CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. REVIEW OF RELATED LITERATURE:

Research cannot be completed in isolation as it is an associated activity. Every piece of ongoing research needs to be connected with the work already done to attain an overall relevance and purpose. The review of literature, thus, becomes a link between the research proposed and the studies already done in the area of study. It tells the researcher about the aspects that have been already established or connected by other authors and also gives a chance to the researcher to appreciate the evidence that has already been collected by previous research, and thus projects current research work in the proper perspective (Kumar, 2009).

In this study too, a lot of time and tremendous amount of effort have been put forth to review the existing literature thoroughly. This chapter deals with the studies in the area of school readiness. The reported researches related to the study have been organized, under the following heads:

(i) Studies defining school readiness
(ii) Studies conducted abroad
(iii) Studies conducted India

2.2 STUDIES DEFINING SCHOOL READINESS:

School readiness in the broadest sense involves children, families, early environments, schools and communities and underlines that children are not innately ‘ready’ or ‘not ready’ for school; their skills & development are strongly influenced by their families and through their interactions and other people and environment before coming to school (NEGP, 1993)\(^1\)
The National Educational Goal Panel (NEGP, 1997) defined school readiness as a multidimensional model and identifies five domains of children development and learning that are important to school success: physical wellbeing, motor development, social and emotional development, cognition and general knowledge (Kagan, Moore, & Bredkamp, 1995).

In order to further differentiate the domains and articulate the curricular objectives for each comprehensively, the five original domains of early learning and development as designed by NEGP framework has been expanded into seven domains by (Cappeloni, 2010). This was done by separating social and emotional development and by separating language development into two constructs—language and communication and emerging literacy development. The seven domains are—

- Physical wellbeing and motor development
- Emotional development
- Social development
- Approaches towards learning
- Emerging literacy development
- Language and communication development
- Cognitive development and general knowledge

**Virginia’s definition of school readiness (2007)** School readiness describes the capabilities, their families, schools, and communities that will best promote student success in kindergarten and beyond. Each component—children, families, schools, and communities—plays an essential role in the development of school readiness. No component can stand on its own.

- **Ready Children.** A ready child is prepared socially, personally, physically, and intellectually within the developmental domains addressed in Virginia’s six *Foundation Blocks for Early Learning*: literacy, mathematics, science, history and social science, physical and motor development, and personal and
social development. Children develop holistically; growth and development in one area depends upon development in other areas.

- **Ready Families.** A ready family has adults who understand they are the most important people in the child’s life and take responsibility for the child’s school readiness through direct, frequent, and positive involvement and interest in the child. Adults recognize their role as the child’s first and most important teacher, providing steady and supportive relationships, ensuring safe and consistent environments, promoting good health, and fostering curiosity, excitement about learning, determination, and self-control.

- **Ready Schools.** A ready school accepts all children and provides a seamless transition to a high-quality learning environment by engaging the whole community. A ready school welcomes all children with opportunities to enhance and build confidence in their skills, knowledge, and abilities. Children in ready schools are led by skilled teachers, who recognize, reinforce, and extend children’s strengths and who are sensitive to cultural values and individual differences.

- **Ready Communities.** A ready community plays a crucial part in supporting families in their role as primary stewards of children’s readiness. Ready communities, including businesses, faith-based organizations, early childhood service providers, community groups and local governments, work together to support children's school and long term success by providing families affordable access to information, services, high-quality child care, and early learning opportunities.

The overarching goal of early childhood education programmers is to make young children ready for school. ‘School readiness is a level of development at which an individual is ready to learn the specific materials taught in school settings. (Mustard & Young, 2007)’

6
According to the **EFA Global monitoring report (2007)** the consensus from research is that School readiness encompasses development in five distinct but interconnected domains – physical wellbeing, motor development, social and emotional development, approach to learning, language development, cognitive development and general knowledge.

**UNICEF (2012)** defines school readiness by two characteristics features are transition and gaining competencies and the dimensions are children readiness for school, schools readiness for children and families and communities readiness for schools. All three dimensions are important and must work in tandem, because school readiness is a time of transition that requires the interface between, individuals, families and systems.

**FIGURE-3: Building competency/capacity for transition to school.**

in their children’s early learning and development and transition to school. The three dimensions of school readiness are:
(1) Ready children, focusing on children’s learning and development.
(2) Ready schools, focusing on the school environment along with practices that foster and support a smooth transition for children into primary school and advance and promote the learning of all children.
(3) Ready families, focusing on parental and caregiver attitudes and involvement

2.3 STUDIES CONDUCTED ABROAD:

Applied Survey Research, (2000)\(^9\) designed a new tool to measure school readiness called Kindergarten Observation Form (KOF). The KOF was first implemented in 2001, in 2004 developed a parental survey and teacher survey to enrich the data collected about children entering school and in 2006 the kindergarten observation form II was developed. Analysis of the school readiness assessment data collected with the KOF in different regions and years have found four dimensions of readiness - self-care and motor skills, self-regulation, social expression, kindergarten academics. The study was a longitudinal study conducted at Santa Clara country and concluded that children with preschool are much more ready.

Piotrkowski, et al. (2000)\(^10\) In the study named Parents teachers beliefs about children school readiness in high need community found that a large no. of children do not enter school ready to learn. They reported that a lack of preschool experiences, a lack of family support for teaching necessary readiness skills and a child’s inability to communicate needs and thoughts are factors that impact a child’s readiness for school. In a national survey of 3595, teachers reported that more than half of their students began school in with a no. of problems, teachers reported that pre –academic skills such as child’s overall health, compliance with teacher authority, social and emotional maturity, self-care and eagerness.

Susan & Stagniti, (2000)\(^11\) in their study ‘A developmentally appropriate test of school readiness.’ In this study participants were drawn from a population of 4 to 5 year old children enrolled in kindergarten in regional city in Victoria. The study aimed to compare the accuracy of the TOPP as a screening test of Kinder on school readiness with a traditional test, ‘The first step by Muller’. As predicted the TOPP compared
favorably with first step test performed slightly better than the traditional screening test.

**National Educational Goals Panel, (2001)** The brief School Readiness: Helping Communities Get Children Ready for school and School Ready For Children begins by summarizing recommendations from the National Education Goals panel regarding defining and assessing school readiness. A framework for community investments based on an ecological view of child development is discussed. The emphasis is not only on factors related to the child, but also to the child’s family, early childhood care and education, schools, community, and the larger society. The five dimensions of young children’s school readiness are discussed in this context. The ten characteristics of ready schools as they are prepared to support the learning and development of young children are also discussed in this brief. The National Educational goal panel identifies the three components of school readiness as a) readiness of the child; b) schools readiness for children and c) family and community services and supports that contribute to children’s readiness.

**Jane & Carl, (2001)** conducted a study on Design, Implementation and Outcomes of school readiness programmers for Diverse families. The participants included parents, teachers, grand parents or care givers. Thus longitudinal study capitalized on and contributed to a pilot initiative in one school board by examining the effects of innovative classroom based preschool programmer for 5 year old and their families on school readiness. Results also suggested that directly assessed outcomes were tied to the quality of interactions among teachers, parents and children as well as to other aspects of programme quality varied across states.

**Christian & Ronald, (2002)** conducted a study on the impact of child care and Parent child interaction on school readiness and social skill development for low African–American children which examined the roles of child care involvement and parent child interaction quality on the development of school readiness and social skills among a low income minority sample of kindergarten children. Findings provide mixed evidence on the role of child care exposure, with early entry into child care predicting higher levels of social skills development. Child care exposure had positive
although trend level relationships with other readiness related outcomes after accounting demographic characteristics of children and their families. Parents child interactions characterised as structured and responsive to the child’s needs and emotions were positively related to school readiness, social skills and receptive communication skills development after accounting for demographic characteristics and child care exposure.

**Pianta & Cox, (2002)**\(^{15}\) conducted a study Early Childhood research and Policy briefs Transition to kindergarten. School readiness is not defined as a trait but rather as a product of interactions in terms of the settings in which the child participates. Partnerships between families and schools are encouraged to be established even before school starts.

**Kreider, (2002)**\(^{16}\) Getting Parents “Ready ”for Kindergarten : The role of Early Childhood Education. The research brief begins with the hypothesis that the parents positive experiences with early childhood education programs could help prepare them and keep them engaged in connecting with their children’s elementary schools. Findings confirm this hypothesis as preliminary evidence is provided regarding family involvement as a contributing factor to a smooth transition to elementary school for children. Best practices for supporting parents involvement in their children’s learning are also discussed.

**Boethel, (2004)**\(^ {17}\) conducted a study Readiness: School, Family and Community This brief addresses readiness in context of families, schools and communities. Three research questions serve as the basis of the information studies. The first looks at what factors upon kindergarten entry account for the differences in children’s skills and performance. The second explores the family and community components associated with preschool interventions and finally the third question relates to transition practices and the patterns of family –school interaction. Major findings of the study were

1. The cognitive and social skills with which young children enter kindergarten make a difference in their achievement in kindergarten.
2. Young children family background experiences and family interactions are strongly correlated with their relative skills and abilities upon entry to kindergarten.

Cathy, Jenny, and Cuskelley (2004) conducted a study school readiness and factors that influence decision making. The primary objective of the study was to investigate the factors that influence decision making of parents and teachers regarding school readiness in the home environment and developmental status of 215 preschool children were assessed. Parents and teachers completed questionnaire about each child’s behaviour, temperament and readiness for school. Results showed that chronological age and presence of adaptability, well developed social skills and the ability to persist with an activity compelled influenced parents as well as teachers perception of school readiness.

Brofenbrenner and Morris, (2006) formulated a new theory Bio ecological system theory. According to theory children’s development is shaped by interconnected network of systems. Experiences in families (or Microsystems) are shaped by interactions between home and childcare (mesosystems) and parents work environment (exosystem) as well as shared economic conditions across neighbourhood.

FIGURE-4: Bioecological Theory of network of interconnected systems.
or larger community (macrosystem). In addition, the impact of these interconnected systems varies across the time or historical context (chronosystem). Participation in high quality child care eg. has been shown to have differential impacts for children living in low income high income families with greater gains evident for children living in poverty.

**Virginia, (2007)** Virginia Preschool initiative (VPI): Current Implementation and potential changes. Commonwealth of Virginia The study was undertaken in Virginia. Multiple methods were used to assess VPI. Interviews with staff and other experts, an assessment of VPI programme, requirement in type of national strategy, observation of class room in a subset of school divisions, surveys of kindergarten teachers, principals, analysis of pre-k and literacy test were used in finding results. Research indicates that a quality preschool experience for at risk four year old helps prepare them for school and can have long lasting benefits.

**Sheridan & Knoche, (2008)**, in their study entitled Parental engagement and school readiness parent child relationships in early learning concluded that parental behaviour during a child’s first five years of life is critical for the development of important social and cognitive outcomes in children that set the stage for lifelong adaptation and functioning. They discussed parental behaviour under three domains warmth and sensitivity, support for a child’s emerging autonomy, active participation in learning

**Osakwe, (2009)** conducted a study ‘The effect of early childhood education experience on the academic performance of primary school children’. The study identified the effect of early childhood experience on the academic performance of primary school children. The research instrument used was the school continuous assessments records. Three hypothesis were formulated and tested using Z test statistics at 0.05 level of significance. The study revealed that there is a significant difference between pupils who had pre-primary education and those without in their cognitive ability academic performance, social skills and motor skills.
Belfield, (2010)\textsuperscript{23} in the study Parental notions on school readiness: How have they changed and has preschool made a difference? concluded that preschool enrollment does not displace parental effort they are moderately positively correlated nor does it appear to play a strong role in shaping parental expectations of kindergarten readiness. The study finds preschool might raise parental expectations of what is needed for kindergarten although the study suggests that these expectations are often opaque

Dockett & Kearney, (2010)\textsuperscript{24} In their study named School readiness what does it mean for Indiginious children families and schools and communities? Readiness of indigenous children and non indigenous children were compared and found that indigenous children lacking pre-primary education are performing lower in a cognitive and language tasks upon school entry compared to non–indiginious children. Docket et.al. attribute the gap in school readiness to socio economic status, low preschool participation rates, the presence of risk factors at home, community and environments etc.

OPRE Network of Infant Toddler Researches (2016)\textsuperscript{25} conducted a study Developmental foundations of school readiness for infants and toddlers. The study concluded that infancy /toddlerhood is the time when foundations of school readiness begin –adults who interact with infants and toddlers must be aware of the opportunities that exist to support these early developing skills and abilities in young children. All the areas of the domains are interrelated and the development of one domain influence the development of other domains.

2.4 STUDIES CONDUCTED IN INDIA

Muralidharan & Banerjee (1975)\textsuperscript{26} conducted a study effect of preschool education on the school readiness of under privilaged children of Delhi. In their study they discussed the role of preparatory school readiness programmes for the disadvantaged and their effect on the school achievement and interest in schooling. They concluded that the underlying theoretical implications of such intervention programmes are the modifiability and flexibility of human intelligence and functioning
the significance of the early years of life in the child’s development and the importance of the quality of environment in determining the learning pattern of child.

**Surjeet, (1989)**\(^{27}\) in their study entitled Tiny tots: Their learning readiness with and without pre-primary education The sample of the study covered 30 children of class I drawn randomly from two government schools -15 with pre-primary experience and the others without pre-primary experience. The instruments used included an, opinion annaire for parents, a questionnaire for teachers, an interview of and write up from teachers and written and oral tests given to the children. Major findings of the study stated Pre-primary education contributed to a large extent to the personality development of the youngsters and hence equipped them for better adjustment in school. The learning readiness of the children was found to be certainly better than those without pre-primary education at class I Level. The teachers considered pre-primary education a prerequisite to formal school entry.

**Kasturi, (1990)**\(^{28}\) In the study Socio-economic Status and time-related effects of pre-school education on cognitive abilities. The sample for the first study consisted of 80 children in the age-group of 3-5 years (out of which 40 had formal pre-school education while 40 had no exposure to pre-school education). The tools used for the first study were Raven's Progressive Matrices, Test of Clustering Ability by Jachuck and Mohanty, Associative Memory Test of Wechsler and Figure Copying Test. The tools used for the second study were Raven's Progressive Matrices, and Rote Memory Test of Wechsler. The collected data were treated using ANOVA. The Study showed that preschool education were found to have a positive impact upon cognitive abilities

**Kaul, Ramachandran & Upadhyay, (1992)**\(^{29}\) conducted a study Impact of ECE on retention in primary grades. The sample was drawn from the primary schools located near the ECE centre in eight States. The total sample consisted of 31,483 children, out of which 10,636 children had ECE experience whereas 20,847 children were admitted directly from home. Each cohort of children was identified State-wise and year-wise, and followed up
from 1983-84 to 1986-87. The tools used in the study included information blanks and master-sheets to record data. The data were analysed using percentages. Children with ECE experience were found to have a better retention rate in comparison to children who had direct entry in the schools.

**Dutta, (1992)** conducted a study group care as a context of child development. In the study the sample consisted 80 family daycare children and 80 children from family day care centers. The tools used were day care centre environment rating scale, family daycare environment rating scale, interview guide for care givers, questionnaire for parents and observation schedule for play patterns adult child interaction and peer interaction. The statistical techniques used were analysis of variance, t-test and regression analysis.

**Murthy, (1992)** In a study An investigation into the scholastic readiness of preschool children. The sample comprised 337 children comprising 213 boys and 124 girls, using incidental sampling technique. The tools used included school report card, scholastic readiness and interview schedule. The statistical techniques used were correlations, analysis of variance and ‘t’- test. Major findings of the study were 1. Differences existed in the academic achievement of children with different levels of scholastic achievement. 2. The home environment contributed to child’s scholastic readiness and academic achievement. 3. There was no difference in scholastic readiness between boys and girls.

**Dkhar, (1998)** In his study ‘A comparative study of achievements of primary school students with and without pre-primary education’. The population comprised of class V in primary schools of Allahabad district having pre-primary sections. Two blocks under the Allahabad district Chail and Moortganj were selected. A final sample of nineteen schools were selected. Tools used were Intelligence scale (Raven coloured matrices), Socio economic status scale by Ruby Dkhar, School climate scale by Motilal Sharma, Arithmatic test by S. Dubey, Hindi language test by criteria laid in MII by NCERT, New Delhi (1991). It was found that in primary schools various incentives are given to students, in the form of rice distribution and scholarships, whereas in pre-primary section no such incentives exist. The result is that pre-primary section are
almost deserted by students and guardians. If they have to admit the child to school they get him/her admitted in class one and not in pre-primary section. This was found to be most significant reasons for poor attendance reported in the primary schools of the villages.

**CECED (2011)** conducted a longitudinal study of participation in ECE and primary level outcomes in children. The study aims to estimate the immediate impact of early childhood education experience school readiness levels (assessed in terms of cognitive and language concepts and psycho-social skills of children at the age of entry to grade one and sustained impact on their educational and behavioural outcomes in primary grades. The objective of the study was to examine the nature of young children’s participation in pre-primary facilities and to explore the relationship[s between participation in these programmes and children’s school readiness. Conceived on a five year longitudinal study of a cohort of four year olds across three major Indian states the study design consisted of three strands.

Strand A employed primarily survey methods of data collection to generate district level estimates of preschool participation, school readiness and early grade learning among children who were 3.5 to 4.5 years old at the time of baseline visit.

Stand B comprises an in depth study of a subset of the full sample which aims to study variations across preschool settings in terms of a range of parameters & identify key factors that are associated with improved school readiness.

Strand C consisted of a series of detailed case study of selected early childhood education centres and programs within each district a total of 60 village and a population of between 2000 and 4000 were selected a total 50 children in groups 3.5 ton 4.5 were selected for baseline visit. The tool of school readiness measured it under two domains;

- Cognitive skills and concepts-space, prenumbers, relative comparison, pattern making etc.
Language skills-following instructions, reading readiness, identify big and small. This ambitious longitudinal study which was renamed as ICECEI, Indian Early Childhood education impact study is following a large cohort 13686 children. The findings of the study indicates interesting results and shows positive association between participation of children in ECE programmes and their school readiness levels at age 5 emphasizing importance and significant impact of ECE experience on children.

Missal, (2012) conducted a study named ‘A survey of school readiness among preschoolers to determine the percentage of children under various levels of school readiness a population of 100 preschoolers of age 3 to 5 years were selected through convenient sampling from the community (Balwadi’s & Aganwadis). The objectives of the study were (i) To assess school readiness among preschoolers.(ii)To measure the various levels of readiness, among preschoolers in the community, The early development instrument was used for the survey. It measured readiness to learn at school under five domains

- Physical; health and well being
- Social competence
- Emotional maturity
- Language and cognitive development
- Cognitive skills and general knowledge.

The statistical analysis of the EDI scores indicated that 57% of the study population was able to meet the criterion of school readiness while the rest 43% failed to meet the criterion for school readiness. Therefore out of 100 children of the selected community 57% were ready for school 23% were vulnerable and 20% were at risk. Thus 43% of the total; study population was not ready for school. Thus study concluded that EDI can be used on the Indian population for assessing school readiness at the community level; and also that conceptualization of school readiness was possible on the basis of child characteristics. The early development Inventory (EDI)
Which is a developmental questionnaire was completed based on the teacher regarding each individual child. According to the scores attained the study population was categorised into different levels of readiness namely very ready, ready, at risk and vulnerable. Thus study concluded that EDI can be used on the Indian population for assessing school readiness at the community level; and also that conceptualization of school readiness was possible on the basis of child characteristics.

Bhargah & Kaul, (2015) conducted a study “Ensuring learning at the elementary stage: Are children school ready. The study was conducted across three states in India – Assam, Telangana, Rajasthan and had a sample size of about 2500 six years old. The study provided robust evidence that a major factor for low learning in early grades is inadequate school readiness in terms of some cognitive and language competencies, which are prerequisites for primary school curriculum. The study strongly recommended that preschool classes may be added to existing primary school and the curriculum for the pre-primary and first three years of schooling be developed in a bottom up manner to ensure continuity in learning and developmental appropriateness.

Bhise & Sonawat, (2015) in their study Factors influencing school readiness of children under the following objectives-

(i) What are early predictors of school readiness.
(ii) What are family background variables and effect of intervention.
(iii) How Preschool experiences and school readiness are related. A sample of 431 students with mean age of 5 years were surveyed in the study. The study revealed that cognitive readiness, early language skills and print awareness are the early predictors of school readiness. Socioeconomic status and maternal education are important factors in family background variables. It is evident from the study that children who attended preschool are generally prepared for formal schooling than those children without preschool experience. students trained in pre-reading skills eg. Letter recognition, letter naming letter sound production performed significantly
better during subsequent reading instruction than their counterparts who did not receive training. The study concluded that school readiness is very essential for successful entry to formal primary school and preschool education is a combopack for making this transition smooth easy and long lasting. Appropriate curriculum planning by innovative and initiative steps taken by teachers, parent education specially mothers education and their involvement is a very supportive aspect for making children physically, socially emotionally and academically ready. Cognitive, maths and language wise readiness is a worthy predictor taken into account for promoting them to formal world of learning.

The review of literature gives the researcher the insight of the problem and the methodology of study. Most of the researches (Applied Survey research, 2000, OPRE, 2016, CECED, Missal, 2012, Bhargah & Kaul, 2015, Bhise & Sonawat, 2015) used survey method in the study of school readiness. Applied Survey Research suggested that assessment data for school readiness must be collected in all dimensions and conducted ateacher, parent and child survey. Thus the researcher decided to use descriptive survey method in the study. The test developed by Sussan clitt was of quantitative nature and quantified the dimension of children readiness. A questionnaire was used to assess the involvement of parents and teachers. The assessment of school readiness and the method of data collection used was an extensive document review to identify themes of current practices. The review of literature indicates the use of a battery of tests to assess all the domains of readiness of children, parent and school. The studies on School readiness covered the following variables/Key words:

A. Parental Readiness/Parental Involvement
B. School Readiness/school environment
C. Children Readiness/kindergarten readiness
D. Pre-Primary Education/Early childhood care and education/preschool.
The researches with key words parental readiness/parental involvement identified parental readiness and involvement as a predictor of school readiness and academic outcomes. Studies conducted by (Piotrowski, et al. 2000, Jane & Carl Corter, 2001, Christian, 2002, Krieder, 2002) showed the influence of parental involvement on children’s school readiness and educational outcomes depends positively on the fit between the parents choice of involvement activities and the school goals and expectations for parental involvement. The study of (NEGP, 1997, Pianta, 2003; Boethel, 2004) stressed a positive impact of school environment and practices in developing school readiness of children. Studies on children readiness (Pianta & Cox, 1999; Shonkoff & Philips, 2000; Zill & West, 2001, Copple & BredKamp, 2009; Sussan & Stagniti, 2000; Bhise, & Sonawat, 2015; CECED, 2011) concluded that success in schools is determined by a range of basic behaviours and abilities including literacy, numeracy, ability to follow directions, working well with other children and engaging in teaching learning activities. Studies conducted on impact of pre-primary education in India and abroad, as well, it is agreed that children receiving pre-primary education, demonstrate greater proficiency in some area than others (Surjeet, 1989, Upadhyay, et al., 1992, Dutta, 1992, Murthy, 1992, Dkhar, 1998) than those without pre-primary education. The studies also concluded that pre-primary education has positive impact on achievement of children. The studies also found that all children demonstrate varying degree of school readiness and readiness comprises of many indicators and domains that are needed to be studied (Bhise & Sonawat, 2015, Bhargah & Kaul, 2015). The researcher in the light of findings of above researches therefore framed a directional hypothesis in the study.
2.5 CONCLUSION:

After a thorough review of literature there is no question school readiness is a topic of interest to researchers in field of education. Expectations for students entering primary classrooms, both academically and behaviourly has increased. The accumulation of convincing evidence from research is that young children are more capable learners that current practices reflect that good educational experience in the preschool years can have a positive impact on learning.

Improving quality and access to primary education been the focus of governments, educators, and administrators in developing countries. Numerous reports (AIDSTAR-One, 2011; Britto, 2012; Engle et al., 2007; UNICEF, 2011;) have examined the role of school readiness in developing countries. Across the reports, consensus emerges that a holistic approach which incorporates measures across several domains is the most appropriate in these environments. Previous studies have demonstrated that education interventions have the most direct impact on academic outcomes. The association between participation in pre-primary education and cognitive development that prepares children to succeed in school has been used to advocate for the implementation of early childhood programs and the development and use of school readiness screenings. Results from studies indicate that enrollment in pre-primary programmes has a direct impact on primary enrollment and reduced dropout (Krishnaratne et al., 2013), child behavior, intelligence, and

FIGURE-5: Gross enrolment ratio in pre-primary education (1999-2010)
later academic outcomes. Moreover, ECD programs which provide direct learning experiences to children and their families, target younger, disadvantaged children, are of longer duration and intensity, and integrate family support, health, and nutrition are the most effective.

However, despite strong evidence on the importance and effect of ECD programs, global coverage is low. The Gross Enrolment Ratio in pre-primary education in India has increased by 37 percentage points (from 18 per cent to 55 per cent) during the period 1999 to 2010 (EFA, 2014).

The researcher was curious to know whether pre-primary education contributes to school readiness of children entering primary stage. As demonstrated from the literature review there is a gap in the research in regard to school readiness in India. Lack of research specifically in Indian context created a need for the researcher to conduct this study. Hence the following problem has been chosen. It will benefit children and improve educational practices of teachers and parents to understand the operational construct of school readiness and helping children entering primary classrooms.
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