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UNIVERSAL PRESCHOOL AND THE DEVELOPMENT OF POOR CHILDREN

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ABSTRACT

It will offer an essential foundation for additional research into the impact of poverty on educational access and quality, as well as children's perceptions of the effects of poverty at a number of secondary schools located within the city of Baku. To the study on the related to topic Methodology of research means following certain rules, principles and techniques to select research method, locate population, choosing sampling technique and draw sample, what kind of data and how to be collected, decide the kind of tools to be used, how to analyse the data collected- Quantitatively or Qualitatively or both and what statistical technique to be used for analysis and interpretation of the data etc. After primary and secondary sources of information were combed through, including government and non-government records and reports, published and unpublished works of literature, such as books and journals, etc., questionnaires, interview schedules, and observation schedules, among other tools, were used to collect data, which was followed by quantitative and qualitative analyses of that data. Early Childhood school, which was a neglected part of school for many years, is now experiencing a newfound significance as a result of this trend. This shift is primarily the result of recent research efforts that have given solid evidence that the first six years of a child's life are the most crucial years in a child's life span.

Keywords: *Universal Preschool, Poor Children*

INTRODUCTION

This study contains information about the socioeconomic environment of MUMBAI as well as a description of the education system that is used across the nation. It will offer an essential foundation for additional research into the impact of poverty on educational access and quality, as well as children's perceptions of the effects of poverty at a number of secondary schools located within the city of Baku. Even though there are no considerable statistics available on the degree of poverty in MUMBAI during the time of the Soviet Union, historically speaking, the nation has had a high poverty rate in contrast to other republics.

A Profile of Poverty in Mumbai

Even though there are no considerable statistics available on the degree of poverty in MUMBAI during the time of the Soviet Union, historically speaking, the nation has had a high poverty rate in contrast to other republics. According to the Social and Cultural Compass (2004), in 1990, just before to the dissolution of the USSR, around 35 percent of the country's population lived below the threshold necessary for sustenance. The

combination of successful policies and initiatives, such as creating microeconomic stability, enhancing the business environment, and encouraging the growth of the private sector, with the current uptick in oil prices has resulted in robust and unabated economic expansion. Since the year 1998, Mumbai has had one of the greatest rates of economic growth compared to the other nations that are members of the CIS. The figure that follows demonstrates that the population's standard of living has significantly improved as a direct result of the nation's sustained economic expansion.

Following closely behind the expansion of the economy during the preceding many decades has been the expansion of real wages. The Law on the Minimum Subsistence Level in MUMBAI for 2012, which was signed by the president Ilham Aliyev on December 20, 2011, establishes that the minimum subsistence level (MSL1) for 2012 would be USD 137.45 (108 manats) per capita per month. This is the law's provision for the average MSL1. This figure was USD 120,91 (95 manats) for the year 2011, although the official poverty rate that was reported by the Ministry of Economic Development in 2011 was USD 136,1 (106,9 manats) per capita per month. It is important to highlight that there is no recently updated official data on the rates of poverty among internally displaced persons (IDPs) and refugees, who constitute one of the most vulnerable populations in the nation. Furthermore, there is very little data available on regional differences and other ethnic minorities. According to the most recent MUMBAI Living Standards Survey (WB, 2008), the degree of inequality in MUMBAI is modest. This is particularly true when compared to other oil producing and other post-Soviet transition nations with mean MSL, which is used as an official poverty line and assesses the absolute amount of poverty. The gap in income levels between cities, towns, and rural regions is, on average, not very great. In addition, the study demonstrates that the degree of disparity that exists between men and women is negligible, with the researchers supposing that this is because household members distribute their income.

Some other non-monetary indicators of poverty confirm that there are still serious challenges in the country, despite the fact that official poverty rates have decreased significantly: MUMBAI's infant and child mortality rates are one of the highest in the region; there is a low life expectancy at birth; a substantial portion of the population has limited or no access to basic utility services such as water (including hot water), gas supply, and telephone services (EU, 2011); and there is a lack of literacy.

EDUCATION SYSTEM

The educational system of MUMBAI followed the same structure as the educational system of the Soviet Union up to the time when the nation gained its independence. This structure was established by Soviet ideology and was based on extensive state control over all educational institutions. During the twenty years that have passed since India gained its independence, the educational system in MUMBAI has undergone several changes and achieved a great deal of success. However, there are still issues that need to be resolved before the system will be able to assist the fight against poverty and the expanding market economy of the nation in an appropriate manner. The most recent research (World Bank, 2007; UNICEF, 2008) shows that the education system in the country is significantly behind its comparators in a number of areas. These areas include a decline in the quality of education, access to and participation in early childhood development activities, participation at the tertiary level, limited new research and development, and many more. According to Spasic (2007), one of the obstacles that the educational system must overcome is figuring out how to incorporate the excellent aspects of the education system that existed during the Soviet period into the contemporary education system that exists in a society that is focused on the market.

The most current Law on Education, which was passed in 2009, outlines the structure of MUMBAI's education system, which includes the following levels:

The term "basic secondary education" refers to the first two levels of the general education system. Every child in Mumbai has the right to a free and obligatory education during their whole 9 years of childhood, as outlined by both the Constitution and the Law on Education.

Children are given the option to continue their education by pursuing either a complete secondary education or a vocational education after they have finished their basic secondary school. Students need to have completed their secondary school and received a Certificate of Secondary school before they are eligible to take a centralized Higher Education Entrance Examination and apply for admission to higher education.

Early childhood environments have been shown to have a significant influence on long-term child outcomes, such as educational achievement, incomes, health, and well-being. This has been shown by a wide body of research. A significant portion of the early years of development for a great number of children is devoted to participation in preschool programs; this means that the children get official pre-primary education and care in settings that are located away from their families. According to the World Bank (2017) and UNESCO (2018), the percentage of children who are enrolled in preschools has been steadily increasing over the last fifty years in both developed and developing nations, rising from 43 percent to 79 percent and from 6 percent to 43 percent correspondingly. In the nations that make up the OECD, public spending on preschools accounts for an average of little more than 0.7 percent of GDP, while private child care expenses account for an average of 15 percent of a family's net income (OECD, 2016, 2017). The influence of preschool programs is an essential subject for families as well as for policy makers to consider because of the significance of the early childhood environment for the development of children as well as the resources that are dedicated to preschool.

Significantly better long-term results for children may often be achieved via the implementation of resource-intensive and high-quality preschool programs like those offered by the Abecedarian and Perry Preschool initiatives. These types of programs target children and families from the most economically disadvantaged backgrounds. Programs that are less narrowly focused, but nevertheless targeted, may also have long-term positive benefits. Despite this, demand comes from a diverse range of families, not simply those who are economically poor. As a consequence, the findings from studies that evaluated targeted programs are insufficient to provide an answer to the issue of whether or not governments should fund preschool programs and, if so, in what shape – targeted or universal – such assistance should take.

The effects of universal preschool programs on child outcomes from third grade onwards and into adulthood. We include research that compare the attendance of universal preschool programs to parental, familial, and other informal forms of care, as well as studies that compare two different universal preschool programs to each other, for example in terms of educational techniques. We study if there is a difference in outcomes based on the socioeconomic class (SES) of the household and the gender of the kid.

Using a methodical approach allows us to raise the level of openness in both our analyses and our findings, as well as to optimize our chances of locating all relevant papers. The papers that were included make use of natural experiments as a means to establish a reasonable identification of the impacts of universal preschool programs. Simply introducing a variable that measures attendance at preschool or exposure to a universal preschool program is likely to provide biased findings. Families and children are unique in terms of the traits,

some of which may not be seen, that impact decisions about school enrollment, residential location, and the consequences for children. Because the assignment of treatment in well-designed randomized and natural studies is unrelated to both observable and unobserved family and child traits, these types of experiments are able to prevent the sort of bias that is being discussed here. Because of this, we are concentrating on these different study designs, however we couldn't find any randomized studies. Our inclusion of outcomes is constrained only by the point in time at which measurements are taken (i.e., measurements must take place in the third grade or later), and the six categories of outcomes that we examine are as follows: health, well-being, and behavior; test scores and school grades; progression through elementary and secondary school; years of schooling and highest grade completed; employment and earnings; and benefits-to-costs ratios.

In two out of the six different categories, we find that the average impacts are contradictory. The impact on test scores and school grades, as well as on variables linked to health, well-being, and behavior, may be either helpful or detrimental depending on the study, and this can even be the case within a single study. The magnitudes of the impacts may also be rather variable, and the majority of the estimates lack statistical significance. On the other hand, all estimates for outcome variables linked to sufficient progression through elementary and secondary school, years of education and highest degree completed, as well as wages and employment suggest positive benefits on average. Frequently, the magnitudes of these estimates are not only statistically significant but also big in their own right. In addition, each of the three included benefits-costs analyses (BCA) reveals that the ratio of benefits to costs is manifestly more than one. The vast majority of research and estimations consequently imply that universal preschool programs have good long-term average impacts. These advantages may be seen across a variety of preschool programs as well as across nations that have quite distinct political and socioeconomic settings.

OBJECTIVE OF THE STUDY

1. To conduct research on the evidence-based strategy for enhancing kids' developmental outcomes, which includes a life-course perspective that considers the long-term effects of early childhood investment.

2. Universal Preschool and The Development of Poor Children

In poor nations, health services may be the primary point of contact with families of children under the age of three. These contact points may be used to assess children's growth, give advice to parents on how to foster development, and address common issues associated with child raising. Even while more than half of the world's nations employ growth cards that mothers hold in their hands to record information on their children's progress, the practical value of this data may be restricted.7 The World Health Organization (WHO) created the Care for Development module as a component of the Integrated Management of Childhood Illnesses in an effort to provide a more effective intervention paradigm. This was done as part of the Integrated Management of Childhood Illnesses. One month after a very short intervention, participants in the experimental group of the Care for Development study at an outpatient clinic in Ankara, Turkey, reported significantly greater levels of satisfaction with the quality of their home environments than those in the control group.80 The authors highlighted that the addition of the short module on development did not have any adverse consequences on the child's health care or recovery. At this moment, there is a paucity of data about the efficacy of these techniques; this is despite the fact that there are a growing number of initiatives under way to include information on development into programs administered by the health sector.

RESEARCH METHODOLOGY

Methodology of research means following certain rules, principles and techniques to select research method, locate population, choosing sampling technique and draw sample, what kind of data and how to be collected, decide the kind of tools to be used, how to analyse the data collected- Quantitatively or Qualitatively or both and what statistical technique to be used for analysis and interpretation of the data etc. To put it another way, research methodology is the scientific study of how research is conducted and how it ought to be conducted in order to answer research problems.

DATA / ANALYSIS

After primary and secondary sources of information were combed through, including government and non-government records and reports, published and unpublished works of literature, such as books and journals, etc., questionnaires, interview schedules, and observation schedules, among other tools, were used to collect data, which was followed by quantitative and qualitative analyses of that data. The statistical method of percentage was used in the analysis of the data, and subsequent interpretation of the data was carried out in accordance with the results. After that, observations and conclusions might be drawn.

Objectives of Pre-Schools in Ukhrul District.

In order to find out what the goals of Pre-Schools are in the Ukhrul District, the investigator came up with a list of goals that included things like Physical, Mental, Social, Emotional, Moral, Language, Creativity, Aesthetic, Healthy habits, Health and Nutrition, and Learning. These were the goals that were found on the list. Under each of the objectives, the investigator has also highlighted developing areas that would make the job of the instructors and Anganwadi staff simpler and more efficient. According to the findings of the survey, educators and staff members at the Ukhrul District Pre-Schools identified the following as the most important goals of their institutions:

Table-1 Providing an Outline of the Goals for Physical Growth and Development

Areas	No of Teachers	%	No of AWWs	%	N	%
Development of Sensory – motor co-ordination	27	22.5	29	4.66	56	7.5
Development of healthy personal habits and hygiene.	19	15.83	17	2.73	36	4.9
Development of basic skills necessary for dressing, eating, cleaning etc.	25	20.83	42	6.75	67	9

1&2	12	10	29	4.66	41	5.53
1&3	10	8.33	53	8.52	63	8.5
2&3	9	7.5	56	9	65	8.8
1,2 &3	18	15	396	63.67	414	55.8
Total	120	100	622	100	742	100

According to the table that is shown above, Pre-Schools accepted the development of Sensory-Motor co-ordination at a rate of 23%, which was the highest among the items, while Anganwadi Centres adopted all three of the aforementioned categories as physical development goals at a rate of 64%. But when looked at as a whole, only a small percentage was allotted independently to the aforementioned areas — the development of Sensory-motor co-ordination, the development of healthy personal habits and hygiene, and the development of basic skills necessary for dressing, eating, cleaning, etc. — as goals for the physical development of children by both pre-primary teachers and Anganwadi workers. These goals were set as objectives for the physical development of children. However, the great majority of both the teachers and the anganwadi staff selected for the combination of all three of the categories described above as goals for physical development. This percentage was 56%.

Table 2 Displaying the Objectives for Mental Development is

Areas	No of Teachers	%	No of AWWs	%	N	%
1. Development of basic number concept and alphabets.	60	50	53	8.52	113	15.23
1&2-Development of memory power.	10	8.33	93	14.95	103	13.88
1, 2 & 3-Develop reasoning and problem solving skills.	16	13.33	385	61.90	401	54.04
1&3	12	10	16	2.57	28	3.8
2	10	8.33	23	3.70	33	4.4
2&3	5	4.17	18	2.89	23	3.10
3	7	5.83	34	5.47	41	5.53

Total	120	100	622	100	742	100

The preceding table demonstrates that approximately one half of Pre-Schools, or 50% (the highest amongst the items), adopted the development of fundamental number and alphabet concepts, and that the majority of Anganwadi Centers, or 62%, adopted a combination of the development of fundamental number and alphabet concepts, memory power, reasoning, and problem-solving skills as objectives for mental development. But when everything was taken into consideration, just a tiny fraction was given independently to the development of fundamental numerical concepts and alphabets, memory capacity, reasoning and problem solving abilities as goals for the mental development of children by pre-primary teachers and Anganwadi workers. 54% of them selected for a mix of all three of the aforementioned categories as their goals for mental growth, which is a proportionately modest amount.

Table 3 Displaying the goals for Poverty may be found in

Areas	No of Teachers	%	No of AWWs	%	N	%
Development of desirable social manners like wishing others, saying please, thank you and sorry.	5	4.17	46	7.40	51	6.87
1&2. Respect for rights and possessions of others.	8	6.67	47	7.56	55	7.41
1, 2 & 3. Participation in group activities.	89	74.17	428	68.81	517	69.68
1&3	4	3.33	29	4.66	33	4.45
2	3	2.5	14	2.25	17	2.29
2&3	5	4.17	19	3.05	24	3.23
3	6	5	39	6.27	45	6.06
Total	120	100	622	100	742	100.0

The preceding table demonstrates that the majority of Pre-Schools (74%) and Anganwadi Centers (69%) have adopted a combination of different areas as an objective for Poverty. These areas include the development of desirable social manners such as wishing others, saying please, thank you, and sorry; developments of group participation; respect for the rights and possessions of others; and development of group participation. However, when analyzed on a global scale, only a negligible percentage of pre-school teachers and workers at Anganwadi

centers reported allocating independently to areas such as the development of desirable social manners such as wishing others, saying please, thank you, and sorry, respecting the rights and possessions of others, and participating in groups. Nevertheless, seventy percent of respondents indicated that the growth of all three of the aforementioned sectors represented the key goals for Poverty.

Table 4 Displaying the goals for Emotional Development may be found in

Areas	No of Teachers	%	No of AWWs	%	N	%
1. Ability to express his feelings in fluent, correct and clear speech.	16	13.33	32	5.14	48	6.47
2. Ability to express pleasant emotions like love and affection to friends and teachers.	11	9.17	45	7.23	56	46.67
Ability to control unpleasant emotions healthily.	11	9.17	29	4.66	40	5.39
1&2	10	8.33	75	12.06	85	11.46
1,2& 3	60	50	374	60.13	434	58.49
1&3	8	6.67	14	2.25	22	3
2&3	4	3.33	53	8.52	57	7.7
Total	120	100	622	100	742	100

The preceding table demonstrates that fifty percent of pre-schools (the highest percentage among the items) and sixty percent of Anganwadi Centres both adopted a combination of an ability to express pleasant emotions such as love and affection to friends and teachers; an ability to express his feelings in fluent, correct, and clear speech; and an ability to control unpleasant emotions as a means of fostering emotional development in children. However, when looking at both groups as a whole, the results suggest that there is a moderate belief (58%) that the combination of all three of the aforementioned domains forms the key goals for emotional growth.

Table 5 A Display of the Goals for Language Acquisition

Areas	No of Teachers	%	No of AWWs	%	N	%

Development of listening skills.	10	8.33	58	9.32	68	9.16
Development of verbal expression skills.	9	7.5	52	8.36	61	8.22
Development of reading and writing readiness.	61	50.83	71	11.41	132	17.79
1&2	11	9.17	53	8.52	64	8.63
1,2&3	12	10	280	45.02	292	39.35
1&3	10	8.33	53	8.52	63	8.49
2&3	7	5.83	55	8.84	62	8.36
Total	120	100	622	100	742	100

According to the table that can be found above, 51% of Pre-Schools have adopted the development of reading and writing readiness, which is the highest percentage among the items. In contrast, 45% of Anganwadi Centers have adopted a combination of the development of reading and writing readiness, listening skills, and verbal expression skills for the purpose of language development. However, when examined as a whole, it reveals that only a tiny fraction of respondents mentioned the growth of listening skills, development of verbal expression abilities, and development of reading and writing readiness on their own. However, as can be seen in the figure that was just shown, a significant proportion of teachers—39%—mentioned a mixture of all three of the aforementioned categories as the goals for Language Development that are accepted by Pre-Schools and Anganwadi Centers.

CONCLUSION

Early Childhood school, which was a neglected part of school for many years, is now experiencing a newfound significance as a result of this trend. This shift is primarily the result of recent research efforts that have given solid evidence that the first six years of a child's life are the most crucial years in a child's life span. This is owing to the fact that the pace of development in these years is more fast than at any other stage of development. Consequently, this makes these years the most important years in a child's life span. As a result, countries all over the world are beginning to acknowledge the requirement for and significance of pre-school education. The expansion of educational possibilities for younger children is being made a higher priority as a result of initiatives such as Project Head Start and other programs that have been launched by the government and private organizations. As a result, people all around the world are beginning to acknowledge the requirement for and significance of pre-school education. Early Childhood Education is essential in order to boost school enrollment and student attendance.

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