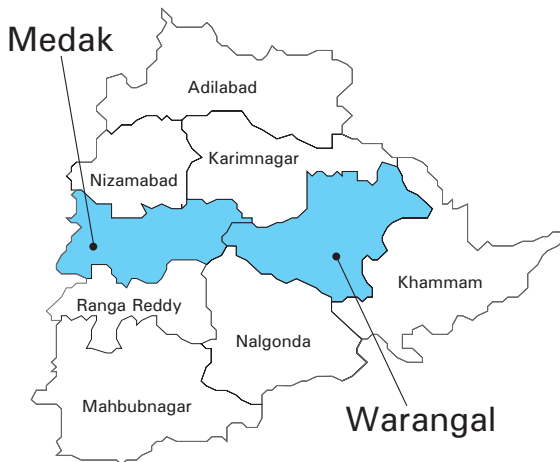


# The India Early Childhood Education Impact Study

## Telangana

The IECEI Study is a large scale, in-depth examination of the nature of young children’s participation in preschool facilities in India, and the impact of this participation on their school readiness and early grade learning. Conducted in three major states (Assam, Rajasthan and Telangana), this longitudinal study tracked a total of about 14,000 children for four years, from age 4 to age 8. This fact sheet summarizes major findings from the IECEI Study from the Telangana sample.

### Study districts and sample



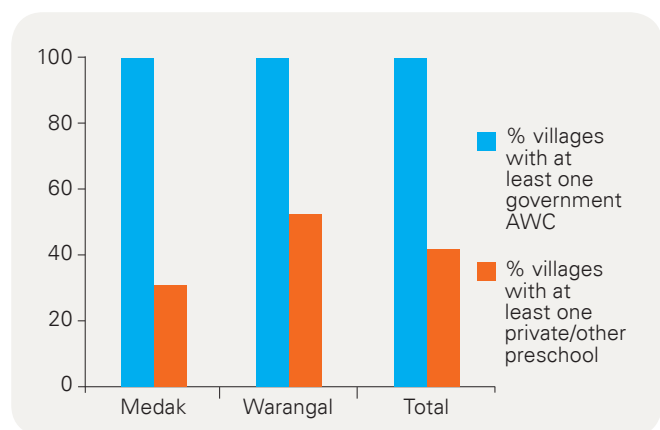
In Telangana, the study was conducted in Medak and Warangal districts, where 102 villages were randomly sampled for the larger survey-based strand of the study and 24 villages were covered as part of the quasi-experimental strand of the study.

A total of 3,171 and 909 four-year-olds were randomly sampled from the ICDS survey records in these villages as part of the larger survey-based strand and quasi-experimental strand. These children were tracked for four years.

## Are preschool facilities available for children?

### Government provisioning of preschool facilities is very high in Telangana

- During the baseline field visit for this study, a total of 550 preschools were listed in 122 sampled villages.
- While every sampled village had at least one government Anganwadi Centre (AWC), patterns in private provisioning varied. About 3 in 10 villages in Medak and half of those in Warangal had at least one private preschool facility in the village.



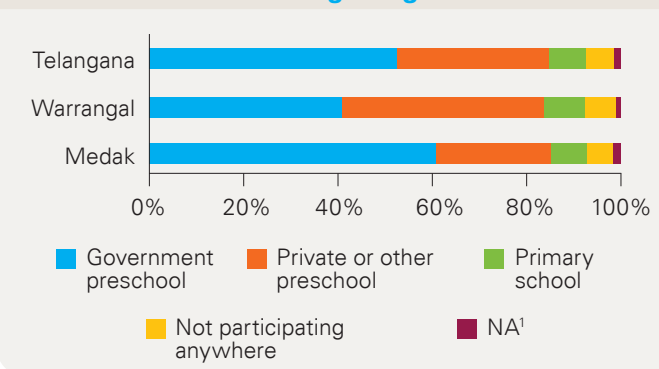
## Where are children at age 4?

According to the National Early Childhood Care and Education Policy (2013), four-year-old children should be enrolled in preschools and they should enter Grade 1 only at age 6.

In Telangana, about 85% of sampled children were in preschool at age 4.

- In Medak, a higher proportion of children attended AWCs while in Warangal, more children attended private preschools.
- In both districts, 8% of four-year-olds were already participating in primary schools.

**Types of ECE centres and schools children were attending at age 4**



## What is the quality of preschool programmes attended by children?

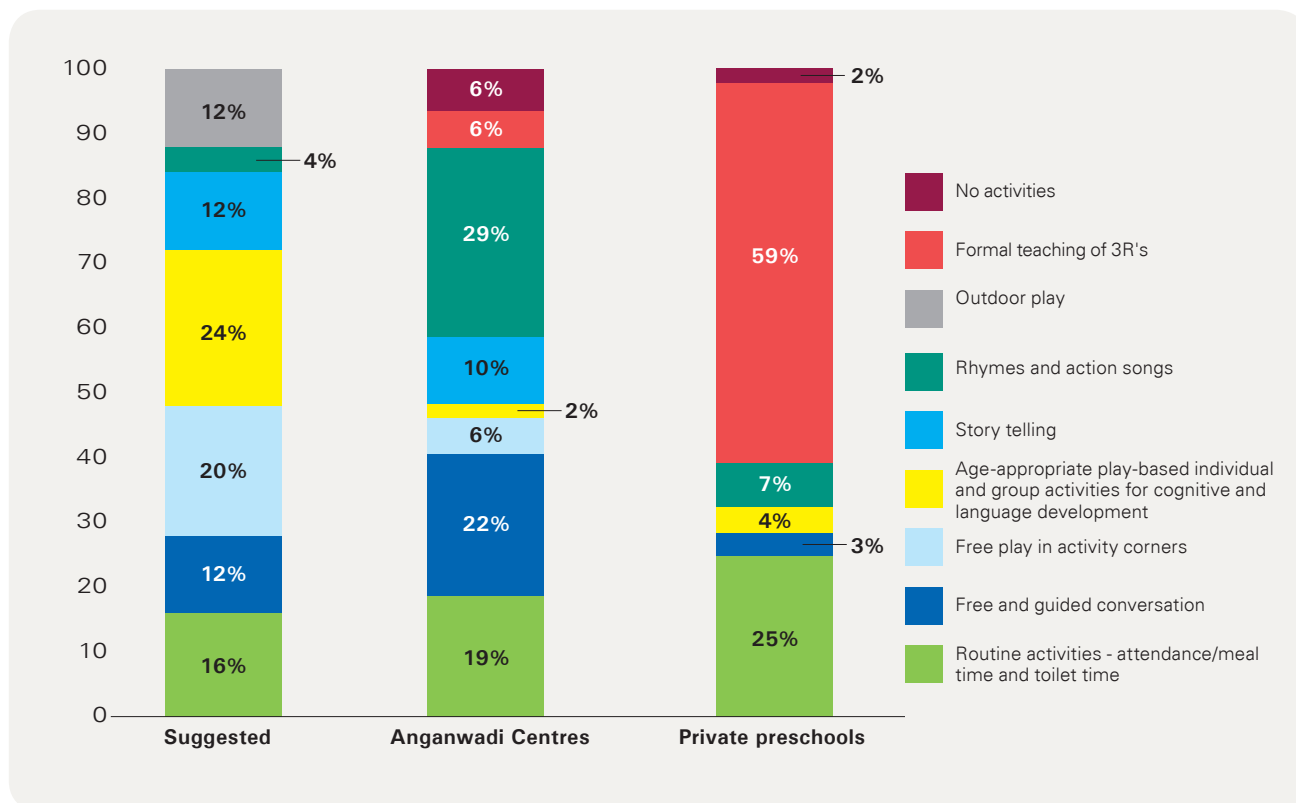
In the quasi-experimental strand of this study, the quality of preschool programmes that sampled children attended were assessed on specific dimensions. A total of 127 preschool programmes were assessed in the two districts (75 in Medak and 52 in Warangal) using an observation-based rating scale, called Early Childhood Education Quality Assessment Scale. Three models were observed – Anganwadi Centres, private preschools and Balwadi centres. Balwadi centres – preschool centres for children between 3 to 6 years, run as part of a state government sponsored programme for rural and tribal communities – were included in the sample as 'known practice' programmes.<sup>2</sup> By the time the study started, however, these Balwadi centres were merged with nearby Anganwadi Centres and had lost the characteristics of a known practice and had emerged as Anganwadi Centres where children stayed for 6 hours. The distinct models, Anganwadi Centres and private preschools are presented below within a comparative framework.

Anganwadi Centres (N=54)	Private preschools (N=54)
Limited infrastructure and learning aids in classrooms	Good infrastructure but limited learning aids in classrooms with availability of computers in some schools
Heterogeneous group of children 2-6 year of age	Homogeneous group of children
Mostly preferable pupil-teacher ratio	Mostly preferable pupil-teacher ratio
Flexible activity-wise schedule followed	Subject-wise timetable is followed
Language activities like songs, rhymes, conversations with some other age-appropriate activities with materials	Formal teaching with rote memorization primarily and a few age-appropriate school readiness activities
Anganwadi workers provided with minimal on-the-job training	Teachers untrained in ECE

<sup>1</sup> In the first wave of fieldwork, information on the type of the institution could not be documented for a small proportion of children. Such institutions have therefore been categorized as 'NA' for this round.

<sup>2</sup> Known practice programmes refer to those that were well-known in the early childhood sector but whose quality had not been examined.

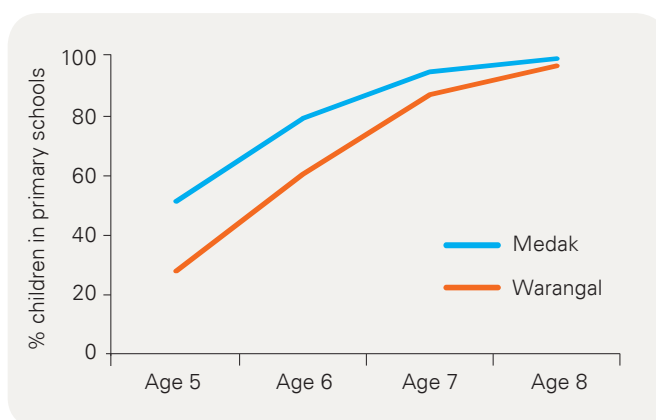
A time on task analysis carried out of a day's schedule (figure below) shows that the Anganwadi Centres that children in Telangana were exposed to were relevantly better in terms of quality as compared to those in other states. As depicted in the figure below children were given adequate time and opportunity for language development through conversations, recitation of songs, rhymes and so on. The experiences of children, however, were largely limited to formal reading and writing activities in private preschools, which are a downward extension of primary school curriculum.



## When do children join primary school?

There are stark differences between districts with respect to the age at which children enter primary school. It is only by age 7 that more than 90% of children in both districts are in primary school.

- In Medak, over half of all sampled children were in primary school at age 5. The corresponding figure for Warangal is about 3 out of every 10 children.
- The proportion of children attending private institutions was much higher in Warangal than in Medak. At age 5, more than 6 out of every 10 children in Warangal were enrolled in private institutions, while in Medak this proportion was 3 out of every 10.



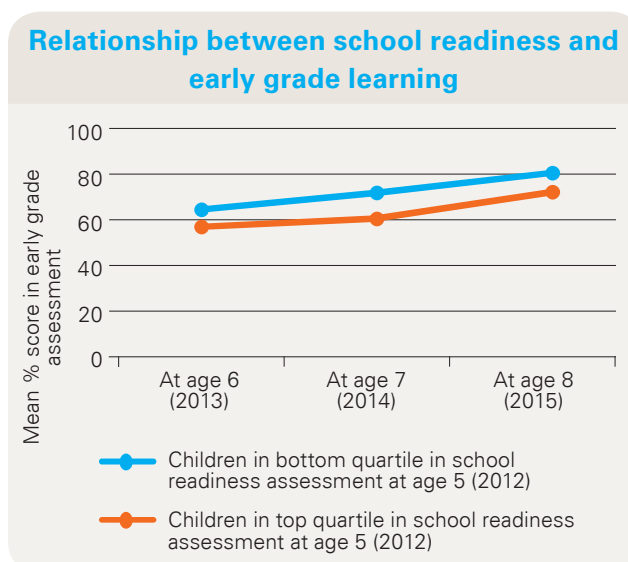
Overall trends seen in the figure above, however, mask the fact that for large numbers of children, the pathway to stable participation in primary school is not linear and includes back-and-forth movements between preschool and primary school. In Telangana, large numbers of children were observed to move from preschool to primary school, back to preschool and then again to primary school. Across the three states in the study, these non-linear trajectories were observed more frequently in districts where participation in private schools was higher.

- In Warangal, where participation in private institutions was higher, at age 5 as many as 3 out of every 10 children had experienced this kind of non-linear movement at least once within the past year.
- In Medak, with lower participation in private institutions, at age 5 more than 2 out of every 10 children had experienced a non-linear movement within the past year.

## Does participation in preschool between age 4 and age 5 improve children's school readiness and early grade learning?

As part of the IECEI Study children's school readiness was tested at age 4 and age 5, and their early grade learning was assessed at age 6, 7 and 8.

The study finds that regular participation in preschool from ages 4 to 5 years has a significant impact on children's school readiness levels at age 5+, with the quality of preschool education emerging as an important factor in enhancing school readiness levels. School readiness at age 5+ is in turn associated significantly with learning outcomes in early primary grades. In other words, children with higher school readiness scores at age 5+ continued to do better in each subsequent assessment round, relative to their peers with lower school readiness levels.



These data indicate the importance of investing in high quality and age-appropriate preschool education as an important mechanism to help disadvantaged children catch up with their more advantaged peers.