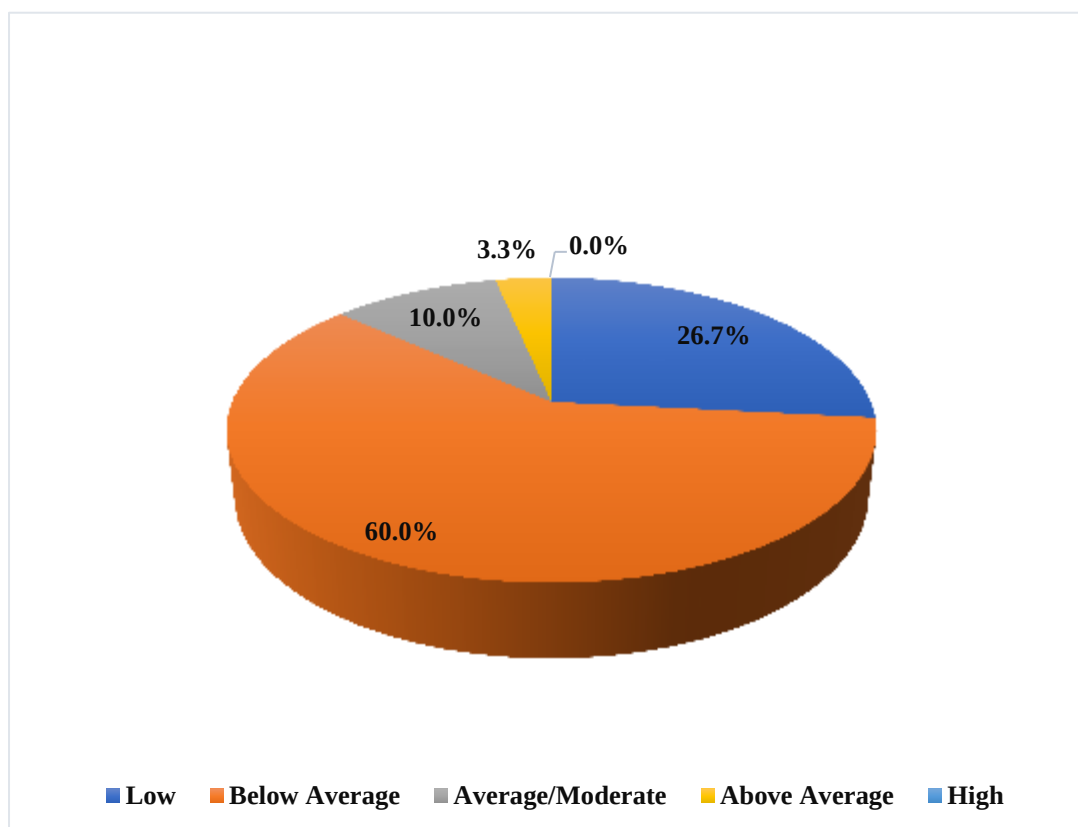


Figure 4.10(g): Level of Overall Perception of ECCE Programme in Saitual

Data vide Table 4.10(g) and Figure 4.10(g), reveal that among participants from Saitual, 26.7% view the ECCE Programme as Low, 60.0% as below average, 10.0% as average/moderate, 3.3% as above average, and 0.0% as High. The study reveals that the perception of parents of Saitual regarding ECCE programme is low.

4.11. Summary of Findings:

This key findings from the assessment of Early Childhood Care and Education (ECCE) programmes across the seven districts of Mizoram are given in the following order:

4.11.1. Measurement of Quality of Interaction

The findings from the early childhood care and education (ECCE) programmes across Mizoram and its seven districts show that, overall, most teachers engage with children positively. In all districts, a high percentage of teachers greet children and interact with them during meals, while social play is encouraged in most areas.

However, the use of waste materials for play is less consistent, with only about half of the teachers reporting this practice. Parent-teacher meetings and home visits are also less frequent, with some districts showing low levels of involvement in these areas. Collaboration among staff is widespread, and ethical standards are generally upheld, though some districts, like Saitual, show room for improvement in this regard. While the results highlight some strength, there are clear differences in how ECCE programmes are implemented across the districts, with some areas needing more focus on using materials creatively and enhancing parental involvement.

4.11.2. Measurement for the quality of health, nutrition, personal care and Routine

The findings on health, nutrition and personal care in the seven districts of Mizoram show that most respondents reported the availability of essential medical supplies and services. In all districts, surgical cotton and pain-relieving medicine were readily available, and growth monitoring was confirmed in 100% of the cases. However, antiseptic ointment and bandages were available in varying percentages across districts, with thermometers and sticking plasters being less accessible. Health check-ups were generally available (ranging from 71.4% to 100%), but immunization was notably lower, with only 22.5% availability overall. Regarding nutrition, all districts reported sufficient time for meals and nutritious food, with 75% ensuring regular nutrition. Teachers in most districts encouraged hygiene practices like hand-washing (ranging from 60% to 85.7%) and promoted self-discipline (40% to 71.4%). The practice of children returning materials to their place varied, with 45.5% to 60% of teachers encouraging this habit.

4.11.3. Measurement for the Quality of protective care and safety

The standard of safety and protective care in early childhood education and care (ECCE) programmes across Mizoram reveals some significant areas of concern and strengths. In terms of adult supervision, 87.5% of respondents reported unsatisfactory child-to-teacher ratios, though 100% confirmed that children are encouraged to express their opinions. When it comes to socio/emotional protection, 75% of respondents indicated that first aid kits were available, but only 37.5% believed

caregivers were adequately prepared for emergencies. A very small percentage (12.5%) felt that families of children facing severe deprivation received support, such as nurturing home environments or counselling.

Regarding physical safety, 80% of respondents reported that emergency contact information was accessible to staff, and 65% believed that nap/rest time for children was adequate. However, it is clear that while there are basic safety measures in place, the overall preparedness for emergencies and support for families in need of extra care remains lacking in many areas. Also, the child-to-teacher ratio is consistently a concern, indicating that there may not be enough supervision and individual attention for children in these programmes.

4.11.4. Measurement of Physical Infrastructure

The physical infrastructure of Early Childhood Care and Education (ECCE) Center Mizoram presents a mix of strengths and areas for improvement. Classrooms are generally well-lit and ventilated, but there is a common concern about insufficient space for outdoor play. Many centers are also located in noisy areas, which could impact the learning environment. While most centers provide adequate storage for materials and have hygienic kitchen spaces, cleanliness and maintenance vary across districts.

In terms of safety, most respondents felt that ECCE centers are in safe locations and within a short walking distance. However, the condition of toilets and water facilities remains a challenge. While children are generally encouraged to wash their hands, there are concerns about promoting self-discipline in maintaining hygiene. Many centers provide separate toilets for boys and girls, but not all have sufficient water and soap.

4.11.5. Measurement of Organization and Management of ECCE Programme

The ECCE programmes administration and structure in Mizoram shows overall positive trends, though certain areas need improvement. The programme is generally conducted for at least four hours daily, with a 30-minute snack break, across all districts. Most respondents confirmed that rote learning and formal teaching of the

three Rs were not part of the curriculum, aligning with the programme's child-centered approach. Also, children's progress is consistently documented in portfolios, and attendance records are regularly updated in nearly all districts.

Language interaction in the mother tongue, flexible seating arrangements, and children being allowed to progress at their own pace were standard practices across the regions. Parent involvement was also reported positively, with a majority of respondents confirming that staff, parents, and the community were engaged in the programme. However, the frequency of organized Parent-Teacher meetings varied across districts, with some districts showing more consistent efforts in involving parents.

One significant challenge is staffing adequacy. While many respondents reported that teachers were involved in the programme, concerns about teacher qualifications and relevant training were raised in several districts. Staffing levels were often reported as insufficient, and only a portion of teachers were found to have attended relevant training sessions. This issue was particularly noted in districts such as Mamit, Kolasib, and Saitual, where less than half of the respondents confirmed teachers' qualifications and relevant training.

4.11.6. Measurement of Quality Regarding Children's Experiences and Learning Opportunities

The quality of children's learning experiences in ECCE programmes across Mizoram varies across districts. All districts report that classroom arrangements and free play are encouraged, with teacher interaction during play being widely practiced. Opportunities for language development, such as speaking and storytelling, are prevalent, with most districts offering these activities. However, access to nature-based play is limited in several districts, with some offering it to only a portion of children.

Physical development through outdoor equipment for large muscle use is less common, with a significant percentage of districts not utilizing it regularly. Participation in outdoor activities varies, with many districts reporting active engagement, but others show mixed responses. Group play opportunities are

somewhat limited in certain districts, with less than half of respondents affirming its availability.

Emotional support for children is universally confirmed, with all districts ensuring that children feel secure and confident. Expressive arts, including singing and rhymes, are widely practiced in all districts, with dramatic play being less consistently offered. While the overall structure of ECCE programmes is strong, there are clear areas for improvement, particularly in physical development and group play opportunities.

4.11.7. Measurement of Quality with Regard to Assessment and Outcome Interaction

The measurement of quality concerning assessment methods and outcome interaction in ECCE programmes across the seven districts of Mizoram reveals varying degrees of consistency and engagement. A significant majority of respondents (82.5%) agree that teachers observe children's learning and maintain progress records, though there is a minority (17.5%) who disagree. However, fewer respondents (67.5%) confirm the maintenance of progress report cards by teachers, indicating some gaps in formal documentation. Also, 55% of respondents use a variety of techniques to inform parents on their children's development, while 45% do not, suggesting that communication strategies may need to be improved. Portfolios and anecdotal records are maintained by 55% of respondents, again showing a mixed practice in record-keeping.

Staff development is generally supported, with 75% of respondents agreeing that staff are regularly updated on ECCE practices, and 82.5% affirming that annual parent-teacher meetings are held, along with regular staff meetings (90%). These findings highlight a strong level of programme engagement across the districts.

4.11.8. Measurement of Quality with Regard to Managing the Quality System

The quality management of early childhood care and education (ECCE) programmes across Mizoram's seven districts shows a mixed picture. On the positive side, a majority of respondents agree that teachers are qualified and caregivers are well-prepared for emergencies. A significant portion of respondents also affirms that

teachers have received relevant child development training. However, there are notable gaps in areas like family and community involvement in programme reviews, with less than half of the respondents agreeing that these practices are regularly implemented. Similarly, home visits are not consistently conducted, and action research is largely unsupported, with minimal encouragement for teachers to engage in such practices.

Staff development also presents challenges, as only about half of the respondents confirm that regular updates on ECCE practices and staff performance evaluations are taking place. There is a clear need for more consistent practices in professional development, community engagement, and research encouragement to strengthen the quality management systems across the districts.

4.11.9. Parental Perception of ECCE Programme

Early Childhood Care and Education's (ECCE) perception programme varies across districts in Mizoram. In Aizawl, most respondents had a positive view, with over half rating it as Above Average and 10% rating it High. Kolasib also had a fairly good perception, with 39.3% rating it Above Average and 10.7% as High. However, some people in both districts still rated it lower, with a few rating it as Low.

In Serchhip and Saitual, the perception was more negative. In Serchhip, many respondents rated the programme as Below Average (35.7%) or Average (35.7%), and no one rated it as High. Similarly, Saitual had a high percentage of people rating it as Low (26.7%) and Below Average (60%), showing dissatisfaction with the programme.

Lunglei and Champhai had mixed views. While a significant number of people rated the programme as Below Average, both districts also had a good portion of people rating it Above Average (32.1% in Lunglei and 39.3% in Champhai), suggesting some positive feedback. Mamit showed a more balanced response, with 42.9% rating the programme as Below Average and 32.1% as Average. Only a small percentage rated it High, indicating room for improvement.

In summary, Aizawl and Kolasib had more positive views, while Serchhip and Saitual showed more dissatisfaction. Most districts rated the programme as Above

Average, but there were still areas where improvements could be made, particularly in Saitual and Serchhip.

The relatively low performance and perception of the ECCE programme in Saitual and Serchhip can be understood through different, though equally significant, contextual factors. Saitual, being a newly formed district, is still in the process of building up its administrative and institutional systems. Because of this, it may not yet have benefitted from the same level of policy attention, infrastructural development, or sustained programme monitoring that older and more established districts like Aizawl or Lunglei have seen over time. The ECCE centres in Saitual may still be adjusting to limited availability of trained staff, evolving supervision mechanisms, and resource constraints that naturally come with a district that is still establishing its operational rhythm. These growing pains, while understandable, might have resulted in inconsistent delivery of services and contributed to the less favourable perception among local residents. It is also possible that the lack of long-term familiarity with ECCE frameworks and fewer established best practices in the district have made it harder for the programme to present itself as a structured and dependable part of the community. As a result, even if the intent and efforts are present, the visible outcomes may not yet meet the expectations of the families who participate in or observe these services.

In the case of Serchhip, the situation appears to be influenced more by gaps in awareness than by administrative infancy. The researcher found that while basic infrastructure and staffing are available in many centres, there seems to be a widespread lack of understanding about the purpose and goals of ECCE among the community. Families may not always be fully aware that early childhood education is not just about basic care but also about structured developmental support, emotional nurturing, and social learning. When ECCE is misunderstood in this way, its value may be underestimated, and its outcomes overlooked. Without that foundational understanding, parents and caregivers may not see the full importance of regular attendance, active involvement, or feedback participation. This gap in perception can result in weaker engagement from the community, which in turn might affect the motivation and consistency of the programme's implementation.

Furthermore, if families expect visible academic results from what is essentially a developmental programme, they may judge its effectiveness by the wrong criteria.

Taken together, Saitual and Serchhip illustrate two different challenges. One is shaped by administrative newness and structural gaps; the other, by informational and perceptual limitations. Both need support, but in different forms. For Saitual, consistent progress may depend on monitoring methods, teacher preparation, and infrastructure. A change in the public's image of Serchhip through community engagement, parent orientations, and awareness campaigns could assist close the gap between public perception and service delivery. Neither situation calls for criticism, but rather for context-aware action. With thoughtful planning and a focus on both system-building and community sensitization, both districts can move towards stronger, more trusted ECCE services in the future.

CHAPTER V

MAJOR FINDINGS, DISCUSSION, RECOMMENDATIONS, SUGGESTION FOR FURTHER STUDIES AND CONCLUSION

In this chapter, the results of the investigation are summarised and interpreted in light of existing research to identify both the strengths and the areas that require improvement in Early Childhood Care and Education (ECCE) in Mizoram. This chapter also sets out the researcher's interpretation of the data in relation to the objectives of the study and proposes directions for future policy and practice. The chapter is organised into the following sections:

- 5.1 Major Findings of the Study
- 5.2 Discussions
- 5.3 Recommendations Based on the Findings
- 5.4 General Recommendations
- 5.5 Suggestions for Further Studies
- 5.6 Conclusion

The following key findings are presented in this chapter following a thorough and appropriate analysis and interpretations of various data.

5.1 Major Findings of the Study

The findings are drawn from 40 (forty) ECCE centres across seven districts of Mizoram. They reflect the quality of ECCE in teacher–child interaction, health and nutrition, protective care and safety, physical infrastructure, organisation and management, children’s learning experiences, assessment and outcomes, quality systems, and parental perception. These findings together show how early childhood care and education functions across Mizoram.

5.1.1 Findings on the Quality of Interaction

The study reveals that data were collected from 40(forty) ECCE Centres comprising 7 (seven) districts. It was found out that

1. A large majority of (80%) teachers reported having meaningful and positive interaction with children.
2. Three out of four teachers (75%) actively encouraged children to interact socially during play.
3. All teachers i. e 100% agreed that children interacted freely with peers during meal or snack times.
4. More than half of the teacher (52.5%) said that children took care of play materials and returned them properly after use.
5. It was found that 55% of staff members organised parent–teacher meetings, showing moderate family engagement.
6. All respondents i.e100% of staff members interact, collaborate, and support each other as a team, with no responses indicating otherwise

Overall, interaction quality in ECCE centres across Mizoram was satisfactory. Teachers maintained warm relationships with children and encouraged peer communication, coordination among staff was also satisfactory although child enviromental and material interaction remained limited.

5.1.2 Findings on Health, Nutrition, Personal Care, and Routine

In the present study, forty (40) ECCE Centres from 7 (seven) districts were selected within Mizoram to find out the quality of ECCE with regards to health, nutrition, personal care and routine. The study revealed that regards to:

Health Facilities

1. All centres (100%) had essential medical supplies such as surgical cotton, pain-relief medicines, and growth monitoring records.
2. Most centres i.e 77% had antiseptic ointments, while 60% of the centres had bandages available.
3. Regular health check-ups were conducted in 87.5% of centres.
4. Referral services to doctors or primary health centres were accessible in 70% of cases.
5. Minor ailments were treated within centres in 67.5% of responses.
6. Only 37.5% had sticking plasters, 12.5% had thermometers, and 22.5% organised immunisation drives.

The study shows that health facilities in ECCE centres do not fully meet the required standards. Items like sticking plasters, thermometers, and immunization services were not available at the expected level.

Nutrition

7. All the teachers (100%) stated that children received nutritious meals and snacks and were given adequate time to eat.
8. Three-quarters of the teachers (75%) said that meals were served regularly, showing good dietary consistency.

The study reveals that regarding the Nutrition provides in the ECCE Centres were beyond expectation

Personal Care and Routine

Regarding Personal Care and Routine the study reveals that the ECCE Centres were satisfactory which clearly shows that :

9. Most teachers (70%) indicated that they inculcate hand washing habits among children.
10. More than half of the teachers (55%) encouraged self-discipline and neat habits among the children.
11. Nearly half of the teachers (45%) encourage children to return materials to their proper places after use.

ECCE centres in Mizoram generally maintained good standards of health and nutrition. Regular health check-ups and balanced meals were common, but gaps persisted in first-aid readiness, medical tools, and immunisation coverage. Daily routines and hygiene practices were well integrated but not uniformly observed in all districts.

5.1.3 Findings on Protective Care and Safety

The current investigation deals with 40 (forty) ECCE Centres within seven districts of Mizoram. In terms of protective care and safety the study's findings reveals that ECCE centres in Mizoram do not meet the expected standards of quality regarding Socio/Emotional Protection (SEP), as outlined by the Ministry of women and Child Development while regarding the Adult Supervision (ASUP) and Regarding Physical Safety (PSF) meets the expected standard of quality.

1. Adult supervision and physical safety met the expected norms, but socio-emotional protection was comparatively weak.

a) Only 12.5% of head of the institution were satisfied with the child–teacher ratio, which indicate that the ratio of children to teachers was not satisfactory.

b) All the head of the institutions i.e100%said children are encourage to express their opinions in regards to adult supervision.

2. In the area of Socio/Emotional Protection (SEP):

a) Three-quarters (75%) of the head of the institutions confirmed that first-aid kits were available in the institution,

b) From the findings 37.5% said that care givers were well- prepared to handle emergencies and disaster.

c) Additionally, a small fraction (12.5%) of the head of the institutions state that families of children facing deprivation were supported with nurturing home environment and received counselling.

3. Regarding Physical Safety (PSF),

a) Four out of five head of the institution (80%) reported that emergency contact information was available and accessible to staff members.

b) Two-thirds (65%) head of the institution said that nap or rest periods for children were adequate.

So, it can be conclude that Protective care in ECCE centres was adequate in basic safety but weak in preparedness and emotional support. Most institutions maintained supervision and emergency contacts, yet few had structured disaster-response training or family counselling services. A balanced child–teacher ratio and better preparedness remain urgent needs.

5.1.4 Findings on Physical Infrastructure

To have a better understanding of the physical infrastructure of ECCE in Mizoram forty (40) ECCE Centres within seven (7) districts of Mizoram were selected for study. It revealed that overall findings indicate that the physical infrastructure of ECCE institutions in Mizoram is satisfactory, providing a positive environment for children's learning and development in the following ways.

(a) Space, building, outdoors (size, ventilation, light, disabled friendly): ECCE Centres had clean kitchen, designated areas for meal preparation and food storage, and appropriate storage for teachers to store supplies and documents. Most Centres were away from excessive noise excluding Aizawl and Lunglei.

(b) Aesthetic, cleanliness, green area: Indoor spaces were available, and furniture and equipment were clean and well maintained, except in Saitual and Kolasib. Regarding the absence of heaps of garbage, uncovered drains, open wells, and ponds, almost all districts were free from these issues. Nearly all centres had clean surroundings within and around their premises.

(c) Safety and approach: Almost all the ECCE centre were located in a safe place, ECCE centre building is maintained in a good condition excluding Mamit, For most Centres, the walking distance were less than 1 km.

(d) Water Facility: Teachers encourage good habits in children, such as washing their hands. However, encouragement of self-discipline was weak in Champhai, Mamit, and Saitual. Returning materials to their proper place after use was well inculcated in all districts.

(e) Toilet facility: A sufficient supply of water and soap in toilets was found in Lunglei, Kolasib, Serchhip, and Champhai. However, Aizawl, Mamit, and Saitual did not have an adequate water supply in toilets. Separate, safe, and hygienic toilets for boys and girls were not available in most districts, except Serchhip. Appropriate toilet facilities for toddlers were available in all districts.

Overall, ECCE centres in Mizoram offered a physically safe and supportive learning environment. Cleanliness, water supply, and sanitation facilities were satisfactory, though periodic maintenance and infrastructure upgrading are still necessary to ensure uniform quality across districts.

5.1.5 Findings on Organisation and Management

In the present study, data were collected from 40 (forty) ECCE Centres from seven districts of Mizoram for finding out the quality of ECCE in Mizoram with regards to organization and management. The findings revealed that the quality regards to organization and management are satisfactory in Programme philosophy and methods, Documentation and Records, Programme Planning, Parent Involvement except Staffing (Adequacy, Professional Qualification, Development Opportunities). From here we can conclude saying that ECCE Centres of Mizoram need more focus on staffing strategies to bolster ECCE outcomes, including professional development opportunities and effective self deployment.

(a) In Programme philosophy and methods 80% of the head of the institution reported that the ECCE programme was conducted at least 4 hours daily with children. 67.5% of the head of the institution reported that the centres does not conduct rote-learning activities or formal teaching of 3Rs.

(b) In Documentation and Records 80% head of the institution reported that a document/portfolio of each child's performance and progress was maintained, while 85% of the head of the institution reported that records of children's attendance, leave, and absence were kept and regularly updated.

(c) In regards to Programme Planning all the head of the institution i.e100% reported that language interaction was in the mother tongue, flexible seating arrangement were made and children were not pressurized and were allowed to progress at their own pace.

(d) Regards to Parent Involvement all head of the institution i.e100% agreed that staff, parents, and community were actively involved and participated in ECCE

activities. 57.5% of the head of the institution reported that Parents-Teachers meets were organised regularly.

(e)Staffing (Adequacy, Professional Qualification, Development Opportunities): Staffing remained the weakest area 45% of the head of the institution reported that teachers of ECCE were qualified and 40% of the respondents reported that relevant training was attended by the teachers.

Organisation and management systems in Mizoram's ECCE centres function effectively in planning, documentation, and parent participation, but inadequate teacher qualifications and limited professional development reduce long-term sustainability and quality.

5.1.6 Findings on Children's Experiences and Learning Opportunities

The study relating to the quality of children's experience and learning opportunity, the study reveals that ECCE centres in Mizoram's seven (7) districts demonstrate a good level of quality in terms of children's experiences and learning opportunities by using interview schedule.

1. All head of the institutions (100%) reported that children were encouraged to make their own choices and participate freely in play.
2. Regarding Fostering Children's Language and Literacy Abilities: Most of the teachers (87.5%) offered opportunities for self-expression, while 92.5% of teachers gave children the opportunity to play with things available in nature and allocated time for reading and storytelling. About 65% of the head of the institution encouraged children to use natural materials for creative play.
3. In Promoting Children's Physical Abilities nearly half (45%) of the teachers used outdoor equipment to develop large-muscle skills, and 60% of the teachers have active participation with children in outdoor activities.
4. Nurturing Development and Maintenance of Relationships Two-thirds of the head of the institution (67.5%) said that children are given Opportunities to

work and play in groups and nine out of ten 90% of the teachers feel that each child is supported to feel secure and confident

5. Under Cultivating Enjoyment and Participation in Expressive Arts, All the head of the institution (100%) opportunities were given for children to sing rhymes and songs, and 65% of the teachers included dramatic play in learning sessions.

Children's experiences across Mizoram's ECCE centres reflected active, creative, and emotionally supportive learning environments. Language, play, and self-expression were strong components, though the range and frequency of physical activities could be expanded for more balanced development.

5.1.7 Findings on Assessment and Outcome Measures

The findings relating to the quality with regards to assessment and outcome measures reveals that based on the various evaluation criteria ECCE Centres in Mizoram exhibit a satisfactory level of quality in terms of assessment and outcome. The study reveals that in different points of measurement based on

1. In assessment methods, the ECCE centres achieved an average score of 82.5%, indicating that children's progress toward learning goals was well documented. About two-thirds of the head of the institution (67.5%) reported that teachers maintained progress report cards for each child.
2. Regarding Assessment report more than half (55%) said that assessment reports and portfolios were maintained to communicate progress to parents. which measure communication of children's progress with parents and Maintaining portfolios of all children, the centre scored 55% and in conducting periodic observations of children and uses of different tools and processes to make decisions about children. In the domain of observation and decision-making, three out of five head of the institution (60%) confirmed that teachers used a range of tools and procedures to assess children's development

3. Under staff assessment and development, three-quarters of the head of the institution (75%) noted that information was regularly updated, and an even larger proportion (82.5%) indicated that staff performance was monitored.
4. With respect to programme assessment, nine out of ten respondents (90%) reported that centres conducted systematic evaluations of programme outcomes.

Taken together, these results demonstrate that ECCE centres in Mizoram apply effective assessment practices, though there is still room for strengthening communication with parents and ensuring consistency in staff performance reviews.

5.1.8 Findings on Managing Quality Systems

To evaluate the management of quality systems, the study examined forty ECCE centres (40 in total) across Mizoram using questionnaires and interview schedules. The findings reveal that, overall, management practices fell below expectations and require improvement.

The weakest areas were **monitoring and supportive supervision**, particularly in involving staff, families, and community members in annual programme reviews and home visits. Under **staff assessment and development**, the centres performed inadequately in evaluating individual performance and creating development plans. Similarly, under **research**, most centres lacked encouragement and institutional support for action research initiatives.

5.1.9 Construction of Scale

The PPS–ECCE was developed from 51 items generated through Focus Group Discussions with parents across four districts of Mizoram, resulting in 7 (seven) thematic dimensions. After expert review, 25 items were retained. The scale showed strong reliability (Cronbach's $\alpha = 0.87$; split-half $r = 0.76$; test–retest $r = 0.82$) and high content validity (S-CVI = 0.91). All items had acceptable discrimination indices ($M = 0.39$), and norms were created using z-scores to classify perceptions from low to high.

5.1.10 Findings on Parental Perception of ECCE in Mizoram

1. In **Aizawl**, most parents viewed the programme favourably: over half rated it above average, and about 10% rated it high.
2. In **Kolasib**, 39.3% of respondents rated the programme above average and 10.7% rated it high, indicating overall satisfaction despite some low ratings.
3. In **Serchhip**, more than one-third (35.7%) rated the programme below average, another 35.7% rated it average, and none rated it high.
4. In **Saitual**, 26.7% rated the programme low and 60% below average, reflecting widespread dissatisfaction.
5. In **Lunglei**, 32.1% rated the programme above average but many others gave low or average ratings.
6. In **Champhai**, 39.3% rated it above average, showing mixed but largely positive perceptions.
7. In **Mamit**, 42.9% rated the programme below average, 32.1% rated it average, and a small minority rated it high.

Parental perception on ECCE programmes was the most positive highest in Aizawl and Kolasib, moderate in Lunglei and Champhai, and lowest in Serchhip and Saitual. The weaker perception in Saitual likely reflects its recent administrative formation and limited human resources, while Serchhip's low ratings point to inadequate public awareness of ECCE goals. Strengthening community engagement and communication about the developmental purpose of early education may help bridge these gaps and improve parental trust across districts.

5.2 Discussions

5.2.1 Discussion on the findings with respect to Quality of Interaction

Most ECCE teachers in Mizoram maintained meaningful engagement with children, using interaction as a foundation for emotional and social development. Frequent verbal exchanges, shared play, and group activities strengthened children's confidence and communication skills.

The findings of the present study revealed that the majority of ECCE teachers in Mizoram showed good levels of meaningful interaction with children. 80% of teachers were seen interacting positively with children, 75% of teachers encouraged social interactions during play, and all teachers encouraged peer communication at meal and snack time. This result is a good sign as meaningful interaction helps children to develop not only communication skills but also confidence and emotional security. Similarity findings were found by Eva (2004) and Cassidy et al. (2005) that earlier stressed that teacher-child interaction plays an important role in the overall development of children. Similarly, Alice (1979) and Wendy and Maria (1994) reported that positive parent and teacher relationships enhance children's educational success. The study of Syrakami et al. (2016) also supports the idea that peer interaction contributes much towards social development in young children. It is very important that ECCE teachers in Mizoram continue this good practice and even further improve by adding new creative ways for children to interact more freely and positively. Bridget (2014) and Deborah and Amy (2010) showed that good interaction between teacher and child can help children learn better and also support their emotional well-being. This important area must be considered seriously and efforts must be made by all stakeholders to ensure that no child is left out of daily interaction and participation.

The evidence from Mizoram reinforces these findings, showing that consistent, empathetic interaction remains central to effective early education. Teachers should continue to use creative, responsive communication strategies that invite children's participation and self-expression.

5.2.2 Discussion on the findings with respect to Health, Nutrition, Personal Care, and Routine

Health facilities were present in most centres, though the limited availability of thermometers, sticking plasters, and immunisation drives indicated uneven preparedness. Nutrition, on the other hand, was universally strong: all centres provided balanced meals and adequate eating time.

The present study found that health care facilities are partially adequate. Items like surgical cotton and medicines were available in all centres. But the availability of sticking plasters and thermometers was very poor. Also, only 22.5% of centres reported providing immunisation services. On the positive side, nutrition was very good as 100% of children were provided nutritious meals and sufficient meal time. Hygiene habits like hand washing were encouraged in 70% of centres. This aligns with Maite et al. (2008) and Ilona et al. (2018), who found that nutrition and health support directly affect learning readiness. . Hasheem et al. (2006) and Betul et al. (2013) highlighted the importance of preventive health measures in ECCE settings. Eminbe and Belma (2015) also pointed out the importance of teaching hygiene and self-care in early education. These health and nutrition activities are very important and must be considered essential. Without good health and proper care, children cannot learn or participate fully. It is very important that ECCE Centres and authorities in Mizoram take this area seriously and ensure that all missing items are provided and that immunisation coverage is improved at all centres. Teachers must also pay attention to personal hygiene practices and check children regularly.

The Mizoram data confirm that while daily nutrition and hygiene habits are well established, preventive medical routines require reinforcement through regular check-ups and staff training.

5.2.3 Discussion on the findings with respect to Protective Care and Safety

Physical safety and supervision were maintained across most centres, but training for emergencies and socio-emotional protection was limited. For children

who were at risk, very few institutions offered family support or systematic counseling.

The study showed that ECCE Centres in Mizoram are doing fairly well in maintaining physical safety standards, with 80% of centres having emergency contact details and most centres ensuring safe environments. But the study also found that socio-emotional protection and emergency disaster preparedness are not at the expected level. Only 37.5% of centres were ready for emergencies and only 12.5% provided support to families facing deprivation. These findings are supported by Debby et al. (2002) and Nancy (2004) who found that parents prefer ECCE centres which are safe and provide emotional security. Bronagh E and Karolla (2012) stressed the importance of staff training for emergencies. Eminbe and Belma (2015) called for first aid knowledge to be taught to both staff and children. This is a very important area which needs serious attention. If teachers and staff are not trained for emergencies, children's lives may be at risk. It is strongly recommended that ECCE Centres in Mizoram conduct regular emergency drills and provide training to all staff on handling disasters, accidents, and emergencies. This will help to increase the quality of care and give peace of mind to parents.

The pattern in Mizoram underscores the same point: safety standards are adequate, yet consistent disaster-readiness, counselling systems, and smaller child–teacher ratios are essential to ensure complete protection.

5.2.4 Discussion on the findings with respect to Physical Infrastructure

The study found that ECCE Centres in Mizoram had satisfactory infrastructure overall. Centres had clean surroundings, proper buildings, good ventilation, adequate lighting, drinking water supply, and hygienic toilet facilities. This finding is in tune with the results of Cassidy et al. (2005) and La et al. (2012) who said that good infrastructure creates a good learning environment for children. Collette et al. (2013) and Kiyoo and Mary (2019) reported that clean, organised, and safe buildings improve the overall quality of education. Anastasia (2022) linked infrastructure quality to children's attendance and enthusiasm also stated that better infrastructure helps increase participation and enrolment. Although the centres in

Mizoram are doing well, it is very important that they maintain these standards. It is also recommended that they further improve outdoor play spaces, furniture quality, and add more colourful learning environments to attract more children. Infrastructure is the base of a good ECCE system, and without it, other activities cannot run properly. The Government and ECCE centre heads must give continuous attention to this important area.

Buildings were generally sound, clean, and accessible, providing an environment conducive to learning. Facilities for drinking water and sanitation were adequate, though maintenance quality varied. Mizoram's centres already meet core requirements but would benefit from upgraded play areas, improved furniture, and more visually stimulating spaces to sustain interest and participation.

5.2.5 Discussion on the findings with respect to Organisation and Management

The study showed that ECCE Centres in Mizoram are fairly good in organising daily activities and maintaining documentation of child progress and attendance. However, staffing and teacher qualifications were found to be weak. Only 45% of teachers were qualified, and only 40% had attended any training. This is a serious problem. Eeva et al. (2009) and Min and Hee (2012) suggested that parent and community involvement helps in better management of ECCE centres. Gail and Michal (2006) warned that poor staffing levels lead to poor programme quality. Abdullahi and Tijani (2019) also said that digital tools can be used for improving centre management, but this was not observed in Mizoram. This aligns with the findings of Rebecca et al. (2020) recommended a collective impact approach where teachers, parents, and community work together to improve outcomes. It is highly recommended that more attention is given to training teachers and improving their professional skills. It is also advisable that ECCE centres in Mizoram start exploring simple digital record systems to improve management and record-keeping.

Administrative systems were organised and documentation consistent, but staffing and professional development remained weak. Most centres used the mother tongue for instruction and maintained attendance records, yet fewer than half the

teachers had formal qualifications or regular training opportunities. The evidence from Mizoram suggests that better-qualified staff, regular mentoring, and simple digital record systems are necessary for stable and accountable management.

5.2.6 Discussion on the findings with respect to Children's Experiences and Learning Opportunities

The present study found that ECCE centres provided good learning experiences for children. Children were encouraged to choose their play, speak their thoughts, participate in storytelling, and play with natural materials. However, fewer teachers provided outdoor play and physical activities. Sonja (2001) and Margaret and Debby (2003) reported that children's development improves when they get more learning experiences. Adriana et al. (2017) suggested that learning in groups helps children become active learners. Similarity findings were found by Bridget (2014) stated that regular teacher-child interaction supports children's learning and confidence. Sevcan et al. (2019) found that parental involvement helps improve children's learning which was also in tune with the findings. It is very important that ECCE centres in Mizoram provide a balance between indoor and outdoor activities. Teachers must ensure that all children get equal chances to participate in all activities. Physical activities and outdoor play must be given more focus as these activities are essential for developing children's physical health and motor skills.

Children's learning experiences were broad and active, with strong emphasis on storytelling, free play, and creative expression. However, physical and outdoor activities were less consistent across districts. The Mizoram findings confirm these insights: interactive indoor learning is robust, but more outdoor play and cooperative group activities would complete the developmental balance.

5.2.7 Discussion on the findings with respect to Assessment and Outcome Measures

The study found that 82.5% of centres kept records of children's learning goals, but only 55% maintained proper portfolios with samples of drawings and observation notes. Regular observations and child assessments were not done

consistently in all centres. This is an area that needs serious improvement. La et al. (2012) and Hasheem et al. (2006) said that proper assessment systems help teachers track children's development and plan learning activities. No exact similarity findings was found in this area. The Mizoram study shows that assessment practices exist but are not fully developed. It is very important that all ECCE Centres in Mizoram adopt regular child observation systems and keep proper child portfolios. Staff must be trained to understand the value of assessment and to use the information for planning better learning activities for children.

Assessment systems were present but unevenly implemented. While most teachers maintained records, fewer developed detailed child portfolios or used assessments for planning. The evidence from Mizoram shows that documentation is strong but interpretive use of data remains weak. Training teachers to integrate assessment results into learning design would strengthen both accountability and child progress tracking.

5.2.8 Discussion on the findings with respect to Managing Quality Systems

The findings showed that most centres do not have a formal quality system in place. Regular monitoring, staff development plans, and action research were found to be missing in most centres. This align with the findings of Caroline et al. (2023) reported that managing quality is a problem even in many developed countries. Abdullahi and Tijani (2019) said that introducing digital systems can help improve management. The study in Mizoram shows that this is an area of very serious concern. It is highly recommended that centres in Mizoram start conducting regular staff meetings, make staff development plans, and introduce simple monitoring systems to ensure quality. This is very important because quality management ensures that all other areas such as health, safety, learning, and documentation are properly handled.

Formal mechanisms for monitoring and quality assurance were largely absent. Few centres conducted staff appraisals, research, or systematic supervision. Introducing simple review systems, annual appraisals, and teacher-led action research will build a culture of reflection and continuous improvement.

5.2.9 Discussion on the findings with respect to Parental Perception of ECCE Quality

The study showed that parental satisfaction varied between districts. Aizawl and Kolasib had better ratings, while Serchhip and Saitual had more dissatisfaction. This finding is supported by Eeva et al. (2009) and Min and Hee (2012) who said that when parents and teachers communicate and cooperate, parental satisfaction is higher. Rebecca et al. (2020) also recommended shared responsibility among all stakeholders for better services. It is very important that ECCE centres in Mizoram take parental perception seriously. Centres should organise regular parent meetings, gather feedback, and act on parent suggestions to improve services. When parents are satisfied, they will continue to send their children and will also contribute positively to the centre's growth.

The Mizoram data affirm these relationships: regular parent meetings, transparent feedback systems, and visible communication of achievements can strengthen family confidence and participation in ECCE programmes.

5.3 RECOMMENDATIONS BASED ON THE FINDINGS

5.3.1 Recommendations with regard to Quality of Interaction

District-level variations were noted from the findings and must be addressed accordingly.

- a) In Champhai, teachers did not greet children on arrival. Teachers should be sensitised on the importance of welcoming children to create a warm and secure start to the day.
- b) In Kolasib, staff cooperation was strong but teachers rarely interacted with children during meals. Centres should ensure that teachers use mealtime for informal communication and emotional bonding.

- c) In Saitual, interaction among children was high but care for materials during play was lacking. Teachers should guide children in using and returning materials properly.
- d) In Lunglei and Serchhip, child-to-child interaction during play was limited. Structured group activities should be introduced to encourage cooperation and teamwork.
- e) In Mamit, low performance was observed in professional conduct and parent–teacher meetings. Regular training and planning sessions should be organised to strengthen ethics and home–school coordination.
- f) Across all districts, while peer interaction and staff cooperation were strong, child–material interaction and family engagement remained inconsistent. Regular training, on-site support, and monthly reviews should be conducted to improve overall communication and relationships in ECCE centres.

5.3.2 Recommendations with regard to Health, Nutrition, Personal Care, and Routine

- a) In Aizawl, Lunglei, and Champhai, basic medical supplies were available but bandages and sticking plasters were limited. Each centre should maintain a full and replenished first-aid kit.
- b) Mamit, Serchhip, and Saitual lacked essential materials. These districts should be prioritised for health supply distribution.
- c) Thermometers were unavailable in many districts. All centres should be equipped immediately, and staff trained in safe and correct use.
- d) Immunisation services were low across districts, though growth monitoring was strong. Centres should coordinate closely with health departments to ensure complete immunisation and regular health reviews.

- e) Aizawl showed better coordination with health workers than Kolasib and Saitual. The cooperative model used there should be adapted across districts.
- f) Centres in Aizawl, Serchhip, and Champhai handled minor ailments effectively, but Kolasib and Saitual showed weak response. Training and referral support should be provided to these districts.
- g) Nutrition quality was good, but meal regularity varied. Centres should maintain fixed meal schedules and address supply interruptions.
- h) Handwashing practices were better in Lunglei and Aizawl but weak in Mamit and Saitual. Teachers should reinforce daily hygiene routines.
- i) Care for materials after use was poor, particularly in Saitual and Aizawl. Teachers should incorporate material care into classroom routines.
- j) Self-discipline routines were weakest in Champhai, Serchhip, and Saitual. Teachers should organise regular group activities that promote cleanliness, orderliness, and responsibility among children.
- k) Nutrition and health checks were satisfactory, but personal care and emergency preparedness remained weak. Centres in Kolasib, Mamit, Serchhip, and Saitual should strengthen these areas through toolkits, staff training, and regular supervisory visits.

5.3.3 Recommendations with regard to Protective Care and Safety

- a) Emotional support was strong across all districts, but supervision, preparedness, and physical safety remained weak. Centres should improve supervision and safety standards by organising regular emergency preparedness training, updating safety equipment, and ensuring effective monitoring in every centre.
- b) Teacher-to-child ratios were poor in most districts. Additional caregivers should be recruited, and children redistributed so that the number of teachers is adequate enough for supervising children.

- c) First-aid kits were well maintained in Aizawl but inadequate in Champhai, Serchhip, Kolasib, and Saitual. Centres should ensure that kits are complete, accessible, and regularly checked.
- d) Training in emergency preparedness was inconsistent. Regular refresher workshops should be organised for teachers, with special focus on rural and low-performing districts.
- e) Support for families of deprived children was minimal. Districts should collaborate with NGOs and health workers to provide counselling, home visits, and outreach support.
- f) Emergency contact records were maintained, but rest periods for children were inconsistent. Teachers should schedule rest or nap times to support physical and emotional well-being.
- g) While emotional support was strong, physical safety and emergency readiness require improvement. Saitual, Serchhip, and Kolasib should be prioritised for infrastructure, training, and protection committee formation.

5.3.4 Recommendations with regard to Physical Infrastructure

Findings indicate large disparities across districts in terms of classroom condition, cleanliness, and sanitation.

- a) Aizawl, Champhai, and Kolasib performed well in lighting, ventilation, and storage but lacked outdoor space. New centres should be located in quieter, open areas, and urban centres should use nearby playgrounds for outdoor activity.
- b) Saitual and Kolasib had adequate outdoor space but weak cleanliness and maintenance. Daily cleaning routines and community volunteer drives should be encouraged to improve hygiene and aesthetics.

- c) Serchhip showed strong cooking and safety facilities but weak building condition and garbage control. Waste management and repair systems should be strengthened.
- d) Mamit had poor building maintenance and limited access to water and soap. Immediate intervention is required to repair or construct toilet blocks and improve water supply.
- e) Toilet safety remained poor across most districts. All districts should prioritise gender-sensitive, child-friendly toilets and sanitation facilities.
- f) Most centres had toddler toilets and storage but weak hygiene and self-discipline routines. Teachers should integrate hand washing, clean-up, and self-care habits into daily schedules.
- g) Overall, while classrooms were generally secure, major gaps persist in sanitation, maintenance, and outdoor space. Mamit, Kolasib, Saitual, and Serchhip should receive urgent infrastructural upgrades, and all districts should promote hygiene and safety as part of daily practice.

5.3.5 Recommendations with regard to Organisation and Management

The findings show that programme planning and child-centred practices are well implemented across all districts, with teachers using the mother tongue, flexible seating, and child-paced methods. However, staffing, documentation, and parental engagement vary considerably.

- a) Aizawl, Lunglei, and Champhai maintained good records of attendance and child progress, showing strong administrative organisation. These districts should continue refining digital or systematic record-keeping practices.
- b) Serchhip and Saitual lagged behind in child documentation. Orientation sessions should be conducted on maintaining progress records and portfolios for effective planning and accountability.

- c) Parental involvement was reportedly strong in all districts, but regular meetings were limited in Saitual and Serchhip. These districts should establish fixed parent–teacher interaction days, integrated with community or health events.
- d) Teacher qualification and training remained weak in several areas. Mamit performed the poorest and requires immediate investment in teacher training and professional development.
- e) Champhai showed good documentation but poor teacher training participation. Structured in-service courses should be introduced to balance planning and skill development.
- f) Even in Aizawl, many teachers lacked formal qualification. Short bridging programmes should be developed for untrained teachers.
- g) Kolasib and Saitual demonstrated good record-keeping but insufficient staff capacity. Periodic refresher training and peer mentoring should be prioritised.
- h) Overall, while all districts share a strong philosophical base in child-centred education, the operational quality varies. Mamit, Saitual, and Serchhip need urgent institutional support for documentation and teacher training, while Aizawl, Champhai, and Kolasib should focus on strengthening professional standards across the ECCE network.

5.3.6 Recommendations with regard to Children’s Experience and Learning Opportunity

All districts ensured free play and teacher–child interaction, reflecting sound adherence to ECCE principles. However, variation remains in physical development, cooperative play, and creative expression.

- a) Aizawl performed well in language and expressive arts but showed limited physical play. Teachers should incorporate daily outdoor movement sessions and group coordination games to strengthen physical development.

- b) Lunglei displayed good results in most areas but weaker dramatic play and outdoor use. Centres should be equipped with play tools and trained in integrating drama and music into learning.
- c) Champhai maintained balance across areas but needed stronger focus on dramatic play and group interaction. Teachers should organise regular role-play and small group tasks.
- d) Serchhip achieved high emotional support but low dramatic play and group cooperation. Targeted guidance on social play and peer learning should be provided.
- e) Mamit improved in confidence-building but still showed weak creative and group work. Teachers should receive training in activity planning and cooperative learning strategies.
- f) Kolasib recorded moderate performance but lacked emphasis on dramatic and group activities. Integrated performance-based learning and storytelling exercises are advised.
- g) Saitual performed well in play participation but weakest in expressive arts and group work. Teacher support programmes and creative resource kits should be introduced to foster collaboration and imagination.
- h) Districts like Aizawl and Champhai should refine expressive activity integration, while Mamit, Saitual, and Serchhip require focused capacity-building in group cooperation, dramatic play, and creative development.

5.3.7 Recommendations with regard to Assessment and Outcome Measures

Findings indicate variation in assessment quality, documentation, and feedback systems across districts.

- a) Aizawl showed strong documentation and child observation but limited use of portfolios. Teachers should be guided to maintain individual portfolios and strengthen parent feedback channels.
- b) Lunglei performed well in assessment but used limited tools. Centres should organise workshops on informal evaluation methods and communication strategies to help teachers assess children's progress more accurately and comprehensively.
- c) Champhai maintained good documentation and moderate parental engagement. Centres should adopt creative portfolios and child-centred observation techniques to document individual learning progress and strengthen two-way communication with parents.
- d) Serchhip showed strong parental involvement but weak progress documentation. Centres should implement structured review systems and conduct regular staff performance appraisals to ensure accountability and consistency in assessment practices.
- e) Mamit displayed major gaps in assessment and record maintenance. Teachers should be trained in basic evaluation techniques and continuous progress tracking.
- f) Kolasib achieved strong observation practices but lacked consistency in portfolio and staff development. Checklist-based monitoring systems and periodic reviews should be introduced.
- g) Saitual showed weak assessment practices and limited understanding of evaluation methods. Intensive capacity-building programmes, supervision visits, and peer mentoring should be implemented to strengthen assessment quality.

5.3.8 Recommendations with regard to Managing Quality Systems

The findings show uneven performance across districts in professional development, monitoring, and teacher-led research. While some centres maintain

basic quality systems, structured review and reflection mechanisms remain limited.

- a) Aizawl shows strong professional development and emergency readiness but weak community review and teacher-led research. Collaborative monitoring and small-scale action-research projects should be promoted to strengthen reflective practice and local accountability.
- b) Lunglei performed well in monitoring and preparedness but lacked teacher-led research and community participation. Centres should involve parents and community leaders in planning and evaluation, and encourage teachers to conduct classroom-based action research to strengthen programme quality and local accountability.
- c) Champhai demonstrates good professional growth but weaker collaboration in community review and research. Peer-learning circles and guided monitoring checklists should be introduced to promote reflection and shared improvement.
- d) Serchhip shows moderate emergency preparedness but low teacher support and research activity. Mentorship systems and targeted capacity-building workshops should be organised to enhance supervision and foster a culture of professional reflection.
- e) Mamit records modest results in preparedness, monitoring, and planning. Priority should be given to training programmes that familiarise staff with basic quality indicators and strengthen supervisory and data-use skills.
- f) Kolasib performed poorly in training and review participation. Centres should create simple mentoring arrangements and give teachers regular guidance and follow-up support to improve classroom practices and daily programme implementation.
- g) Saitual shows the weakest results in research, monitoring, and professional development. Focused interventions are required to build monitoring frameworks, introduce digital tracking tools, and create mentorship partnerships with stronger

districts such as Aizawl and Champhai to enhance accountability and sustained quality growth.

5.3.9 Recommendations with regard to Parental Perception of ECCE

Findings from perception studies reveal low parental satisfaction in some districts, particularly regarding spiritual, cultural, and communicative aspects of ECCE.

- a) In Saitual, parental satisfaction was generally low, indicating weak confidence in programme responsiveness. Centres should prioritise open parent feedback systems and regular review meetings to rebuild trust and encourage participation.
- b) Serchhip also reported limited parental satisfaction, suggesting communication gaps and inadequate visibility of achievements. Strengthening parent–teacher communication, community outreach, and feedback channels is essential to restore confidence.
- c) Saitual’s weaker results may relate to its recent administrative formation and incomplete outreach structures. Immediate steps should be taken to establish parent-teacher meeting schedules, assign liaison staff, and introduce simple feedback formats understandable to families.
- d) In Serchhip, many parents appeared unfamiliar with ECCE objectives, reflecting low community awareness. Awareness-building campaigns through village meetings, short explanatory videos, and involvement of community leaders should be launched to familiarise parents with programme goals.
- e) Both Saitual and Serchhip require targeted interventions to improve parental perception and engagement. Parent feedback registers, teacher workshops on family communication, and mobile-based update systems are recommended. Engagement strategies should be adapted to local cultural contexts to ensure acceptance and sustainability. By combining local communication methods with

structured feedback and teacher capacity-building, both districts can strengthen community trust, enhance parental satisfaction, and improve overall ECCE quality.

5.4 GENERAL RECOMMENDATIONS

The following general recommendations should be implemented to strengthen the overall quality of ECCE services in Mizoram.

5.4.1 Quality of Interaction

- a) ECCE centres should continuously strengthen meaningful teacher–child and child–child interaction through intentional planning and daily practice.
- b) Teachers should receive regular training in communication, positive reinforcement, and emotional literacy.
- c) Group activities, circle time, storytelling, and role play should be included daily to promote social and emotional development. Teachers should actively include shy or quiet children and manage behavioural difficulties with sensitivity. Peer-learning systems should be organised so that confident children support younger or less expressive peers.
- f) Centres should promote close teacher–parent partnerships to plan activities that suit individual child needs.
- g) Interaction should be treated as a continuous process throughout the day, not confined to formal teaching sessions.

5.4.2 Health, Nutrition, Personal Care, and Routine

- a) Every centre should maintain a complete stock of first-aid materials, medicines, and health equipment.
- b) Health check-ups by qualified doctors or health workers should be conducted at least twice a year.

- c) Immunisation drives should be organised in coordination with local health centres.
- d) Teachers should be trained to identify and respond promptly to illness, discomfort, or injury.
- e) Nutrition programmes should provide balanced, fresh, and timely meals for every child.
- f) Teachers should teach children personal hygiene habits—brushing, nail trimming, and clean dressing—and display simple hygiene charts.
- g) Parents should be involved through periodic health and hygiene counselling sessions.

5.4.3 Protective Care and Safety

- a) Every centre should prepare and maintain a written emergency-preparedness plan.
- b) Teachers and staff should undergo regular emergency and disaster-response training.
- c) Fire extinguishers, stocked first-aid kits, and evacuation maps should be installed and checked periodically.
- d) Emergency mock drills with children should be conducted every three months.
- e) Regular safety audits should be carried out, and risks addressed immediately.
- f) Each centre should establish a Child Protection Committee comprising teachers, staff, and parent representatives.
- g) Counselling or referral services should be arranged for children experiencing emotional stress.

5.4.4 Physical Infrastructure

- a) The government and private operators should ensure that all ECCE buildings are safe, well-ventilated, and child-friendly.

- b) Classrooms should be kept clean, bright, and equipped with low, age-appropriate furniture.
- c) Outdoor play areas should be fenced, inspected regularly, and kept free of hazards.
- d) Safe drinking water should be available at all times.
- e) Toilets should be clean, functional, and adequate for the number of children.
- f) Separate toilets for boys, girls, and toddlers should be provided in every centre.
- g) Each centre should include a small kitchen with space for safe food preparation and washing.
- h) Proper storage facilities should be maintained for teaching materials and records.
- i) Children's artwork and projects should be displayed to create cheerful, inclusive spaces.

5.4.5 Organisation and Management

- a) All centres should operate in compliance with government ECCE standards and guidelines.
- b) Centres should ensure a minimum of four hours of child engagement each day.
- c) Teachers should avoid formal academic drills and use developmentally appropriate methods.
- d) Attendance, progress, and participation should be documented and reviewed regularly.
- e) Mother-tongue instruction and flexible, child-paced learning should be maintained.
- f) Parents and community members should be included in planning, monitoring, and celebration events.

- g) Recruitment of qualified teachers should be prioritised, and ongoing professional development made mandatory.
- h) Digital tools should be adopted for record-keeping and parent communication.
- i) Management committees with local representation should be established to oversee operations and improvement.

5.4.6 Children's Experience and Learning Opportunity

- a) Centres should maintain a balance between structured learning and free play.
- b) Teachers should design daily schedules including storytelling, rhymes, drawing, nature walks, dramatic play, and creative arts.
- c) Activities should develop children's cognitive, emotional, physical, and social abilities simultaneously.
- d) Children should be allowed to explore freely and learn at their own pace.
- e) Group activities should be used to teach cooperation and peer interaction.
- f) Teachers should observe each child's interests and design activities that build on them.
- g) Equal participation of boys and girls should be ensured in all activities.

5.4.7 Assessment and Outcome Measures

- a) Assessment should be holistic, continuous, and child-friendly.
- b) Teachers should replace standardised testing with observation-based evaluation.
- c) Portfolios for every child should include samples of work, notes, and progress reflections.
- d) Teachers should be trained to use assessment results to refine teaching strategies.

- e) Parent feedback should be reviewed systematically and incorporated into planning.

5.4.8 Managing Quality Systems

- a) Centres should establish internal monitoring committees to review performance periodically.
- b) Regular staff training and induction for new teachers should be institutionalised.
- c) Teachers should undertake small action-research projects to improve classroom practices.
- d) Community involvement should be encouraged in evaluating and sustaining quality.

5.4.9 Parental Perception of ECCE

- a) Centres should build trust with parents through open and frequent communication.
- b) Orientation sessions should be held at the beginning of each year to align expectations with ECCE goals.
- c) Simple communication tools—notice boards, notebooks, or WhatsApp groups—should be used for regular updates.
- d) Teachers should respond to parent concerns promptly and professionally.
- e) Parents should be invited to participate in storytelling days and centre celebrations.
- f) Parental involvement should be recognised as a key factor in improving ECCE quality and sustainability.

5.5 SUGGESTIONS FOR FURTHER STUDIES

The present study described the quality of Early Childhood Care and Education (ECCE) in Mizoram within its social and cultural context. However, early education in the state is shaped by many interconnected factors—language, family

practices, economic conditions, and community participation—that extend beyond the present scope. The following suggestions are offered to guide future studies.

A. Studies Related to ECCE Systems and Practice

1. Longitudinal and Inclusive Studies

Future research should trace children’s development from preschool through early primary years to understand how early ECCE experiences influence later academic performance and personal growth. Studies should include non-Mizo and multilingual groups such as Bru, Chakma, Lai, and Mara to ensure inclusive developmental benchmarks for the state.

2. Comparative Studies across Regions

Systematic comparative studies should be conducted to identify regional variations and best practices by comparing ECCE systems in Mizoram with other North-Eastern states such as Manipur, Meghalaya, and Sikkim, and with well-performing states like Kerala and Himachal Pradesh. Attention should be given to curriculum adaptation, teacher training, community involvement, and family participation.

3. Socio-Economic and Contextual Studies

Research should examine how socio-economic status, parental occupation, and living conditions affect children’s access, attendance, and learning outcomes. Findings should help design equitable policies and targeted interventions for disadvantaged families.

4. Teacher Development and Professional Practices

Studies should analyse how teacher qualification, motivation, and workload influence interaction quality and learning outcomes. Documentation of daily teacher responsibilities in both Anganwadi and private preschools should guide future staff development and supervision systems.

5. Innovation and Quality Management

Pilot and experimental studies should explore the use of digital tools, mobile-based training, and action research as mechanisms for improving teaching, monitoring, and communication in remote areas. Their impact on inclusion, participation, and overall quality improvement should be critically evaluated.

B. Studies Related to Parental Perception and Participation

6. Parental Perception and Its Determinants

In future investigations, the perceptions of parents from different linguistic, cultural, and economic groups may be examined to understand how they interpret the aims, quality, and relevance of the ECCE programme in Mizoram. Attention may be given to how language, social position, and prior educational exposure influence the way ECCE is understood and valued in family contexts.

7. Parental Perception of the Home–Centre Relationship

In subsequent studies, the manner in which parents perceive the relationship between home learning and ECCE provision may be explored. Focus may be placed on how parents view the continuity or difference between what children experience at home and what they encounter in ECCE centres, and how these perceptions shape their understanding of early learning.

8. Parental Perception of Communication and Mediation

In ethnographic or qualitative inquiries, attention may be directed to how parents perceive communication processes within ECCE settings—how information, advice, or feedback from teachers and centres is interpreted through cultural and linguistic frames. Such studies can reveal how communication is experienced by parents and how it contributes to their overall perception of the ECCE environment.

9. Parental Perception of Community Role in ECCE

In comparative inquiries, parents' perceptions of community participation—through village councils, church committees, or local organisations—may be examined. The inquiry may focus on how parents view the community's influence on ECCE quality, fairness, and local accountability, and how such perceptions differ across districts.

10. Parental Perception of ECCE within Policy Context

In future examinations, attention may be given to how parents perceive the implementation of ECCE provisions under the National Education Policy (2020) in Mizoram. The study may consider how policy visibility, accessibility, and delivery are perceived at the family level, and how these perceptions shape understanding of ECCE as part of children's broader educational experience.

5.6 CONCLUSION

In this chapter, an attempt is made to present the main findings of the study, interpret their meaning, and propose directions for further improvement of ECCE in Mizoram. The discussion has shown that early education in the state is neither weak nor complete. It contains areas of strength—such as child–teacher interaction and community commitment—and also areas that call for immediate attention, including health monitoring, training quality, and systematic evaluation.

The recommendations and research directions outlined here suggest that progress depends on recognising the interdependence of several dimensions: pedagogy, infrastructure, language, governance, and socio-economic condition. The evidence gathered points to steady but uneven development, where enthusiasm often compensates for limited resources.

ECCE in Mizoram continues to evolve through the combined effort of teachers, parents, and communities. Further improvement may depend on building professional capacity, strengthening parental partnerships, and ensuring that every

child, regardless of language or family income, receives the same opportunity for care and learning.

The discussion and suggestions are not presented as final solutions, but they may be useful in creating a framework for continued reflection and investigation. The hope remains that, through sustained inquiry and collective commitment, early childhood education in Mizoram can grow into a more inclusive, equitable, and contextually grounded system that supports the development of every young child in the state.

APPENDIX-I

OBSERVATION CUM 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. Home visit are made as per require
- a) Yes ()
 - b) No ()
6. Care-givers are prepared to deal with emergencies and disaster
- a) Yes ()
 - b) No ()
7. The programme builds relationship and engages with their local community
- a) Yes ()
 - b) No ()
8. Teachers /care givers get regular mentoring support from Supervisor/ Head of Teachers
- a) Yes ()
 - b) No ()
9. Does the teacher greets every child on the arrival
- a) Yes ()
 - b) No ()
10. Does the teacher have meaningful interaction with the children during meal/snacks time
- a) Yes ()
 - b) No ()

11. Do they encourage social interaction among children during play time
- a) Yes ()
- b) No ()
12. They were given opportunities to play with things available in nature
- a) Yes ()
- b) No ()
13. Do the staff members have good interaction, collaboration and support each other as a team
- a) Yes ()
- b) No ()
14. Time is set aside daily for reading and story telling
- a) Yes ()
- b) No ()
15. Opportunities to speak are provided by teachers
- a) Yes ()
- b) No ()
16. Classroom arrangement and time provided by teachers for free play
- a) Yes ()
- b) No ()
17. Children have meaningful interaction between peers during meal/snack
- a) Yes ()
- b) No ()
18. Waste materials used for conducting play made a smooth social interaction
- a) Yes ()
- b) No ()

19. Staff members interact, collaborate and support each other
- a) Yes ()
- b) No ()
20. Staff members are respectful and maintain high ethical standard
- a) Yes ()
- b) No ()
21. Do the teachers greets every child on the arrival
- a) Yes ()
- b) No ()
22. Does the teachers have meaningful interaction with the children during meals/snacks time
- a) Yes ()
- b) No ()
23. Do they encourage social interaction among children during playtime
- a) Yes ()
- b) No ()
24. Children have meaningful interaction during meal/snack time
- a) Yes ()
- b) No ()
25. Do the teacher used waste materials for conducting play activities and have smooth social interaction
- a) Yes ()
- b) No ()

26. Children take care of the material and put the material back at the designated spot
- a) Yes ()
- b) No ()
27. Parents teachers meet was organized
- a) Yes ()
- b) No ()
28. Home visit was made
- a) Yes ()
- b) No ()
29. Staff members interact, collaborate and support each other as a team
- a) Yes ()
- b) No ()
30. Staff members are respectful and maintain high ethical standard
- a) Yes ()
- b) No ()
31. Ensure active participation of children in outdoor activities/ equipment are used for large muscles development where necessary
- a) Yes ()
- b) No ()
32. Centres provide opportunities to work and play in groups
- a) Yes ()
- b) No ()

33. Each children were supported to feel secure and confident
- a) Yes ()
 - b) No ()
34. Children were given adequate opportunity to sing rhymes and songs
- a) Yes ()
 - b) No ()
35. Dramatic play were integrated with other activities for indoor play.
- a) Yes ()
 - b) No ()

APPENDIX II

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 Anganwadi centre.

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) Anyother_____

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) Anyother _____
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) Anyother:_____

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. Does the school provide for mid-day meal/supplementary nutrition to pre-schoolers? Yes/No
35. Teachers inculcate habits in children such as washing hands. Yes/No
36. Does the teacher encouraging self-discipline to the children. Yes/ No
37. Does the children have a habbit of putting materials back in their place after using them. Yes/No
38. How many times does the pre-school usually organize parent-teacher meeting in a year?
- a) _____
 - b) Never
39. How often do you usually visit homes of the children in a year?
- a) _____
 - b) Never

RECORDS AND REGISTERS

40. 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 |
41. What are the registers maintained by your pre-school?
-

APPENDIX IV

PARENTAL PERCEPTION SCALE (For studying the perception of parents)

BIOGRAPHICAL DATA

Type of programme	:	Pre-school/Kindergarten/Anganwadis
Address	:	_____
Gender	:	_____
Age	:	_____
Educational qualification	:	_____
Occupation	:	_____

PARENTAL PERCEPTION SCALE ON ECCE

Instruction: Please read the statement carefully and depending on your feeling about the statement, put a tick mark() on any of the five boxes given on the right side of each statement. There are five possible options provided for each statement viz. Strongly Agree (SA), Agree (A), Neutral (N), Disagree(D) and Strongly Disagree(DS). Take care to mark your responses against all statements. The following statement reveal the perception about the institutions as well as their teachers where you send your children. Your response will solely used for research purposes and will be kept confidential.

ADMISSION

Sl. No	STATEMENTS	SA	A	N	D	SD
1.	I find the admission of children 3-6 years old through interview is good. Naupangkum 3-6 interview hmanga an la hi tha ka ti.					
2.	I find the admission of children 3-6 years old through first come first serve is good. Naupangkum 3-6 kal hmasapiang admission anpek hi tha ka ti					
3.	I find the admission fee charge for my child is too high. An Admission fee hi a sang deuh ka ti.					

PROGRAMME

4.	I find the working hours of the Pre-schools/Anganwadi where my child is enrolled is good enough Pre-school/Anganwadi a an hun hman chhung hi a taw ka ti.					
5.	Rest period given to them is beneficial Chawlh hahdamnahun an siamsak hi an tangkaipui					
6.	I find the programme is too formal like schools An in relbawl dan hi school pangnai nen a inang ka ti					
7.	I find the practice of giving home work to children 3-6 years old is good Naupang kum 3-6 zirlaiina tih tur pek hi a tha ka ti.					
8.	I find it beneficial to have a Parents-Teachers meet Naupang chhung telehzirtirtute inhmuhkhawmneih hi a tha ka ti					

RECORDS AND REGISTER

9.	Teachers maintain proper academic records of children. Zirtirute hian kan fate zirnaa an dinhmun an chhinchhiah tha					
10.	Teachers maintain proper health records, height and weight of children. Zirtirtu ten naupang taksa hriselnate, rih zawng leh san zawng chhinchhiahna an vawngtha					
11.	The practice of displaying childrens works in pre-school/Anganwadi is good. Kan fate kutchhuak hmuhtheiha an tar chhuak hi tha kan ti					

PHYSICAL STRUCTURE &FACILITIES

12.	The location of the school is away from the excessive noise An school awmna hi thawm bengchheng atangin a hla.					
13.	The location of pre-school/Anganwadi is in safe place Pre-school/Anganwadi awmna hi naupangte tan a him tha tawh					
14.	Pre-schools/Anganwadi has adequate space available for outdoor play activity. Pre-school/Anganwadi hianinfiamna hmun an nei tha tawh					
15.	There is a provision of adequate light and ventilation in the rooms. Pindan tinah eng leh boruakaawm tha tawh e.					

EQUIPMENT & MATERIALS

16.	Educational toys provided in the Pre-school/Anganwadi are sufficient Pre-school/Anganwadi tehian naupangin fiamna (toys) neihte hi a that awk e.					
17.	I find it good that the school encourages hands on learning with adequate resources. Naupangte an zirlai an tihchhinpu zel theih nan hmanrua an nei that awk ka ti.					
18.	The size and height of the furniture are appropriate to children age group Naupangte kum leh ruangam milin hmanrua/bungrua an nei that awk e.					

RELATION WITH TEACHERS

19.	My child gets the proper care and love/attention from their teachers Ka fate hian an zirtirtute hnen atangin hmangaihna leh ngaihsakna an dawng that awk e.					
20.	Teachers have a good knowledge of children . Zirtirtute hian an naupangte an hrechiang tawk e.					
21.	The teachers greet their students well on arrival. Naupangte Pre-school/Anganwadi an thlen hian zirtirtu ten an lo dawngsawng tha.					

HEALTH FACILITIES

22.	The mid-day meal provided in Pre-school/Anganwadi are regular and served under hygienic condition Schhol-a an mid-day meal dawn hi a hrisel in a huntakah an pe zatzat thin.					
23.	I am satisfied with the Availability of adequate clean and portable water for all children. An tui in tur pek – thianghlimlehhnianghnarchungchangah lung aawi.					
24.	I find it appropriate toilet provision for toddlers. Inthiarna hi naupang mil turasiamvek a ni.					
25.	First aid kits/medical room provided in school are sufficient Intihpalh thut thil a hman tur damdawi a awm tha taw e.					

APPENDIX III(A)

OBSERVATION CUM INTERVIEW SCHEDULED FOR THE HEAD OF THE INSTITUTIONS

NAME OF THE INSTITUTION _____

YEAR OF ESTABLISHMENT _____

NUMBER OF TEACHERS _____

LOCALITY _____

MEASUREMENT FOR THE QUALITY OF PROTECTIVE CARE AND SAFETY

1. Ratio of the children were satisfactory
 - a) Yes ()
 - b) No ()

2. Children were encourage and given time to express their opinion
 - a) Yes ()
 - b) No ()

3. First aid kid provided in the institutions were good enough
 - a) Yes ()
 - b) No ()

4. Care givers were prepared well to deal with emergencies and disaster
 - a) Yes ()
 - b) No ()

5. Families of children facing deprivation were supported in terms of nurturing home including counseling support
 - a) Yes ()
 - b) No ()

6. Emergency contact information is kept on file and available to staff
- a) Yes ()
 - b) No ()
7. Nap/ rest time for children are adequate
- a) Yes ()
 - b) No ()

APPENDIX III(B)

OBSERVATION CUM INTERVIEW SCHEDULED FOR THE HEAD OF THE INSTITUTIONS

MEASUREMENT FOR THE QUALITY OF ORGANIZATION AND MANAGEMENT OF ECCE CENTRES (EARLY CHILDHOOD CARE AND EDUCATION)

1. ECCE Programme was conducted atleast 4 hours daily with children.
 - a) Yes ()
 - b) No ()

2. Rote learning activities or formal teaching of 3Rs are practice in the Centres
 - a) Yes ()
 - b) No ()

3. Document/ Portfolio of each childs' performanceweremaintain regularly
 - a) Yes ()
 - b) No ()

4. Records of children attendance, leave and absence were kept and regularly updated
 - a) Yes ()
 - b) No ()

5. Mother tongue was used as a medium of interaction
 - a) Yes ()
 - b) No ()

6. Seating arrangement were flexible
 - a) Yes ()

- b) No ()
7. Children were not pressurized and allow to progress at their own space
- a) Yes ()
- b) No ()
8. Staff, Parents and community have a strong co-operation for the Centres,
- a) Yes ()
- b) No ()
9. Parents-Teacher meet was organized
- a) Yes ()
- b) No ()
10. Qualified teachers teach the children
- a) Yes ()
- b) No ()
11. Training were regularly attended by the teachers
- a) Yes ()
- b) No ()

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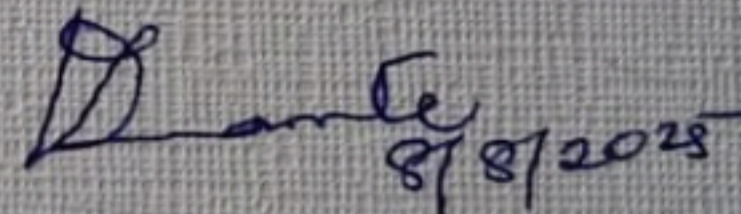
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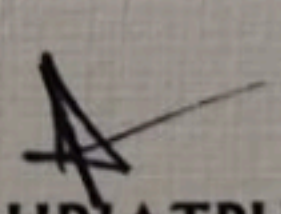
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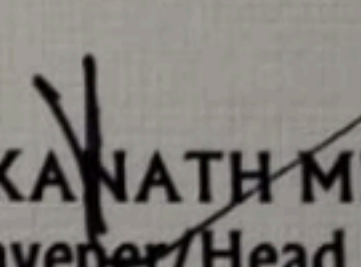
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Assessment of Quality of Early Childhood Care
and Education in Mizoram

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Early Childhood Care and Education in Mizoram: Assessment of Perception of Parents

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ABSTRACT

The quality of the education can be measured by the quality of its pre-school, because it is the first step towards entering the world of knowledge as well as healthy and purposeful life. Therefore, bearing the importance and its consequences every nations are more concern about Early Childhood Care and Education. So, in present scenario Early Childhood Care and Education is carried out mainly in two ways - private Pre-school and Government Anganwadis. The main objectives of the study is to examined the perception of parents of ECCE in Mizoram, this study seeks to contribute to the development of a high-quality ECCE system that supports the optimal development of young children in the state. By assessing the perception of parents of ECCE in Mizoram firstly by conducting the focus group discussion and after that a questinnaire which was develop by the researcher and using this questionnaire the perception of parents were studied. The sample of the study consists of 40 ECCE Centres from 7 districts of Mizoram to find out the perception of parents of Early Childhood Care and Education (ECCE) in Mizoram. The collected data was used to find out the perception of the ECCE Centres within Mizoram using statistical method. The study revealed that the perception of parents of Early Childhood Care and Education (ECCE) in Mizoram. Overall, findings indicate that the ECCE Centres in Mizoram is satisfactory, providing a positive environment for children's learning and development.

Keywords: Private Pre-schools, Anganwadis, Early childhood Care and Education.

INTRODUCTION

The 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 a common practice for many parents to put their children in a school as early as age two or three or four. In some advanced and even in developing countries, early childhood education, means education for two to five years old children i.e. before primary school or kindergarten. In Indian context the age span covered under early childhood care and education is from conception to 6 years, therefore, formal method of teaching is restricted for this stage of children's development. Early childhood education a pre-school education stage is a preparatory and readiness stage for primary education. It is generally of two years duration extending from 3 to 5 years or 4 to 6 years. Recently 4 to 6 years has commonly been covered under pre- school stage.

Early childhood is a period which covers the colossal growth and development. Children develops rapidly during the period from their birth to 5 years of age in comparing than at any other stage in their

lives, shaped in large part by their experience in the world. 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. Energizing, nurturing, and stable relationships with parents and other caregivers are of necessary for children's healthy development and the absence of these factors cannot compromise children's development.

The pre-primary education in India is also known as Kindergarten. Kindergarten, a term created 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 not 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 healthy and purposeful life. Pre-primary education helps children become more independent and confident as well as promote the all round development of the children.

The National Policy on Education (1986) emphasized that "Programme of Early Childhood Care and Education should be child created and focused around play and the individually of the child. Formal methods and introduction of 3Rs will be discouraged at this stage: The local community will be fully involved in these programmes."

RATIONALE OF THE STUDY

Early Childhood Care and Education cover a period from birth of a child till the child enter a pre-school. It is a preparatory stage to enhance holistic development in a child for future life. The main focus of 0-3 years is health condition (including the health of the mother from the conception to the birth of the child); 3-6 years, health condition and education. It is very essential that we provide special care and attention as it is the first phase in child's life where interaction with other begin. 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.

Knowing that there is still vast unexplored areas to study about Anganwadi and private pre-schools. Thus, the present study proves a great challenge in the field of education in Mizoram. It is assumed that the finding will reflect the real perception of parents whether they have a deep knowledge about the early childhood development and what awareness will be needed to take up. It will also help the policy matters and the authority to develop a systematic procedure for enhancement for holistic advancement of young learner. Hence, the present study will be taken up.

STATEMENT OF THE PROBLEM

The problem of the study is stated as, 'Early Childhood Care And Education In Mizoram : Assessment Of Perception Of Parents'

OBJECTIVES OF THE STUDY

1. To construct parental perception scale about Early Childhood Care and Education.
2. To study the perception of parents about Early Childhood Care and Education in Mizoram.

METHODOLOGY

A descriptive approach was taken to explore these issues. Since the aim was to understand what is currently happening rather than test any intervention, no variables were manipulated. The study follows a cross-sectional format, meaning data were collected only once, during a specific period, to get a sense of the present situation in selected ECCE centres.

Data collection relied on structured questionnaires tools were used for teachers and school heads, chosen because they had been used in similar contexts before. For parents, however, a new questionnaire was created to reflect the specific aims of this study and to better capture their perceptions.

RESEARCH DESIGN

The research design refers to how the study was planned and carried out. In this case, the focus was on describing and understanding ECCE as it exists today—especially in Mizoram. For this reason, a descriptive research design was used. It helped in mapping out present conditions without trying to change or control any variables.

To get a fuller picture, the study used a mixed-methods approach (QUAL-QUAN) exploratory design. This means both quantitative (numbers, patterns) and qualitative (interviews, observations) data were collected. The combination helped balance what people reported in forms with what was visible in their daily routines.

POPULATION OF THE SAMPLE

For this study, the population includes both Anganwadi Centers (AWCs) operating under the Integrated Child Development Services (ICDS) and private pre-schools functioning across different districts of Mizoram. The AWCs are managed under different CDPO blocks spread across the state of Mizoram within the districts of Aizawl, Champhai, Kolasib, Mamit, Serchhip, Lunglei, Lawngtlai, and Saiha. Moreover, a number of private preschools have also been established, especially in urban areas like Aizawl, and increasingly in other districts. Number of Anganwadi from Each District and Headquarter 2021-2022 were 1,816. Number of Private Pre-Schools by District were 438.

SAMPLE OF THE STUDY

40 (forty) Centres of ECCE were selected from Mizoram and from each of the institution 5 (five) parents were selected and total 200 parents perception were taken.

Sampling of ECCE Centres (Anganwadis) for the Study

District :Number of Centres Selected Aizawl 6,Lunglei 4, Champhai 3, Serchhip 4, Mamit 3, Kolasib 4, Saitual 2. Total 26

Sampling of Private Pre-Schools for the Study

District: Number of Centres Selected Aizawl 5. Lunglei 3,Champhai 2, Serchhip1, Mamit 1, Kolasib 1, Saitual 1. Total 14.

TOOLS USED IN THE STUDY:

To collect data for the present study, the following tools were used:

1. Focus Group Discussion conducted for constructing the Parental Perception Scale.
2. Parental Perception Scale on Early Childhood Care and Education, constructed by the researcher specifically for this study.

TOOLS USED IN THE STUDY

To collect the data for the present study, the investigator used the following tools:

The Parental Perception Scale on Early Child Care and Education Programme developed by the Researcher (2023)

The researcher developed a tool to assess the perception of parents on early child care and education programme called the Parental Perception Scale on Early Child Care and Education Programme (PPS-ECCE). The development of the PPS-ECCE is discussed in the following sections:

Generation of Items through Focus Group Discussion

Focus Group Discussion (FGD) is a qualitative research method used to gather opinions, and feedback from a group of people about a specific topic, issue, or product. In an FGD, a small group of participants engages in a guided discussion led by a moderator. The goal is to understand the participants' experiences, attitudes, and perspectives on the subject being studied.

FGD is often used in social research, market research, and program evaluations to gain a deeper understanding of people's views and to identify common themes or patterns. The discussions are typically recorded and analyzed to inform decision-making or further research. In the current study, FGD was conducted and aimed at generating questionnaire items for assessing Early Childhood Care and Education (ECCE) programs.

Participants:

Participants were drawn from different locations: six from Aizawl, five from Serchhip, five from Lunglei, and four from Mamit. A total of 200 parents took part in the focus group discussions (FGDs).

Area of Study:

The study took place in four districts of Mizoram: Aizawl, Serchhip, Lunglei, and Mamit.

Procedure:

Each session was conducted in a private setting with only the researchers and parents present. Detailed notes were taken manually. Each session lasted approximately 25 minutes. The FGDs were conducted without predefined themes, which was important since the parents and caregivers were able to freely express their thoughts. Only after analyzing the discussions were key themes identified, which then served as the basis for item generation. 50 potential questionnaire items were developed based on the concerns and experiences shared by the participants.

Data Analysis

The discussions were documented on Microsoft Word 2007 and NVivoV.10 was used to analyze and systematically identify the most significant themes raised by from the focus group discussions. These key themes were used to guide the creation of questionnaire items related to admission processes, program quality, record-keeping, physical facilities, equipment and materials, teacher-child relations, and health services.

Examples of Parents' Discussions

During the discussions, parents shared a range of experiences and perspectives. These discussions directly influenced the formation of questionnaire items. Below are examples of statements made by parents:

- "I had to go early just to stand in line for admission. It felt unfair because some parents got in through connections."
- "My child is very quiet. During the admission interview, she didn't talk much and was not selected. Admission for children this young should not be based on interviews."

- "The school says it follows a play-based programme, but my child brings home too much homework. It feels too formal, like primary school."
- "I love that my child is learning new things, but I also want her to enjoy school. Some days she doesn't want to go because she's afraid of making mistakes."
- "The school is next to a busy road with no proper fence. I worry about my child's safety every day."
- "They say there are outdoor play activities, but the children sit in a small area. There isn't enough space for them to run and play."
- "The teachers are kind, but they sometimes shout a lot. I understand they have many children to handle, but I wish they were more patient and caring."
- "My child says they have to take turns with toys because there aren't enough for everyone. They also share books, and sometimes they don't get to use them at all."
- "I really appreciate that the teachers check my child's height and weight. It helps me track her growth."
- "The toilets are not clean, and my child refuses to use them. She holds it in until she comes home, which isn't good for her health."
- "There isn't enough clean drinking water. Sometimes the children wait a long time just to get a glass of water."
- "The mid-day meal provided isn't always enough. My child sometimes comes home hungry despite the school offering meals."

Themes Identified for Item Generation

The themes identified are shown in Table 3. Some of the matters parents brought up during the focus group discussions were used for generating questionnaire items. For example, parents talked about how children are admitted to preschool, what the structure of the program should look like, and how important it is for teachers to maintain good records. They also discussed the physical setup of the preschool, including safety and facilities, as well as the availability of materials and toys. Relationships between teachers and children were highlighted, with parents stressing the importance of caring and supportive interactions. Health and hygiene were also mentioned, with parents noting the need for clean facilities and proper care. These discussions served as the framework for developing items that reflect the perception of parents regarding early childhood care and education.

Table 1 : Themes Identified from the Focus Group Discussions

Theme	Description	Example Item
Admission Process	Parents' views on interview-based vs. first-come, first-served admission, and concerns about fees.	"I think admitting children through first-come, first-served is a good idea."
Program Quality	Views on working hours, rest time, and structure of the program.	"I feel the preschool program is too formal, like a school."
Record-Keeping	Maintenance of children's academic and health records.	"Teachers keep proper academic records of children."
Facilities and Safety	Parents' thoughts on preschool location, safety, and space for	"The preschool is in a safe place."

	outdoor play.	
Equipment & Materials	Availability of toys, learning materials, and suitable furniture.	"The educational toys provided in preschool are enough."
Teacher-Child Relations	How well teachers interact with and understand children.	"My child gets proper care and attention from teachers."
Health & Hygiene	Availability of clean water, toilets, and medical care in preschool.	"The toilet facilities for young children are appropriate."

The word cloud (Image 2) visually represents key subject matters related to parental perceptions of the ECCE (Early Childhood Care and Education) programme. Larger words indicate frequently mentioned themes, while smaller words represent less emphasized topics.

Prominent words include admission, programme, teachers, health facilities, records, equipment, materials, and physical structure, highlighting major areas of concern. Other notable words such as homework, hygiene, outdoor play, safety, first aid kits, and rest period indicate specific aspects of early childhood education that parents consider important.

Image 2.

Word Cloud Showing Key Themes in Parental Perception of ECCE Programmes



Expert Review and Finalization

After the initial set of 50 items was generated from the FGDs, an expert review was conducted to refine the questionnaire. Two experts evaluated the items for clarity, relevance, and redundancy. Based on their feedback, the number of items was reduced to 25 in order to consider the most critical aspects of parents' concerns while maintaining simplicity and focus.

The core themes identified during the FGDs were retained in the final form of the scale and are intended to assess parental perceptions of ECCE programs in Mizoram. These 25 items serve as a foundation for further studies or assessments of ECCE program quality. The final Parental Perception Scale of Early Childhood Care and Education Programme consisted of the following 7 subscales:

1. Admission (3 Items)
2. Perception of Program (5 Items)
3. Perception of Records and Register (3 Items)
4. Perception of Physical Structure and Facilities (4 Items)
5. Perception of Equipment and Materials (3 Items)
6. Perception of Relations with Teachers (3 Items)
7. Perception of Health Facilities (4 Items)

Scoring

Responses were rated on a 5-point Likert scale, ranging from:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

For each subscale, total scores were obtained by summing item responses. Since the subscales contained different numbers of items, scores were converted to a common scale of 1 to 5 to ensure comparability. The conversion was performed using the following formula:

$$\text{Standardized Score} = (\text{Total Raw Score} / \text{Maximum Possible Score}) \times 5$$

where:

- Total Raw Score = Sum of responses within a subscale
- Maximum Possible Score = Number of items $\times$ 5 (highest Likert score)
- 5-point scale was used for standardization

This transformation makes it easy for the overall scale and the subscales to be interpreted consistently across all subscales, regardless of the number of items.

Reliability

The reliability of the PPS-ECCE was assessed using the following methods:

(i) Internal Consistency

The reliability of the scale was assessed using Cronbach's alpha. The scale, consisting of $N = 25$ items, demonstrated excellent internal consistency with $\alpha = .92$, exceeding the .70 threshold recommended by Nunnally (1978) for adequate reliability in research.

(ii) Split-Half Reliability Analysis

A split-half reliability test was conducted to further examine the consistency of the scale across two halves:

- Part 1 (13 items): Cronbach's Alpha = .795
- Part 2 (12 items): Cronbach's Alpha = .920
- Total number of items: 25

These values indicate that the first half of the scale has good reliability ($\alpha = .795$), while the second half exhibits excellent reliability ($\alpha = .920$).

(iii) Correlation Between Forms

The correlation between the two halves of the test was .763, indicating a strong positive relationship between the two sets of items. This suggests that the two parts of the scale are measuring the same construct consistently.

(iv) Spearman-Brown Coefficient

The Spearman-Brown coefficient estimates how well the reliability would hold if the test were doubled:

* Equal-length form: .866

* Unequal-length form: .866

These high values indicate that the reliability of the scale would remain strong and stable even if it were extended or adjusted in length.

(v) Guttman Split-Half Coefficient

The Guttman Split-Half Coefficient was .859, meaning that the two halves of the scale are internally consistent and provide similar results.

The findings from these reliability analyses indicate that the scale demonstrates high internal consistency ($\alpha = .92$) and strong split-half reliability (.859–.920). The high Spearman-Brown and Guttman coefficients also show the stability and robustness of the scale. These results confirm that the scale is a reliable measure of the intended construct of parental perception of the ECCE programme.

Validity

The validity of the PPS-ECCE (Perception of Program Scale for Early Childhood Care and Education) was established through expert review and item analysis.

Content Validity

Two experts in Early Childhood Care and Education (ECCE) evaluated the scale for content validity. They assessed whether the items were clear, relevant, and representative of the intended constructs. Based on their evaluation, the experts unanimously agreed that the final form of the PPS-ECCE was valid for measuring perceptions in the ECCE context.

Construct Validity

To assess the construct validity of the scale, item discrimination analysis was conducted using SPSS V.22. The item discrimination index (D) was calculated to be .556, indicating that the item effectively differentiates between respondents with high and low overall scores. Since values above .30 are generally considered acceptable, and values above .50 indicate strong discrimination, this result suggests that the items contribute well to measuring the intended construct.

The combination of expert review and statistical item analysis supports the validity of the PPS-ECCE, which means that the scale accurately measures parental perceptions about early childhood care and education programme.

Development of Norms

To facilitate a meaningful interpretation of the standardized scores in the PPS-ECCE scale, a systematic process of norm development was undertaken. Norms for the PPS-ECCE (Perception of Program Scale - Early Childhood Care and Education) was developed to provide a standardized interpretation of scores obtained from respondents. Given that the raw scores on each subscale were converted to a scoring system that ranged from 1 to 5, these converted scores were again transformed to their corresponding z-scores, which was divided again to establish classification categories.

This process involved converting raw scores into a standardized format, specifically z-scores, and then categorizing them based on the normal probability curve (NPC) as shown in Figure 3. The objective of

this approach was to provide a clear and consistent method for understanding how individual scores compare to a larger reference group.

After computing the z-scores, they were categorized into five distinct groups: Low, Below Average, Average/Moderate, Above Average, and High as shown in Table 3.5.2.13. These categories were defined based on the standard deviation cutoffs in the normal probability curve, a widely accepted statistical model for standardizing data distributions. The categorization follows the standard normal distribution model so that the scores are distributed in a way that allows meaningful differentiation between respondents.

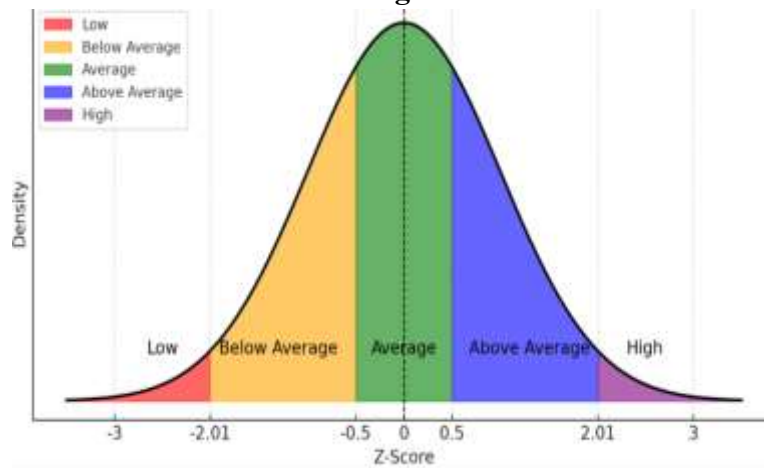
Table 3

Norms for References and Interpretation of the PPS-ECCE

Z-Score Range	Converted Score Range	Category
Below -2.01	1.25 – 1.80	Low
-2.01 to -0.50	1.81 – 3.20	Below Average
-0.50 to 0.50	3.21 – 3.80	Average/Moderate
0.51 to 2.01	3.81 – 4.60	Above Average
Above 2.01	4.61 – 5.00	High

Figure 4

Distribution and Categorisation of Z-Scores



Source: Researcher

The development of norms is crucial for practical applications in early childhood education research. With these established benchmarks, stakeholders such as educators, policymakers, and program evaluators can make informed decisions based on clear, standardized criteria. Procedure for Gathering the Data

The data for this study were gathered from two primary groups: teachers in pre-schools and anganwadis for the first scale, and parents for the second scale.

For the Observation cum Interview Schedule developed by Lalhmasai Chuaungo (2002), data were collected from teachers working in pre-schools and anganwadis. The process began by selecting a sample of teachers from various pre-schools and anganwadis. Teachers were then provided with the

observation cum interview schedule, which included a series of questions designed to assess their perspectives and practices in early childhood education. These teachers were asked to respond to the questions with "Yes" or "No" answers, and their responses were recorded. The data collection was conducted in person, allowing for any necessary clarifications during the process.

For the Parental Perception Scale on Early Child Care and Education Programme, data were gathered from parents whose children are enrolled in early childhood education programs, such as pre-schools and anganwadis. A sample of parents was selected and given a questionnaire that included a set of statements about early childhood care and education, and they were asked to rate their perceptions on a scale ranging from "Low" to "High." The completed questionnaires were then collected, and data were analyzed based on the responses.

Both groups were briefed about the purpose of the study, and informed consent was obtained from all participants prior to data collection. The data gathering process was designed to be as smooth and efficient as possible, with a clear emphasis on ensuring participants understood the items and could respond freely without any pressure.

Statistical Techniques Applied for Analysis

SPSS V.22 was used in the analysis of the research data. Only descriptive statistics were used in this study as they effectively summarize and provide a clear understanding of the data without the need for complex inferential analyses. In this way, the distribution of responses across different categories (such as Yes/No or perception levels) can be easily understood, thereby allowing for the identification of trends and patterns. Since the goal is to describe the participants' perceptions and not to make predictions or generalizations about a larger population, descriptive statistics offer a simple and interpretable way to present the results. This approach helps highlight the most common responses and enables straightforward comparisons across the districts, which makes it suitable for conveying the findings.

ANALYSIS AND INTERPRETATION

To assess the perception of parents with regards to the status of Early Childhood Care and Education (ECCE) in Mizoram

The Level of Overall Perception of the participants of ECCE Programmes across various districts in Mizoram are given in the following order: Aizawl, Serchhip, Lunglei, Champhai, Mamit, Kolasib, and Saitual in the following passages.

Table 5			
Level of Overall Perception of ECCE Programme in Aizawl			
District	Levels	N	%
Aizawl	Low	1	3.3%
	Below Average	4	13.3%
	Average/Moderate	6	20.0%
	Above Average	16	53.3%
	High	3	10.0%

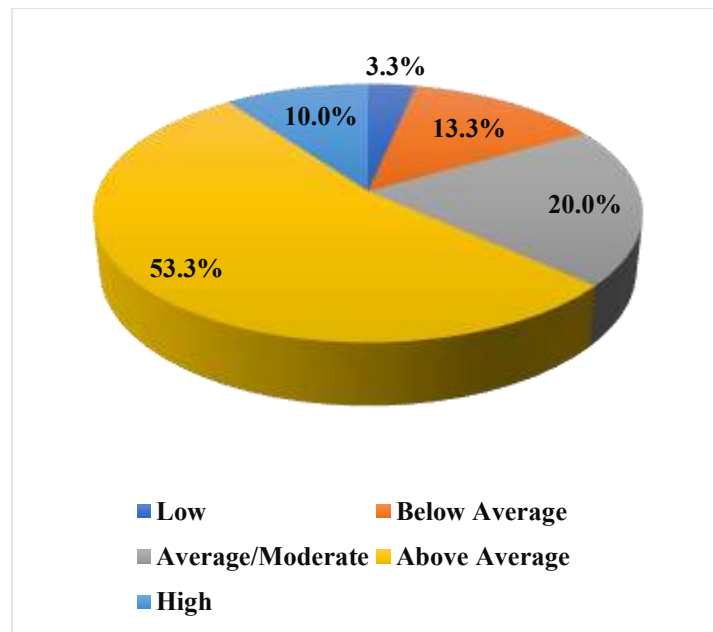


Figure 5: Level of Overall Perception of ECCE Programme in Aizawl

Level of Overall Perception of ECCE Programme in Aizawl

Data vide Table 5 and Figure 5 reveals that among participants from Aizawl, 3.3% view the ECCE Programme as Low, 13.3% as below average, 20.0% as average/moderate, 53.3% as above average, and 10.0% as High. From here we can say that the perception of parents of Aizawl regarding ECCE programme is above average.

(b) Level of Overall Perception of ECCE Programme in Serchhip

Table 6: Level of Overall Perception of ECCE Programme in Serchhip

District	Levels	N	%
Serchhip	Low	0	0.0%
	Below Average	10	35.7%
	Average/Moderate	10	35.7%
	Above Average	8	28.6%
	High	0	0.0%

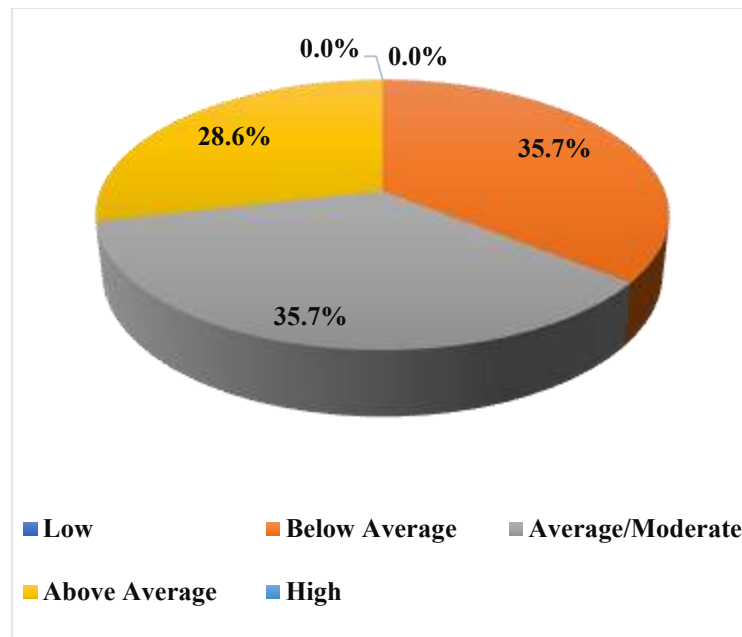


Figure 6: Level of Overall Perception of ECCE Programme in Serchhip

Data vide 6 and Figure 6 reveals that among participants from Serchhip, 0.0% view the ECCE Programme as Low, 35.7% as below average, 35.7% as average/moderate, 28.6% as above average, and 0.0% as High. From the findings we can conclude saying that the perception of parents of Serchhip regarding ECCE programme is low.

(c) Level of Overall Perception of ECCE Programme in Lunglei

Table 7: Level of Overall Perception of ECCE Programme in Lunglei

District	Levels	N	%
Lunglei	Low	0	0.0%
	Below Average	12	42.9%
	Average/Moderate	5	17.9%
	Above Average	9	32.1%
	High	2	7.1%

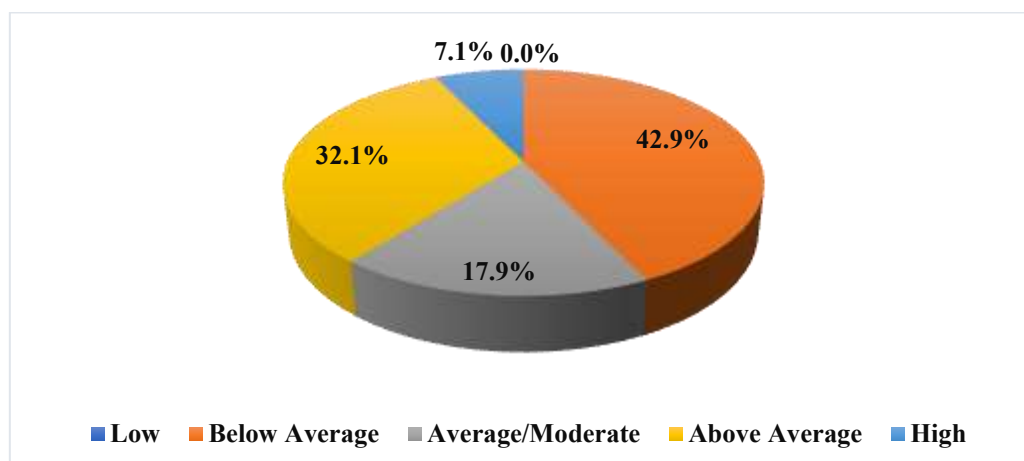


Figure 7: Level of Overall Perception of ECCE Programme in Lunglei

Data vide Table 7 and Figure 7 reveals that among participants from Lunglei, 0.0% view the ECCE Programme as Low, 42.9% as below average, 17.9% as average/moderate, 32.1% as above average, and 7.1% as High. The study reveals that the perception of parents of Lunglei regarding ECCE programme is above average.

(d) Level of Overall Perception of ECCE Programme in Champhai

Table 8
Level of Overall Perception of ECCE Programme in Champhai

District	Levels	N	%
Champhai	Low	0	0%
	Below Average	6	21.4%
	Average/Moderate	9	32.1%
	Above Average	11	39.3%
	High	2	7.1%

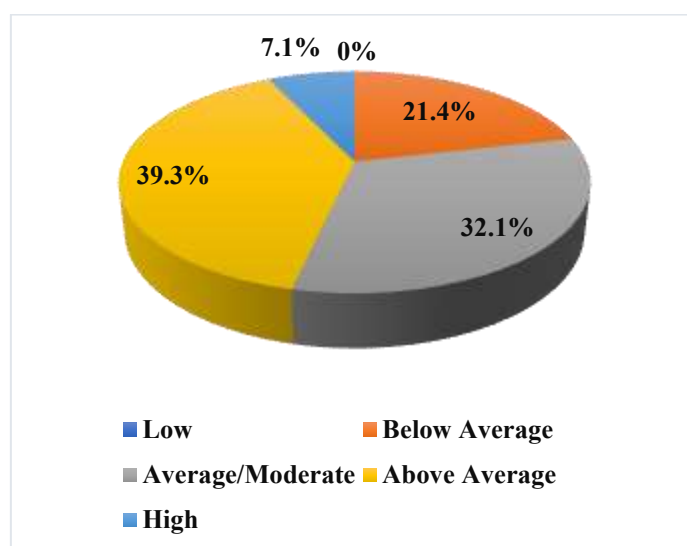


Figure 8: Level of Overall Perception of ECCE Programme in Champhai

Data vide Table 8 and Figure 8 reveals that among participants from Champhai, 0.0% view the ECCE Programme as Low, 21.4% as below average, 32.1% as average/moderate, 39.3% as above average, and 7.1% as High. From the findings we can conclude saying that the perception of parents of Champhai regarding ECCE programme is average.

(e) Level of Overall Perception of ECCE Programme in Mamit

Table 9
Level of Overall Perception of ECCE Programme in Mamit

District	Levels	N	%
Mamit	Low	1	3.6%
	Below Average	12	42.9%

	Average/Moderate	9	32.1%
	Above Average	5	17.9%
	High	1	3.6%

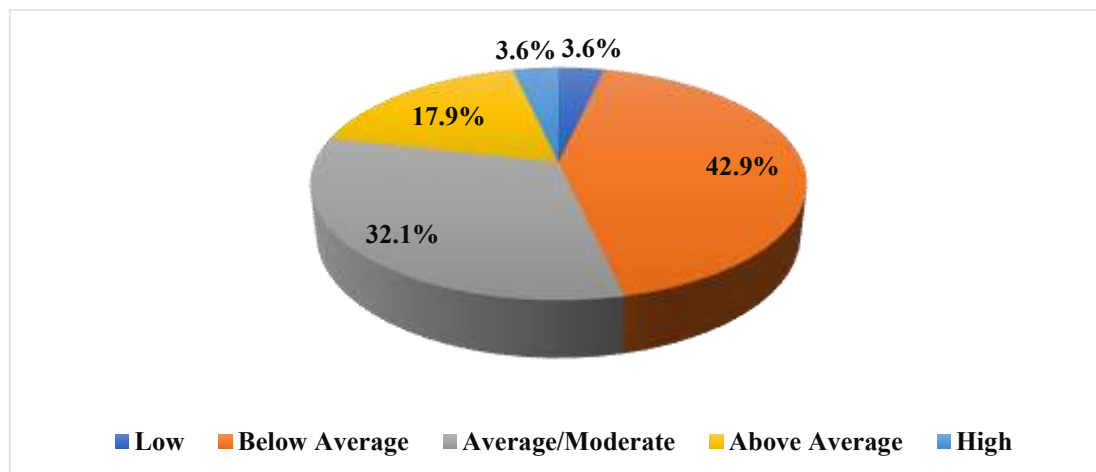


Figure 9: Level of Overall Perception of ECCE Programme in Mamit

Data vide Table 9 and Figure 9 reveals that among participants from Mamit, 3.6% view the ECCE Programme as Low, 42.9% as below average, 32.1% as average/moderate, 17.9% as above average, and 3.6% as High. The study reveals that the perception of parents of Mamit regarding ECCE programme is low.

(f) Level of Overall Perception of ECCE Programme in Kolasib

Table 10: Level of Overall Perception of ECCE Programme in Kolasib			
District	Levels	N	%
Kolasib	Low	2	7.1%
	Below Average	7	25.0%
	Average/Moderate	5	17.9%
	Above Average	11	39.3%
	High	3	10.7%

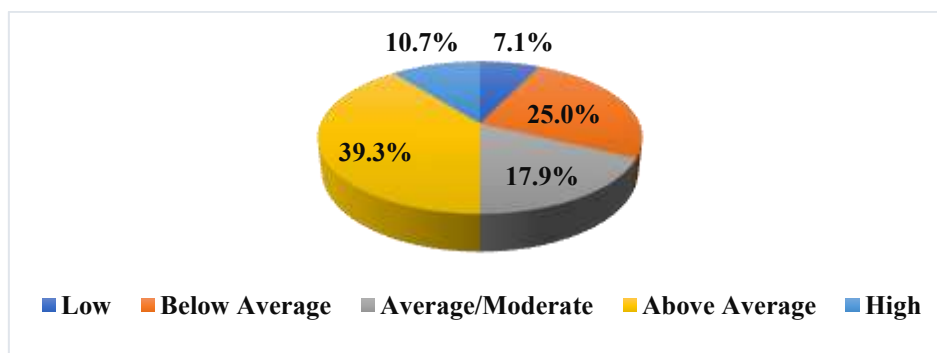


Figure 10: Level of Overall Perception of ECCE Programme in Kolasib

Data vide Table 10 and Figure 10 reveals that among participants from Kolasib, 7.1% view the ECCE Programme as Low, 25.0% as below average, 17.9% as average/moderate, 39.3% as above average, and 10.7% as High. From the findings we can conclude saying that the perception of parents of Kolasib regarding ECCE programme is average.

(g) Level of Overall Perception of ECCE Programme in Saitual

Table 11 Level of Overall Perception of ECCE Programme in Saitual			
District	Levels	N	%
Saitual	Low	8	26.7%
	Below Average	18	60.0%
	Average/Moderate	3	10.0%
	Above Average	1	3.3%
	High	0	0.0%

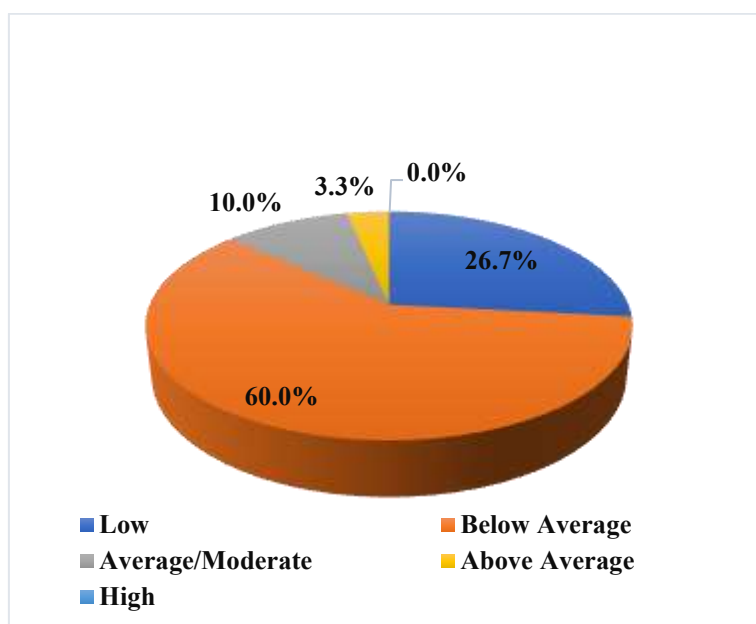


Figure 11: Level of Overall Perception of ECCE Programme in Saitual

Data vide Table 11 and Figure 11 reveals that among participants from Saitual, 26.7% view the ECCE Programme as Low, 60.0% as below average, 10.0% as average/moderate, 3.3% as above average, and 0.0% as High. The study reveals that the perception of parents of Saitual regarding ECCE programme is low.

FINDINGS AND CONCLUSION

The findings reveals that The Level of Overall Perception of the participants of ECCE Programmes across various districts in Mizoram are given in the following order: Aizawl, Serchhip, Lunglei, Champhai, Mamit, Kolasib, and Saitual in the following passages

The perception of the ECCE (Early Childhood Care and Education) programme varies across districts in Mizoram. In Aizawl, most respondents had a positive view, with over half rating it as Above Average and 10% rating it High. Kolasib also had a fairly good perception, with 39.3% rating it Above Average

and 10.7% as High. However, some people in both districts still rated it lower, with a few rating it as Low.

In Serchhip and Saitual, the perception was more negative. In Serchhip, many respondents rated the programme as Below Average (35.7%) or Average (35.7%), and no one rated it as High. Similarly, Saitual had a high percentage of people rating it as Low (26.7%) and Below Average (60%), showing dissatisfaction with the programme.

Lunglei and Champhai had mixed views. While a significant number of people rated the programme as Below Average, both districts also had a good portion of people rating it Above Average (32.1% in Lunglei and 39.3% in Champhai), suggesting some positive feedback.

Mamit showed a more balanced response, with 42.9% rating the programme as Below Average and 32.1% as Average. Only a small percentage rated it High, indicating room for improvement.

In summary, Aizawl and Kolasib had more positive views, while Serchhip and Saitual showed more dissatisfaction. Most districts rated the programme as Above Average, but there were still areas where improvements could be made, particularly in Saitual and Serchhip.

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Assessment of Quality of Early Childhood Care and Education in Mizoram

Laldampuii*
Lallianzuali Fanai**

Abstract

The quality of education can be measured by the quality of its pre-schools, because it is the first step towards entering the world of knowledge and a healthy and purposeful life. Given its importance and implications, all the nations of the world are concerned about early childhood care and education. At present, in the Indian context, early childhood care and education is carried out mainly in two ways - private Pre-schools and Government Anganwadis. The main objective of the study is to examine the quality of ECCE in Mizoram, the present study seeks to contribute to the development of a high-quality ECCE system that supports the optimal development of young children in the state. By assessing the quality of Early Childhood Care and Education (ECCE) in Mizoram with regards to quality of interaction by using the questionnaire and interview schedule developed by the investigator. To find out the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to health, nutrition, personal care and routine and assessing the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to physical infrastructure, the investigator used observation cum interview schedule prepared by Lalhmasai Chuaungo. The sample of the study consists of 40 ECCE Centres from 7 districts of Mizoram to find out the quality of Early Childhood Care and Education (ECCE) in Mizoram. The collected data was used to find out the quality of the ECCE Centres within Mizoram using statistical method. The study revealed the quality of Early Childhood Care and Education (ECCE) in Mizoram with regards to quality of interaction, health, nutrition, personal care and routine and physical infrastructure. Overall, findings indicate that the ECCE Centres in Mizoram is satisfactory, providing positive environment for children's learning and development.

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Key words: *Private Pre-schools, Anganwadis, Early childhood Care and Education.*

Introduction

Early Childhood Care and Education (ECCE) is considered as a forerunner of school education. The pre-school plays a significant role in preparing children for formal school education. An effective ECCE contributes to enrolment; it helps in reducing dropouts during the early years and helps children acquire foundational literacy and numeracy in early grades. This period is the beginning and co-incides with the pre-conventional level of moral reasoning. Children judge an act as right or wrong based on the resulting consequences. (Kolhberg, 1969)

The first six years of life are critical years in human life since the rate of development during these years is more rapid than at any other stage of development. Global brain researches also inform us about the significance of early years for brain development. Early Childhood Care and Education (ECCE) makes positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning. Parents as caregivers are critical in providing a stimulating learning environment to the child and the first two and a half to three years need not be in a formal learning environment. The National Curriculum Framework acknowledges the significance of involvement of parents, family and community. The National Early Childhood Care and Education (ECCE) Curriculum Framework for all children below six years of age is aligned with the Government's vision of ECCE as spelt out in the National Early Childhood Care and Education (ECCE) Policy. The National ECCE Curriculum Framework is informed by the Position Paper on ECCE (National Curriculum Framework, NCERT, 2005) and the curriculum detailed there under. The purpose of this framework is to promote quality and excellence in early childhood care and education by providing guidelines for child care and early educational practices. The framework is intended to be a guiding document for ECCE service providers across all regions. It wishes to lend support to early years' professionals, service providers, ECCE teachers/caregivers, communities and state governments in providing rich early stimulation and learning experiences for children from birth to pre- primary years. This document may also be of interest to families of young children too.

The quality Standard framework identifies the key principles, indicators and exemplary good practices required for assuring quality in Early Childhood Care and Education (ECCE) services. Defining these standards will allow for the progress towards self-assessment, accreditation and finally certification of ECCE provisions.

The SSA, Mizoram started setting up new ECCE centres which are Pre-Primary sections, attached to the Primary schools under the SSA since July, 2005. The

children covered, belong to 3 – 5 years of age. Some attempts are made to provide learning readiness programmes. The children in these Early Childhood Care and Education Centres are provided mid-day meals along with Primary school children. Pre-school under Private management have their presence too in Mizoram. The private management invariably run 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. The pre-schools in Mizoram have 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 is one of the package of services rendered by the ICDS.

Rationale of the Study

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 schools; 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 covers the period from birth of a child to the time they start schooling. It is a preparatory stage that focuses on the health condition and education development of a child and thus is fundamental in achieving holistic development. ECCE is a crucial stage where a child learns to interact with the outside environment away from the comfort of the parents, thereby preparing them to enter school. Good foundation for the future of a child starts with proper care from an early stage.

Mizoram, a small state in the north eastern corner of India with approximate population of 1.27 million (2011 Census), which is the second most literate state in the country, possesses adequate awareness regarding the importance of elementary education. A few enthusiasts of early child development have set up private pre-schools in different Districts with the intention of providing good foundation for children. The state government has no additional initiative in this regard apart from the centrally sponsored Anganwadi scheme and Sarva Shiksha Abhiyan Preschools. Little research has been done in this aspect, as a consequence of which no literature worth its salt has been published in recent years. Hence an in depth study of ECCE specifically focusing on Assessment of Quality will provide valuable insight into how pre-school education is implemented within the state thereby effecting general awareness and desirable changes wherever possible.

This study aims to investigate the quality of ECCE in Mizoram, with a focus on (specific aspects of ECCE, such as quality of interaction, health, nutrition, personal care and routine). By examining the quality of ECCE in Mizoram, this study seeks to contribute to the development of a high-quality ECCE system that supports the optimal development of young children in the state.

There are still vast unexplored areas relating to standards and practices regarding ECCE. Thus, the present study proves a great challenge in the study of Early Childhood Care and Education in Mizoram. It is expected that the findings of the study will reflect the strength and weaknesses of ECCE in Mizoram.

Statement of the Problem

The problem of the study has been stated as ‘Assessment of Quality of Early Childhood Care and Education in Mizoram’

Research Questions

1. What is the status of interaction of Early Childhood Care and Education in Mizoram?
2. What is the health, nutrition, personal care and routine of Early Childhood Care and Education in Mizoram?

Objectives

1. To assess the quality of Early Childhood Care and Education (ECCE) in Mizoram with regards to interaction.
2. To assess the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to health, nutrition, personal care and routine.

Method of the Study

A descriptive approach is employed to understand views on admission, teaching methods, school facilities, and health services etc.

Data is collected using structured questionnaires. For teachers and school heads, existing questionnaires are used to gather their views and experiences. The study is cross-sectional, meaning data is collected at one point in time and means that the study describes the current situation based on the information collected.

Sources of Data

The study utilizes primary and secondary sources of data for attainment of its objectives. Primary sources are direct contacts obtained through the Head of the

Institutions, teacher and parents of ECCE Centres. Secondary sources are institution office records.

Population of the Study

The population of the study comprises of all the ECCE Centres within the Mizoram.

Sample of the Study

Data was collected from 40 institutions within 7 districts of Mizoram.

Tools of data Collection

For the present study, observation cum interview schedule prepared by Lalhmasai Chuaungo was used. Interview schedule for Head of the Institutions prepared by the investigator was used.

Data Collection

The investigator personally visited the schools and permission were obtained from the Head of institutions of the school to collect the required data confidentiality was assured.

Data Analysis

The data were collected through observation, questionnaire, interview schedule and school records. It was further analyzed and tabulated for comparison to find out the differences, which are highlighted in the form of percentages.

Analysis And Interpretation

Analysis of the present study was done in accordance with the objectives of the study.

Objective No. 1 To assess the quality of Early Childhood Care and Education (ECCE) in Mizoram with regards to interaction.

The data were collected from 7 districts of Mizoram to find out the quality of Early Childhood Care and Education (ECCE) in Mizoram with regards to quality of interaction by using the questionnaire and interview schedule developed by the investigator. It was calculated through percentage method, which has been are presented in the following table and figure.

Table 1 Measurement of Quality of Interaction of Seven (7) Districts of Mizoram

Measurement of Quality of Interaction		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
1. Teacher/ Adult-Child Interaction (TACI)	i) teacher greets every child on the arrival	27	67.5	13	32.5
	ii) teachers have meaningful interaction with the children during meals/snacks time	32	80	8	20
2. Child-Child Interaction (CCI)	i) encourage social interaction among children during playtime	30	75	10	25
	ii) meaningful interaction between peers during meal/snack time	40	100	0	0
3. Child environmental/material interaction (CEMI)	i) utilizing waste materials for conducting play activities and have smooth social interaction	22	55	18	45
	ii) Children take care of the material and put the material back at the designated spot	21	52.5	19	47.5
4. Staff- family interaction (SFI)	i) organizing parents teachers meet	22	55	18	45
	ii) home visit	25	62.5	15	37.5
5. Intra Staff Interaction (ISI)	i) Staff members interact, collaborate and support each other as a team	40	100	0	0
	ii) Staff members are respectful and maintain high ethical standard	30	75	10	25

Assessment of Quality of Early Childhood Care and Education in Mizoram

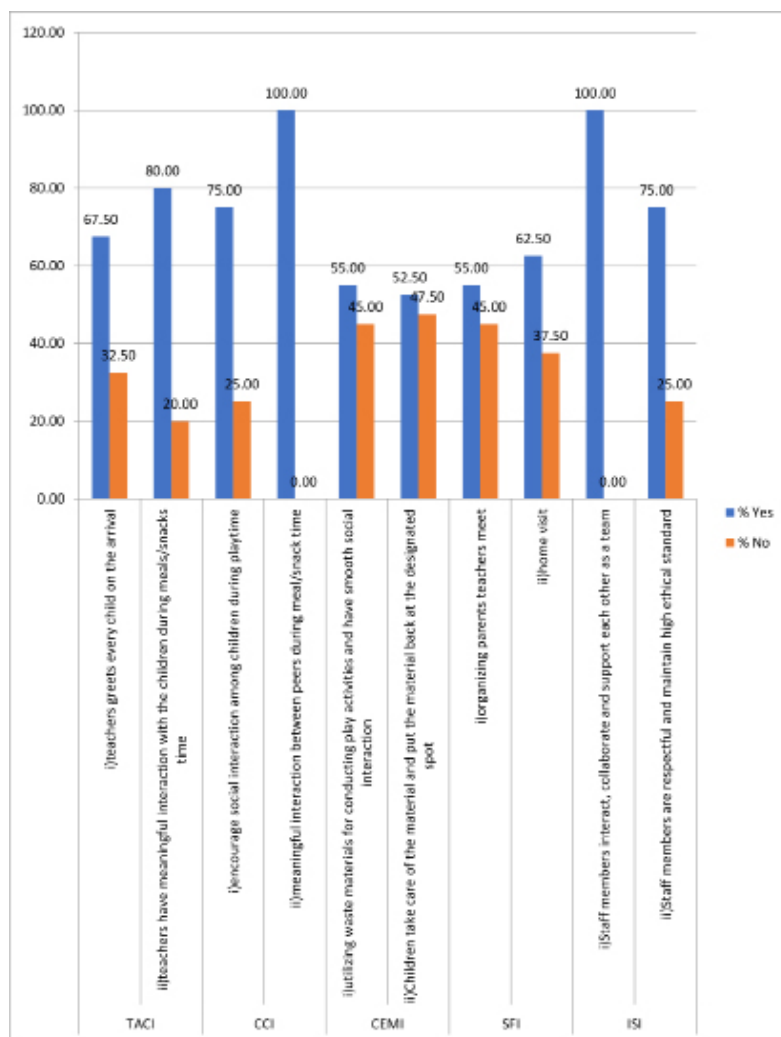


Figure 1: Measurement of Quality of Interaction of Seven (7) Districts of Mizoram

The data vide Table 1 and Figure 1 found that 67.5% of teachers greet every child on arrival, while 32.5% do not. It has also been reported that 80% of the teachers have meaningful interactions with the children during meals/snacks time, while 20% of the teachers do not interact with the children during lunch break.

Further, it was found that 75% of teachers encourage social interaction among children during playtime, while 25% do not. Additionally, 100% of responses indicate that there is meaningful interaction between peers during meal/snack time, with no responses indicating otherwise.

In terms of child environmental/material interaction, it was found that 55%

of teachers utilize waste materials for play activities and promote smooth social interaction, while 45% do not. Furthermore, 52.5% of teachers report that children take care of materials and put them back in designated spots, while 47.5% do not. Regarding staff-family interaction, 55% of staff organize parent-teacher meetings, while 45% do not. Additionally, 62.5% of staff conduct home visits, while 37.5% do not.

Finally, data reveal that 100% of staff members interact, collaborate, and support each other as a team, with no responses indicating otherwise. However, 75% of staff maintain respect and high ethical standards, while 25% do not.

The study reveals that from the data that were collected from 40 ECCE Centres from 7 districts, 80% of the teachers have meaningful interaction with their children. 75% of teachers encourage social interaction among children during playtime, 100% of responses indicate that there is meaningful interaction between peers during meal/snack time. Furthermore, 52.5% of teachers report that children take care of materials and put them back in designated spots. Regarding staff-family interaction, 55% of staff organize parent-teacher meetings. 100% of staff members interact, collaborate, and support each other as a team, with no responses indicating otherwise. This implies that the quality of Early Childhood Care and Education (ECCE) in Mizoram with regards to quality of interaction was satisfactory.

Objective No. 2 To assess the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to health, nutrition, personal care and routine.

The data were collected from 7 districts of ECCE Centre through Observation and Interview method prepared by Chuaungo, 2002, to find out the quality of ECCE centre in regards to their health, nutrition, personal care and routine. The data were calculated and the findings are presented through percentage method for fulfilling the objectives.

Table 2: Measurement for the quality of health, nutrition, personal care and routine of Seven (7) Districts of Mizoram

Measurement for the quality of health, nutrition, personal care and routine		No. of responses on YES	No. of responses YES in %	No. of responses on NO	No. of responses NO in %
Health (First aid material) (HFA)	a)Surgical cotton	40	100	0	0
	b)Antiseptic ointment	31	77	9	23
	c)Pain relieving medicine	40	100	0	0
	d)Bandages	24	60	16	40
	e)Sticking plaster	15	37.5	25	62.5
	f)Thermometer	5	12.5	35	87.5
Health service available (HAS)	a)Organization of immunization	9	22.5	31	77.5
	b)health check up	35	87.5	5	12.5
	c)Referral service to doctor or PHC	28	70	12	30
	d)Treatment of minor accidents and ailments	27	67.5	13	32.5
	e)Growth monitoring: Weight & Height Record	40	100	0	0
Nutrition (NTTN)	i)sufficient time to eat were given	40	100	0	0
	ii)ensure children have nutritious meals/snacks	40	100	0	0
	iii)nutrition are given regularly	30	75	10	25
Personal Care and Routine (PCR)	i)teachers inculcate habits in children such as washing hands	28	70	12	30
	ii) encouraging self discipline	22	55	18	45
	iii)putting materials back in their place after using them	18	45	22	55

fig 2

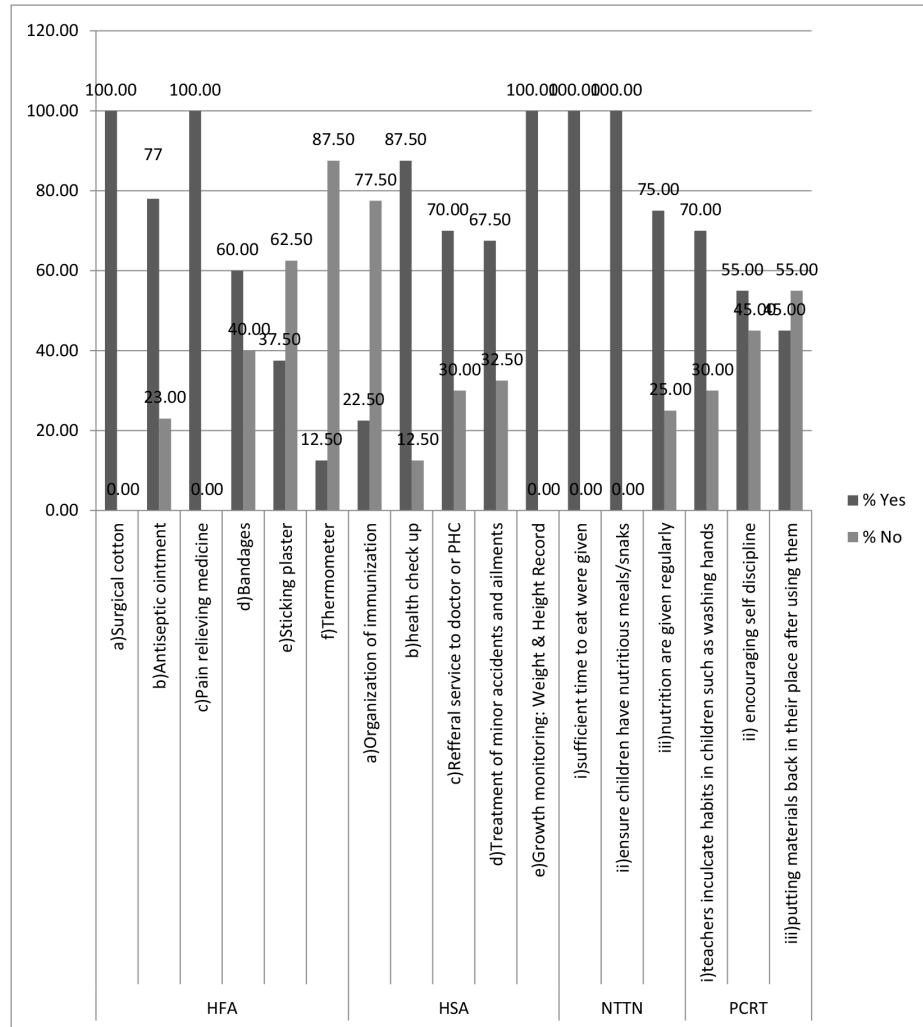


Figure 2: Measurement for the quality of health, nutrition, personal care and routine of Seven (7) Districts of Mizoram

As exposed in Data vide Table 2 and Figure 2 found the following measurements for the quality of health, nutrition, personal care, and routine in the seven districts of Mizoram:

Health (First Aid Material)

- Surgical cotton: 100% of the respondents indicated the availability of surgical cotton, while 0% reported it as unavailable.

Assessment of Quality of Early Childhood Care and Education in Mizoram

- Antiseptic ointment: 77% of the respondents confirmed the availability of antiseptic ointment, while 23% reported it as unavailable.
- Pain-relieving medicine: 100% of the respondents indicated the availability of pain-relieving medicine, with 0% reporting it as unavailable.
- Bandages: 60% of the respondents confirmed the availability of bandages, while 40% reported it as unavailable.
- Sticking plaster: 37.5% of the respondents indicated the availability of sticking plaster, while 62.5% reported it as unavailable.
- Thermometer: 12.5% of the respondents confirmed the availability of a thermometer, while 87.5% reported it as unavailable.

Health Service Available

- Organization of immunization: 22.5% of the respondents confirmed the organization of immunization, while 77.5% reported it as not available.
- Health check-up: 87.5% of the respondents indicated that health check-ups are available, while 12.5% reported them as unavailable.
- Referral service to doctor or PHC: 70% of the respondents confirmed the availability of referral services, while 30% reported them as unavailable.
- Treatment of minor accidents and ailments: 67.5% of the respondents indicated that treatment for minor accidents and ailments is provided, while 32.5% reported it as unavailable.
- Growth monitoring (Weight & Height Record): 100% of the respondents confirmed that growth monitoring, including weight and height records, is available.

Nutrition

- Sufficient time to eat: 100% of the respondents confirmed that sufficient time is provided for children to eat, while 0% reported it as not available.
- Ensure children have nutritious meals/snacks: 100% of the respondents indicated that nutritious meals and snacks are provided to children, with 0% reporting it as unavailable.
- Nutrition given regularly: 75% of the respondents confirmed that nutrition is provided regularly, while 25% reported it as unavailable.

Personal Care and Routine

- Teachers inculcate habits in children such as washing hands: 70% of the respondents indicated that teachers inculcate hand-washing habits in children, while 30% reported it as not happening.
- Encouraging self-discipline: 55% of the respondents confirmed that teachers encourage self-discipline, while 45% reported it as not encouraged.
- Putting materials back in their place after using them: 45% of the respondents indicated that children are encouraged to put materials back after using them, while 55% reported that this is not being practiced.

An analysis of the data from seven (7) district of Mizoram reveals that the quality of care provided by Early Childhood Care and Education (ECCE) Centres teachers. The study reveals that regards to health facilities Surgical cotton, pain relieving medicine, Growth monitoring (Weight & Height Record): 100% of the respondents indicated their availability. Antiseptic ointment: 77% of the respondents confirmed the availability. Bandages: 60% of the respondents confirmed the availability of bandages, Health check-up: 87.5% of the respondents indicated that health check-ups are available, Referral service to doctor or PHC: 70% of the respondents confirmed the availability of referral, Treatment of minor accidents and ailments: 67.5% of the respondents indicated that treatment for minor accidents and ailments is provided services. Sticking plaster: 37.5% of the respondents indicated the availability of sticking plaster, Thermometer: 12.5% of the respondents confirmed the availability of a thermometer. Organization of immunization: 22.5% of the respondents confirmed the organization of immunization. The study shows that health facilities' availability in the ECCE centres meets the expected standard.

The study reveals that regarding the Nutrition provides in the ECCE Centres were beyond expectation 100% of the eat nutritious meals and snacks provided to children and sufficient time were given to the children to have their meal. 75% of the respondents confirmed that nutrition is provided regularly.

Regarding Personal Care and Routine, the study reveals that the ECCE Centres were satisfactory which clearly shows that 70% of the respondents indicated that teachers inculcate hand-washing habits in children, 55% of the respondents confirmed that teachers encourage self-discipline and 45% of the respondents indicated that children are encouraged to put materials back after using them.

Discussion and Conclusion

Early Childhood Education, a pre-school education stage is an important stage as it is a preparatory stage to enhance holistic development in a child for future life. The main focus of ECCE are categorized as 0 – 3 years is health condition; 3 – 6 years, health condition and education. It is very essential that we provide special care and attention as it is the first phase in a child's life where interaction with others begin.

National Focus Group on Early Childhood Education NCERT, 2005 states that “This stage” of life is important as a foundation for the inculcation of social values and personal habits which are known to last life time.

The findings from the early childhood care and education (ECCE) programmes across Mizoram and its seven districts show that, overall, most teachers engage with children positively. In all districts, a high percentage of teachers greet children and interact with them during meals, while social play is encouraged in most areas. However, the use of waste materials for play is less consistent, with only about half of the teachers reporting this practice. Parent-teacher meetings and home visits are also less frequent, with some districts showing low levels of involvement in these areas. Collaboration among staff is widespread, and ethical standards are generally upheld, with the exception of a few districts. While the results highlight some strengths, there are clear differences in how ECCE programmes are implemented across the districts, with some areas needing more focus on using materials creatively and enhancing parental involvement.

Regarding health, nutrition, and personal care in the seven districts of Mizoram, it is seen that most respondents report the availability of essential medical supplies and services. In all districts, surgical cotton and pain-relieving medicine were readily available, and growth monitoring was confirmed in 100% of the cases. However, antiseptic ointment and bandages were available in varying percentages across districts, with thermometers and sticking plasters being less accessible. Health check-ups were generally available, but immunization was notably lower. Regarding nutrition, all districts reported sufficient time for meals and nutritious food. Teachers in most districts encouraged hygiene practices like hand-washing and promoted self-discipline. The practice of children returning materials to their place varied, with 45.5% to 60% of teachers encouraging this habit.

We can conclude by saying that, the overall findings of the study indicate that ECCE Centres in Mizoram are satisfactory, providing positive environment for children's learning and development.

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ANNEXURE-I
MIZORAM UNIVERSITY (A Central University)
Ph.D. Thesis/M. Phil. Dissertation Certificate on Plagiarism Check

Name of Research Scholar		LALDAMPUII
Ph.D/M.Phil Registration Number		MZU/Ph.D./2161 of 05.08.2022
Title of Ph.D. Thesis		Early Childhood Care and Education in Mizoram: Assessment of Quality and Parents Perception.
Name & Institutional Address of the Supervisor		Institute of Advanced Studies in Education (IASE), Republic Veng, Aizawl, Mizoram, 796005
Name of the Department and School		Education Department, School of Education
Date of submission		28.10.2025
Date of plagiarism check		24.10.2025
Name of the software used		TURNITIN
Percentage of similarity detected by the TURNITIN software	Core Areas	0%
	Non-Core Areas	5%
Percentage of similarity permissible under MZU regulation	Core Areas	0%
	Non-Core Areas	Upto 10%

I hereby declare/certify that the Ph.D. Thesis submitted by me is complete in all respect, as per the guidelines of the Mizoram University (MZU) for this purpose. I also certify that the Thesis (soft copy and print version) has been checked for plagiarism using **TURNITIN** similarly check software. Copy of the Report generated by the **TURNITIN** software is also enclosed.

Place: Aizawl

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(LALDAMPUII)

Name & Signature of the Supervisor with seal:(Prof. LALLIANZUALI FANAI)
Supervisor

Name & Signature of the DRC
Chairperson/Head

(DrVANLALTANPUII)
Chairperson, DRC

Annexure-II

Plagiarism Verification Certificate

This is to certify that the plagiarism check has been performed for the Ph.D. Thesis ‘Early Childhood Care and Education in Mizoram: Assessment of Quality and Perception of Parents’ submitted by Ms LALDAMPUII under the supervision of Prof. LALLIANZUALI FANAI , Department of Education, School of Education, Mizoram University. The check performed by the Scholar is found correct/adheres to MZU regulations and authentic software **TURNITIN** has been used for the similarity check.

Name, Signature & Seal of the Dean of the School:

(Dr. Vanlaltanpuui)
Dean of the School

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE	: LALDAMPUII
DEGREE	: Doctor of Philosophy
DEPARTMENT	: Education
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ABSTRACT

INTRODUCTION

Early Childhood Care and Education (ECCE) is widely recognised as the essential first step that connects the informal nurturing of the home with the more structured world of schooling. In fact, it is more than just the beginning of a child’s educational journey. It’s that first meaningful step where the safe, informal world of home begins to stretch into the structured routines of school life. Often mistaken for mere preparation for “real” learning, ECCE actually plays a much deeper role—it helps shape the very foundation of how children think, feel, relate to others, and see the world (UNESCO, 2024a; UNICEF, 2020). A well-supported ECCE system makes the transition to formal schooling smoother, helps reduce early dropouts, and builds the base for skills like reading, writing, and basic numeracy (Brookings Institution, 2019a; LEAD School, 2024). More than that, it’s the stage where children start forming their earliest moral judgments—mostly based on consequences rather than principles—just as Kohlberg described in his notion of pre-conventional moral reasoning (Kohlberg, 1969).

But the influence of ECCE reaches far beyond school readiness. It plays a vital role in a child’s emotional growth, physical development, and social awareness (UNESCO, 2024b; Rocket Learning, 2023a). And the quality of experiences during these years—what children are exposed to, how they’re treated, what kind of environment they grow up in—can have a lasting impact (UNICEF India, n.d.-a; LEAD School, 2023a). That’s why there is now increasing agreement across educators, parents, and policy leaders: if we want well-rounded, healthy, and capable learners, we can’t afford to overlook the early years (UNESCO, 2024c).

India's National Education Policy (NEP) 2020 reflects this growing awareness. For the first time, ECCE has been clearly built into the formal schooling system, starting from the age of three (Ministry of Education, 2020; LEAD School, 2023b). The policy places strong emphasis on inclusion—especially for children from underserved backgrounds—and gives ECCE its rightful place in the new 5+3+3+4 structure, which covers the full age range from 3 to 18 (UNICEF India, 2023). What this effectively does is recognise that education shouldn't start in Class 1. It should begin when children are naturally curious, expressive, and most receptive to learning—during the preschool years (Rocket Learning, 2023b).

Although ECCE is generally associated with the 3–6 age group, its true scope stretches wider—from birth to six years—and includes not just the children themselves but also the adults around them: parents, caregivers, and educators (UNESCO, 2024d; UNICEF, n.d.-b). In practice, many Indian children begin some form of pre-schooling as early as 18 months, attending pre-nursery, followed by nursery, Lower Kindergarten (LKG), and Upper Kindergarten (UKG). These years are often referred to as the “foundation stage,” not without reason. This is when children start developing a sense of independence, learn how to interact with peers, and build the kind of confidence that will help them navigate school and life beyond (Ramachandran et al., 2003; Brookings Institution, 2021).

At its heart, ECCE is about creating an environment that's physically safe, emotionally warm, and intellectually stimulating (UNESCO, 2024e). It's not just about classroom learning—it includes what happens at home, in the neighbourhood, and wherever children are growing and exploring (UNICEF India, n.d.-b). India's education policy sees ECCE as a crucial part of human development—not just an educational add-on—and this view is backed by

global voices like UNESCO (2024f). According to their position, the years from birth to eight are a critical period for brain development. Done right, ECCE can lay the foundation for emotional strength, cognitive flexibility, social balance, and a love for learning that lasts a lifetime (UNICEF India, n.d.-a; Brookings Institution, 2019b). It also helps bridge social divides by promoting inclusivity and equity—something deeply relevant in a country as diverse as India (Rocket Learning, 2023c; UNICEF, n.d.-b). Neuroscience supports what educators and caregivers have long sensed: the first six years of life are like no other. The brain is growing at an incredible rate, forming connections that will later support language, memory, empathy, and decision-making (UNESCO, 2024f). High-quality ECCE programs take this into account. They’re designed to spark curiosity, allow safe exploration, and respect the unique pace at which each child grows. And during these early years, few influences matter more than parents and caregivers (UNICEF India, 2020). Formal learning isn’t even the priority in the first few years—what matters more is emotional security, responsive interaction, and a home environment where the child feels safe to explore and express (UNESCO, 2024a; Brookings Institution, 2019b).

To further support quality assurance, the Quality Standards Framework (QSF) outlines core principles, performance indicators, and examples of good practice (Ministry of Women and Child Development, 2018). It spells out what good practice looks like: what kind of spaces children should learn in, how educators should interact with them, how records are kept, and what kind of training and reflection institutions should be engaged in (UNESCO, 2024g). These benchmarks are meant to help centres self-assess, improve, and eventually work towards accreditation—ensuring that ECCE doesn’t just exist, but thrives (Rocket Learning, 2023d).

ECCE generally focuses on children aged 3 to 8 years, although many experts agree that care and support should ideally begin from birth (UNICEF, n.d.-b; UNESCO, 2024c). At its core, ECCE is child-centred. It is based on play and hands-on activities, not just early academics (Brookings Institution, 2021; LEAD School, 2023c). The goal is to support all areas of a child's development—thinking and language, emotions, body coordination, and social skills (UNESCO, 2024e).

Children learn best when they're curious and engaged (UNICEF, 2020). ECCE helps by creating spaces where children can explore, ask questions, interact with others, and try out new ideas (UNESCO, 2024g). It encourages them to think for themselves, manage their emotions, and gradually learn to follow simple routines. While having a daily plan is important, ECCE programs also need to be flexible enough to adapt to each child's needs, interests, and pace of learning (Rocket Learning, 2023d; LEAD School, 2024).

THE INDIAN LANDSCAPE: PROGRESS, GAPS, AND THE WAY FORWARD

In India, Early Childhood Care and Education (ECCE) encompasses the care and education of children from birth to eight years. For the youngest children—ages 0 to 3—early care often occurs at home or in crèches. From ages 3 to 6, many children attend pre-schools or Anganwadi centres for more structured learning. The National Early Childhood Care and Education (ECCE) Policy of 2013 emphasizes the provision of joyful, inclusive, and meaningful learning experiences for every child below six, recognizing children as active learners full of potential, while also acknowledging disparities in support and opportunities among them (Ministry of Women and Child Development, 2013; Kaul et al., 2017).

Across the country, early childhood care varies significantly depending on family and setting. Some children attend government-run Anganwadis, others go to private English-medium pre-schools, and some are cared for at home by family members or attend NGO-run crèches. These differences reflect India's diversity but also highlight a significant challenge: ensuring that all children, regardless of location, receive quality care and learning. Supporting the adults around them—parents, grandparents, community workers—is crucial, as they play a significant role in shaping a child's early years (Chandra, 2022; Popat Vats, 2021).

ECCE in India integrates nutrition, health, safety, play, and learning. When these areas are effectively combined, ECCE can reduce inequality, improve school performance, and break cycles of poverty. Economically, investing in young children yields long-term benefits for individuals and society (UNICEF India, n.d.; Mundkur, 2020).

However, ECCE in India currently operates as a patchwork. Various programs and services are managed by different entities—government departments, NGOs, private schools, and workplace daycares. Major schemes include the Integrated Child Development Services (ICDS), Sarva Shiksha Abhiyan (SSA), and the Rajiv Gandhi National Crèche Scheme, alongside support from labor laws and welfare schemes. Yet, there is no single authority overseeing all these services, leading to variability in quality and coordination. ICDS remains the largest network, reaching millions of children—approximately 103 million between 6 months and 6 years old (Integrated Child Development Services Scheme, n.d.; Swaminathan, 2005).

Generally, ECCE services in India are organized around three broad age groups:

- Conception to Birth – Focused on maternal health, safe delivery, and protection.
- Birth to Three Years – Emphasizes survival, good nutrition (especially breastfeeding), early stimulation, and safe caregiving.
- Three to Six Years – Concentrates on learning through play, school readiness, and continued health and nutrition support (Ministry of Women and Child Development, 2013; Behera & Acharya, 2023).

Each stage has distinct needs. Supporting children and their families at the beginning built the foundation more stronger. While India has made significant progress in recognizing the value of ECCE, the current challenge lies in translating good policies into effective practices, ensuring that every child, regardless of background, has access to care, learning, and protection in their early years (Rahaman, 2022; Malik & Behera, 2023).

EARLY CHILDHOOD CARE AND EDUCATION IN MIZORAM

In Mizoram, as in many parts of the world, there is a growing appreciation for the role of Early Childhood Care and Education (ECCE) in fostering holistic development and establishing the foundations for lifelong learning. However, structured evaluation and quality monitoring remain limited, and there is a clear need for systematic assessment across the state (SCERT Mizoram, 2023; Ministry of Education [MoE], 2022). Such efforts would help policymakers, educators, and stakeholders identify both strengths and areas requiring reform, allowing for more data-driven, child-centric interventions.

Historically, ECCE in Mizoram has deep roots. Missionary activity dating back to the 1890s introduced early welfare interventions such as infant weighing, crèches, and “pre-beginner” initiatives, indicating an early understanding of the importance of child development (Rev. Rokhuma, 2015). These practices, although modest, laid the groundwork for contemporary ECCE models.

The Integrated Child Development Services (ICDS) scheme, implemented since 1978, continues to be a cornerstone of ECCE in the state. As of 2023, Mizoram had 2,244 functional Anganwadi Centres (WCD Mizoram, 2023). These centres provide non-formal pre-school education, health checkups, immunization linkage, supplementary nutrition, and parental education. Each centre is operated by an Anganwadi Worker (AWW) and a helper, with oversight provided by Circle Officers and the Child Development Project Officers (CDPOs), ensuring linkage with Primary Health Centres (PHCs) and other health infrastructure (WCD Mizoram, 2023; Nghaka, 2018).

Under the Sarva Shiksha Abhiyan (SSA), Mizoram introduced ECCE centres attached to primary schools starting in 2005. As of the latest records, 389 such centres are active, enrolling approximately 10,897 children aged 3–5 years (Ministry of Education, 2022). These centres are generally staffed by Education Volunteers (EVs), though staffing structures vary. While they foster school readiness, they lack the comprehensive health and nutrition components of the ICDS model. However, midday meals are served alongside those in primary schools, helping address basic nutritional needs and incentivizing regular attendance (MoE, 2022; DIET Mamit, 2023).

In response to the National Education Policy (NEP) 2020, the Social Welfare Department of Mizoram launched a revised curriculum for pre-

primary education in 2023 titled *Thiam Bul Tanna Bu*. The new curriculum incorporates play-based, experiential learning and integrates Mizo language and cultural themes to foster inclusivity and identity formation (SCERT Mizoram, 2023; DIPR Mizoram, 2023). This marks a shift in policy that views ECCE not as supplementary, but as a vital educational phase in itself (MoE, 2020).

A key historical transition occurred in 1984 when the Government of Mizoram officially discontinued its state-run pre-primary institutions. This opened the door for private preschools, which have since flourished, especially in urban areas such as Aizawl. Schools such as Tender Care Pre-School, established in 1994, set early precedents. By the 2008–2009 academic year, approximately 350 English-medium private preschools were operating across the state (Rev. Rokhuma, 2015; Chaurasia, 2021).

Despite Mizoram's remarkable achievement in becoming India's first fully literate state in 2025 with a 98.2% literacy rate (The Economic Times, 2025; Times of India, 2025), ECCE services still reflect considerable disparity in quality and coverage between urban and rural areas, as well as between ICDS and privately managed institutions. The state is now actively working to strengthen ECCE through cross-sectoral convergence, curriculum alignment, and workforce capacity-building initiatives (MoE, 2023; UNICEF India, 2024).

RATIONALE OF THE STUDY

Around the world, there is growing recognition of how crucial Early Childhood Care and Education (ECCE) is in shaping a child's overall development. As UNESCO (2020) highlights, ECCE is not merely a preparatory phase for primary school but a foundational stage in itself—

nurturing emotional, social, cognitive, and physical growth. It lays the groundwork not only for formal learning but also for emotional stability, interpersonal sensitivity, and long-term well-being. The broader purpose of ECCE is to support children in becoming not just knowledgeable, but empathetic, responsible, and socially grounded citizens (UNICEF, 2022).

A well-designed early education experience is often the first structured setting where children begin to develop their self-concept, experience social belonging, and acquire basic communication and reasoning skills. In this sense, ECCE is both a launching pad for formal education and a stabilizing platform for early psychosocial development. International bodies such as UNICEF, UNESCO, and the Global Partnership for Education have emphasized the capacity of ECCE to reduce social inequities, promote gender equity, and foster cohesive societies (Global Education Monitoring Report, 2022).

In India, however, ECCE has historically been given limited priority within mainstream educational planning. Although the Kothari Commission Report (1966) acknowledged the importance of early education, it did not offer concrete pathways for implementation. The Right to Education Act (2009) similarly did not extend the right to free and compulsory education to children below six years of age. It was only with the introduction of the National Education Policy (NEP) 2020 that ECCE received sustained and systemic attention. The policy formally recognized ECCE as the foundational stage of education and proposed universal access to quality early learning by 2030, with an integrated approach involving schools, Anganwadi Centres, and private preschools (Ministry of Education [MoE], 2020; NCERT, 2021).

Given this backdrop, a state-level examination of ECCE implementation is both timely and necessary. This study contributes to the

growing discourse by examining how national policies, particularly the NEP 2020, translate into ground-level realities in Mizoram. It offers insight into institutional practices before and after this policy shift and seeks to understand how national aspirations are adapted—or strained—within regional settings.

Mizoram, located in India's northeastern corridor, presents a particularly interesting case. In March 2025, it became the first fully literate state in the country, achieving a literacy rate of 98.2% under the national ULLAS (Understanding Lifelong Learning for All in Society) initiative (Times of India, 2025). This milestone reflects a strong cultural emphasis on education and community involvement. However, the reach of ECCE-specific awareness and implementation is still evolving. Regarding population, the Census of India 2011 remains places Mizoram's population at 1,091,014 (Registrar General & Census Commissioner, 2011).

ECCE services in Mizoram operate through a dual system: privately managed preschools and government-supported Anganwadi Centres under the Integrated Child Development Services (ICDS) scheme. As of 2023, the state hosts 2,244 Anganwadi Centres, providing services ranging from non-formal pre-school education to nutrition, immunization linkages, and basic health check-ups (WCD Mizoram, 2023). Each centre is staffed by a trained worker and helper, with oversight provided by Circle Officers and Child Development Project Officers (CDPOs).

At the same time, private preschools—especially in urban centres like Aizawl—have proliferated over the past two decades. These are typically English-medium institutions that often emphasize formal instruction. Yet, questions have been raised about whether their primary motive is educational development or commercial gain (Chaurasia, 2021). Many of these schools operate without a uniform regulatory framework, resulting in varied practices

related to teaching methods, staff training, infrastructure, and curriculum alignment.

This study takes a systematic approach to evaluating ECCE institutions in Mizoram. It draws on NCERT's quality indicators for early childhood education, including teacher qualifications, physical infrastructure, hygiene and safety protocols, classroom layout, curriculum relevance, and teacher–child interaction quality (NCERT, 2021). Institutions run under ICDS and private management will both be examined, allowing for comparative analysis and context-sensitive findings.

Despite Mizoram's strong literacy profile and established ICDS infrastructure, there is a noticeable research gap when it comes to ECCE-specific studies in the region. Of 72 reviewed academic studies, only 18 focused on the Indian context, and just two—by Chuaungo (2002) and Lalhlimpuii (2018)—addressed ECCE in Mizoram specifically. Neither study engaged substantively with parental perspectives, a vital component in international ECCE research trends (UNICEF, 2023). Moreover, much of the global literature draws from cultural and institutional contexts that are difficult to map directly onto Mizoram's tribal and community-oriented social structures.

This study addresses those gaps by placing particular focus on the following eight dimensions of ECCE quality:

- **Health and Nutrition** – availability of nutritious meals, deworming, and basic health services
- **Safety and Security** – child-friendly spaces, secure environments, and emotional safety
- **Management and Governance** – transparency, community involvement, and institutional coordination

- **Learning Opportunities** – variety and depth of activities, use of local language, child-centred pedagogies
- **Curricular Relevance** – alignment with NEP 2020 and incorporation of local culture and values
- **Infrastructure and Resources** – classroom space, sanitation, access to clean water, teaching materials
- **Educator–Child Relationships** – warmth, responsiveness, and communication quality
- **Parental Perceptions and Involvement** – family expectations, satisfaction, and home–centre collaboration

For those in positions of decision-making—whether they are government officials, curriculum planners, local administrators, or NGO leaders—this study offers a practical, field-based account of ECCE in Mizoram. It does not limit itself to abstract policy discussion or compliance reports but captures the lived experiences of teachers, parents, and children within ECCE settings.

This rationale is not just theoretical; it builds on direct observations and structured assessment. It explains what is functioning well, what needs urgent improvement, and how existing strengths can be consolidated or scaled. It also highlights the persistent disconnect between national policy aspirations and what actually occurs in classrooms, and suggests ways to bridge that gap through better coordination, community participation, and continuous feedback.

Therefore, keeping in view both the promising developments and the significant limitations, the present study seeks to support ongoing efforts to strengthen ECCE in Mizoram. Its goal is to help decision-makers make context-sensitive, well-informed, and child-focused reforms that are aligned

with NEP 2020, grounded in local realities, and rooted in the goal of building inclusive, nurturing, and high-quality early learning environments for every child in the state.

RESEARCH QUESTION

1. What is the status of interaction of Early Childhood Care and Education in Mizoram?
2. What is the health, nutrition, personal care and routine of Early Childhood Care and Education in Mizoram?
3. What is the status of protective care and safety of Early Childhood Care and Education in Mizoram?
4. What is the existing physical infrastructure of Early Childhood Care and Education in Mizoram?
5. What is the status of organization and management of Early Childhood Care and Education in Mizoram?
6. What is the quality of Early Childhood Care and Education in Mizoram with regard to children's experience and learning opportunities?
7. What is the quality of Early Childhood Care and Education in Mizoram with regard to assessment and outcome measures?
8. What are the quality of Early Childhood Care and Education in Mizoram with regard to managing and supporting quality system?
9. What is the perception of parents about Early Childhood Care and Education in Mizoram?

STATEMENT OF THE PROBLEM

The problem of the study has been stated as:
“Early Childhood Care and Education in Mizoram: Assessment of Quality and Perception of Parents.”

OPERATIONAL DEFINITIONS

Early Childhood Care and Education: In the present study, ‘Early Childhood Care and Education’ refers to all programmes for children from birth to the start of primary education. This includes both early childhood educational development and pre-primary education.

Assessment: The term ‘Assessment’ in the proposed study refers to the evaluation of quality standards for Early Childhood Care and Education (ECCE) as developed by the Ministry of Women and Child Development.

Quality: In this study, ‘Quality’ refers to the standard of something measured against others of a similar kind; it reflects the degree of excellence.

Perception: ‘Perception’ refers to the act of perceiving or understanding by means of the senses or mind; it denotes cognition and interpretation.

Parents: ‘Parents’ refers to both working and non-working parents of children attending private pre-schools and Anganwadi centres.

OBJECTIVES OF THE STUDY

1. To assess the quality of Early Childhood Care and Education (ECCE) in Mizoram with regards to interaction.
2. To find out the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to health, nutrition, personal care and routine.

3. To evaluate the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to protective care and safety.
4. To measure the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to physical infrastructure.
5. To analyse the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to organization and management.
6. To assess the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to children experience and learning opportunity.
7. To find out the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to assessment and outcome measures.
8. To evaluate the quality of Early Childhood Care and Education (ECCE) in Mizoram with regard to managing quality system.
9. To construct parental perception scale about Early Childhood Care and Education.
10. To study the perception of parents about Early Childhood Care and Education in Mizoram.

REVIEW 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 Abroad and India. The investigator reviewed seventy-five (75) literature from various sources related to the present study. All the literature reviewed were conducted from the period of 1979- 2024 which took apart of forty five (45) years. Out of seventy two (75) reviews, fifty six (57) studies were conducted abroad and eighteen (18) studies were conducted in India.

Studies conducted Abroad

Year Span	No. of studies conducted Abroad	Name of Researcher	Year of Research
1979-2024	57	Alice	1979
		Wendy and Maria	1994
		Kathleen and Howard	1997
		Berit et al.	2001
		Sonja	2001
		Debby et al.	2002
		Margaret and Debby	2003
		Eva	2004
		Nancy	2004
		Cassidy et al.	2005
		Gail and Michal	2006
		Hasheem et al.	2006
		Maite et al.	2008
		Eeva et at.	2009
		Amy and Karen	2009
		Karin et al.	2010
		Deborah and Amy	2010
		La et al.	2012
		Ji and won	2012
		Min and Hee	2012
		Bronagh E and Karolla	2012
		Betul et al.	2013
		Sascha et al.	2013

		Janet and John	2013
		Collette et al.	2013
		Bridget	2014
		Ingrid	2015
		Olga	2015
		Silvia and Teresa	2015
		Eminbe and Belma	2015
		Syrjakami et al.	2016
		Adriana et al.	2017
		Corina et al.	2017
		Iiona et al.	2018
		Sevcan et al.	2019
		Abdullahi and Tijani	2019
		Kiyo and Mary	2019
		Linda et al.	2019
		Robert and Megan	2019
		Christina	2020
		Rebecca et al.	2020
		Valerie	2020
		Satlaj and Jonathan	2020
		Anders	2020
		Ifat and Ayu	2020
		Yohannes and Xiasong	2020
		Mahnoor, Muhammad & Naima	2021
		Adrijana	2021
		Bernadette et al.	2021
		Boitumelo et al.	2021

		Dandan et al.	2022
		Muraina et al.	2022
		Anastasia	2022
		Sabine et al.	2023
		Caroline et al.	2023
		Eka et al.	2024
		Paulina Jara Aquirre & David Lopez- Ruiz	2024

Studies conducted in India

Year Span	No. of studies conducted Abroad	Name of Researcher	Year of Research
2005-2024	18	Arti and Alan	2005
		Arti	2008
		Nirmala	2010
		Mamta and Prem	2011
		Loknath	2012
		Tania et al.	2012
		Rita et al.	2012
		Ipseeta et al.	2012
		Mukherjee	2012
		Gagandeep and Kulwinder	2014
		Kirte and Prerana	2015
		Chandra et al.	2017
		Rehman et al.	2017
		Amita	2019

		Sapna et al.	2020
		Nirmala et al.	2021
		Saikat and Hannah	2022
		Shadaba	2024

From the studies conducted both in India and abroad revealed that ECCE with regards to quality of interaction had a significant relationship with peers, teachers and parents. This summary captures the overarching themes that parental involvement, teacher-child interactions, and peer relationships significantly influence the quality and effectiveness of early childhood education, contributing to children's development, behaviour, and academic success. With regard to health, nutrition, personal care and routine and their study revealed that these studies collectively demonstrate that integrating health-related practices and education into early childhood programs is vital for supporting comprehensive development and long-term well-being in children. The studies collectively emphasize that teaching quality, inclusive environments, teacher-child interactions, and parental involvement are key drivers in enhancing children's learning opportunities in early childhood settings. Children's learning opportunities are significantly enriched by a combination of high-quality teaching, engaging environments, strong teacher-child relationships, and supportive parental involvement, all of which contribute to more effective and inclusive early education experiences. Overall, these studies collectively advocate for more inclusive, informed, and supportive strategies that actively involve parents in early childhood education—through education, policy, and practice—to enhance developmental outcomes and bridge disparities in access and quality.

METHODOLOGY

A descriptive approach was undertaken to explore these issues. Since the aim was to understand what is currently happening rather than test any intervention, no variables were manipulated. The study follows a cross-sectional format, meaning data were collected only once, during a specific period, to get a sense of the present situation in selected ECCE centres.

Data collection relied on structured questionnaires tools which were used for teachers and school heads. For parents, however, parents perception scale was constructed by the researcher and was used to reflect the specific aims of this study and to better capture their perceptions.

RESEARCH DESIGN

The research design refers to the overall framework used to guide the planning, data collection, and analysis stages of the study. For the present investigation, which focuses on how Early Childhood Care and Education (ECCE) currently functions across different settings in Mizoram, a descriptive research design was adopted. This type of research is especially suitable when the objective is to present an accurate, factual account of real-world phenomena. For the current study, it was considered particularly suitable to help document the structure, services, and management of ECCE institutions in Mizoram, there by showing how these centres operate on a day-to-day basis. Also, since there has been limited systematic assessment of ECCE in the state, this was useful for a grounded and realistic representation of the current scenario.

Alongside this, the study also adopted an exploratory design. This is because the aim of the study was not only to describe the situation, but also to explore deeper questions related to how quality is experienced, how institutional challenges arise, and how parents, teachers, and staff understand

their roles. This was to uncover patterns, perspectives, and contextual factors that are not always visible through numerical data alone.

POPULATION

In research, the term "population" describes the total number of individuals in a group, items, or data that share a specific characteristic and are important to the study. It is the larger group from which a sample is chosen for research. Defining the population is important in any research because it helps to set the focus and limits of the study, ensuring that the study meets its objectives. Without a clear definition of the population, the study might lose direction, and the results may not be generalizable. A well-defined population also helps researchers select a sample that accurately represents the group of interest, and make more confident and applicable conclusions beyond the sample.

In this study, the population includes all the Anganwadi Centers (AWCs) in a specific region, state, that are part of the Integrated Child Development Services (ICDS) initiative. Particularly, the population includes both *Anganwadi Centers (AWCs)* operating under the Integrated Child Development Services (ICDS) and *private pre-schools* functioning across the different districts of Mizoram. The AWCs are managed under different CDPO blocks spread across the state of Mizoram within the districts of Aizawl, Champhai, Kolasib, Mamit, Serchhip, Lunglei, Lawngtlai, and Siahaas shown in Tables No 1. Moreover, the population also included private preschools, which have also been established, especially in urban areas like Aizawl, and increasingly in other districts as shown in Table No 2.

Table No 1
Number of Anganwadi Centres- in the Selected Districts and
Headquarter 2021-2022

	Name of District	Headquarters	Total No. of Anganwadi Centres
1	Aizawl	Aizawl	190
		Aibawk	50
		Tlangnuam	84
		Thingsulthliah	95
		Darlawn	83
		Phullen	42
	Sub Total:		544
2	Kolasib	Bilkhawthlir	60
		Thingdawl	77
	Sub Total:		137
3	Serchhip	Serchhip	100
		E. Lungdar	60
	Sub Total:		160
4	Champhai	Champhai	80
		Khawzawl	87
		Khawbung	64
		Ngopa	44
	Sub Total:		275
5	Lunglei	Lunglei	143
		Lungsen	91
		Bunghmun	69
		Hnahthial	115
	Sub Total:		418

6	Mamit	Zawlnuam	96
		Reiek	80
		W.Phaileng	106
	Sub Total:		282
	Grand Total		1816

Source: Department of Women and Child Development, Government of Mizoram 2021-2022

Table No 2
Number of Private Pre-Schools in Selected Districts

S. No.	District	Number of Private Pre-Schools
1.	Aizawl	170
2.	Lunglei	61
3.	Champhai	51
4.	Serchhip	37
5.	Mamit	33
6.	Kolasib	45
7.	Saitual	41
	Total	438

Source: UDISE, as on 30th September 202

SAMPLE OF THE STUDY

For the study, multi-stage sampling technique was used. In the first stage, a stratified random sampling was used for selecting seven (7) districts—Aizawl, Lunglei, Champhai, Serchhip, Mamit, Kolasib, and Saitual—to represent all major geographic zones of Mizoram: north, south, east, west, and central. Out of the eleven (11) districts of Mizoram.

In the second stage through cluster sampling, Anganwadies and Pre-schools were selected.

The final sample was chosen in the third stage using a straightforward random sampling technique. In every district, lists of Anganwadi centres and private pre-schools were prepared separately. A total of 26 Anganwadi centres and 14 private pre-schools were then selected randomly, based on their proportional presence in each district.

Table No. 3

District Wise Sample of ECCE Centres (Anganwadis) for the Study

Sl.No.	District	Number of Centres Selected
1.	Aizawl	6
2.	Lunglei	4
3.	Champhai	3
4.	Serchhip	4
5.	Mamit	3
6.	Kolasib	4
7.	Saitual	2
	Total	26

While the population of ECCE centres in Mizoram is large, the sample size was deliberately kept manageable to allow for in-depth field observation, quality assessment, and meaningful interaction with staff and parents. The focus of the study was not statistical generalization but rather qualitative depth

and practical relevance, in line with established approaches for educational and service-quality research. The final break down of selected centres are shown in Tables No. 3 and Table No. 4

Table No. 4

District Wise Sample of Private Pre-Schools for the Study

Sl. No.	District	Number of Centres Selected
1.	Aizawl	5
2.	Lunglei	3
3.	Champhai	2
4.	Serchhip	1
5.	Mamit	1
6.	Kolasib	1
7.	Saitual	1
	Total	14

TOOLS USED IN THE STUDY:

To collect data for the present study, the following tools were used:

- i) **Observation cum Interview Schedule** developed by the researcher (2020) for the heads of institutions.
- ii) **Observation cum Interview Schedule** developed by Chuaungo (2002) for studying the existing conditions of pre-schools.

- iii) **Key Standards of Quality for ECCE**, developed by the Ministry of Women and Child Development, Government of India (2020).
- iv) **Focus Group Discussion** conducted for constructing the Parental Perception Scale.
- v) **Parental Perception Scale** on Early Childhood Care and Education, constructed by the researcher specifically for this study.

PROCEDURE FOR GATHERING THE DATA

For the Observation cum Interview Schedule, respondents included staff from both private pre-schools and government-run Anganwadis. The tool was administered in person through face-to-face interviews, supplemented by on-site observation. The researcher observed classroom environments, teaching practices, and physical facilities to cross-validate the information provided during interviews. Where appropriate, clarifications were sought to ensure accuracy and completeness of responses.

The Parental Perception Scale was shared with parents whose children were enrolled in the selected pre-schools and Anganwadi centres. Here 200 parents from 40 institutions were selected to response the parental perception scale. The tool was self-administered to allow parents to respond privately and at their own pace. It included statements on topics such as the perceived quality of education, affordability, teacher conduct, classroom environment, and the child's overall development. Where required, the researcher clarified items to ensure comprehension but did so without leading or influencing responses.

Reliability

The reliability of the PPS–ECCE was tested through multiple methods. Internal consistency was assessed through Cronbach’s alpha coefficients for each subscale and the overall scale, showing acceptable to high reliability across dimensions. Split-half reliability was examined using the Spearman–Brown prophecy formula, which produced a coefficient of 0.76. Test–retest reliability was also established by administering the scale twice, two weeks apart, to a subset of parents, yielding a stability coefficient of 0.82.

Table No. 5
Reliability Coefficients of the PPS–ECCE and its Dimensions

Sl.No.	Dimension	No. of Items	Cronbach’s Alpha (α)	Split-Half Reliability	Test–Retest Reliability
1.	Admission Process	3	0.72	—	—
2.	Programme Quality	5	0.81	—	—
3.	Record-Keeping	3	0.69	—	—
4.	Facilities and Safety	4	0.77	—	—
5.	Equipment and Materials	3	0.74	—	—

6.	Teacher– Child Relations	3	0.84	—	—
7.	Health and Hygiene	4	0.79	—	—
8.	Overall Scale	25	0.87	0.76	0.82

Note. Split-half reliability and test–retest reliability were calculated at the overall scale level.

Validity

The validity of the PPS–ECCE was established through multiple strategies:

- **Content Validity:** Expert review confirmed that items were clear, relevant, and culturally appropriate. The Content Validity Index (CVI) was 0.91, reflecting strong agreement among reviewers.
- **Item Discrimination:** The mean discrimination index value was 0.39, indicating strong differentiation between respondents with high and low scores.

Administration of Tools and Collection of Data

Data were collected directly from heads of institutions, teachers, and parents, together with on-site observations in both Anganwadi centres and private pre-schools. Before beginning the process, the purpose of the study was explained in clear terms, and participants were assured that their responses would remain confidential and would only be used for academic purposes. Consent was taken, and care was given to maintain a respectful and

comfortable environment so that participants could respond freely without feeling pressured.

Interviews were carried out face to face with heads of institutions and teachers. These sessions provided opportunities to record their views while also observing their centres in action. Parents were asked to share their opinions through a structured questionnaire, which they completed at their own pace, with clarifications given whenever questions were not clear. All responses were collected on the spot to ensure accuracy and full participation.

During each visit, the researcher observed the classrooms, facilities, and teacher-child interactions, making careful notes of what was seen. These observations were later compared with what participants reported, which helped to strengthen the reliability of the findings.

Special care was taken throughout the process to maintain a respectful environment. Respondents were informed that there were no right or wrong answers and that their honest opinions were valuable for the study. In cases where parents found it difficult to understand the items, clarifications were provided. Completed schedules and questionnaires were collected on the spot to ensure maximum response.

Tabulation of Data

After data collection, all responses were checked, sorted, and organised. Each questionnaire was assigned a unique identification number to avoid duplication and to keep track of responses.

The quantitative data from the Observation-cum-Interview Schedule and the PPS–ECCE were entered into Microsoft Excel and later processed in SPSS (Version 22). The raw scores from the PPS–ECCE were computed and arranged dimension-wise, while the Yes/No responses from the observation schedule were coded numerically.

For qualitative responses, the data were transcribed and translated into English where necessary. Once transcribed, the responses were reviewed carefully to ensure that they addressed the objectives of the study.

The Quality Standards Framework was used to evaluate institutional-level conditions. This involved both a review of documents—such as attendance records, food menus, health logs, and teaching plans—and direct observation of physical infrastructure, classroom layout, and hygiene facilities. In addition, informal conversations were held with heads of centres and staff to understand how centres were managed on a day-to-day basis. The aim was to assess how well each centre aligned with the established standards of ECCE quality.

Before beginning any part of the data collection, all participants were informed of the study's purpose and their role in it. Consent was obtained individually. Throughout the process, care was taken to protect the privacy and dignity of respondents. The researcher ensured that language barriers were addressed thoughtfully, and explanations were provided in simple terms when needed. Every response was recorded with respect and attention to accuracy.

Procedure Adopted for Data Analysis

The present study employed both quantitative and qualitative methods of analysis.

Analysis of Quantitative Data

Descriptive statistics were mainly used to analyse the quantitative data. Frequencies and percentages were computed for the Observation-cum-Interview Schedule, while means and standard deviations were calculated for the PPS–ECCE scores. The raw scores from the PPS–ECCE were further standardised into z-scores, which were later used to prepare norms and to

classify parental perceptions into different categories (low, below average, average, above average, and high).

Since the purpose of the study was descriptive in nature, no inferential statistics such as *t*-tests or ANOVA were applied. The focus was on providing a clear picture of the conditions and perceptions rather than on hypothesis testing.

Analysis of Qualitative Data

The qualitative data collected from open-ended responses and observation notes from the Focus Group Discussion were entered on MS Word. Thematic analysis was performed using NVivo V.10 in the following steps:

1. **Transcription and translation:** The responses were first transcribed and then translated into English.
2. **Familiarisation:** The researcher read the transcripts several times to gain an overall understanding of the data, and the transcript was transferred to NVivo.
3. **Initial and thematic coding:** Recurring words, phrases, and ideas were coded and later grouped under broader themes.

MAJOR FINDINGS OF THE STUDY

The findings are drawn from 40 (forty) ECCE centres across seven districts of Mizoram. They reflect the quality of ECCE in teacher–child interaction, health and nutrition, protective care and safety, physical infrastructure, organisation and management, children’s learning experiences, assessment and outcomes, quality systems, and parental perception. These findings together show how early childhood care and education functions across Mizoram.

1. Findings on the Quality of Interaction

The study reveals that data were collected from 40(forty) ECCE Centres comprising 7 (seven) districts. It was found out that

- 1) A large majority of (80%) teachers reported having meaningful and positive interaction with children.
- 2) Three out of four teachers (75%) actively encouraged children to interact socially during play.
- 3) All teachers i.e 100% agreed that children interacted freely with peers during meal or snack times.
- 4) More than half of the teacher (52.5%) said that children took care of play materials and returned them properly after use.
- 5) It was found that 55% of staff members organised parent–teacher meetings, showing moderate family engagement.
- 6) All respondents i.e100% of staff members interact, collaborate, and support each other as a team, with no responses indicating otherwise

Overall, interaction quality in ECCE centres across Mizoram was satisfactory. Teachers maintained warm relationships with children and encouraged peer communication, although coordination among staff and collaboration with parents remained limited.

2. Findings on Health, Nutrition, Personal Care, and Routine

In the present study, forty (40) ECCE Centres from 7 (seven) districts were selected within Mizoram to find out the quality of ECCE with regards to health, nutrition, personal care and routine. The study revealed that regards to:

Health Facilities

1. All centres (100%) had essential medical supplies such as surgical cotton, pain-relief medicines, and growth monitoring records.
2. Most centres i.e 77% had antiseptic ointments, while 60% of the centres had bandages available.
3. Regular health check-ups were conducted in 87.5% of centres.
4. Referral services to doctors or primary health centres were accessible in 70% of cases.
5. Minor ailments were treated within centres in 67.5% of responses.
6. Only 37.5% had sticking plasters, 12.5% had thermometers, and 22.5% organised immunisation drives.

The study shows that health facilities availability in the ECCE centres meets the expected standard.

Nutrition

7. All the teachers (100%) stated that children received nutritious meals and snacks and were given adequate time to eat.
8. Three-quarters of the teachers (75%) said that meals were served regularly, showing good dietary consistency.

The study reveals that regarding the Nutrition provides in the ECCE Centres were beyond expectation

Personal Care and Routine

Regarding Personal Care and Routine the study reveals that the ECCE Centres were satisfactory which clearly shows that :

9. Most teachers (70%) indicated that they inculcate hand washing habits among children.
10. More than half of the teachers (55%) encouraged self-discipline and neat habits among the children.
11. Nearly half of the teachers (45%) encourage children to return materials to their proper places after use.

ECCE centres in Mizoram generally maintained good standards of health and nutrition. Regular health check-ups and balanced meals were common, but gaps persisted in first-aid readiness, medical tools, and immunisation coverage. Daily routines and hygiene practices were well integrated but not uniformly observed in all districts.

3. Findings on Protective Care and Safety

The current investigation deals with 40 (forty) ECCE Centres within seven districts of Mizoram. In terms of protective care and safety the study's findings reveals that ECCE centres in Mizoram do not meet the expected standards of quality regarding Socio/Emotional Protection (SEP), as outlined by the Ministry of women and Child Development while regarding the Adult Supervision (ASUP) and Regarding Physical Safety (PSF) meets the expected standard of quality.

- 1) Adult supervision and physical safety met the expected norms, but socio-emotional protection was comparatively weak.

a) Only 12.5% of head of the institution were satisfied with the child–teacher ratio, which indicate that the ratio of children to teachers was not satisfactory.

b) All the head of the institutions i.e100%said children are encourage to express their opinions in regards to adult supervision.

2) In the area of Socio/Emotional Protection (SEP):

a) Three-quarters (75%) of the head of the institutions confirmed that first-aid kits were available in the institution,

b) From the findings 37.5% said that care givers were well-prepared to handle emergencies and disaster.

c) Additionally, a small fraction (12.5%) of the head of the institutions state that families of children facing deprivation were supported with nurturing home environment and received counselling.

3) Regarding Physical Safety (PSF),

a) Four out of five head of the institution (80%) reported that emergency contact information was available and accessible to staff members.

b) Two-thirds (65%) head of the institution said that nap or rest periods for children were adequate.

So, it can be conclude that Protective care in ECCE centres was adequate in basic safety but weak in preparedness and emotional support. Most institutions maintained supervision and emergency contacts, yet few had structured disaster-response training or family counselling services. A balanced child–teacher ratio and better preparedness remain urgent needs.

4. Findings on Physical Infrastructure

To have a better understanding of the physical infrastructure of ECCE in Mizoram forty (40) ECCE Centres within seven (7) districts of Mizoram were selected for study. It revealed that overall findings indicate that the physical infrastructure of ECCE institutions in Mizoram is satisfactory, providing a positive environment for children's learning and development in the following ways.

(a) Space, building, outdoors (size, ventilation, light, disabled friendly): Centres were away from excessive noise, ECCE Centres had clean kitchen, designated areas for meal preparation and food storage, and appropriate storage for teachers to store supplies and documents.

(b) Aesthetic, cleanliness, green area: Availability of Indoor space, furniture and equipment were cleaned and well maintained, free from heaps of garbage, uncovered drains, opened well, ponds, clean surroundings in and around centres.

(c) Safety and approach: ECCE centre is located in a safe place, ECCE centre building is maintained in a good condition, maximum walking distance of ECCE centre is less than 1 km.

(d) Water Facility: Teachers inculcate habits in children such as washing hands, encouraging self discipline, putting materials back in their place after using them.

(e) Toilet facility: Sufficient supply of water and soap in the toilet, separate toilets for boys and girls, which are safe and hygienic, appropriate toilet provisions for toddlers.

Overall, ECCE centres in Mizoram offered a physically safe and supportive learning environment. Cleanliness, water supply, and sanitation

facilities were satisfactory, though periodic maintenance and infrastructure upgrading are still necessary to ensure uniform quality across districts.

5. Findings on Organisation and Management

In the present study, data were collected from 40 (forty) ECCE Centres from seven districts of Mizoram for finding out the quality of ECCE in Mizoram with regards to organization and management. The findings revealed that the quality regards to organization and management are satisfactory in Programme philosophy and methods, Documentation and Records, Programme Planning, Parent Involvement except Staffing (Adequacy, Professional Qualification, Development Opportunities). From here we can conclude saying that ECCE Centres of Mizoram need more focus on staffing strategies to bolster ECCE outcomes, including professional development opportunities and effective self deployment.

(a) In Programme philosophy and methods 80% of the head of the institution reported that the ECCE programme was conducted at least 4 hours daily with children. 67.5% of the head of the institution reported that the centres does not conduct rote-learning activities or formal teaching of 3Rs.

(b) In Documentation and Records 80% head of the institution reported that a document/portfolio of each child's performance and progress was maintained, while 85% of the head of the institution reported that records of children's attendance, leave, and absence were kept and regularly updated.

(c) In regards to Programme Planning all the head of the institution i.e100% reported that language interaction was in the mother tongue, flexible seating arrangement were made and children were not pressurized and were allowed to progress at their own pace.

(d) Regards to Parent Involvement all head of the institution i.e100% agreed that staff, parents, and community were actively involved and

participated in ECCE activities. 57.5% of the head of the institution reported that Parents-Teachers meets were organised regularly.

(e)Staffing (Adequacy, Professional Qualification, Development Opportunities): Staffing remained the weakest area 45% of the head of the institution reported that teachers of ECCE were qualified and 40% of the respondents reported that relevant training was attended by the teachers.

Organisation and management systems in Mizoram's ECCE centres function effectively in planning, documentation, and parent participation, but inadequate teacher qualifications and limited professional development reduce long-term sustainability and quality.

6. Findings on Children's Experiences and Learning Opportunities

The study relating to the quality of children's experience and learning opportunity, the study reveals that ECCE centres in Mizoram's seven (7) districts demonstrate a good level of quality in terms of children's experiences and learning opportunities by using interview schedule.

1. All head of the institutions (100%) reported that children were encouraged to make their own choices and participate freely in play.
2. Regarding Fostering Children's Language and Literacy Abilities: Most of the teachers (87.5%) offered opportunities for self-expression, while 92.5% of teachers gave children the opportunity to play with things available in nature and allocated time for reading and storytelling. About 65% of the head of the institution encouraged children to use natural materials for creative play.
3. In Promoting Children's Physical Abilities nearly half (45%) of the teachers used outdoor equipment to develop large-muscle skills, and

60% of the teachers have active participation with children in outdoor activities.

4. Nurturing Development and Maintenance of Relationships Two-thirds of the head of the institution (67.5%) said that children are given Opportunities to work and play in groups and nine out of ten 90% of the teachers feel that each child is supported to feel secure and confident
5. Under Cultivating Enjoyment and Participation in Expressive Arts, All the head of the institution (100%) opportunities were given for children to sing rhymes and songs, and 65% of the teachers included dramatic play in learning sessions.

Children's experiences across Mizoram's ECCE centres reflected active, creative, and emotionally supportive learning environments. Language, play, and self-expression were strong components, though the range and frequency of physical activities could be expanded for more balanced development.

7. Findings on Assessment and Outcome Measures

The findings relating to the quality with regards to assessment and outcome measures reveals that based on the various evaluation criteria ECCE Centres in Mizoram exhibit a satisfactory level of quality in terms of assessment and outcome. The study reveals that in different points of measurement based on

- a. In assessment methods, the ECCE centres achieved an average score of 82.5%, indicating that children's progress toward learning goals was well documented. About two-thirds of the head of the

institution (67.5%) reported that teachers maintained progress report cards for each child.

b. Regarding Assessment report more than half (55%) said that assessment reports and portfolios were maintained to communicate progress to parents. which measure communication of children's progress with parents and Maintaining portfolios of all children, the centre scored 55% and in conducting periodic observations of children and uses of different tools and processes to make decisions about children. In the domain of observation and decision-making, three out of five head of the institution (60%) confirmed that teachers used a range of tools and procedures to assess children's development

c. Under staff assessment and development, three-quarters of the head of the institution (75%) noted that information was regularly updated, and an even larger proportion (82.5%) indicated that staff performance was monitored.

d. With respect to programme assessment, nine out of ten respondents (90%) reported that centres conducted systematic evaluations of programme outcomes.

Taken together, these results demonstrate that ECCE centres in Mizoram apply effective assessment practices, though there is still room for strengthening communication with parents and ensuring consistency in staff performance reviews.

8. Findings on Managing Quality Systems

To evaluate the management of quality systems, the study examined forty ECCE centres (40 in total) across Mizoram using questionnaires and

interview schedules. The findings reveal that, overall, management practices fell below expectations and require improvement.

The weakest areas were **monitoring and supportive supervision**, particularly in involving staff, families, and community members in annual programme reviews and home visits. Under **staff assessment and development**, the centres performed inadequately in evaluating individual performance and creating development plans. Similarly, under **research**, most centres lacked encouragement and institutional support for action research initiatives.

9. Construction of Scale

The PPS–ECCE was developed from 51 items generated through Focus Group Discussions with parents across four districts of Mizoram, resulting in 7 (seven) thematic dimensions. After expert review, 25 items were retained. The scale showed strong reliability (Cronbach’s $\alpha = 0.87$; split-half $r = 0.76$; test–retest $r = 0.82$) and high content validity (S-CVI = 0.91). All items had acceptable discrimination indices ($M = 0.39$), and norms were created using z-

10. Findings on Parental Perception of ECCE in Mizoram

1. In **Aizawl**, most parents viewed the programme favourably: over half rated it above average, and about 10% rated it high.
2. In **Kolasib**, 39.3% of respondents rated the programme above average and 10.7% rated it high, indicating overall satisfaction despite some low ratings.
3. In **Serchhip**, more than one-third (35.7%) rated the programme below average, another 35.7% rated it average, and none rated it high.

4. In **Saitual**, 26.7% rated the programme low and 60% below average, reflecting widespread dissatisfaction.
5. In **Lunglei**, 32.1% rated the programme above average but many others gave low or average ratings.
6. In **Champhai**, 39.3% rated it above average, showing mixed but largely positive perceptions.
7. In **Mamit**, 42.9% rated the programme below average, 32.1% rated it average, and a small minority rated it high.

Parental perception on ECCE programmes was the most positive highest in Aizawl and Kolasib, moderate in Lunglei and Champhai, and lowest in Serchhip and Saitual. The weaker perception in Saitual likely reflects its recent administrative formation and limited human resources, while Serchhip's low ratings point to inadequate public awareness of ECCE goals. Strengthening community engagement and communication about the developmental purpose of early education may help bridge these gaps and improve parental trust across districts.

RECOMMENDATIONS BASED ON THE FINDINGS

1. Recommendations with regard to Quality of Interaction

District-level variations were noted from the findings and must be addressed accordingly.

a) In Champhai, teachers did not greet children on arrival. Teachers should be sensitised on the importance of welcoming children to create a warm and secure start to the day.

b) In Kolasib, staff cooperation was strong but teachers rarely interacted with children during meals. Centres should ensure that teachers use mealtime for informal communication and emotional bonding.

c) In Saitual, interaction among children was high but care for materials during play was lacking. Teachers should guide children in using and returning materials properly.

d) In Lunglei and Serchhip, child-to-child interaction during play was limited. Structured group activities should be introduced to encourage cooperation and teamwork.

e) In Mamit, low performance was observed in professional conduct and parent–teacher meetings. Regular training and planning sessions should be organised to strengthen ethics and home–school coordination.

f) Across all districts, while peer interaction and staff cooperation were strong, child–material interaction and family engagement remained inconsistent. Regular training, on-site support, and monthly reviews should be conducted to improve overall communication and relationships in ECCE centres.

2. Recommendations with regard to Health, Nutrition, Personal Care, and Routine

a) In Aizawl, Lunglei, and Champhai, basic medical supplies were available but bandages and sticking plasters were limited. Each centre should maintain a full and replenished first-aid kit.

b) Mamit, Serchhip, and Saitual lacked essential materials. These districts should be prioritised for health supply distribution.

c) Thermometers were unavailable in many districts. All centres should be equipped immediately, and staff trained in safe and correct use.

d) Immunisation services were low across districts, though growth monitoring was strong. Centres should coordinate closely with health departments to ensure complete immunisation and regular health reviews.

e) Aizawl showed better coordination with health workers than Kolasib and Saitual. The cooperative model used there should be adapted across districts.

f) Centres in Aizawl, Serchhip, and Champhai handled minor ailments effectively, but Kolasib and Saitual showed weak response. Training and referral support should be provided to these districts.

g) Nutrition quality was good, but meal regularity varied. Centres should maintain fixed meal schedules and address supply interruptions.

h) Handwashing practices were better in Lunglei and Aizawl but weak in Mamit and Saitual. Teachers should reinforce daily hygiene routines.

i) Care for materials after use was poor, particularly in Saitual and Aizawl. Teachers should incorporate material care into classroom routines.

j) Self-discipline routines were weakest in Champhai, Serchhip, and Saitual. Teachers should organise regular group activities that promote cleanliness, orderliness, and responsibility among children.

k) Nutrition and health checks were satisfactory, but personal care and emergency preparedness remained weak. Centres in Kolasib, Mamit, Serchhip, and Saitual should strengthen these areas through toolkits, staff training, and regular supervisory visits.

3. Recommendations with regard to Protective Care and Safety

a) Emotional support was strong across all districts, but supervision, preparedness, and physical safety remained weak. Centres should improve supervision and safety standards by organising regular emergency preparedness training, updating safety equipment, and ensuring effective monitoring in every centre.

b) Teacher-to-child ratios were poor in most districts. Additional caregivers should be recruited, and children redistributed so that the number of teachers is adequate enough for supervising children.

c) First-aid kits were well maintained in Aizawl but inadequate in Champhai, Serchhip, Kolasib, and Saitual. Centres should ensure that kits are complete, accessible, and regularly checked.

d) Training in emergency preparedness was inconsistent. Regular refresher workshops should be organised for teachers, with special focus on rural and low-performing districts.

e) Support for families of deprived children was minimal. Districts should collaborate with NGOs and health workers to provide counselling, home visits, and outreach support.

f) Emergency contact records were maintained, but rest periods for children were inconsistent. Teachers should schedule rest or nap times to support physical and emotional well-being.

g) While emotional support was strong, physical safety and emergency readiness require improvement. Saitual, Serchhip, and Kolasib should be prioritised for infrastructure, training, and protection committee formation.

4. Recommendations with regard to Physical Infrastructure

Findings indicate large disparities across districts in terms of classroom condition, cleanliness, and sanitation.

a) Aizawl, Champhai, and Kolasib performed well in lighting, ventilation, and storage but lacked outdoor space. New centres should be located in quieter, open areas, and urban centres should use nearby playgrounds for outdoor activity.

b) Saitual and Kolasib had adequate outdoor space but weak cleanliness and maintenance. Daily cleaning routines and community volunteer drives should be encouraged to improve hygiene and aesthetics.

c) Serchhip showed strong cooking and safety facilities but weak building condition and garbage control. Waste management and repair systems should be strengthened.

d) Mamit had poor building maintenance and limited access to water and soap. Immediate intervention is required to repair or construct toilet blocks and improve water supply.

e) Toilet safety remained poor across most districts. All districts should prioritise gender-sensitive, child-friendly toilets and sanitation facilities.

f) Most centres had toddler toilets and storage but weak hygiene and self-discipline routines. Teachers should integrate hand washing, clean-up, and self-care habits into daily schedules.

g) Overall, while classrooms were generally secure, major gaps persist in sanitation, maintenance, and outdoor space. Mamit, Kolasib, Saitual,

and Serchhip should receive urgent infrastructural upgrades, and all districts should promote hygiene and safety as part of daily practice.

5. Recommendations with regard to Organisation and Management

The findings show that programme planning and child-centred practices are well implemented across all districts, with teachers using the mother tongue, flexible seating, and child-paced methods. However, staffing, documentation, and parental engagement vary considerably.

a) Aizawl, Lunglei, and Champhai maintained good records of attendance and child progress, showing strong administrative organisation. These districts should continue refining digital or systematic record-keeping practices.

b) Serchhip and Saitual lagged behind in child documentation. Orientation sessions should be conducted on maintaining progress records and portfolios for effective planning and accountability.

c) Parental involvement was reportedly strong in all districts, but regular meetings were limited in Saitual and Serchhip. These districts should establish fixed parent–teacher interaction days, integrated with community or health events.

d) Teacher qualification and training remained weak in several areas. Mamit performed the poorest and requires immediate investment in teacher training and professional development.

e) Champhai showed good documentation but poor teacher training participation. Structured in-service courses should be introduced to balance planning and skill development.

f) Even in Aizawl, many teachers lacked formal qualification. Short bridging programmes should be developed for untrained teachers.

g) Kolasib and Saitual demonstrated good record-keeping but insufficient staff capacity. Periodic refresher training and peer mentoring should be prioritised.

h) Overall, while all districts share a strong philosophical base in child-centred education, the operational quality varies. Mamit, Saitual, and Serchhip need urgent institutional support for documentation and teacher training, while Aizawl, Champhai, and Kolasib should focus on strengthening professional standards across the ECCE network.

6. Recommendations with regard to Children's Experience and Learning Opportunity

All districts ensured free play and teacher–child interaction, reflecting sound adherence to ECCE principles. However, variation remains in physical development, cooperative play, and creative expression.

a) Aizawl performed well in language and expressive arts but showed limited physical play. Teachers should incorporate daily outdoor movement sessions and group coordination games to strengthen physical development.

b) Lunglei displayed good results in most areas but weaker dramatic play and outdoor use. Centres should be equipped with play tools and trained in integrating drama and music into learning.

c) Champhai maintained balance across areas but needed stronger focus on dramatic play and group interaction. Teachers should organise regular role-play and small group tasks.

d) Serchhip achieved high emotional support but low dramatic play and group cooperation. Targeted guidance on social play and peer learning should be provided.

e) Mamit improved in confidence-building but still showed weak creative and group work. Teachers should receive training in activity planning and cooperative learning strategies.

f) Kolasib recorded moderate performance but lacked emphasis on dramatic and group activities. Integrated performance-based learning and storytelling exercises are advised.

g) Saitual performed well in play participation but weakest in expressive arts and group work. Teacher support programmes and creative resource kits should be introduced to foster collaboration and imagination.

h) Districts like Aizawl and Champhai should refine expressive activity integration, while Mamit, Saitual, and Serchhip require focused capacity-building in group cooperation, dramatic play, and creative development.

7. Recommendations with regard to Assessment and Outcome Measures

Findings indicate variation in assessment quality, documentation, and feedback systems across districts.

a) Aizawl showed strong documentation and child observation but limited use of portfolios. Teachers should be guided to maintain individual portfolios and strengthen parent feedback channels.

b) Lunglei performed well in assessment but used limited tools. Centres should organise workshops on informal evaluation methods and

communication strategies to help teachers assess children's progress more accurately and comprehensively.

c) Champhai maintained good documentation and moderate parental engagement. Centres should adopt creative portfolios and child-centred observation techniques to document individual learning progress and strengthen two-way communication with parents.

d) Serchhip showed strong parental involvement but weak progress documentation. Centres should implement structured review systems and conduct regular staff performance appraisals to ensure accountability and consistency in assessment practices.

e) Mamit displayed major gaps in assessment and record maintenance. Teachers should be trained in basic evaluation techniques and continuous progress tracking.

f) Kolasib achieved strong observation practices but lacked consistency in portfolio and staff development. Checklist-based monitoring systems and periodic reviews should be introduced.

g) Saitual showed weak assessment practices and limited understanding of evaluation methods. Intensive capacity-building programmes, supervision visits, and peer mentoring should be implemented to strengthen assessment quality.

8. Recommendations with regard to Managing Quality Systems

The findings show uneven performance across districts in professional development, monitoring, and teacher-led research. While some centres maintain basic quality systems, structured review and reflection mechanisms remain limited.

a) Aizawl shows strong professional development and emergency readiness but weak community review and teacher-led research. Collaborative monitoring and small-scale action-research projects should be promoted to strengthen reflective practice and local accountability.

b) Lunglei performed well in monitoring and preparedness but lacked teacher-led research and community participation. Centres should involve parents and community leaders in planning and evaluation, and encourage teachers to conduct classroom-based action research to strengthen programme quality and local accountability.

c) Champhai demonstrates good professional growth but weaker collaboration in community review and research. Peer-learning circles and guided monitoring checklists should be introduced to promote reflection and shared improvement.

d) Serchhip shows moderate emergency preparedness but low teacher support and research activity. Mentorship systems and targeted capacity-building workshops should be organised to enhance supervision and foster a culture of professional reflection.

e) Mamit records modest results in preparedness, monitoring, and planning. Priority should be given to training programmes that familiarise staff with basic quality indicators and strengthen supervisory and data-use skills.

f) Kolasib performed poorly in training and review participation. Centres should create simple mentoring arrangements and give teachers regular guidance and follow-up support to improve classroom practices and daily programme implementation.

g) Saitual shows the weakest results in research, monitoring, and professional development. Focused interventions are required to build

monitoring frameworks, introduce digital tracking tools, and create mentorship partnerships with stronger districts such as Aizawl and Champhai to enhance accountability and sustained quality growth.

9. Recommendations with regard to Parental Perception of ECCE

Findings from perception studies reveal low parental satisfaction in some districts, particularly regarding spiritual, cultural, and communicative aspects of ECCE.

a) In Saitual, parental satisfaction was generally low, indicating weak confidence in programme responsiveness. Centres should prioritise open parent feedback systems and regular review meetings to rebuild trust and encourage participation.

b) Serchhip also reported limited parental satisfaction, suggesting communication gaps and inadequate visibility of achievements. Strengthening parent-teacher communication, community outreach, and feedback channels is essential to restore confidence.

c) Saitual's weaker results may relate to its recent administrative formation and incomplete outreach structures. Immediate steps should be taken to establish parent-teacher meeting schedules, assign liaison staff, and introduce simple feedback formats understandable to families.

d) In Serchhip, many parents appeared unfamiliar with ECCE objectives, reflecting low community awareness. Awareness-building campaigns through village meetings, short explanatory videos, and involvement of community leaders should be launched to familiarise parents with programme goals.

e) Both Saitual and Serchhip require targeted interventions to improve parental perception and engagement. Parent feedback registers, teacher workshops on family communication, and mobile-based update systems are recommended. Engagement strategies should be adapted to local cultural contexts to ensure acceptance and sustainability. By combining local communication methods with structured feedback and teacher capacity-building, both districts can strengthen community trust, enhance parental satisfaction, and improve overall ECCE quality.

GENERAL RECOMMENDATIONS

The following general recommendations should be implemented to strengthen the overall quality of ECCE services in Mizoram.

1. Quality of Interaction

a) ECCE centres should continuously strengthen meaningful teacher–child and child–child interaction through intentional planning and daily practice.

b) Teachers should receive regular training in communication, positive reinforcement, and emotional literacy.

c) Group activities, circle time, storytelling, and role play should be included daily to promote social and emotional development. Teachers should actively include shy or quiet children and manage behavioural difficulties with sensitivity. Peer-learning systems should be organised so that confident children support younger or less expressive peers.

d) Centres should promote close teacher–parent partnerships to plan activities that suit individual child needs.

e) Interaction should be treated as a continuous process throughout the day, not confined to formal teaching sessions.

2. Health, Nutrition, Personal Care, and Routine

a) Every centre should maintain a complete stock of first-aid materials, medicines, and health equipment.

b) Health check-ups by qualified doctors or health workers should be conducted at least twice a year.

c) Immunisation drives should be organised in coordination with local health centres.

d) Teachers should be trained to identify and respond promptly to illness, discomfort, or injury.

e) Nutrition programmes should provide balanced, fresh, and timely meals for every child.

f) Teachers should teach children personal hygiene habits—brushing, nail trimming, and clean dressing—and display simple hygiene charts.

g) Parents should be involved through periodic health and hygiene counselling sessions.

3. Protective Care and Safety

a) Every centre should prepare and maintain a written emergency-preparedness plan.

b) Teachers and staff should undergo regular emergency and disaster-response training.

c) Fire extinguishers, stocked first-aid kits, and evacuation maps should be installed and checked periodically.

d) Emergency mock drills with children should be conducted every three months.

e) Regular safety audits should be carried out, and risks addressed immediately.

f) Each centre should establish a Child Protection Committee comprising teachers, staff, and parent representatives.

g) Counselling or referral services should be arranged for children experiencing emotional stress.

4. Physical Infrastructure

a) The government and private operators should ensure that all ECCE buildings are safe, well-ventilated, and child-friendly.

b) Classrooms should be kept clean, bright, and equipped with low, age-appropriate furniture.

c) Outdoor play areas should be fenced, inspected regularly, and kept free of hazards.

d) Safe drinking water should be available at all times.

e) Toilets should be clean, functional, and adequate for the number of children.

f) Separate toilets for boys, girls, and toddlers should be provided in every centre.

g) Each centre should include a small kitchen with space for safe food preparation and washing.

h) Proper storage facilities should be maintained for teaching materials and records.

i) Children's artwork and projects should be displayed to create cheerful, inclusive spaces.

5. Organisation and Management

a) All centres should operate in compliance with government ECCE standards and guidelines.

b) Centres should ensure a minimum of four hours of child engagement each day.

c) Teachers should avoid formal academic drills and use developmentally appropriate methods.

d) Attendance, progress, and participation should be documented and reviewed regularly.

e) Mother-tongue instruction and flexible, child-paced learning should be maintained.

f) Parents and community members should be included in planning, monitoring, and celebration events.

g) Recruitment of qualified teachers should be prioritised, and ongoing professional development made mandatory.

h) Digital tools should be adopted for record-keeping and parent communication.

i) Management committees with local representation should be established to oversee operations and improvement.

6. Children's Experience and Learning Opportunity

a) Centres should maintain a balance between structured learning and free play.

b) Teachers should design daily schedules including storytelling, rhymes, drawing, nature walks, dramatic play, and creative arts.

c) Activities should develop children's cognitive, emotional, physical, and social abilities simultaneously.

d) Children should be allowed to explore freely and learn at their own pace.

e) Group activities should be used to teach cooperation and peer interaction.

f) Teachers should observe each child's interests and design activities that build on them.

g) Equal participation of boys and girls should be ensured in all activities.

7. Assessment and Outcome Measures

a) Assessment should be holistic, continuous, and child-friendly.

b) Teachers should replace standardised testing with observation-based evaluation.

c) Portfolios for every child should include samples of work, notes, and progress reflections.

d) Teachers should be trained to use assessment results to refine teaching strategies.

e) Parent feedback should be reviewed systematically and incorporated into planning.

8. Managing Quality Systems

a) Centres should establish internal monitoring committees to review performance periodically.

b) Regular staff training and induction for new teachers should be institutionalised.

c) Teachers should undertake small action-research projects to improve classroom practices.

d) Community involvement should be encouraged in evaluating and sustaining quality.

9. Parental Perception of ECCE

a) Centres should build trust with parents through open and frequent communication.

b) Orientation sessions should be held at the beginning of each year to align expectations with ECCE goals.

c) Simple communication tools—notice boards, notebooks, or WhatsApp groups—should be used for regular updates.

d) Teachers should respond to parent concerns promptly and professionally.

e) Parents should be invited to participate in storytelling days and centre celebrations.

f) Parental involvement should be recognised as a key factor in improving ECCE quality and sustainability.

SUGGESTIONS FOR FURTHER STUDIES

The present study described the quality of Early Childhood Care and Education (ECCE) in Mizoram within its social and cultural context. However, early education in the state is shaped by many interconnected factors—language, family practices, economic conditions, and community participation—that extend beyond the present scope. The following suggestions are offered to guide future studies.

A. Studies Related to ECCE Systems and Practice

1. Longitudinal and Inclusive Studies

Future research should trace children’s development from preschool through early primary years to understand how early ECCE experiences influence later academic performance and personal growth. Studies should include non-Mizo and multilingual groups such as Bru, Chakma, Lai, and Mara to ensure inclusive developmental benchmarks for the state.

2. Comparative Studies across Regions

Systematic comparative studies should be conducted to identify regional variations and best practices by comparing ECCE systems in Mizoram with other North-Eastern states such as Manipur, Meghalaya, and Sikkim, and with well-performing states like Kerala and Himachal Pradesh. Attention should be given to curriculum adaptation, teacher training, community involvement, and family participation.

3. Socio-Economic and Contextual Studies

Research should examine how socio-economic status, parental occupation, and living conditions affect children's access, attendance, and learning outcomes. Findings should help design equitable policies and targeted interventions for disadvantaged families.

4. Teacher Development and Professional Practices

Studies should analyse how teacher qualification, motivation, and workload influence interaction quality and learning outcomes. Documentation of daily teacher responsibilities in both Anganwadi and private preschools should guide future staff development and supervision systems.

5. Innovation and Quality Management

Pilot and experimental studies should explore the use of digital tools, mobile-based training, and action research as mechanisms for improving teaching, monitoring, and communication in remote areas. Their impact on inclusion, participation, and overall quality improvement should be critically evaluated.

B. Studies Related to Parental Perception and Participation

6. Parental Perception and Its Determinants

In future investigations, the perceptions of parents from different linguistic, cultural, and economic groups may be examined to understand how they interpret the aims, quality, and relevance of the ECCE programme in Mizoram. Attention may be given to how language, social position, and prior educational exposure influence the way ECCE is understood and valued in family contexts.

7. Parental Perception of the Home–Centre Relationship

In subsequent studies, the manner in which parents perceive the relationship between home learning and ECCE provision may be explored. Focus may be placed on how parents view the continuity or difference between what children experience at home and what they encounter in ECCE centres, and how these perceptions shape their understanding of early learning.

8. Parental Perception of Communication and Mediation

In ethnographic or qualitative inquiries, attention may be directed to how parents perceive communication processes within ECCE settings—how information, advice, or feedback from teachers and centres is interpreted through cultural and linguistic frames. Such studies can reveal how communication is experienced by parents and how it contributes to their overall perception of the ECCE environment.

9. Parental Perception of Community Role in ECCE

In comparative inquiries, parents' perceptions of community participation—through village councils, church committees, or local organisations—may be examined. The inquiry may focus on how parents view the community's influence on ECCE quality, fairness, and local accountability, and how such perceptions differ across districts.

10. Parental Perception of ECCE within Policy Context

In future examinations, attention may be given to how parents perceive the implementation of ECCE provisions under the National Education Policy (2020) in Mizoram. The study may consider how policy visibility, accessibility, and delivery are perceived at the family level, and how these

perceptions shape understanding of ECCE as part of children's broader educational experience.

CONCLUSION

In this chapter, an attempt is made to present the main findings of the study, interpret their meaning, and propose directions for further improvement of ECCE in Mizoram. The discussion has shown that early education in the state is neither weak nor complete. It contains areas of strength—such as child–teacher interaction and community commitment—and also areas that call for immediate attention, including health monitoring, training quality, and systematic evaluation.

The recommendations and research directions outlined here suggest that progress depends on recognising the interdependence of several dimensions: pedagogy, infrastructure, language, governance, and socio-economic condition. The evidence gathered points to steady but uneven development, where enthusiasm often compensates for limited resources.

ECCE in Mizoram continues to evolve through the combined effort of teachers, parents, and communities. Further improvement may depend on building professional capacity, strengthening parental partnerships, and ensuring that every child, regardless of language or family income, receives the same opportunity for care and learning.

The discussion and suggestions are not presented as final solutions, but they may be useful in creating a framework for continued reflection and investigation. The hope remains that, through sustained inquiry and collective commitment, early childhood education in Mizoram can grow into a more inclusive, equitable, and contextually grounded system that supports the development of every young child in the state.

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