

# Effect Of Early Childhood Education (Ece) Rooms To Retain And Enrollment Of Students Grade Katchi And Pakki In Government Primary Schools Of District Kasur

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## ABSTRACT

The aim of the study was Effect of Early Childhood Education (ECE) Rooms to Retain and Enrollment of Students Grade Kachi and Pakki in Government Primary Schools of District Kasur. The population of the study was consisted of 294 primary schools and 9282 students in early childhood education classrooms of district Kasur. The data were collected through questionnaire. Early childhood education teachers were trained for early childhood education classrooms who teach only katchi and pakki classes in primary school of district Kasur. The results indicated that in many primary school early childhood education rooms were well decorated with wall papers sheets, blocks, trees, shapes, colors which shows the effectiveness of the early childhood education classrooms. Punjab Government has a goal to achieve 100% enrolment & retention and to provide not just free but most importantly quality education. Master Trainers for early childhood education teacher training from all districts of Punjab were selected. The Government provided the 46 kit items for the early childhood education children and also a caregiver for early childhood education classroom. A well decorated room was established for katchi and pakki classes and also trained early childhood education teacher. The third objective of the study was to investigate students' interest, attention, and motivation in education. Provision of early childhood education class room in government schools has helped to enhance student's interest, attention, motivation in education and laid a strong foundation for future education.

**Keywords:** Kachi, Pakki, early childhood, Retain

## INTRODUCTION

National curriculum on early childhood education was developed in 2003. The Directorate of Staff Development (an institute for teachers' capacity building, run by the government of Punjab) developed an up-scaling strategy on early childhood education in 2009. Early childhood education rooms are furnished with decorative wall paint, interactive early childhood education kits age-appropriate furniture to create a conducive learning

environment. Early childhood education mainly relates to early learning of young children. Early childhood education consists of activities and experiences that are intended to effect developmental changes in children prior to their entry into a formal class, grade or primary schools. While Punjab has better access figures than other provinces, it loses students as it moves from Primary to Middle and onwards (reflected in the NERs of 70, 38 and 26 respectively (PSLM201011)). The less than optimal access

figures are due to both demand and supply side issues. On the demand side, opportunity cost appears as one of the causes of dropouts. This is caused by 'low expectations' from education in terms of employment based on returns from public sector education and also low capacity to pay.

Punjab government as well as studies conducted by ASER and the World Bank support the parents' perception in this regard. To approach 100% NER at each level, the government had to introduce strategies that address both demand and supply side issues. The government faces three major structural challenges in achieving higher targets: improvement of quality and relevance, raising confidence of the community in public sector education and meeting budgetary needs.

### **Enrollment**

Describe the number of students that currently attend an institution or course. The enrollment process is completed after a student is granted admission the particular school.

### **Retention**

A student who enrolls in school and remains enrolled with until grade 5. It seems simplistic that retention and dropout are just opposites. The term dropout is imperfectly defined: the so-called dropout may ultimately become no dropout and vice versa. But there seems to be no practical way out of the dilemma. A perfect classification of dropouts versus non dropouts could be achieved only when all the students had either died without ever finishing school or had finished school.

Government of the Punjab is focusing on early child education with an aim to provide child friendly environment in the school student especially for early year kids (3-5) years. The government has introduced the learning class rooms. Environment of every early childhood education classrooms has been made more attractive through painting walls, providing

interactive item for joyful learning of early year kids. The initiative has been proved supportive in increasing the enrollment and retention of students. Early childhood education classrooms are equipped with standardize kit of 46 items. These kits tend to increase both physical and intellectual capacity of children of age 3-5. Early childhood education rooms play an important role for the enrollment of students and retention though out 5 grades. Learning environment or existing early childhood education classrooms are made more attractive through painting walls, providing items for joyful learning early year's kids. Quaid-e-Azam Muhammad Ali Jinnah said, "Pakistan is proud of her youth, particular the students, who are nation builders of tomorrow. They must fully equip themselves by discipline, education and training for the arduous task lying ahead of them" Provision of early childhood education class room in government schools has helped to enhance student interest, attention, motivation in education and has laid a strong foundation for further education. Children start developing their language and communication skills below the age of five. Children especially in marginalized areas do not have access to early age appropriate education. Students struggle to cope with formal education which leads them to drop from schools. Investment in early childhood education is a commitment to the prosperous and bright future. In Punjab province DSD has decorated these room whereas in other provinces, Education Departments got assistance either from NGOs or International Donor Agencies for early childhood education rooms' decoration. The District Management, head teachers and teachers usually adopted more than one method to motivate the parents to send their children to the schools and especially for early childhood education classes such as door to door campaigns were launched to enhance early childhood education enrolment, through School Council Members and parent teacher meeting were also used to increase early childhood education

enrolments. All children are given admission in class one easily after completion of early childhood education class. On the basis of this information it can be concluded that early childhood education provides base of enhancing enrolment at primary level and it should be started in all the public school of the country.

### **Education sector plan & early childhood education key strategies**

- a) Institutionalization of early childhood education through development and notification of a policy
- b) Create awareness and train education managers, head teachers and teachers on early childhood education
- c) Prepare plan and implement expansion of early childhood education programmers to 5000 primary schools

### **Scaling up Strategy** for early childhood education in Punjab (2011- 2021)

Phased Strategy to ensure early childhood education resource centers are to be established in every public school with following components: a) Improving class room environment (development of early childhood education room) b) Provision of learning resource material c) Integrating early childhood education teacher training in on-going training programmers d) Community involvement and advocacy campaign.

### **Statement of the problem**

The early years of child's life (from birth to 8 years) are recognized as a vital stage in children's physical, linguistic, intellectual and emotional development. Early childhood education provides the foundation for development of life-long skills and subsequent learning. . As these schools have all the basic needs and facilities for the kids so students learn more with keen, the required output must be achieved. The purpose of study is to investigate

the role of the Early Childhood Education rooms to retain and enrollment of student is grade Kachi and Paki in Government primary schools of district Kasur.

### **Significance of the study**

- i. This study may provide information about the effectiveness of early childhood education classrooms.
- ii. This research may provide the knowledge about the children activities in classrooms.
- iii. This research may provide various ideas of teachers about early childhood education.
- iv. This research work will be helpful for parents to make decision either early childhood education has positive effect on their children development or not.
- v. This study may open new ways for the research scholar to work in this filed in the future

### **Objectives of the study**

- i. To identify the effectiveness of the early child education classroom in Govt. primary schools.
- ii. To know effect the facilities given in early childhood education classroom in school.
- iii. To investigate student interest, attention, and motivation in education.

### **Research Questions**

1. Is early childhood education effect the students overall performance in classroom?
2. Does early childhood education influence student participation in classroom activities?
3. Does early childhood education create interest in students for learning and listening?

4. Does early childhood education motivated the student learning?
5. Does early childhood education encouraged the parent's involvement?

- Reduce dropout rate
- Improve quality of education
- Children who have availed good quality early childhood education are more likely to be law abiding citizens.

### Population of the Study

District Kasur comprises the following four tehsils,

- Kasur
- Pattoki
- Chunia
- Kot Radha Kishan

### Sample

The sample of study was consisted of 52 teachers of early childhood education in 52 primary schools in district Kasur. Especially those teachers were selected as a sample who was teaching to early childhood education students.

### Delimitation of the Study

The study was delimited to government primary school in district Kasur.

### Benefits of Early Childhood Education

- Benefits for Children The following are the suggested benefits of early childhood education for the children. Improve cognitive development (thinking and reasoning) among the children
- Improve social development (learning how to maintain good relationship with others)
- Improve emotional development (self-image and security)
- Improve language skills
- Improve learning outcomes in the next grades

### Benefits for Education

The following are the recommended benefits of early childhood education for education system in primary and secondary classes.

### Early Childhood Development or Early Childhood Education

The definitions of early childhood development and early childhood education vary among organizations, academics, and practitioners. Typically, Early Childhood Development addresses children's basic needs in health, nutrition, cognitive development, and social-emotional development and includes interventions under Early Childhood Care and Development (ECCD), Early Childhood Education (ECE), or Early 17 Childhood Care and Education (ECCE) programs. Early childhood education programs, however, are distinct from holistic Early Childhood Development interventions in that they focus on early learning gains as the key outcome. The primary focus of the policy laid out in this document is early childhood education and not Early Childhood Development, including interventions that provide opportunities for children to interact with responsive teachers, actively learn with peers, and prepare for primary school entry. (Sayre et al., 2015) Early childhood education has gained importance in both Pakistan's and Punjab's education reform agenda in recent years. Recognizing the importance of early learning, the National Education Policy 2009 prioritized the provision of countrywide early childhood education for children age's three to five. The policy declared universal access to early childhood education to be a policy target for the next 10 years. The Punjab compulsory and free education Act 2014 emphasizes free preschool education and early childhood care for children above the age of three until they join a school. (Barnett, W. S 2011).

### Planned and Implemented early childhood education Classrooms in Punjab (2013-2018)

Year early childhood education Classrooms

2013-15 1,225

2015-16 900

2016-17 1,400

2017 (Target) 5,000

April 2018 (Target) 10,000

5,000 early childhood education classrooms (cumulatively) in schools across Punjab by 2017 of the total early childhood education classrooms established thus far, 343 have also been set up by Plan International Pakistan, a development partner that is currently also supporting the distribution of teacher guides to new early childhood education classrooms. The government aims to double the number of early childhood education classrooms by next year, that is, it aims to reach a cumulative target of 10,000 classrooms by April 2018. The early childhood education classroom offers a different learning experience from the traditional Katchi class. The latter has no specialized curriculum, and the teachers teach from textbooks called 'Primers' to children. In Katchi classes, students typically learn the alphabet, numbers, some surahs and duas from the Quran, and a few poems and rhymes. In most cases, the methodology is still rote-based learning.

### Traditional Ways

Early childhood education classrooms essentially differ from the traditional Katchi class in three ways:

- i. They have a theme-based, decorated classroom with different activity corners;
- ii. They involve play-based learning through the use of fun and interactive teaching-learning

materials provided in an early childhood education kit; and

- iii. They are managed by an early childhood education teacher who has received a 4- day early childhood education training along with a part-time caregiver who has also received early childhood education training and supports the teacher in early childhood education activities. The early childhood education class activities are expected to match learning competencies listed in the 2007 National early childhood education curriculum, whereas children in the traditional Katchi class follow a book-based curriculum better suited for Grade 1.

### Steps for Early Childhood Education Classrooms

**Step 1:** Recruit a caregiver for the early childhood education classroom.

**Step 2:** Nominate a teacher to be an early childhood education teacher and an SC member to receive early childhood education training. Provide the names of the early childhood education teacher, caregiver, and SC member to a concerned district official.

**Step 3:** Select a room for early childhood education, guided by the following criteria:

- In schools where there is a room already available, the room selected for early childhood education shall be at least 18 ft. by 28 ft. or as close as possible to this size.
- If the student-teacher ratio is expected to exceed 40:1 and there are additional rooms available, the class can be split along age groups. In this scenario, the head teacher

must nominate an additional teacher to receive early childhood education training.

- In schools where there is no spare classroom and the introduction of an early childhood education room will lead to multi-grading, the higher grades should be multi-graded before the early childhood education classroom. If enrollment in higher grades is expected to be lower than early childhood education, multi-grade the higher grades.
- In schools where there is no spare classroom and multi-grading the early childhood education room is unavoidable, the student-teacher ratio should not exceed 40:1. If it exceeds 40:1, an early childhood education room should not be introduced.

**Step 4:** Commence enrollment campaign for children ages 3-5. If registration exceeds a student-teacher ratio of 40:1, prioritize the enrollment of near-5-year-old children.

**Step 5:** Paint walls of the classroom according to the competencies described in the 2007 National

Curriculum to enhance students' interest and learning.

**Step 6:** Fill the early childhood education classroom with age-appropriate learning materials and toys consistent with those noted in Quality Area 1. Quality Area 1 provides a list of possible materials that can be used. The learning materials should foster exploration and be concrete and relevant to a child's own life experiences. If space permits, set up learning corners consistent with the National Curriculum 2007.

**Step 7:** Maintain a flow of traffic that makes sense. Arrange furniture in such a way that it is easy for kids and parents to enter the room, hang their bags, move from center to center and walk to the bathroom.

**Step 8:** Place child-size furniture or mats inside the early childhood education classroom, as children will need a place to sit, eat and carry out their daily activities. An area rug may be used to define the space that will be used for large group activities. (Murtaza, K. F, 2011).

## **ANALYSIS AND INTERPRETATION OF DATA**

**Table 4.1 Frequency distribution of the area of the respondents**

	Frequency	Percent	Percentages
Pattoki	13	25.0	25.0
Kasur	13	25.0	50.0
Chunia	13	25.0	75.0
Kot Radha Kishan	13	25.0	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

The table 4.1 reports the percentage and frequencies of 52 respondent's area. There were four tehsils of district Kasur included in sample.

Data was equally gathered from each city as shown in the table as 13 respondents

**Table 4. 2 You think early childhood education has a significant effect on children early school years**

	Frequency	Percent	Percentages
Agree	13	25.0	25.0
Strongly agree	39	75.0	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.2 shows the opinion of teachers about the effect of the early childhood education on early

school years 13 (25%) respondents were agreed while 39(75) % were strongly agreed.

**Table 4. 3 Early childhood education may be introduced in public school**

	Frequency	Percent	Percentages
Neutral	13	25.0	25.0
Agree	26	50.0	75.0
Strongly agree	13	25.0	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.3 reports the teacher's opinion about introducing the early childhood education in public schools. 26 (50%) respondents were

agreed, 13(25%) responded as strongly agree and rest of the 13 (25%) were neutral.

**Table 4.5 The students who get early childhood education do their home activity more regularly.**

	Frequency	Percent	Percentages
Neutral	1	1.9	1.9
Agree	19	36.5	38.5
Strongly agree	32	61.5	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.5 represents the teacher's opinion about that the students who get early childhood education do their home activity more regularly.

32 (61.5%) persons were strongly agreed 19 (36.5%) responded as agreed and rest of the (1.9%) persons were neutral.

**Table 4. 6 The students who get early childhood education have more active participation in co-curricular activities**

	Frequency	Percent	Percentages
Agree	24	46.2	46.2
Strongly agree	28	53.8	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.6 reports the teacher's opinion about that the students who get early childhood education,

participate more actively in cocurricular activities. 24 (46.8%) respondents were agreed

and rest of 28 (53.2%) responded as strongly agree.

**Table 4. 7 The students who get early childhood education participate more in learning activities**

	Frequency	Percent	Percentages
Neutral	1	1.9	1.9
Agree	24	46.2	48.1
Strongly agree	27	51.9	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.7 indicates the teacher's opinion about that the students who get early childhood education participate more in learning activities.

27 (51.9%) responded as strongly agree, 24 (46.2%) responded as agree and rest of 1(1.9%) person responded as neutral.

**Table 4. 8 The students who get early childhood education understand the learning activity quickly and easily**

	Frequency	Percent	Percentages
Agree	17	32.7	32.7
Strongly agree	35	67.3	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.8 reports the teacher's opinion about that the students who get early childhood education understand the learning activity quickly and

easily.35 (67.3%) respond as strongly agree, 17 (32.7%) respondents responded as agree.

**Table 4. 9 The children who have early childhood education has a positive effect on the learning development of the children**

	Frequency	Percent	Percentages
Neutral	1	1.9	1.9
Agree	18	34.6	36.5
Strongly agree	33	63.5	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.9 represents the teacher's opinion about that children who got early childhood education have a positive effect on the learning. There were

1(1.9%) respondents who were neutral, and 18 (34.6%) respondents were agree while rest of the 34 (63.5%) were strongly agree.

**Table 4. 10 Children with early childhood background perform better in their learning activities.**

	Frequency	Percent	Percentages
Neutral	2	3.8	3.8
Agree	35	67.3	71.2



Strongly agree	15	28.8	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.10 represents that 35 (67.3%) teachers were agreed that children with early childhood background perform better in learning activities,

15(28.8%) were strongly agreed while 2(3.8%) were neutral about this.

**Table 4. 11 The students with early childhood education background have more capacity to work independently**

	Frequency	Percent	Percentages
Neutral	11	21.2	21.2
Agree	22	42.3	63.5
Strongly agree	19	36.5	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.11 reports that 19(36.5%) respondents were strongly agreed that children with early childhood education background have more

capacity to work independently, 22(42.3%) were agreed while 11(21.2%) were neutral.

**Table 4. 12 The students with early childhood background are effect on more regular and punctual.**

	Frequency	Percent	Percentages
Neutral	1	1.9	1.9
Agree	22	42.3	44.2
Strongly agree	29	55.8	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.12 reports that 29(55.8%) respondents were strongly agreed that children with early childhood education background are more

regular and punctual 22 (42.3%) were agreed while 1(1.9%) were neutral.

**Table 4. 13 In your experience, early childhood education increases their social and emotional maturity.**

	Frequency	Percent	Percentages
Neutral	2	3.8	3.8
Agree	33	63.5	67.3
Strongly agree	17	32.7	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.13 reports the opinion of the teachers that early childhood education increases student's social and emotional maturity. 33(63.5%)

respondent teachers were agreed and 17(32.7%) were strongly agreed while 2(3.8%) respond neutral.

**Table 4. 14 Early childhood has a positive on attitude towards school**

	Frequency	Percent	Percentages
Agree	29	55.8	55.8
Strongly agree	23	44.2	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.14 reports that 29(55.8%) respondents were agreed that early childhood education has a

positive effect on attitude towards school and 23(44.2%) were strongly agreed about this.

**Table 4.15 In early childhood education the government provides caregiver to facilitate teachers.**

	Frequency	Percent	Percentages
Neutral	3	5.8	5.8
Agree	19	36.5	42.3
Strongly agree	30	57.7	100.0
<b>Total</b>	<b>52</b>	<b>100.0</b>	

Table 4.15 represents that 30(57.7%) teachers were strongly agreed that government provides caregiver to facilitate teachers, other 19(36.5%) were agreed and 3(5.8%) were neutral about this.

### Summary

The early years of child's life (from birth to 8 years) are recognized as a vital stage in children's physical, linguistic, intellectual and emotional development. Early childhood education provides the foundation for development of life-long skills and subsequent learning. Improvements in quality of early childhood education is based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement standards. Early childhood education age group is recognized as comprising 3 to 5 years. The early childhood education is the basic stage of human personality. The development fostered during this period acts as a foundation on which the structure

of an individual's personality is built. The early years of child's life are recognized as a vital stage in children's physical, linguistic, intellectual and emotional development. Early Childhood Education provides the foundation for development of life-long skills and all subsequent learning. Good health, a safe and nurturing environment and the right kind of mental stimulations give a child a strong frame-work for growth. The Education Policy, 2009 recognizes the importance of early childhood education and states a commitment to provide at least one year of pre-primary education in all public schools, specialized training for teachers to this effect and additional budget 86 allocations. The focus of the study was to evaluate the effect of early childhood education on the retention and enrolment of the students in Pakistan. Early childhood education requires an effective teaching and learning environment, which ensures proper management of classrooms, a prescribed curriculum, availability of learning resources and, above all, provision of skilled and

dedicated teachers – this, however, was not considered necessary for teaching in a katchi class. In present research it was observed that early childhood education curriculum exists, activities based curriculum is being taught in all early childhood education classes in the schools of district Kasur. It was also observed through this research that color pictures and cartoons were available in early childhood education rooms, coloured activities books and toys were maintained in early childhood education classes and different corners, such as math corner, science corner, and home corners have been created in the early childhood education class rooms in almost all the schools of district Kasur . The district management, head teachers and teachers usually adopted more than one method to motivate the parents to send their children to the schools and especially for early childhood education classes such as door to door campaigns were launched to enhance early childhood education enrolment, through school council members and parent teacher meeting were also used to increase early childhood education enrolments. All children are given admission in class one easily after completion of early childhood education class. On the basis of this information it can be concluded that early childhood education provides base of enhancing enrolment at primary level and it should be started in all the public school of the country.

### Findings

After the analysis of collected data of questionnaire early childhood education room to retain and enrollment of student katchi and pakki, following findings were found:

1. According to the results majority of the respondents (75%) were strongly agree that childhood education has a significant effect on children of early school years. (Table 4.2)
2. Majority of the teachers (75%) were of the opinion that the early childhood

education must be introduced in public school. (Table 4.3)

3. Majority of the teachers (97%) were agreed that students who get early childhood education do their home active more regularly. (Table 4.4)
4. Almost all the respondents (99%) were agreed that the students who get early childhood education have more active participation in co-curricular activities. (Table 4.5)
5. Majority of the respondents (97%) were of the view that the students who get early childhood education participate more in learning activities. (Table 4.6)
6. Almost all of the respondents (99%) were of the view that the students who get early childhood education understand the learning activity quickly and easily. (Table 4.7)
7. Majority of the respondents (97%) were agreed that the children who have early childhood education have a positive effect on the learning development of the children. (Table 4.8)
8. Majority of the respondents (95%) were agreed that children with early childhood background perform better in their learning activities. (Table 4.9)
9. Most of the respondent teachers (78%) agreed that the students with early childhood Most of the respondent teachers (78%) agreed that the students with early childhood education background have more capacity to work independently. (Table 4.10)
10. Almost all of the respondent teachers (99%) agreed that the students with early childhood education background are more regular and punctual. (Table 4.11)
11. Majority of the teachers (95%) were agreed that according to their experience early childhood education increase the

social and emotional maturity of the students. (Table 4.12)

12. Almost all the respondents (99%) were agreed that early childhood has a positive attitude towards school. (Table 4.13)
13. Majority of the teachers (93%) were agreed that in early childhood education the government provide caregiver to facilitate teachers. (Table 4.14)
14. All of the respondents (100%) were agreed that early childhood education background effect students learning. (Table 4.15)

### Conclusion

From this study it is concluded that early childhood education schools have great attractions for the students so they feel happy in this way more enrollment is achieved. As these schools have all the basic needs and facilities for the kids so students learn more with keen. They learn conceptually in the class rooms so the parents feel comfortable by sending their kids in these public primary early childhood education schools. Learning material A.V aids and caregivers are provided for early childhood education classes to take care of the young children on a modest wage. In accordance with policy provision early childhood education curriculum exists, activities based curriculum is being taught in all early childhood education classed. It was observed during field visits that color pictures and cartoons were available in early childhood education rooms, coloured activities books and toys were maintained in early childhood education classes and different corners, such as math corner, science corner. For early childhood education rooms' decoration home corners have been created in the early childhood education class rooms. The district management, head teachers and teachers usually adopted more than one method to motivate the parents to send their children to the schools and

especially for early childhood education classes such as door to door campaigns were launched to enhance early childhood education enrolment, through school council members and parent teacher meeting were also used to increase early childhood education enrolments. 91 All children are given admission in class one after completion of early childhood education class. On the basis of this information it can be concluded that early childhood education provides base of enhancing enrollment at primary level and it should be started in all the public primary school. On the basis of findings it is concluded that additional rooms were not constructed for early childhood education classes, from already available rooms in the schools one room has been reserved and decorated for early childhood education classes in all regions.

### Recommendations

On the basis of above conclusions following recommendations are suggested:

1. Early childhood education rooms may be established in every public primary school and basic facilities like furniture, fans, carpets, and toys may provide to these rooms so that students may feel relax in early childhood education schools.
2. Educational toys may be given to the students. In this way the students will attend the classes regularly and more students will be enrolled in the schools.
3. Scholarships may be given to those students who have maximum attendance rate. With this the students will come to school daily and teachers will not have to face hardships due to attendance gaps of the students.
4. Early childhood education may be advertised at public level in this way better enrollment will be possible.
5. All the required A-V aids may be provided to the class rooms and special play lands should be attached to early

- childhood education set up. More students will be attracted by this.
6. Awareness about the importance of early childhood education may be given to the parents. In this way parents (whose children are studying in private schools) would be motivated and send their kids in early childhood education schools.
  7. Parents (whose children are studying in private schools) may be motivated to visit early childhood education public schools in order to show them the facilities given in early childhood education rooms.
  8. Effective early childhood education courses may be arranged for the students.

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