

A Major Project Report

On

Feasibility Study for starting a Pre-Primary School in
Delhi NCR

Submitted for the award of the degree of Executive MBA

By

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Under the Supervision of

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Delhi School of Management

Delhi Technological University

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CERTIFICATE

This is to certify that Report entitled “**Feasibility Study for starting a primary school in Delhi**” which is submitted by **Lalit Kumar** (Roll No: 2K13/MBA/508) in partial fulfillment of the requirement for the award of Executive MBA degree to Delhi School of Management (Delhi Technological University), Delhi is a record of the candidate own work carried out by him under my supervision. The matter embodied in this report is original and has not been submitted for the award of any other degree.

Date:

Prof. P K Suri
Head - Delhi School of
Management
Delhi Technological University

DECLARATION

I hereby declare that the project entitled “**Feasibility Study for starting a primary school in Delhi**” submitted for the award of the degree of “**Executive MBA** ” is my original work and the project has not formed the basis for the award of any degree, associateship, fellowship or any other similar titles.

Signature of the Student:

Place:

Date:

ACKNOWLEDGEMENT

First of all I would like to thank our faculty **Prof. P.K. Suri** (Head - **Delhi School of Management**) for his help and guidance throughout the process of writing this project. Also in order to make this project possible I would like to direct a grateful thanks to my close friends Aditya, Jagmohan, Abhishek with whom this interesting idea initiated and who supported me throughout the work. I hope by god grace we will be able to achieve our goal. Last but by no means least I would like to thank my family that has been supporting during the whole process.

EXECUTIVE SUMMARY

Brief Summary

This Report is basically focused on the “**Feasibility of a Pre-Primary School in Delhi**” which is a small step towards reaching our ultimate aim. While working on this project, it was very clear from our analysis that establishing a Primary and Higher education institution requires a large amount resources along with committed manpower.

As we conducted a little deeper analysis, we came to know that there are many pre-requisites from Government for opening a primary education institute, apart from the heavy investment involved. Therefore we decided to first establish a firm source of income which will make us capable to achieve our main aim. That is the reason behind choosing a “Pre-Primary School” as the vehicle to achieve our goal.

The nursery school industry in India seems to be a highly profitable sector with a lot of future growth prospects in the market. Now days it is seen that there is a new nursery school opening up in every neighborhood. Seeing this trend setting in the topic was decided.

Why not take Franchise of established Education Providers (like KIDZEE, Edu comp)?

Spending power of urban population has been increased quite fast in recent year; they are expecting best services for the money they are spending. People want their child to get prepared from very beginning for the competitions. Therefore they are very much concerned about their child’s education right from Pre-Primary education.

Due to this reason, most of the parents want to send their child in a school which has a good name and accreditations. Some institutions like KIDZEE, Educomp etc. have evolved rapidly as they are following practices which are usually followed in western countries and have a set of standards for student’s curriculum. Therefore they are

successful in generating a trust among parents mind. However, profit earning is their main objective.

As providing education is a noble cause and cannot be compared to any other normal business (except healthcare), hence we have not aimed only on profit making.

Apart from that, we are moving ahead with a learning based approach and cannot simply adopt others methodology in our school. We want to adopt our ideas and standards that in turn create a brand itself after some time if everything goes as we have planned.

Statement of Purpose

Vision: To create Indian citizens those are better in all respects than international citizens

Mission Statement: To work at the root level to address the issues and malpractices prevalent in current educational systems

As the above target cannot be achieved in one single step, therefore we have set some milestones by means of which we will be ultimately achieving our goal. Following phases describe our targets.

Phase I – Pre-Primary school for the mid and high income groups (define revenue range) of Delhi, to gradually evolve into a High school

Salient points:

- Curriculum based teaching coupled with innovative methods to identify and refine personal talent
- Will use practical testing methods to identify personality traits
- Will serve as a proof of concept, enabling generation of funding for the next phase

Phase II - Primary school for the lower income group of Delhi, to gradually evolve into a High school

Phase III - Boarding school offering the new educational system, thereby achieving the vision

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INTRODUCTION

Education in India

Both public sector as well as private sector are involved in providing education in India, which are controlled and funded by central, state, and local. As per Indian constitution (under various articles), for children between the ages of 6 and 14 free and compulsory education is provided as a fundamental right. Education system of India which has been improved over the years is often considered as main contributors to India's economic growth. However public institutions are to be credited for progress in higher education and scientific research.

If we look at the primary and secondary school level, large private school system are complementing government schools, 29% of students are receiving education from private schools in the age group of 6 to 14. Total revenue of private education market was US\$450 million in 2008, which is expected to be increased to a US\$40 billion market.

Annual Status of Education Report (ASER) 2014 shows that enrolment of children between 6-14 ages in rural area was 96.7% in school. It is sixth annual survey to report enrolment above 96% (ASER Centre, 2014). 2013 report shows a 19% increase in girl's enrolment (Dhawan, 2013). However our quality of education has been questioned specially in governmental but if we talk in numbers that we are moving towards world education standards. Around 25 % absence of teachers every day is one of the reasons for this poor quality of education (Jeevan & Townsend, 2013). Initiatives has been taken by some states towards introduction of tests and education assessment framework so that problems in schools can be identified and (De Grauwe & P. Naidoo, 2002), overall there is a long way to go and our efoorts should be more target oriented.

In India's education system, a significant number of seats are reserved for the Scheduled Castes and Scheduled Tribes and Other Backward Classes. Maharashtra had highest 73% reservation in 2014 in India (ASER Centre, 2014).

Overview

Most of the central and state boards follow "10+2+3" pattern of education. Hence a child has to complete his first 12 years of education in schools and then 3 years of graduation in college for a bachelor degree.

If we talk about 1st 10 years of education of a child, the classification will be as follows:

Primary Education (5 Years)

Upper Primary (3 Years)

High school (2 Years)

Note: This pattern originated from the recommendation of the Education Commission of 1964–66 (India Today, 2009).

As here we are discussing about child Pre- Primary education, pre- primary education is before starting primary education which is between 2.5-5.5 Years of Childs age.

For curriculum of school education in India “The National Council of Educational Research and Training (NCERT)” is the head body. The NCERT is responsible for providing support and technical assistance to a number of schools in India and looks implementation of education policies. Other bodies governing school education system are:

- CISCE (state government boards): Examinations conducted namely, the Indian Certificate of Secondary Education (Standard 10); The Indian School Certificate (ISC - Standard 12) and the Certificate in Vocational Education (CVE - Standard 12).
- The National Institute of Open Schooling (NIOS): Secondary Examination and Senior Secondary Examination (All India) and other Vocational Education courses.
-

- International schools taken affiliation either from International Baccalaureate Program or the Cambridge International Examinations.
- Islamic Madrasah schools: Either taken affiliation from Darul Uloom Deoband or boards are controlled by local state governments, or they are autonomous.
- There are some autonomous schools for example Woodstock School, The Sri Aurobindo International Centre of Education Puducherry etc.

Institutions responsible for management of the education system and Teacher accreditation in India:

NUEPA (National University of Educational Planning and Administration)

CTE (National Council for Teacher Education)

Government education

Main emphasis of Indian government is on primary education which is also known as elementary education to children between ages 5 to 14 years old. Child labour is banned in India to protect children to work under working conditions which are unsafe for them. Economic disparity and social conditions are two major reasons due to which enforcement of primary education and child labour ban is difficult in India. It is important to note that 80% elementary stage school are run by government, hence government schools are the largest provider of education in the our country.

Due to a lack of resources and good governance, our education system has developed massive gaps like high student to teacher ratio, Poor infrastructure and minimal teacher training programs. Government has also made education free for children between age 6 to 14 years of or up to standard VIII as per the Right to Education Act 2009.

Several steps have been taken to enhance quality of education. One of such step is District Education Revitalization Programme (DERP) which was initiated in 1994

aiming to universalize primary education by re- vitalizing the present education structure. Funding is 85% : 15 % by central : state government respectively. Around 160000 new schools were opened delivering education to approximately 3.5 million children. 93 to 95% of enrolment has been seen in these education systems in last three years in some states. Improvement of staff and girls enrolment should be given credit for this.

The Sarva Shiksha Abhiyan (Education for All) is one of the largest education initiatives in the world. Results shows that enrolment has been increased but the quality of education is still less.

Private Education

29% of Indian children are educated by private school as per recent estimates (ASER Centre, 2014). More than 50% children are enrolled in private schools in urban areas, the remaining are also tilted towards private education not only in India but also in rural areas (Desai, Dubey, Vanneman, & Banerji, 2009).

Most families belonging to middle class send their child to private schools, which could be in their city or to boarding school. In private schools, education medium is mostly English, but as a compulsory subject Hindi and/or the state's language is also taught.

Talking about our topic of concern, Preschool education in India is mostly limited to either local nursery school along with new upcoming organised chains like Kidzee.

TYPES OF EARLY CHILDHOOD PROGRAM PHILOSOPHIES

Early childhood programs teach children to think creatively to prepare them for a complex and changing world. Play based learning is necessary and good part of early childhood education. It helps in child's intellectual, social, emotional and physical development (Cannella, 1997).

Some major philosophies for early childhood programs are:

Montessori

Montessori is a philosophy of education which relies on a deep understanding of child development. It is a approach to educate child about life. Montessori observed that the world is too complex for small children but if it is presented in small steps and clear and simple format than the child will start to understand it. Every activity in this world from simple to complex can be understood in this way. Based on their experiences with different activities, children gain confidence and generate further eagerness to adjust themselves in society.

In a Montessori Classroom environment is designed to allow children to choose activities of their interest and learn at their own pace independently. It helps them to grow socially and emotionally.

Waldorf

Originated by **Rudolf Steiner** (1919), Waldorf Education addresses the needs of the growing child and understanding human development. Every subject is presented in a pictorial and interesting manner. Hence a simple approach to motivate learning. It generates motivation from child's inner side and once this is achieved, the child will continue this lifelong. (Association of Waldorf Schools, North America , 2015).

Reggio Emilia Approach

The Reggio Emilia Approach lends itself to: the role of collaboration among children, teachers and parents; the co-construction of knowledge; society and an individual is interdependent and culture plays very important role in understanding (Rankin, 2004).

Fundamentals

Interrelationships based Education – A communication network is there between parents, children and teachers. Communication network with parent's participation leads to more effective way of educational (Malaguzzi, 1993). Documentation is also a

important role in this approach of education which is done on daily basis. It helps to record the interaction between teachers and children. (Bock Hong, 1998)

Aim of the feasibility study

The project aims to know the possibility of entrepreneurship in starting Primary school in Delhi with good return on investment. The nurseries to be set up should be started keeping in mind its demand and the basic factors which are contributing to their demand. With this study we tried to understand the growing need for such entrepreneurial opportunities. Entrepreneurship in set up of pre nurseries is in demand because of increase in level of educated parents and income levels, who also expect their children to learn and progress right from the beginning. Entrepreneurship not only involves starting a business but also to nurture it till it grows and start giving the fruits. Study on entrepreneurial opportunity in primary education sector also includes profitability of starting a pre-school and the growth opportunities it provides.

Objectives of the study

- (i) To determine the feasibility and profitability of entrepreneurial opportunities in pre/primary education sector in Delhi.
- (ii) To study the factors surrounding the set-up of Pre-nursery and also to provide a template to an entrepreneur to start any business.

Scope of the study

1. Study is limited to only National Capital Territory of Delhi, Delhi.
2. Study has been conducted in specific locations within the NCR. These locations are:
 - a) Rohini

b) Pitampura

c) Gurgaon

3. Target respondents are limited to:

a) Parents of the students studying in the schools as mentioned

b) Teachers and staff of the respective schools

c) Franchise owners of the respective schools

LITERATURE REVIEW

In India, various Non-governmental organisations are working for the betterment of child education. Learning based education right from the pre-primary education is the main agenda of one of the NGO's which is selected for this feasibility study i.e. **“PRATHAM”**.

Pratham is among the biggest NGO's in India. It is working towards providing of quality education to the poor children. Pratham started in Mumbai (1994) to provide pre-school education to children in slums; it is currently active in almost 21 states of India.

Pratham's founder and current CEO, **Madhav Chavan**, won Skoll Award for Social Entrepreneurship in 2011. Pratham also received the BBVA Foundation Frontiers of Knowledge Award in Development Cooperation in 2013. Pratham was involved in designing and implementation of new methods in the field of education using a grassroots approach in which beginners are grouped based on actual levels and requirements instead of age, simultaneously providing specific training to the volunteers & teachers recruited for this programs.

Since 2005 Pratham is conducting India's largest annual survey (NGO run), **Annual Status of Education Report (ASER)** for the evaluation of the relevance and effect of their programs. (ASER Centre, 2014).

Madhav Chavan in his paper **“Old Challenges for a new generation”** focused on issues with respect to child education in India. Main findings of the paper are being mention in the following text.

Nine ASER surveys have been conducted since 2005 covering most state governments. In this duration government came up with imposition of 2% cess for elementary education that made available substantial funds from the union government for elementary education. In Aug 2009 **The Right to Education Act (RTE)**, enacted by the Parliament of India, which describes the modalities of the importance of free education for children aged between 6 and 14 in India (Article 21A - Indian Constitution). India

became one of 135 countries where education is a fundamental right of every child (1 April 2010) (Dhar, 2010). Due to these major steps by Government of India, enrolment of children in country increased from 92% to 96% and school facilities were improved due to more focus on infrastructure. In spite of these improvements, the issues of quality of learning have remained largely ignored over this period of time.

A solid foundation of elementary education holds the key to building a stronger education in India. Political decisions are needed to address problems and they take into account the overall changing scenario of India.

Two major issues which need to be addressed immediately are:

Inclination towards private education in rural areas: it requires new approach to organize education. Enrolment in rural private primary school increased from 17 % in 2005 to 29 % in 2013. This is an irony as Indian Parliament declared that free education would be provided to every child.

There are at least three clear factors contributing to this change:

- Growing urbanization : Increasing urban influence (not migration to urban areas) leading to greater education aspiration
- Increased Wealth
- Access to the external world

Overall in India, education policies are still centred on rural villages. Growing urbanisation is needs to be dealt on urgent basis. Banning private schools or curtailment of private school is not at all a solution until and unless there is suitable replacement for them. In Private school also, 25 % reservation to economically weaker section of the society after RTE provided government aid to private schools also. But we should look forward in developing a education system where all parents can send their children irrespective of their economic status.

Learning Crisis: Which affects governmental as well as private schools where most of the parents send their children. The learning crisis simultaneously affects the economic conditions of the country along with futures of millions of children & youth.

Over recent years, globally attention has started to shift to outcome oriented rather than input focused. The 12th Plan (adopted in December 2012) attempts to give a learning outcome orientation to the education sector. Hence quality of education should be the focus of our education system.

As per ASER's reports, learning outcomes from different states in India (especially in government schools) haven't got better in recent years instead became poorer (ASER Centre, 2014). Most of the outcomes of these surveys were not acceptable to governmental organizations. "The unwillingness to admit that there is a problem is not helpful". The problem will get worst keeping this attitude.

SARVA SHIKSHA ABHIYAN too started promising the focus on learning outcomes but the implementations are unclear due to the following requirements of Right to Education act:

- Fixing teachers duty to complete grade wise syllabus within a year
- Children to be placed in grades and standards according to their age.

But in actual, 60% of Indian schools have multilevel classrooms, hence how we can expect teachers to complete the syllabus within a year. Therefore, it is important to stop focusing on the grade wise syllabus at least up to 5th standard which is required to be replaced by step wise sets of learning achievements goals. Reorientation of Syllabus, textbooks, school time tables everything is required to achieve basic reading, writing and thinking, mathematics with at least simple problem solving abilities.

There are flaws identified in the survey methods by ASER. Hence solutions suggested by ASER are:

- Introduction of a new element in education assessment by ASER using a simple, oral method for assessment of math and reading done face to face with individual children. This will maintain transparency.
- EGRA (Early grade reading assessment) which was developed by RTI in the US: It is an oral method which can assess transparently whether the child is reading well or not.

Not only elementary education a lot more is required to be done. Every step of education needs to relook. Unfortunately, our political are ignoring these important problems which will come onto our heads in future. It will be not wise to completely dependent one educationist and bureaucrats. Systems cannot reform automatically. There are developments such as increasing enrollment in private schools and many other factors which will lead to change.

New political leaderships and informed judgments will be needed if effective changes are to be done. It will hopeful that young generation of politicians will lead to a new and improved path rather than moving on the old tracks (Chavan, 2013).

RESEARCH METHODOLOGY

Qualitative vs. Quantitative Research

In this project a **quantitative research** is used because we wanted to investigate respondent's views in a manner which can be analyzed using numeric data and statistics.

Research Design It is a framework which gives directions to how to collect and analyze data.

In this project a descriptive single cross-sectional design was used. The descriptive is because we wanted to know about parents and educators views and its mapping their attitudes. The single cross-section was due to the time and resource limitation.

Data Source:

In this project mainly primary data source was used for analysis.

Data Collection Method

Online/ Offline questionnaires and phone calls were used to collect data. Likert scales ratings and preferences based on rankings different parameters were used to collect people's opinion.

Question structure

In this feasibility report, two sets of questionnaire were prepared for 2 Sets of respondents:

Questionnaire 1: **Understanding Service Delivery in Delhi's Pre-schools: For Owners**

This questionnaire is designed to understand the challenges faced in effective service delivery of Pre-schools in Delhi. (Enclosed as Annexure 1)

Questionnaire 2: Quality of Pre-school education in India: For Parents

This questionnaire is designed to understand the gaps between customer expectations and service delivery in Pre-schools based in Delhi. (Enclosed as Annexure 2)

In this project the questionnaire was distributed through emails mainly.. The participants were located in different locations.

Sampling Technique:

A simple random sampling is done for this project. Total 5 respondents have participated in this project's questionnaire 1 & 16 respondents for questionnaire 2.

Geographical Location of Research:

The project research is limited to Delhi / NCR location

DATA ANALYSIS

Before coming to the analysis based on data received from the survey, a preliminary cost estimate is also prepared by me considering basic cost components for running a Pre- Primary school in Delhi.

Preliminary Cost Estimate

Estimating Student Enrollment			
Category	Year 1	Year 2	Year 3
NURSERY (2.5-3.5 Yrs)	25	40	60
KG (3.5-3.5 Yrs)	25	40	60
Assumptions			
Fee Structure	Year 1	Year 2	
Admission Fee (Nursery)	10000	10000	
Admission Fee (KG)	12000	12000	
Nursery (Fee/ Month)	3000	3200	
KG (3.5-5.5 Yrs) (Fee/ Month)	3500	4000	

Estimating Facilities Space Requirements				
	Classroom area requirement/ Student	0.81	sqm	
	Area Requirement for 150 students	121.5	sqm	
		1307.81385	Sq. Feet	
		No. of Students (For designing facility)	Area (sqm)	Area (sq Feet)
1	Classroom Area @ 0.81 Sq.m/ Student	150	121.5	1307.8
2	Teachers Room & Office Space			1000
3	Others (Toilet/ Pantry)			200
			Total	2500 Sqft.
	Monthly Rent @ 12000/1000sq.ft			30000/-

Furniture & Equipment				
		Cost of Desk	No. of Desk	Total
1	Students desk	500	60	30000
2	Teachers Desk	2000	10	20000
3	Teachers Workstation	25000	10	250000
4	Bulletin Boards	Lump Sum		20000
5	Water Purifiers	25000	3	75000
6	Other Miscellaneous Items (AC, Fan , Coolers)	Lump Sum		150000
			Total	545000/-

Transportation				
		Monthly Rent	No. of cabs	Total
1	Monthly Contract with cab owners	7500	3	22500
	Note: Assuming 15 students per cab for 3 Km range			

Salary				
1	Owners/ Teachers	40000	4	160000
2	Teachers	25000	2	50000
3	Caretakers	8000	1	8000
		Total		218000

Other Bills			
1	Electricity Bills	Lump Sum	4000
2	Water Bill	Lump Sum	500
		Total	4500

Break even Analysis

Income in 2 Years							
	Admission Fee (N)	Admission Fee (KG)	Nursery Fee	KG Fee	Transportation Fee	Total	
Year 1	250000	300000	900000	105000 0	240000	274000 0	80,36,00 0
Year 2	400000	480000	1536000	288000 0	422400	529600 0	

Year 1 Expenditure												
Time	1st Month	2nd Month	3rd Month	4th Month	5th Month	6th Month	7th Month	8th Month	9th Month	10th Month	11th Month	12th Month
Expenditure												
Rent	30000	30000	30000	30000	30000	30000	30000	30000	30000	30000	30000	30000
Office Equipment	545000	0	0	0	0	0	0	0	0	0	0	0
Transportation	22500	22500	22500	22500	22500	22500	22500	22500	22500	22500	22500	22500
Salary	218000	218000	218000	218000	218000	218000	218000	218000	218000	218000	218000	218000
Facility	4500	4500	4500	4500	4500	4500	4500	4500	4500	4500	4500	4500
Misc Expenditure	15000	15000	15000	15000	15000	15000	15000	15000	15000	15000	15000	15000
Total	835000	290000	290000	290000	290000	290000	290000	290000	290000	290000	290000	290000
								1st Year Total Expenditure			40,25,000	

Year 2 Expenditure												
Time	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Expenditure	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month	Month
Rent	33000	33000	33000	33000	33000	33000	33000	33000	33000	33000	33000	33000
Office Equipment	0	0	0	0	0	0	0	0	0	0	0	0
Transportation	24750	24750	24750	24750	24750	24750	24750	24750	24750	24750	24750	24750
Salary	239800	239800	239800	239800	239800	239800	239800	239800	239800	239800	239800	239800
Facility	0	0	0	0	0	0	0	0	0	0	0	0
Misc Expenditure	16500	16500	16500	16500	16500	16500	16500	16500	16500	16500	16500	16500
Total	314050	314050	314050	314050	314050	314050	314050	314050	314050	314050	314050	314050
								2nd Year Total Expenditure		3768600		

Total Income (In 2 Year) = 80, 36,000

Total Expenditure (In 2 Year) = 77, 93,600

Hence, roughly in 2 Years Break even can be achieved

Data collection sources/techniques

As already discussed under the Research Methodology heading, online questionnaires were prepared and invitation is sent to friends and colleagues who had experienced services of Pre-Primary schools during schooling for either their own child or for their family member's child. Most of them responded on their own while some of them who are within our reach were told to answer our questions and their questionnaire was filled by me personally in their presence. Some of them faced problems while filling up online questionnaire which was solved on telephone as their problems were minor.

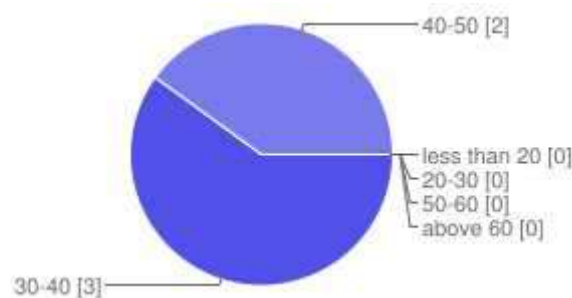
Descriptive statistics

Responses based on our 2 questionnaires are presented here using google survey analytics:

Questionnaire 1: Understanding Service Delivery in Delhi's Pre-schools: For Owners

This questionnaire is designed to understand the challenges faced in effective service delivery of Pre-schools in Delhi.

Age



less than 20	0	0%
20-30	0	0%
30-40	3	60%
40-50	2	40%
50-60	0	0%
above 60	0	0%

Educational Qualification

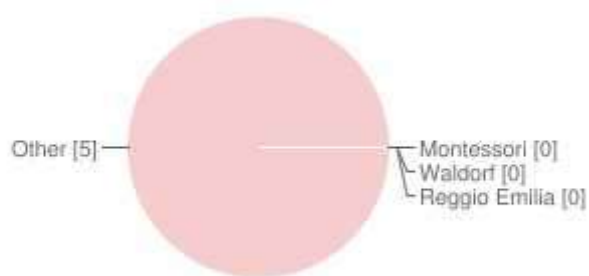
B.A.Ed. or equivalent	3	60%
Diploma in teaching	0	0%
B.Com./ B.Sc./ Other Bachelor's	0	0%
B.E./ B.Tech. or equivalent	0	0%
M.B.B.S/ B.D.S./ Nursing	0	0%
Master's or equivalent	2	40%
Ph.D.	0	0%
Other	0	0%

Specific Information

What is the name of your Pre-school?

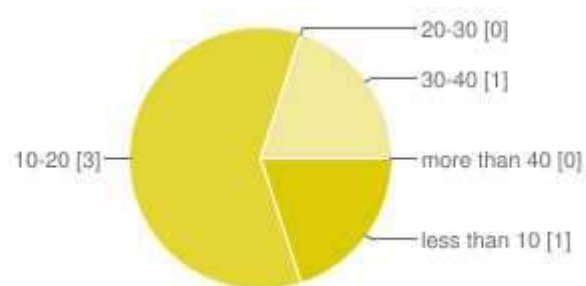
Vidyanjali
Millennium School
Presidium
Darshan Academy
Eden Castle, Paschim Vihar

What is the educational method employed by your Pre-school?



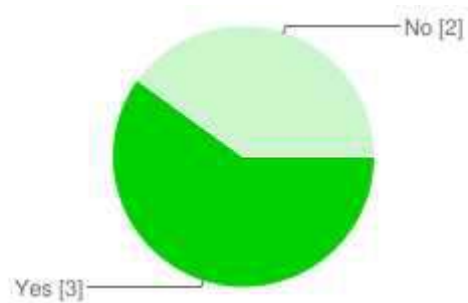
Montessori	0	0%
Waldorf	0	0%
Reggio Emilia	0	0%
Other	5	100%

What is your average class size?



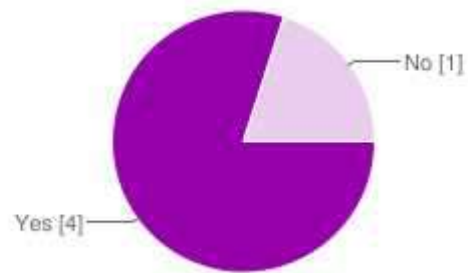
less than 10	1	20%
10-20	3	60%
20-30	0	0%
30-40	1	20%
more than 40	0	0%

Do you provide transport to and from children's homes?



Yes	3	60%
No	2	40%

Do you publish regular newsletters?

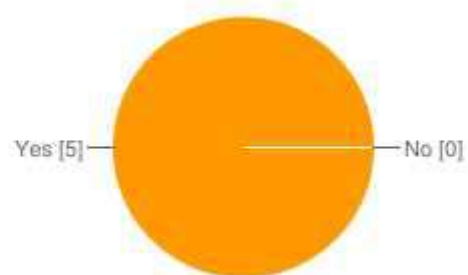


Yes	4	80%
No	1	20%

Do you have a social media channel?

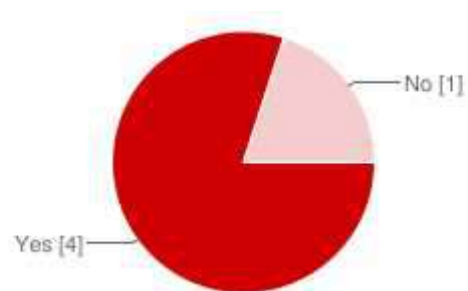
Facebook	2	40%
Linkedin	0	0%
Twitter	1	20%
None	2	40%
Other	2	40%

Do you use Parent - Teacher Meetings to understand Parents' expectations?



Yes	5	100%
No	0	0%

Do you use PTMs as a source to improve upon your service design?



Yes	4	80%
No	1	20%

On a scale of 1 to 10, how closely are your school's employees able to follow the established standard operating procedures?

1-6	0	0%
7	1	20%
8	2	40%
9	1	20%
10	1	20%

How do you communicate improvements in the school's processes and infrastructure to the Parents?

Newsletters
Newsletters, Parents participation in school events, Facebook, google+ and you tube.
Social Media, Newsletters and PTMs
Social Media

Please list down some challenges faced by you while running the Pre-school

None. The working conditions are good and teachers are treated nicely. Its good to be working here.

Budget needs to increase due to inflation, but fees cannot increase proportionately, so we have no option but to increase class strength, then parents complain about individual attention.

Introduction of transportation facilities into school infrastructure, dining facilities, availability of quality teachers and staff, reducing teacher: child ratio has budgetary limitations

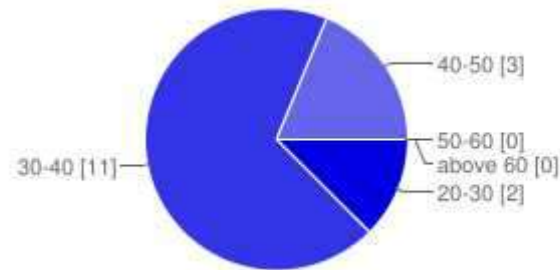
Management attention to pre-school should also be as much as primary school and high school. Older kids bully smaller kids, discipline issues, parent cooperation and involvement is limited

External factors which affects school like traffic, infectious diseases like swine flu, staff management

Questionnaire 2: Understanding Service Delivery in Delhi's Pre-schools: For Parents

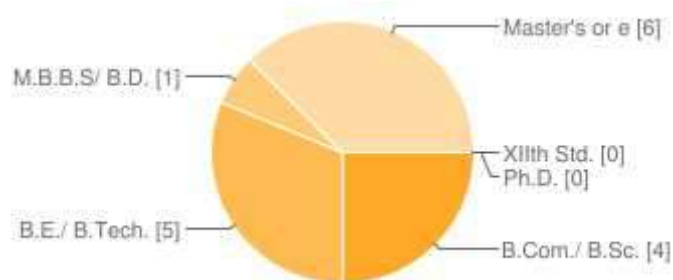
This questionnaire is designed to understand challenges faced in service delivery for Pre-schools.

Age



Age Group	No. of respondents	% age
20-30	2	12.5%
30-40	11	68.8%
40-50	3	18.8%
50-60	0	0%
above 60	0	0%

Educational Qualification

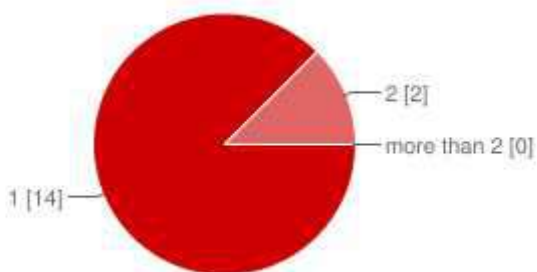


Educational Qualification	No. of respondents	% age
XIIth Std.	0	0%
B.Com./ B.Sc./ Other Bachelor's	4	25%
B.E./ B.Tech. or equivalent	5	31.3%
M.B.B.S/ B.D.S./ Nursing	1	6.3%
Master's or equivalent	6	37.5%
Ph.D.	0	0%

Profession

Service
IT Professional
Government Service
Electrical Engineer
Govt. Officer
Home maker
Engineer
Software Engineer
Scientist
IT
Engineer
Software Engineer
Service

How many children do you have between the ages of 2 and 6?



No. of children	No. of respondents	% age
1	14	87.5%
2	2	12.5%
more than 2	0	0%

Specific Information

Please name the Pre-school(s) your child (ren) has/ have attended

Nav jyoti Public School
Millenium School
Vanasthali School
Guukul Preparatory School
Madhuban Pre-nursery school Eden castle Pre-nursery school
Presidium
Darshan Academy
Kidstar,Shemrock
DAV Public school
Vudyanjali
D.A.V. Public School
little hearts
DAV Public School
Santfort
kidzee

How satisfied are you from your child(ren)'s Pre-school experience, on a scale of 1 to 10?

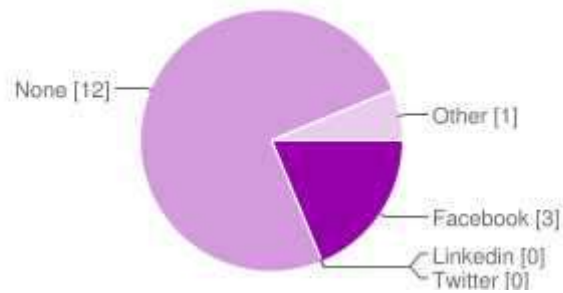
Scale	No. of respondents	% age
1	0	0%
2	1	6.3%
3	0	0%
4	0	0%
5	0	0%
6	0	0%
7	5	31.3%
8	6	37.5%
9	0	0%
10	4	25%

How beneficial are Parent - Teacher Meetings (PTM) held by your child(ren)'s Pre-school?

Scale	No. of respondents	% age
1	0	0%
2	0	0%
3	1	6.3%
4	0	0%
5	0	0%
6	3	18.8%
7	3	18.8%

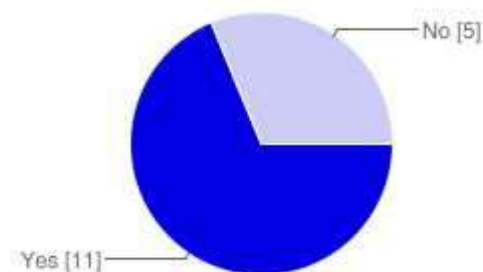
8	6	37.5%
9	2	12.5%
10	1	6.3%

Does your child(ren)'s Pre-school have a social media channel?



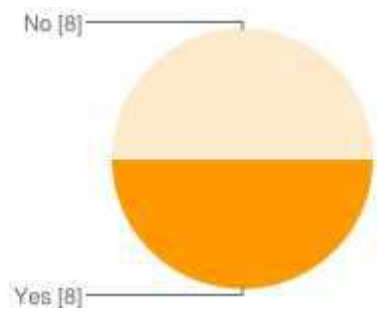
Facebook	3	18.8%
Linkedin	0	0%
Twitter	0	0%
None	12	75%
Other	1	6.3%

Does your child(ren)'s Pre-school provide transport to and from Home?



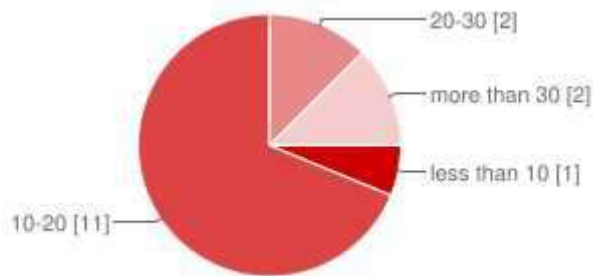
Yes	11	68.8%
No	5	31.3%

Does your child(ren)'s Pre-school publish regular newsletters discussing new initiatives and children's achievements?



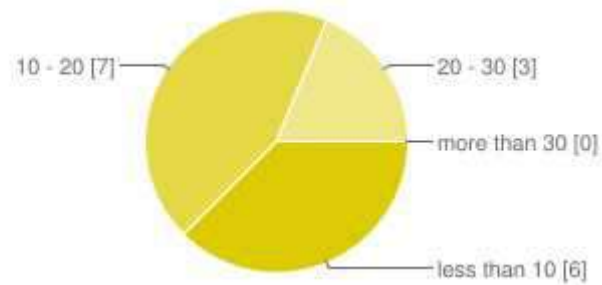
Yes	8	50%
No	8	50%

What is the typical class size in your child(ren)'s Pre-school?



less than 10	1	6.3%
10-20	11	68.8%
20-30	2	12.5%
more than 30	2	12.5%

What is the ideal class size you are most comfortable with in your child(ren)'s Pre-school?



less than 10	6	37.5%
10 - 20	7	43.8%
20 - 30	3	18.8%
more than 30	0	0%

Proximity to Home [Please rank your expectations from a Pre-school, in level of Importance]

1	6	37.5%
2	4	25%
3	0	0%
4	0	0%
5	1	6.3%
6	1	6.3%
7	1	6.3%
8	0	0%
9	2	12.5%
10	1	6.3%

Infrastructure [Please rank your expectations from a Pre-school, in level of Importance]

1	2	12.5%
2	2	12.5%
3	2	12.5%
4	1	6.3%
5	0	0%
6	2	12.5%
7	4	25%
8	0	0%
9	0	0%
10	3	18.8%

Safety & Security [Please rank your expectations from a Pre-school, in level of Importance]

1	5	31.3%
2	3	18.8%
3	2	12.5%
4	1	6.3%
5	0	0%
6	0	0%
7	0	0%
8	1	6.3%
9	0	0%
10	4	25%

Affiliation to Brand [Please rank your expectations from a Pre-school, in level of Importance]

1	3	18.8%
2	1	6.3%
3	2	12.5%
4	0	0%
5	0	0%
6	2	12.5%
7	2	12.5%
8	3	18.8%
9	2	12.5%
10	1	6.3%

Classroom Strength [Please rank your expectations from a Pre-school, in level of Importance]

1	1	6.3%
2	2	12.5%
3	0	0%
4	2	12.5%
5	2	12.5%
6	0	0%
7	2	12.5%
8	3	18.8%
9	4	25%
10	0	0%

Regular Communication [Please rank your expectations from a Pre-school, in level of Importance]

1	1	6.3%
2	1	6.3%
3	1	6.3%
4	1	6.3%
5	2	12.5%
6	2	12.5%
7	3	18.8%
8	3	18.8%
9	1	6.3%
10	1	6.3%

Accreditation [Please rank your expectations from a Pre-school, in level of Importance]

1	3	18.8%
2	2	12.5%
3	1	6.3%
4	1	6.3%
5	2	12.5%
6	1	6.3%
7	1	6.3%
8	1	6.3%
9	2	12.5%
10	2	12.5%

References [Please rank your expectations from a Pre-school, in level of Importance]

1	1	6.3%
2	0	0%
3	1	6.3%
4	0	0%
5	3	18.8%
6	0	0%
7	1	6.3%
8	2	12.5%
9	2	12.5%
10	6	37.5%

Fees [Please rank your expectations from a Pre-school, in level of Importance]

1	4	25%
2	0	0%
3	3	18.8%
4	2	12.5%
5	1	6.3%
6	2	12.5%
7	1	6.3%
8	0	0%
9	2	12.5%
10	1	6.3%

Educational Philosophy [Please rank your expectations from a Pre-school, in level of Importance]

1	1	6.3%
2	4	25%
3	0	0%
4	3	18.8%
5	0	0%
6	2	12.5%
7	0	0%
8	2	12.5%
9	2	12.5%
10	2	12.5%

Please mention one thing you like(d) most about your child(ren)'s Pre-school

Near to our home , that's why we feel safe
Lovely
They became ready to take very naughty child.
Attentive toward all activities happened in school
Discipline
Professional Teachers with good interaction with students
School provide Fun loving activities like splash pool, picnic, recreational visits and stage exposure to child along with studies
Nice school environment which is good for children
Proximity to home
Way of Teaching. Activity which inculcate confidence in ward.
his teacher at the play group was amazing... my son was just 19 months when he joined and she could teach him everything from colour recognition.. to counting n grouping things. the teacher as an individual - her commitment n dedication n passion was evident in the childs progress....
Teachers communication with parents
Proximity to Home
Proximity from home
Spirituality Teaching to child right from Begining Opportunity to child for public speaking (Stage)
The initiative of Head of the School and arranging Annual Day function with tiny kids.

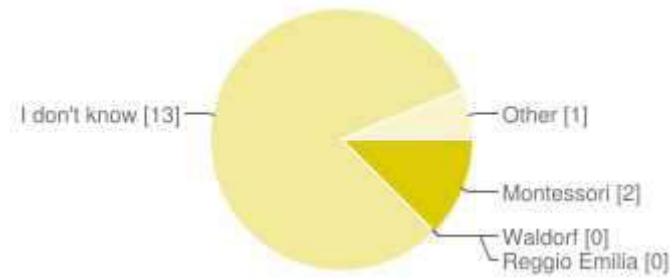
Please mention one thing that you dislike(d) most about your child(ren)'s Pre-school

Fees Structure: Annoying
No cleaning, unhygienic, Indian toilets
Not taking meal at school most of time
NA
i wish there were stricter rules for sick kids to keep away from school.
Less of Group activities
Teacher's behavior
Quality of Teachers (as most are locally inducted)
Teachers discipline: Particular teacher for a particular subject
Less communication
Fees Structure
Class size
Not much focus on communication with students in English
Fees
Infrastructure could be better

Which of the following educational philosophies are you aware of?

Montessori	8	50%
Waldorf	0	0%
Reggio Emilia	0	0%
None	8	50%
Other	1	6.3%

Which of the following educational philosophies does your child(ren)'s Pre-school follow?



Montessori	2	12.5%
Waldorf	0	0%
Reggio Emilia	0	0%
I don't know	13	81.3%
Other	1	6.3%

Please take out 2 minutes to describe a perfect Pre-school, according to you

CCTV cameras enabled campus, Well qualified teachers, Transparency in school management
where ward can learn basics of education and life in stress free environment. Some activity shall be customize according to ward's interest / talent.
Well focused on students' overall growth with teacher student ratio of maximum 1:25 that would enable teachers to focus and pay attention on students individually.
School premises should be safe and secure even during transporting. A trained, qualified staff is one advantage preschools. Preschool teachers should have at least two years of college and a background in early childhood development as well as other emergency training. A good preschool is clean and safe. Make sure the floors, walls, and kitchen area are clean. Also check that food preparation areas are far away from the bathrooms, and the building is adequately ventilated.
1. Affordable fees 2. Proximity to home 3. Educated teachers 4. Child safety
Education: At this stage, kids just learn to know what things are and are at their pure state of mind. therefore if by some means we can indulge good practices in the form of habits, thinking, daily routine than that could make a long lasting effect on them which can transform a simple life to great life.
study should be useful for child and compatible with higher studies (Useful in long run either it is hobby, skill etc)
A Perfect Pre-School includes: Safety and Security Adequate staff Infrastructure Fun Loving Activities Healthy Meal Transportation Facility Activities including intellect and Social interference provided to child
Time schedules of child in school should be well defined. Proper fees escalation as per norms. Disciplined education.
follow s as mentio ned above
A school should operated in discipline, the quality of education that matter the most.
Reasonable Fees Safety: Sholuld be near to home Teachers: Well educated and able to communicate with child properly Activity based curriculam

1. Quality Teachers and their regular orientation to adopt various latest teaching methods including audio-visual aid for overall development of a child 2. Interactive and knowledge building group activities 3. Teacher/ student ratio as 1:10 4. Attractive infrastructure 5. Pick up / drop facilities 6. Dining facilities for breakfast / lunch

Very clean, with lots of activities to play, More professional and trained teachers with small kids.

1. neat clean hygienic 2. curricula that stimulates all aspects of child development 3. proximity to the residence 4. above all a genuine committed teacher

FINDINGS

- 25% parents were extremely satisfied with their child's Preschool while around 70% mark between 7&8 on our satisfaction scale. Hence most of the parents had overall nice experience with their child's Preschool.
- 75% parents says their child's Preschool don't have any social media channel, around 20% parents says their child's Preschool use Facebook as their social media channel.
- 70% Parents sent their child to a Preschool which provided transport facility.
- 50% - 50% Parents on the question of publishing newsletters from the Preschool of their child discussing new initiatives and children's achievements.
- 70% Preschools have 10-20 class size. Only 6 % have class size less than 10.
- 44% parent's feels that class size should be 10-20 while around 40% parents feels that ideal class size should be less than 10.
- Most of the parents think that Parent teachers meetings are beneficial.
- Most of the schools follow their own educational philosophies, which usually borrow from the established theories like Montessori, Waldorf and Reggio Emilia.
- Parents prefer curricula that promote all-round development of their children.
- Cleanliness, safety and security of children are of utmost priority among parents of pre-schoolers.

Parents' satisfaction from their children's Pre School

One fourth of the surveyed parents were highly satisfied with their Childs Pre-school, hence to attract them and convincing them to adopt a new education philosophy would be the task of prime importance.

- Proximity to Home: 40% parents placed it at rank 1
- Infrastructure : 60% parents placed it between rank 5 to 10
- Safety & Security: 70% parents placed it between rank 1 to 4
- Affiliation to Brand : Mixed reviews
- Classroom Strength : 55% parents placed it between rank 7 to 9
- Regular Communication: Mixed reviews
- Accreditation: Mixed reviews
- References: 40% parents placed it at rank 10
- Fees: 55% parents placed it between rank 1 to 4
- Education Philosophy: 50% parents placed it between rank 1 to 4

Perfect Pre School: Parents view

Parents were asked to give suggestion regarding a perfect Preschool. Their answers have been classified into following 5 categories:

- **Teachers:** Well qualified, experienced teachers, Maximum teacher to student ratio 1:25, well focused on students' overall growth with teacher student ratio of maximum 1:25 that would enable teachers to focus and pay attention on students individually, should be trained for emergency situations, regular orientation to adopt various latest teaching methods including audio-visual aid for overall development of a child
- **School management:** Transparent & affordable Fee structure, Discipline
- **Infrastructure:** Neat, clean, ventilated, safe, secure, near to child's residence
- **Education:** Fun Loving Activities, stress free environment, some activity shall be customizing according to child's interest / talent, Interactive and knowledge building group activities

- **Facilities:** Healthy Meals, Transportation Facility, Pick up/ drop facilities, Dining facilities for breakfast / lunch

Hence, parents' view defines our focus areas i.e. Teachers, School Management, Infrastructure, Education & Facilities.

RECOMMENDATIONS

- Class strength should be less than 10 children per class for individualized attention
- Effective understanding of parents' expectations is important for memorable service delivery
- Standard operating procedures need to be established to fulfil identified expectations effectively
- Develop a training and onboarding program to ensure employees follow the SOPs closely
- Regular communication with parents should ensure awareness about developments and improvements in the school, social media is a great way to engage parents and keep them informed
- Children's individual talents need to be identified and the child should be encouraged to explore via play-based, experiential learning
- Due care should be taken to ensure physical and mental well-being of each child, assigning senior mentors will help young children adjust to school schedules
- According to William Ralph Inge, a well-known English clergyman in the 19th century, "The aim of education is the knowledge not of facts but of values", thus the children enrolled in the school need to be imparted good social and cultural values apart from the standard curriculum
- Parent-Teacher meetings should be leveraged effectively to collect feedback and discuss developments in the school
- Founders of the Pre-school should attend conferences and seminars on the subject of primary education for networking in the industry
- Website of the school should have sample learning media to give a better insight into the educational philosophy adopted by the school
- Social media should be leveraged to engage prospective customer base, i.e. parents of potential pre-schoolers
- Personal interaction with parents needs to begin at least 6 months before launch, to generate awareness about the new school

LIMITATIONS OF THE STUDY

- The survey was conducted on respondents from Delhi Only.
- Only internet enabled persons were able to participate in the survey.
- Due to time limitation personal interviews were remained limited.

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ANNEXURES

Annexure – I

Questionnaire 1: Understanding Service Delivery in Delhi's Pre-schools: For Owners

This questionnaire is designed to understand the challenges faced in effective service delivery of Pre-schools in Delhi.

Understanding Service Delivery in Delhi's Pre-schools

This is an academic research that aims to understand the challenges faced in effective service delivery of Pre-schools in Delhi. Your responses are extremely valuable and will be treated with utmost confidentiality. Thank you for your time and opinion.

*** Required**

General Information

Name *

Designation *

Age *

- ☐ Less than 20
- ☐ 20-30
- ☐ 30-40
- ☐ 40-60
- ☐ 60-69
- ☐ above 60

Educational Qualification *

- ☐ B.A.Ed. or equivalent
- ☐ Diploma in teaching
- ☐ B.Com./ B.Sc./ Other Bachelor's
- ☐ B.T./ B.Tech. or equivalent
- ☐ M.B.B.S/ B.D.S./ Nursing
- ☐ Master's or equivalent
- ☐ Ph.D.
- ☐ Other

Specific Information

What is the name of your Pre-school? *

What is the educational method employed by your Pre-school? *

☐ Montessori

☐ Waldorf

☐ Reggio Emilia

☐ Other:

What is your average class size? *

☐ less than 10

☐ 10-20

☐ 20-30

☐ 30-40

☐ more than 40

Do you provide transport to and from children's homes? *

☐ Yes

☐ No

Do you publish regular newsletters? *

☐ Yes

☐ No

Do you have a social media channel? *

☐ Facebook

☐ LinkedIn

☐ Twitter

☐ None

☐ Other:

Do you use Parent - Teacher Meetings to understand Parents' expectations? *

☐ Yes

☐ No

Do you use PTMs as a source to improve upon your service design? *

☐ Yes

☐ No

On a scale of 1 to 10, how closely do your employees follow the established standard operating procedures? *

This is an academic research and your responses will be kept confidential, so please be frank

1 2 3 4 5 6 7 8 9 10

Very Loosely ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Very Closely

How do you communicate improvements in the school's processes and infrastructure to the Parents? *

Please list down some challenges faced by you while running the Pre-school *

Be as descriptive as possible

Annexure – II

Questionnaire 2: Understanding Service Delivery in Delhi's Pre-schools: For Parents

This questionnaire is designed to understand the challenges faced in effective service delivery of Pre-schools in Delhi.

Quality of Pre-school education in India

This academic research aims to understand the gaps between customer expectations and service delivery in Pre-schools based in Delhi. Your inputs are valuable, and will be kept completely confidential.

* Required

General Information

Name *

Age *

- ☐ 20-30
- ☐ 30-40
- ☐ 40-50
- ☐ 50-60
- ☐ above 60

Educational Qualification *

- ☐ X/10th Std.
- ☐ B.Com./ B.Sc./ Other Bachelor's
- ☐ B.E./ B.Tech. or equivalent
- ☐ M.B.B.S./ B.D.S./ Nursing
- ☐ Master's or equivalent
- ☐ Ph.D.

Profession *

How many children do you have between the ages of 2 and 6? *

- ☐ 1
- ☐ 2
- ☐ more than 2

Specific Information

Please name the Pre-school(s) your child(ren) has/ have attended. *

Separate each name with a comma (,)

How satisfied are you from your child(ren)'s Pre-school experience, on a scale of 1 to 10? *

1 2 3 4 5 6 7 8 9 10

Extremely Dissatisfied ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Extremely Satisfied

How beneficial are Parent - Teacher Meetings (PTM) held by your child(ren)'s Pre-school? *

1 2 3 4 5 6 7 8 9 10

Extremely unhelpful ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Extremely beneficial

Does your child(ren)'s Pre-school have a social media channel? *

☐ Facebook

☐ LinkedIn

☐ Twitter

☐ None

☐ Other:

Does your child(ren)'s Pre-school provide transport to and from Home? *

☐ Yes

☐ No

Does your child(ren)'s Pre-school publish regular newsletters discussing new initiatives and children's achievements? *

- ☐ Yes
☐ No

What is the typical class size in your child(ren)'s Pre-school? *

- ☐ less than 10
☐ 10-20
☐ 20-30
☐ more than 30

What is the ideal class size you are most comfortable with in your child(ren)'s Pre-school? *

- ☐ less than 10
☐ 10-20
☐ 20-30
☐ more than 30

Please rank your expectations from a Pre-school, in level of Importance *

Rank 1 being the most important expectation

	1	2	3	4	5	6	7	8	9	10
Proximity to Home	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Infrastructure	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Safety & Security	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Affiliation to Brand	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Classroom Strength	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
Regular Communication	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Accreditation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
References	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Fees	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Educational Philosophy	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Please mention one thing you like(d) most about your children/s Pre-school *

Please mention one thing that you dislike(d) most about your children/s Pre-school *

Which of the following educational philosophies are you aware of? *

You may choose more than one option

- ☐ Montessori
- ☐ Waldorf
- ☐ Reggio Emilia
- ☐ None
- ☐ Other:

Which of the following educational philosophies does your children/s Pre-school follow? *

- ☐ Montessori
- ☐ Waldorf
- ☐ Reggio Emilia
- ☐ I don't know
- ☐ Other:

Please take out 2 minutes to describe a perfect Pre-school, according to you *

At least 50 letters