

January 2026

TOP PRESCHOOLS IN INDIA

NURTURING EARLY CHILDHOOD CARE AND EDUCATION



INDIA EARLY CHILDHOOD EXCELLENCE INDEX 2025

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- **Green Educational Institutions** – A national platform promoting sustainability in education. It unites educators, experts, policymakers, innovators, and architects to create eco-friendly, safe, and child-friendly campuses leading by example.
- **EduFinance India** – Funding Future Education – Builds a financially inclusive ecosystem by linking institutions, students, and educators with financing solutions, literacy tools, and funding opportunities.
- **India Early Childhood Excellence Index 2025** - A nationwide benchmarking and recognition platform for preschools, K-12 pre-primary wings, daycare centers, and NGO-led ECCE initiatives.
- **PRARAMBH 2025** – India's largest early childhood educators' gathering, scheduled for 5th October 2025 in New Delhi. It will unite educators, policymakers, and leaders to reimagine early education, align with NEP 2020, and foster future partnerships.

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Message from the Executive Chairman AIP



Dalip Sharma
Executive Chairman
Association of Indian Principals (AIP)

It gives me immense pleasure to present this special edition of AIP EDGE, dedicated to the theme “Nurturing Early Childhood Care and Education (ECCE)”, alongside the announcement of the Top 100 Preschools in India and the publication of the India Early Childhood Excellence Index (IECEI) 2025 results

Early childhood is the most foundational stage of human development. What children experience in their early years—emotionally, socially, cognitively, and physically—shapes not only their learning outcomes but their lifelong wellbeing. As educators, policymakers, and stakeholders, we carry a shared responsibility to ensure that early learning spaces are safe, inclusive, stimulating, and developmentally appropriate. This special edition recognizes that ECCE is not merely a preparatory stage, but the cornerstone of quality education and nation-building.

The India Early Childhood Excellence Index 2025, joint initiative of the Association of Indian Principals (AIP) & CQ-ECCE (Confederation for Quality in Early Childhood Care & Education), has been conceived to bring transparency, benchmarking, and recognition to the ECCE ecosystem in India. The Index evaluates preschools and early learning centres across critical dimensions, including child-centric pedagogy, learning environment, teacher preparedness, safety and wellbeing, parental engagement, inclusivity, governance, and innovation. The objective is not just ranking, but encouraging continuous improvement and setting aspirational standards for the sector.

This special edition of AIP EDGE also aims to serve as a knowledge and thought leadership platform. It brings together insights from educators, researchers, school leaders, practitioners, and policy influencers who are deeply engaged with early childhood development. Through best practices, case studies, and perspectives, we hope to spark dialogue and inspire action toward strengthening ECCE across diverse contexts—urban and rural, private and not-for-profit.

As India moves forward with the vision of the National Education Policy 2020, early childhood care and education assumes even greater significance. Quality ECCE is essential for equity, school readiness, and holistic development. The findings of the India Early Childhood Excellence Index 2025 reaffirm the need for systemic investment in teacher capacity-building, curriculum quality, safe infrastructure, and inclusive practices, ensuring that every child receives the best possible start in life.

I extend my sincere appreciation to all preschools that participated in the Index, the expert advisors and evaluators, and the AIP team for their dedication to this initiative. I also thank parents, educators, and stakeholders who continue to champion quality early childhood education.

Let us collectively work towards building an early childhood ecosystem that is compassionate, evidence-informed, and future-ready—one that truly nurtures the potential of every young learner.

I congratulate the Top Preschools in India featured in this edition. Your commitment to quality, innovation, and child-first practices stands as an inspiration to the entire early childhood fraternity. These institutions have demonstrated that excellence in ECCE is rooted in nurturing curiosity, fostering emotional security, respecting individual differences, and partnering meaningfully with families and communities.

Where the Future Begins: Reimagining Early Childhood Education in India

Anubhav Arora
Executive Chairman
Confederation for Quality in Early
Childhood Care & Education (CQ-ECCE)



It is my privilege to share this special edition of AIP EDGE dedicated to “Nurturing Early Childhood Care & Education (ECCE).” This edition celebrates India’s finest preschools and highlights the findings of the India Early Childhood Excellence Index (IECEI) 2025—a landmark initiative jointly presented by the Association of Indian Principals (AIP) and the Confederation for Quality in Early Childhood Care & Education (CQ-ECCE).

At CQ-ECCE, our mission has always been clear: to strengthen the quality framework of early years education in India by promoting excellence, transparency, and evidence-based standards across all early learning environments. Early childhood is not simply the first stage of education—it is the foundation upon which every child builds their identity, values, resilience, creativity, and capability. For this reason, quality in ECCE is not optional; it is essential for building a future-ready and equitable India.

The India Early Childhood Excellence Index 2025 is a significant step toward transforming the ECCE landscape. Developed through rigorous research and consultation with national and international experts, the Index evaluates preschools across 13 quality parameters, including child protection and safety, pedagogical design, teacher competency, learning environment, governance, inclusion, and innovation. Our vision is to provide India with a credible national benchmark—one that guides improvement, celebrates excellence, and empowers parents to make informed choices.

I extend my heartfelt congratulations to the Top Preschools in India featured in this edition. Your pursuit of quality and your commitment to putting children at the center of learning sets a benchmark for the entire early childhood sector. You represent the spirit of progressive education—adaptive, compassionate, and purposeful.

This edition of AIP EDGE is more than a publication; it is a collective voice of thought leadership. It brings together insights from educators, researchers, school leaders, academicians, and policy advocates who have contributed immensely to shaping ECCE discourse in India. Through shared experiences and innovative practices, we aim to inspire meaningful action and reaffirm the importance of early childhood as a national priority.

As India advances toward the implementation of the National Education Policy 2020, ECCE is poised to play a transformative role. The findings of the IECEI 2025 underline the urgent need to build stronger capacity among educators, enhance curriculum quality, invest in safe and enabling environments, and institutionalize systems of continuous quality assurance. CQ-ECCE remains deeply committed to supporting this journey by working closely with preschools, governments, academic bodies, and global partners.

I extend my sincere gratitude to all participating institutions, our advisory board members, evaluators, and partners who supported the development of the Index. I also appreciate the dedication of the AIP and CQ-ECCE teams, whose tireless efforts have made this initiative possible.

Together, let us reaffirm our promise to every child in India: to provide early learning spaces that are nurturing, inclusive, aspirational, and aligned with global best practices. The early years are not just about preparing children for school—they are about preparing them for life.

Universal Design for Learning in Early Childhood Education Settings

Diane Whitehead,
President and CEO,
Childhood Education International,
United States



Universal Design for Learning (UDL) is a framework that helps educators create inclusive, accessible, and engaging learning experiences for all children regardless of their ability or their own unique learning style. UDL can be used in any education setting and across various disciplines, domains, and education levels, however, it can be particularly beneficial in early childhood classroom settings as it values young children's differences, including variances in developmental levels, which can be wide-ranging in early childhood.

UDL can support diverse learners from the very start by proactively designing flexible learning experiences that address the needs of all children. A UDL approach can support the learning of children from varied cultural backgrounds as it provides a way to offer culturally responsive teaching that recognizes and values each child's unique background and experiences.

The concept has also been particularly welcomed by educators around the world who see UDL as a way to more naturally, consistently and systematically address the learning needs of children with disabilities since UDL's goal is to have all children participate in learning and to thrive. Since this adaptable model supports all children's learning, it therefore minimizes the need for teachers to provide individual adaptations or accommodations whether due to developmental level, culture or the presence of a disability. Some accommodation will, of course, be needed for some children but in general the flexibility of the model in designing learning helps to reduce excessive planning.

UDL came from the architectural concept of universal design, which focuses on designing products and environments that can be used by all people to the greatest extent possible. In education, UDL emerged from the work of David Rose and Anne Meyer and the Center of Applied Science and Technology who used principles of universal design in education environments to address the diverse needs of all learners. UDL recognizes that all children have differences in the ways they acquire and express their learning, and that the teacher can account for these differences by using a UDL approach in the planning of the learning environment, the design of the curriculum, the teaching strategies they use and in assessing children's learning outcomes. Utilizing the UDL framework in early education centers provides a foundation for creating a welcoming and inclusive classroom learning environment.

The practices that make up UDL include strategies such as providing information and lessons in ways that support various learning styles such as visual, auditory and physical movement and by offering multiple ways for children to express their learning and knowledge including art, written and verbal communication, and other ways such as dramatic play. UDL provides children with choices and incorporates their interests into the curriculum as this helps children to engage in the learning experiences.

Teachers do not have to leap into implementing a UDL approach all at once. It can be embraced more slowly by implementing some of the strategies more gradually. When using a UDL approach all teachers should regularly reflect on their practice to ensure that they are continuing to account for a variety of learning activities that meet learner's needs. Continuous observations and assessments of young children are vitally important as children develop and grow at a rapid pace during the early years. The UDL approach to using various methods of learning instruction also supports using various methods of assessment of children's learning. Art, dramatic play, verbal and written communication and singing can all be used to assess a child's acquisition of skills and knowledge.

In all, UDL helps teachers to appreciate the differences in learning styles and plan for the needs of each child which is so important in early childhood care and education while also ensuring that all children, including children with disabilities, have choices in how they learn which reduces the need for multiple individualized adaptations and accommodations.

Reference

The Center for Applied Science and Technology
<https://www.cast.org/contact/>



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Standard Operating Procedure (SOP)

Curriculum vs. Pedagogy: A Brief Background

Curriculum and Pedagogy (Ages 3–6)

The Curriculum ('The What') focuses on five core domains: Physical, Socio-emotional, Cognitive, Language/Literacy, and Aesthetic/Cultural. It mandates an integrated, non-subject-based approach using progressive learning outcomes and local context.

The Pedagogy ('The How') is strictly play-based and experiential.

Environment: Organized into learning centers (Blocks, Art, Reading) using "Jaadui Pitara" (local/low-cost materials).

Schedule: 3.5 to 4 hours daily, balancing free and structured play.

Language: Home language is the primary medium.

Assessment: Purely qualitative (portfolios/observations); formal exams are prohibited.

Specialized Programs

Toddlers (Ages 2–3): Focuses on sensory-motor exploration, separation management, and toilet training. It requires a low 1:6 adult-to-child ratio and shorter 2.5-hour sessions.

Parent-Toddler (PTP): Focuses on parent education and child socialization, with facilitators modeling play techniques.

Daycare: Prioritizes safety and health. Key mandates include strict check-in/out protocols, background checks, nutrition-rich meals, and supervised nap times. Daily reports must track food intake and mood.

Governance and Safety

Operational Integrity: Emergency protocols, quarterly mock drills, and first-aid/CPR training are mandatory.

Monitoring: Academic Coordinators must conduct monthly reviews to ensure pedagogical fidelity.

Development: Teachers must undergo regular training on NEP-based practices and child psychology to ensure a child-centric, inclusive environment.

In summary, the transition from Toddler to Balvatika 3 focuses on moving from sensory exploration to structured, play-based literacy and numeracy, ensuring every child achieves holistic development in a secure, nurturing environment.



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Early Foundations, Lifelong Futures: Why Australia's Primary Leaders Are Advocating for the Early Years

Angela Falkenberg
President, Australian Primary Principals
Association, Australia

Across the globe, educators, policymakers, and communities are responding to a shared truth: the early years of a child's life are not just a prelude to schooling, they are the most formative phase of development. For the Australian Primary Principals Association (APPA), this is not a new revelation but a sustained commitment. Since 2016, APPA has championed early childhood development as a moral and economic imperative, grounded in evidence and driven by equity.

The question we're often asked is: Why are primary school leaders so invested in the years before school? The answer is simple, because what happens in those early years fundamentally shapes the trajectory of a child's life, including their readiness for learning, not just school.

APPA's Thrive with Five messaging emerged in response to stark findings from the 2015 Australian Early Development Census (AEDC), which revealed a growing number of children beginning school developmentally vulnerable. The five "big rocks" of Thrive: play, talk, read, eat well, and sleep well, offer families practical, science-backed strategies to support healthy development. These messages are not just slogans. They are small interventions with the potential for large, lifelong impacts.

Unfortunately, the latest 2024 AEDC results show a worsening trend: only 52.9% of children are developmentally on track in all domains, and 12.5% are vulnerable in two or more. The most significant declines? Emotional maturity and social competence; traits deeply disrupted by the COVID-19 pandemic. Vulnerability is even more pronounced in rural, low-income, Aboriginal and Torres Strait Islander, and culturally and linguistically diverse communities. These children are not just numbers; they are faces we see every day in our schools. And they need us to do better.

At APPA, we don't wring our hands. We roll up our sleeves.

Our approach is deliberately simple but deeply strategic: we leverage our national reach to amplify low-cost, high-impact messages. We've modernised the Thrive with Five campaign into shareable digital tiles and developed "Make Wait Time Great Time" posters to encourage playful, screen-free moments between children and adults in places like doctor's waiting rooms. With backing from the Australian Medical Association, these materials are becoming part of everyday life, reclaiming moments for connection, language, and emotional safety.

This work also aligns with global questions about how to ensure quality and equity in Early Childhood Care and Education. The answer lies in cross-sector collaboration. We cannot educate children without also considering their health, housing, safety, and family support. Australia's May 2025 Primary Education Summit, hosted by APPA, called for just that: integrated services, redefined success metrics that value wellbeing and identity, and culturally safe, community-led models, especially for First Nations children.

Like India, Australia is grappling with questions of policy implementation. The challenge lies not in knowing what young children need, but in creating systemic conditions that consistently deliver it—especially in diverse socio-economic contexts. International models offer insight but must be adapted with cultural intelligence and local wisdom.

APPA's journey shows that national leadership matters. Our strategic plan embeds early childhood under Influence Primary because we recognise that equity begins well before the first day of school. Investing in early childhood is not just compassionate, it is cost-effective. The earlier we act; the fewer interventions are needed later.

This is not simply about preparing children for school. It's about preparing them for life.

As educators, we carry the hopes of families and the potential of nations. We must advocate boldly, collaborate wisely, and act early. Because when we nurture the early years, we are nurturing everything that comes after.



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Standard Operating Procedure (SOP)

Preschool Infrastructure, Safety, and Eco-Friendly Standards

1. Location & Space

Preschools should be in safe, residential areas away from pollution. A minimum of 2,500–3,000 sq. ft. is required for a 4-classroom setup, ideally on the ground floor with ample natural light and cross-ventilation.

2. Outdoor & Indoor Infrastructure

Outdoor: Minimum 100 sq. ft. per 10 children. Must feature cushioned, non-slip flooring and age-appropriate equipment (max 4ft high) with rounded edges.

Classrooms: Minimum 15–20 sq. ft. per child. Design must include five key learning corners: Reading, Dramatic Play, Art, Sensory, and Science.

Hygiene: Child-height washbasins (2 ft) and commodes are mandatory. All cleaning agents must be stored in locked cabinets.

3. Safety & Security

Child-Proofing: Electric sockets above 5 ft, hinge guards on doors to prevent finger injuries, and rounded furniture edges.

Surveillance: 100% CCTV coverage with no blind spots and female security personnel.

Emergency: Clearly marked exits, fire extinguishers, and termly evacuation drills.

4. Digital Safety (The Three-Track Approach)

To align with NCF guidelines on mediated digital exposure:

In-School: No screens for ages 0–3. For ages 3–6, limit to 5–10 minutes of guided group viewing on large screens only (no handhelds).

Teacher Training: Focuses on selecting ad-free, educational content and identifying signs of screen overuse.

Parental Engagement: Mandatory workshops to establish home digital policies, prioritizing TVs over mobiles and prohibiting screens during meals.

5. Eco-Friendly Practices & Compliance

Facilities must implement waste segregation, LED lighting, and non-toxic paints. Monthly internal audits and annual external safety certifications are required to maintain the Infrastructure Compliance Register.



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In early childhood spaces, children are constantly moving — entering classrooms, running to activity zones, and transitioning between rooms.

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NEP and the Indian Vedic–Gurukul Tradition: Building a Strong Early Years Educational Foundation

Dr. Ritu Malhotra

Founder- Strawberry Kidz

Director-Strawberry Stop

Dr. Ritu Malhotra notes that Gurukul education inherently emphasized values (sanskar). An Early Years curriculum should integrate truthfulness, non-violence, compassion, cooperation, discipline, and self-regulation through activities. Yoga, pranayama, and meditation develop mental balance and focus, while connecting with nature — soil, water, plants, and animals — cultivates sensitivity and responsibility in children.

Practical Learning

India's educational heritage has never been confined to textbooks; it has always been the "art of living." In our Vedic and Gurukul traditions, education aimed for the holistic development of the body, mind, intellect, and soul. Today, the National Education Policy (NEP) 2020 revives this ancient philosophy, offering a modern framework to build a value-based foundation for our children (ages 0–8).

The Foundational Years: A Sacred Window

The first eight years are the most sensitive period of human development. Historically, Gurukuls prioritized nature-based, experiential learning. NEP 2020 mirrors this by emphasizing play-based pedagogy. By integrating Vedic principles, we can transform classrooms from spaces of information absorption into centers of discovery.

The Vedic Path to Modern Learning

In the Vedic tradition, learning follows a three-step journey that aligns perfectly with NEP's "Experiential Learning" model:

Shravan (Listening): Learning through rhythmic chants, storytelling, and the sounds of nature to enhance vocabulary and focus.

Manan (Reflecting): Encouraging children to question and reason, moving beyond rote memorization.

Nididhyasan (Application): Practicing knowledge through daily life—whether it is counting with seeds or practicing Pranayama for emotional regulation.

Learning in Action

To bridge tradition and modernity, our classrooms must become tactile environments. Using educational toys—such as wooden blocks for spatial logic or clay modeling for fine motor skills—we echo the hands-on craftsmanship of the Gurukul. When children plant saplings or collaborate on group puzzles, they aren't just learning biology or math; they are practicing Sanskars like compassion, patience, and environmental stewardship.

The Evolution of the Teacher

We must transition from "instructors" to mentors. Just as the ancient Guru observed the unique spark in every student, modern educators must act as facilitators who celebrate individual progress over competitive comparison.



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How children play is as important as 'what' they learn

Neil Leitch

CEO Early Years Alliance (formerly Pre-school Learning Alliance), United Kingdom

Early Years Alliance

The ways that children use their play to learn is as important as what they are learning. Within the Early Years Foundation Stage (EYFS), which is the framework that all registered early years providers in England must follow, this is summarised as the 'characteristics of effective teaching and learning', and is divided into the following three sections:

- Playing and exploring
- Active learning
- Creating and thinking critically

Playing and Exploring

This characteristic is all about children being immersed in their play and the environment around them. An early years educator might see them using their curiosity and their senses to investigate new things – for example, a baby reaching for and exploring items from a treasure basket with their hands and mouth.

They may also use what they already know to apply to new situations. An educator may for example see children trying to build towers with stones in the garden, replicating how they play with their wooden blocks indoors. When children are engaged in their play, they are much more likely to show a 'can do' attitude and seek out challenge or take risks. Adults may notice children trying new things, such as climbing or balancing, and enjoying the feeling of 'having a go' – even if they don't quite succeed first time!

Active Learning

This characteristic is all about children's motivation within their play; their motivation to concentrate on what they are doing, to keep on trying if they find something difficult, or to achieve what they set out to do. The key thing here being, 'what they set out to do', not what adults around them want them to do.

The feeling inside that they get when meeting their own goals, not for the approval of someone else, known as intrinsic motivation, helps to build their desire to learn and achieve in future.

Keeping on trying even when things are tricky, such as learning how to hold and control scissors for the first time, will build children's resilience for situations where they face challenge in the future. Educators can support, praise and encourage their attempts at keeping on trying, as well as modelling this themselves when they find things difficult.

Creating and Thinking Critically

This characteristic is all about how children use their thinking skills in their play. Educators may see children having their own ideas, using their imagination and creativity such as being interested in how the texture of mud changes when mixed with water.

Children make links between different ideas, and use what they already know to make predictions – for example, guessing whether an item is going to float or sink during water play. Children may also be seen to develop their own strategies for doing things, using their problem-solving skills and learning through trial and error.

Ultimately, it's important to remember that learning through play about the process, not the outcome!



Foundational Excellence: How Accreditation Frameworks Support Early Childhood Innovation

Kacey Strock

Associate Vice President, Middle States
Association Commissions on Elementary and
Secondary Schools

India's National Education Policy (NEP) 2020 marks a major milestone by formally bringing children aged 3 to 8 into the national education system. The foundational 5+3+3+4 structure aligns educational stages with key developmental phases (Government of India, 2020). The vision is ambitious, and school leaders now face the complex task of translating policy into meaningful practice, particularly in early childhood education.

Despite increased enrollment from 68% to 77% for three-year-olds between 2018 and 2024 (Pratham Education Foundation, 2023), three major challenges hinder meaningful implementation of NEP 2020:

Challenge 1: Infrastructure Gaps

Many schools lack safe, stimulating environments that support developmentally appropriate learning. In rural and underserved areas, access to child-friendly facilities remains uneven, impacting quality and equity (Pratham Education Foundation, 2023; Rao et al., 2021).

Challenge 2: Limited Teacher and Leadership Capacity

Principals and educators are often newly responsible for early childhood programs, but few have received focused training aligned to NEP 2020 expectations. The quality of teacher education remains uneven, and both pre-service and in-service preparation is inconsistent (Early Childhood Teacher Education Landscape in India, 2023; NCERT, 2019).

Challenge 3: Fragmented Implementation of National Programs

Initiatives like Vidya Pravesh, which emphasize play-based, multilingual, and inclusive instruction, are difficult to integrate into existing systems without strategic planning and instructional coherence (Rao et al., 2021; Government of India, 2020).

How Accreditation Helps Schools Respond

Accreditation offers far more than external validation. The Middle States Association (MSA) accreditation helps schools respond directly to these three implementation challenges by providing schools with a structured, flexible, actionable framework. That framework is rooted in quality (research-based best practices) and equity.

MSA Solution to Infrastructure Gaps

One of the MSA Standards of Accreditation, "Resources and Support Systems," guides schools in designing child-friendly environments—even schools with limited space or funding. Accreditation defines and describes what quality looks like, including safety, play-based learning, and multilingual support (Government of India, 2020).

A Foundation for Innovation and Equity

As India prepares for the launch of the ECCE Excellence Index 2025, accreditation presents a timely and scalable solution. MSA's framework empowers school leaders to translate NEP 2020's goals into concrete action with clear guidance and autonomy (OECD, 2017).

Accreditation is more than a checklist. It is a catalyst for positive change. When implemented effectively, it improves outcomes for every child by enabling stronger systems and leadership. By grounding themselves in the gold standard of early childhood excellence, Indian schools will be free to innovate, ensuring lasting impact in fulfilling the promise of NEP 2020.

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Standard Operating Procedure (SOP)

Parent Partnership Framework & Engagement Protocols

1. Induction & Enrollment Protocols

To ensure a standardized start, two prerequisites are mandatory for new parents:

- Digital Training: Completion of the "Foundations of Positive & Peaceful Parenting" module, focusing on de-escalation and routines.
- 30-Day Challenge: Enrollment in a micro-habit program providing 11 proprietary tools for emotional regulation.

2. Continuous Engagement Plan

The academic year is structured around high-impact touchpoints:

- Bi-Annual Seminars: On-site workshops led by experts on themes like non-punitive discipline and managing screen time.
- Quarterly Micro-Sessions: 20-minute "booster" sessions integrated into PTMs covering practical topics like sleep hygiene and morning routines.

3. Communication & Resource Standards

Schools must maintain supportive, non-fear-based communication:

- Monthly Bulletin: A one-page insight sheet with parenting hacks and child psychology tips.
- Digital Policy: WhatsApp/SMS updates are capped at 2–3 weekly to prevent information fatigue.

4. Governance and Responsibility

Role	Primary Responsibility
CQ-ECCE Committee	Develop standardized content and audit network consistency.
Engagement Coordinator	Track training completion and manage seminar logistics.
Teaching Staff	Facilitate micro-sessions and bridge home-school behavioral trends.

5. Compliance & Impact

Schools must maintain a repository of training registries and feedback forms for annual academic audits. The anticipated impact is a measurable reduction in classroom behavioral incidents and enhanced student learning readiness through stabilized domestic environments.



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Building Foundational Literacy and Numeracy

The first eight years of a child's life are a phase of exponential growth; a critical window for brain development. Research confirms that early childhood experiences shape everything from cognitive agility to emotional resilience. In the dynamic landscape of Indian education, we must recognise that Early Childhood Education (ECE) is not simply about play and sing-alongs– it is about intentional pedagogy.

At Macmillan, we view the integration of Early Childhood Education into the national curricular structure, as the foundation for deep learning in higher grades. NEP 2020 is a call to innovate, it challenges learning companies to nurture young learners through joyful, play-based, and developmentally appropriate resources.



Rajesh Pasari
Managing Director
Macmillan Education India



This philosophy—that play fosters creativity, problem-solving, and social connections—is the bedrock of our publishing programme P.L.A.Y Time! TM. Our commitment to the pedagogy of play has translated into tangible recognition on national platforms. We are incredibly proud that our niche flagship title, P.L.A.Y Time!TM (Play Learn Apply Yourself), was recently honoured with the Award for Excellence in Book Production 2025 by the Federation of Indian Publishers (FIP). This recognition, received at the prestigious 45th FIP Awards in New Delhi, validates our innovative approach to creating engaging, tactile classroom environments that support holistic development.

Similarly, our legacy series, Hop, Skip and Jump, continues to be a forerunner in pre-primary education and was the recipient of the FIP Award for Excellence in Book Production in 2022 and ECA award for contribution to pre-primary landscape. Altura Buddies has seen growing adoption among educators who value a structured, thematic approach to subject integration. Furthermore, we have enhanced editions of Hi! Hello! and Activity Books series, which are also meticulously aligned with the NCF for Foundational Stage, 2022. These resources are designed to nurture pre-reading skills, phonemic awareness, and fine motor control, laying a resilient foundation for future academic success and a lifelong love of learning. These series use Panchkosha framework to focus on developmental domains, integrating play, experiences, and activities to foster a whole, balanced individual, not just an academic achiever.

However, we know that the best curriculum comes alive only in the hands of an empowered educator. To bridge the gap between policy and practice, we have collaborated with the Early Childhood Association (ECA), India, to offer NIPUN Bharat-aligned certification courses that equip teachers with advanced pedagogical strategies.

Our role extends beyond being a provider of books to becoming a partner in pedagogy. We invite you to leverage these award-winning resources to create classrooms that are not just centres of academic excellence, but incubators of curiosity.

From (Early) Childhood to Adolescence

Steven Arnold

MEd, PGDipEd, Dip Tchng, BSc, BA, LTCL,
LSB, Mont Cert 0 -3, Mont Dips 3 - 6, 6-12,
12 - 15, 15-18
New Zealand



The Sisterhood of Development: A Parallel Study of Planes I and III

In the Montessori architectural map of human growth, the First Plane (0–6 years) and the Third Plane (12–18 years) stand as extraordinary mirrors of one another. As an educator and parent deeply embedded in the AMI tradition, one recognizes that these are not merely chronological stages; they are periods of "spiritual birth" characterized by intense, volatile, and transformative internal work.

Shared Characteristics: The Egg and the Chrysalis

Montessori beautifully compared these stages to the lifecycle of a butterfly. If the First Plane is the Egg and the Third is the Chrysalis, both represent a state of being "still" to the outside world while undergoing a total internal renovation.

The parallels are striking:

- **Physical Volatility:** Both the infant and the adolescent experience "rocketing" energy levels—moving from high-explosive activity to docility and fatigue in rapid succession.
- **Metabolic Shifts:** From the emerging homeostasis of a newborn to the hormonal surges of puberty, their bodies are adjusting to entirely new forms.
- **The Procreative Link:** In the first plane, the child is the immediate result of procreation; by the end of the third, the body is preparing to become the procreator.

The Rhythm of the Planes

On Montessori's "Finality and Causality" chart, these stages are colored red, signifying rapid, sporadic growth. This contrasts with the "blue" planes (6–12 and 18–24), which represent calm, steady, and regulated development.

A critical distinction lies in the sub-planes. In Early Childhood, we observe the transition from the unconscious to the conscious absorbent mind. In Adolescence, we might label this the unconscious absorbent body. The teenager navigates a visceral, corporeal development, moving from social ambivalence to absolute social obsession as they experiment with proto-adult relationships.

The Prepared Environment and the Adult

The work in these planes is an "Aid to Life." For the child and the adolescent, the environment must provide three pillars: Acceptance, Belonging, and Community (ABC).

The adult's role is one of "community curator." We must be knowledgeable yet humble, modeling human society while knowing exactly when to appear and when to disappear. Whether in a Nido or a Montessori Secondary school, the goal is to respect the *hormē*—the inner spirit—that drives the individual toward their role in the species and the ecosystem.

By understanding the work of Plane I, we illuminate the path for Plane III, celebrating a "work of love" that spans the entirety of human development.

Leaders in Preschool Education: Kidzonia Evolves into a National Powerhouse

Sudhir Kukreja
Co-Founder & CEO
Kidzonia International Preschool



In the rapidly evolving education landscape early childhood education has undergone a paradigm shift. It is no longer just about 'play'; it is about architecting the future. Today's learners require emotional intelligence, resilience, and the cognitive agility to navigate an unpredictable world. Leading this educational renaissance is Kidzonia International Preschool, a brand that has transcended its regional roots to become a symbol of excellence on a national scale.

The Visionary Drive Behind the Growth Under the visionary leadership of Sudhir Kukreja, Co-Founder & CEO, Kidzonia has achieved a rare balance between rapid scalability and uncompromising quality. Officially recognized as the No. 1 Preschool in Navi Mumbai and Pune, Kidzonia has now cemented its position as India's fastest-growing COCO (Company-Owned, Company-Operated) preschool brand. In just two years, Kidzonia's growth has been exponential. From a focused regional player, it has scaled to earn the trust of over 12,000 families. With 43+ company-operated centers and a community of 6,000 learners, the brand has established a massive footprint across Maharashtra, Telangana, and Madhya Pradesh, setting new benchmarks for quality and consistency.

"The School of Experiences" What sets Kidzonia apart is its core identity as "The School of Experiences." Integrating Social- Emotional Learning (SEL) with the NEP 2020 framework, the curriculum ensures every child's daily experience builds empathy and critical thinking. The brand's Human-First philosophy is reflected in its sensory gardens, art-led discovery zones, and immersive environments designed for holistic development.

Empowering Educators At the heart of Kidzonia's success are its educators. Backed by advanced neuro-educational training, every teacher functions as a mentor who understands the science behind a child's developing brain. This scientific approach ensures that every interaction helps children build neural pathways that support lifelong learning.

The New Frontier: National Expansion Having proven its excellence through the COCO model, Kidzonia is now expanding Pan India through a strategic Franchise model. This move invites visionary partners to join hands with a proven market leader. By choosing Kidzonia, parents and partners are securing a future of confidence and competence.

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Standard Operating Procedure (SOP)

SAFETY COMPLIANCE OF PRE-SCHOOLS IN INDIA

The Landscape & Critical Gaps

While India's pre-school sector has expanded rapidly, safety standards remain highly inconsistent across private, franchise, and NGO-run centers. Key systemic challenges include:

Infrastructure: Unsafe play surfaces and washrooms poorly designed for toddlers.

Workforce: High prevalence of untrained caregivers lacking understanding of child psychology.

Oversight: Absence of a unified national safety benchmark or audit mechanism.

Dimensions of Pre-School Safety

Physical & Infrastructure: Rounded furniture edges, child-height fixtures, and secure entry/exit protocols.

Emotional & Social: Non-threatening caregiving and predictable routines to reduce anxiety.

High-Risk Zones: * Washrooms: Managed privacy with continuous adult presence in nearby zones.

Transportation: Strict "Authorised Handover" rosters and supervised vehicle transfers.

Child Protection: Zero tolerance for harm and clear boundaries for adult-child touch.

Strategic Recommendations

To move from "compliance to care," the report suggests:

Unified National Benchmark: Creating a standard reference applicable across all states and center types.

Capacity Building: Mandatory safety orientation and behavioral guidance training for all staff.

Light-Touch Monitoring: Implementing safety assurance declarations and periodic reviews.

Emergency Preparedness: Age-appropriate drills and clear staff roles for rapid response.

Conclusion: Early childhood safety is foundational to learning outcomes. A comprehensive, expert-led safety manual is ready for adoption to bridge the gap between policy and practice, ensuring every child in India learns in a protected environment.

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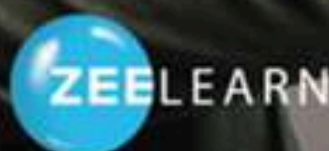
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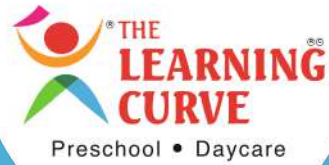
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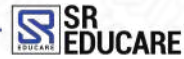


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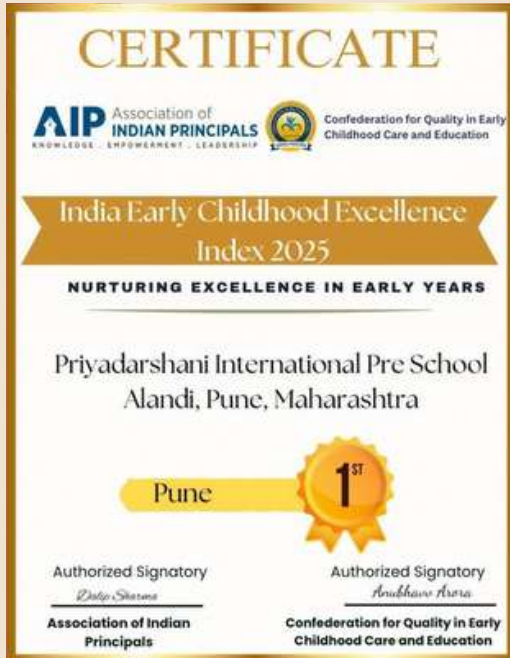
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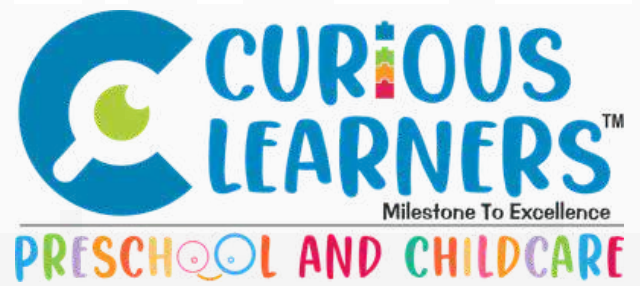


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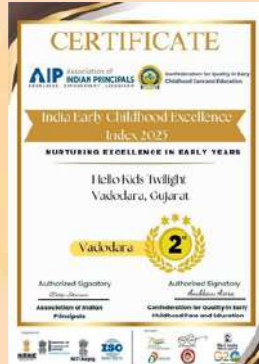


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ABOUT OUR SCHOOL

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About Sheffield School

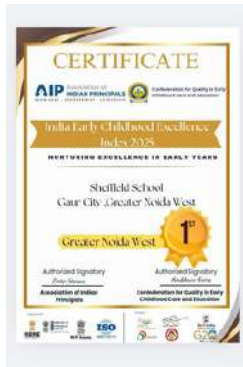
Sheffield School is a rapidly growing global chain of progressive schools, offering quality education across preschool, primary, and senior levels. With a strong presence across 8 major states in India, Sheffield School continues to expand its footprint nationwide, making quality education accessible to diverse communities.

Backed by a strong and experienced core team, Sheffield School has successfully taken the brand from metro cities to Tier 2 and Tier 3 regions, ensuring that children across urban and emerging cities receive the same standard of high-quality education. This commitment has enabled the school to bridge educational gaps and create equal learning opportunities nationwide.

The school follows a NEP-aligned curriculum rooted in experiential and activity-based learning, encouraging children to explore, question, and learn through real-life experiences. The curriculum is designed to nurture critical thinking, creativity, communication skills, and emotional intelligence, laying a strong foundation for lifelong learning.

With its innovative approach, child-centric philosophy, and strong academic framework, Sheffield School continues to redefine modern education-empowering young learners to grow into confident, capable, and future-ready individuals.

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Who We Are

Though The Happy Hive is a new brand beginning in 2026, our journey in early childhood education goes back over 8 years of dedicated experience. What makes us special is not just our vision, but the people who bring it to life our qualified and passionate teachers, trained in Early Childhood Care & Education (ECCE). They understand how children think, feel, and grow, and are committed to giving each child the right balance of care, guidance, and encouragement.

At The Happy Hive, we have created a safe, nurturing, and stimulating environment where children feel at home while discovering the world around them. Bright classrooms, engaging activities, joyful play spaces, and a warm atmosphere ensure that every child learns with confidence and happiness.

Parents trust us because we combine professional expertise with genuine care. We believe that when teachers, children, and families work together like a hive, the result is not just education it's the foundation of a happy, confident, and curious life.



Towards a brighter future for all children



Ms. Samrridhi
(Director)

"The goal of early education is to ignite curiosity and inspire a lifelong love for learning."

At The Happy Hive Pre School, we believe learning should be joyful, engaging, and curiosity-driven. Our vision is to provide a nurturing environment where children grow through hands-on experiences, building a strong foundation for life. Every child is valued, heard, and given equal opportunities to explore and learn. We focus on preparing young minds not just for school, but for life, nurturing confident, compassionate, and independent individuals.

The Happy Hive

Nurturing Curious Minds

Preschool



Contact Us

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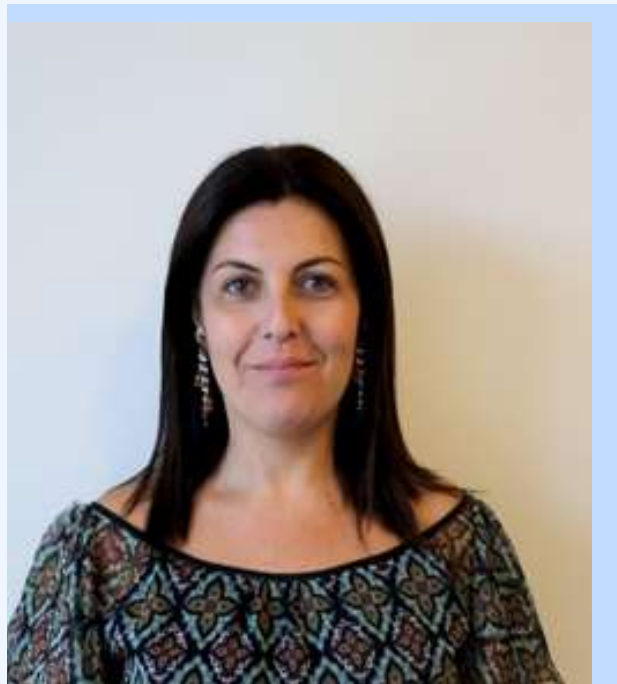
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Braj Nandan Singh
School Director



Early Childhood Development in Europe

Agata D'Addato
Head of Programmes at Eurochild,
Belgium

There is overwhelming evidence from neuroscience on the importance of positive early childhood experiences for healthy brain development. Studies also show that children exposed to prolonged adversity in their first months and years are less equipped to cope with adversity later in life. Many major public health concerns experienced in adult life are linked to experiences during the first 1,000 days.

Despite overwhelming evidence of the importance of early childhood development (ECD), very young children, especially those under three, are often invisible in policy-making. Limited or non-existent disaggregated data on the lives of young children hinders efforts to improve public policy and investment for young children facing multiple and intersecting vulnerabilities. Crises both exposed and deepened poverty and inequality, with a disproportionate burden on the most disadvantaged families and communities, including very young children.

Eurochild, Europe's largest network of organisations and individuals working with and for children, advocates to ensure that ECD receives the political visibility it deserves. Many countries in Europe have policies and programmes that support children in infancy and their early years, and implement specific policies and action plans that focus on ECD, recognising that the early years are a vital period for healthy growth and wellbeing. However, there are ongoing challenges, especially regarding the resources necessary for the effective delivery of early childhood services and support. Tackling child poverty, social exclusion, and discrimination—including in early childhood—remains a pressing priority.

Some countries have adopted a comprehensive and integrated approach to early childhood, recognising that infants, young children, and their families and caregivers need a range of services and support—including healthcare, early learning, nutrition, parenting support, and social welfare. However, a more fragmented approach persists in many contexts. Overall, there is a need for increased public investment in ECD to ensure that all young children—especially the most disadvantaged—benefit from nurturing care.

Many countries are working to improve access to early childhood education and care (ECEC), and expanding childcare facilities, supported by EU funding. However, more public investment is needed to ensure universal access to quality ECEC and to develop a professional workforce capable of meeting children's specific needs.

There are ongoing geographical, socio-economic, and ethnic disparities in ECEC participation across many countries, with some children facing specific barriers to access.

Ensuring high quality ECEC services, with national quality frameworks, professional standards and qualified staff, remains a challenge, and there is a shortage of ECEC teachers in a number of countries.

We recommend that the European Union, as well as national institutions and authorities:

- Adopt a holistic and cross-sector approach to ECD, with a range of integrated services that can support all young children and their families, especially those in need, including parenting and family support.
- Ensure that initiatives and measures that address child poverty - including the European Child Guarantee - also include a specific focus on children's early years.
- Strengthen social security safety nets, as a key intervention to eliminate child poverty and social exclusion.
- Increase public investment to ensure access to quality ECEC for all children, including those aged 0-3.
- Ensure that ECEC provision is of high quality, with national minimum standards and a qualified, professional and valued ECEC workforce.
- Fully implement the European Child Guarantee, the EU Strategy on the Rights of the Child and the revised Barcelona targets on ECEC.

COMMITTEE ON SPECIAL NEEDS & INCLUSION



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Founder – Kudoz international
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Ms. Deepa Bhardwaj

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Dr. Ida Sylvia Menezes

Psychologist (Clinical), Child Development and
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Founder, Dishaa Hope Foundation



HARIOM PRASAD CHOURASIA

Inclusive Educator
Founde, apnavidhyalaya (NGO)
Teacher's life activist

Standard Operating Procedures (SOP)

For All Pre-Schools and Inclusive Pre-Schools

1. Governance & Inclusive Admissions

The school management is responsible for safety compliance, adequate staffing, and a child-safe culture. Admissions are non-discriminatory, welcoming diverse abilities. For inclusive settings, an Individual Child Development Plan (ICDP) is created for each child to track social, cognitive, and motor progress in collaboration with parents.

2. Classroom & Teaching Practices

Education is play-based and experiential, maintaining age-appropriate student-to-teacher ratios.

Health: Records and emergency contacts are maintained; medications require written consent.

Safety: Zero tolerance for abuse or neglect.

Hygiene: Daily sanitization of learning zones and child-height washroom fixtures.

3. Specialized Support & Therapy

In inclusive settings, therapists (Speech, OT, PT) must work under school supervision.

Qualifications: Valid licenses and credentials must be filed.

Monitoring: Sessions are monitored via periodic audits or CCTV (where permitted) for quality assurance.

Ethics: Therapists must sign a Code of Ethics, prioritizing child dignity, maintaining strict confidentiality, and using only evidence-based methods.

4. Professional Conduct & Safeguarding

Staff must use positive guidance and non-punitive discipline. Continuous training in early childhood education and safeguarding is mandatory.

Media Ethics: Written parental consent is required for any photography or videography. Parents may withdraw consent at any time.

Privacy: All child and family data are handled securely and shared only with authorized personnel.

5. Family & Operational Logistics

The SOP mandates regular parent-teacher meetings, transparent communication, and safe transportation with trained attendants. Standard documentation—including attendance, health logs, and incident reports—is subject to periodic academic audits.



LESSONS FROM SINGAPORE: REIMAGINING THE FUTURE OF EDUCATION IN INDIA

Perna Jhunjunwala

Founder of Creative Galileo, an AI-driven early learning platform, and Little Paddington Preschools Singapore

Singapore is often described as a small nation with a big vision. Nowhere is this vision clearer than in its education system. Year after year, Singapore ranks among the world's top education performers—not because of pressure or rote learning, but because of a deep, long-term commitment to quality teaching, strong early foundations, and future-ready skills.

As India looks to prepare its children for a fast-changing world, there is much we can do — especially in early childhood education.

START EARLY, START RIGHT

Singapore firmly believes that learning begins well before primary school. The early years (ages 2–6) are treated as a critical phase for building curiosity, confidence, communication, and emotional security. Preschools focus on play-based learning, storytelling, music, movement, and hands-on exploration.

Instead of pushing children to memorise or perform early, Singapore encourages them to think, ask questions, and enjoy learning. Research consistently shows that children who experience such environments grow into more adaptable and resilient learners.

TEACHERS AT THE CENTRE OF THE SYSTEM

The real strength of Singapore's education system lies in its teachers. Early years educators are trained, certified professionals supported through structured training and continuous development. Government regulation ensures quality, accountability, and respect for the teaching profession.

CLEAR POLICIES, CONSISTENT QUALITY

Strong government frameworks ensure safety, curriculum standards, and teacher qualifications across all preschools. This balance between structure and flexibility ensures consistent quality while allowing innovation.

THE ROLE OF AI IN EDUCATION

Technology and AI are increasingly supporting teachers by reducing planning time, tracking progress, and creating learning resources. Used responsibly, AI allows teachers to focus more on children and less on paperwork—an opportunity especially relevant for India.



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CEO – Little Leaders
Preschool



**Capt. Mukul
Mahendru**

Chairman The Poly Kids
Group of Schools



Sunill Jaiswal

COO, Kido International
Preschool and Daycare



Anshul Goel

Founder – GrowInn
Steps Pre School

Standard Operating Procedure (SOP)

Technology & AI Integration for Pre-Primary & Primary Schools in India

1. Strategic Governance

To ensure uniform standards, PRARAMBH operates through a three-tier structure:

Central AI Steering Council: Sets national policy and ethical benchmarks.

Regional Technology Hubs: Provides state-level implementation support.

School AI Ambassadors: Facilitates on-ground execution and teacher mentorship.

2. Implementation & Operations

The rollout follows a structured three-phase roadmap:

Readiness: Upgrading infrastructure and digital access.

Certification: Mandatory teacher training on AI-assisted lesson planning and creative tools.

Integration: Using AI for personalized assessments and support for inclusive education.

3. Safety, Ethics & Screen Time

Child safety is the non-negotiable core of this framework:

Strict Compliance: Adherence to the DPDP Act with zero tolerance for biometric or facial data collection.

Screen Limits: Age-appropriate time caps and mandatory adult supervision for all digital activities.

Data Security: Use of encrypted storage and vetted vendor agreements.

4. Support for Member Schools

PRARAMBH ensures equity by providing:

Subsidized Tools: Group-negotiated pricing and rural grants to bridge the digital divide.

Resources: Monthly tech audits, quarterly webinars, and a dedicated tech helpline.

Monitoring: A National AI Dashboard to track outcomes and compliance across all member institutions.

Conclusion: By balancing innovation with rigorous safety protocols, PRARAMBH positions India as a global leader in responsible, AI-enabled early education.

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Nurturing Early Childhood – Care and Education: The Role in School-Readiness and Transition to Formal Schooling with a Focus on NEP 2020 India



Dr. Kris Bhatt
Senior Principal
NPS International School, Singapore

Introduction

Early Childhood Care and Education (ECCE) plays a pivotal role in shaping a child's cognitive, emotional, social, and physical development. The foundational years (ages 3-6) are critical for school readiness and smooth transition into formal schooling. Recognizing this, India's National Education Policy (NEP) 2020 emphasizes the importance of ECCE, aiming to universalize quality early childhood education and bridge gaps in accessibility and learning outcomes.

This essay explores the significance of ECCE in preparing children for formal schooling, the challenges faced, and how NEP 2020 seeks to transform early childhood education in India.

The Importance of ECCE in School-Readiness

School-readiness encompasses a child's ability to meet the academic, social, and emotional demands of formal schooling. ECCE fosters this readiness through:

- **Cognitive Development** – Early learning programs introduce foundational literacy and numeracy skills, problem-solving, and critical thinking, which are essential for academic success.
- **Social-Emotional Growth** – Through play-based and interactive learning, children develop communication skills, emotional regulation, and teamwork, easing their adaptation to school environments.
- **Physical Development** – Fine and gross motor skills, developed through activities like drawing, playing, and movement, are crucial for writing and other classroom tasks.
- **Language Acquisition** – Exposure to language-rich environments enhances vocabulary and comprehension, reducing learning gaps in primary school.

Research indicates that children with quality ECCE experience better academic performance, higher retention rates, and improved long-term socio-economic outcomes.

Challenges in ECCE in India

Despite its importance, ECCE in India faces several challenges:

- **Access and Equity** – Rural and marginalized communities often lack access to quality preschools, leading to disparities in school readiness.
- **Quality of Education** – Many Anganwadis and private preschools focus on rote learning rather than holistic development due to inadequate teacher training and resources.
- **Curriculum Gaps** – There is often a mismatch between preschool curricula and primary school expectations, causing difficulties in transition.
- **Parental Awareness** – Many parents, especially in low-income households, underestimate the importance of ECCE, leading to delayed enrollment.

NEP 2020's Vision for ECCE

NEP 2020 addresses these challenges through a comprehensive framework for early childhood education:

- **Universal Access to ECCE** – The policy mandates the integration of early childhood education into the formal schooling system, ensuring that all children have access to at least one year of free, quality preschool education.
- **5+3+3+4 Curricular Structure** – The new structure includes three years of preschool (ages 3-6) followed by primary education, ensuring continuity and smoother transitions.
- **Play-Based and Activity-Oriented Learning** – NEP emphasizes experiential, play-based pedagogy over rote memorization, aligning with global best practices.
- **Teacher Training and Capacity Building** – Educators will receive specialized training in ECCE methodologies to enhance teaching quality.
- **Integration of Anganwadis and Primary Schools** – Strengthening linkages between Anganwadis and primary schools ensures a cohesive early learning ecosystem.
- **Parental and Community Involvement** – Awareness programs will educate parents on the importance of early education and home-based learning activities.

The Way Forward

Successful implementation of NEP 2020's ECCE goals requires:

- Increased budgetary allocations for preschool infrastructure and teacher training.
- Collaboration between government bodies, NGOs, and private institutions to expand access.
- Regular monitoring and assessment of learning outcomes to ensure quality.
- Community engagement to foster a culture that values early education.

Conclusion

Nurturing early childhood through quality care and education is fundamental to building a strong foundation for lifelong learning. NEP 2020's focus on ECCE marks a transformative step toward equitable and holistic education in India. By ensuring school-readiness and smooth transitions into formal schooling, India can unlock the full potential of its young learners, fostering a generation of well-rounded, capable individuals. The success of this vision depends on effective policy implementation, stakeholder collaboration, and sustained investment in early childhood development.

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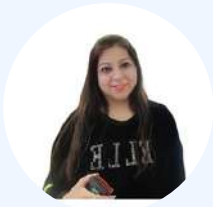
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Rekha Agarwal
Founder, Learning
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Ritu Malhotra
Founder – Strawberry Kidz



Ravi Ranjan
Director of Funstone Preschool
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Anshita Gupta
Founder Sun India Pre
school
President – Rajasthan wing



**Mandeep
Sharma**
Founder Director, Veda
Toddlers



Deepika Palod
Co-Founder
Deeven International
Preschool



Kirti Vishwakarma
Principal – Progressive kidz



Salomi Shah
Founder, Global Early
Years Teachers'
Training Institute

Standard Operating Procedure (SOP)

Teacher Training & Professional Development–Early Years & Preschool Education

1. Training Governance & Structure

A four-tier hierarchy ensures accountability:

Academic Head: Sets the annual calendar and designs research-driven modules.

Master Trainers: Deliver workshops and mentor staff via classroom feedback.

Centre Coordinators: Track on-ground performance and completion metrics.

Teachers: Execute learning in classrooms through reflective practice.

2. The Training Ecosystem

Training is categorized into five distinct pathways:

Induction (Mandatory): A 5–10 day "Classroom Readiness" program covering child development, safety (POSH), and curriculum philosophy.

Pedagogy Training: Quarterly deep dives into Foundational Literacy and Numeracy (FLN).

Continuous Professional Development (CPD): Monthly sessions on classroom management and portfolio documentation.

Specialized Training: Methods like Montessori, STEAM, and inclusive education.

Leadership Development: Upskilling senior teachers in coaching and team management.

3. Career Progression Matrix

Advancement is tied to capability and classroom outcomes rather than tenure:

Level 1-2: Induction and Pedagogy certified (Independent Classroom Ownership).

Level 3-4: Senior/Lead Teachers (Mentoring and Quality Oversight).

Level 5-6: Certified Master Trainers (Network-wide Audits and Delivery).

4. Compliance & Qualification

Aligned with NEP 2020, the SOP targets a transition toward teachers holding a Graduation degree plus a one-year ECCE Diploma. Existing staff are supported through bridge courses and in-service training.

5. Operational Workflow

The process follows a six-step loop: Identification (TNI) → Design → Delivery → Mentoring → Leadership Review → Digital Documentation. Failure to complete mandatory modules leads to restricted responsibilities and re-training mandates.

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The Urgent Role of Waldorf Education Today

Dr Aprajita D Sadhu & Salone Zutshi
co-founded, Ukti, the first
Waldorf school in North
India & co-authors of
Rhythmic Parenting (Penguin
Random House 2025)



The young child has a unique consciousness and developmental task which is increasingly under attack from our materialistic, hyper productive, hi-tech culture. Unlike adults and even older children, young children are in a natural state of movement and wonder. Having just arrived in the physical world, everything, including their own bodies, is new to them. Through physical, sensory experiences they learn about the world and their own physicality. Over the years, they transition from a state of spiritual oneness with the world to gaining distance from and perspective on it. This process of incarnation—of inhabiting the body and becoming a person of the world—begins in early childhood.

The child's complete openness to the world means that the world flows into them unhindered. They soak up the myriad impressions from their environment from the food they eat to the tone of a teacher's voice and try to digest all these impressions. When digestion is successful, the child absorbs a tiny part of the world and grows. When it is not, it causes discomfort and is often expressed as "difficult behavior."

Today, young children are encountering impressions that are new on the human stage and questionable in their impact on child development. Little children in strollers glued to smartphones. Three year-olds expected to write the alphabet at an age when their wrist bones have not yet developed and more. Such impressions prematurely demand emotional and cognitive capacities that only begin to mature around the ages of seven and fourteen, respectively. As a result, physical growth, the true task of early childhood, is neglected, while the child is saddled with undigested impressions.

In stark recognition of this crisis, Waldorf education places the true developmental needs of the young child at the center and offers two kinds of antidotes: (1) guidance to limit intense impressions and (2) approaches to improve the digestion of all impressions.

Primary among intense impressions is screen use followed by our hyper productive, materialistic culture, often unconsciously modeled by adults. Screens present young children with a twodimensional, highly stimulating and skewed audio-visual reduction of reality that requires enormous effort to process, while simultaneously displacing experiences essential to the young child's development. Add to this the daily overload of traffic noise, rushed mornings, adult conversations, after-school classes, and electronic toys, and it becomes clear why many children experience a kind of sensory bloating. Sleep struggles and behavioral challenges are not anomalies; they are signs of overload. Limiting these impressions, especially screen use, requires gentle yet firm changes both at home and school, beginning with an understanding of who the young child is.

Because it is impossible to eliminate all intense impressions, the child must be supported in processing them. Waldorf early childhood education does this through free, non-directive play, daily time in nature, meaningful chores, and consistent rhythms of sleep and waking. Chores such as folding laundry, chopping vegetables, or washing dishes nurture a love for purposeful work and engender developmental movements critical for cognitive milestones. Above all, sound and sufficient sleep allows for the deepest assimilation of impressions, enabling the child to meet the next day ready to learn and grow.

Healthy growth and learning occurs when the child is held by a balanced rhythm of activity and rest, intake and digestion of impressions. Meeting the young child responsibly— through curriculum, pedagogy, classroom environment, teacher's interest and warmth, parenting practices, or policy—requires deep insight into the young child's developmental consciousness and task. Only then can we truly protect childhood and meet the young child where they are.

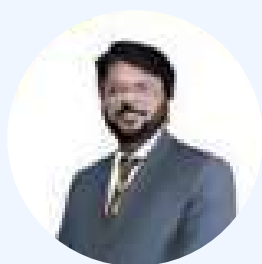
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School & Day Care

Standard Operating Procedure (SOP)

POLICY AND ADVOCACY

When Rules Fail Children: Why India Must Fix Preschool and Daycare Laws

Why Early Childhood Centres matter — more than “childcare”

Let’s start with one simple truth: **a 2–5-year-old child does not need “a service.” They need safety, love, routine, and learning.** And every parent needs one thing to give all this—**reliable support.**

That is exactly what Early Childhood Centres (ECCs) do. They are not just places where children wait. They are **social infrastructure**—like roads, hospitals, and schools—because they hold up the daily life of families and the economy. ECCs enable women’s workforce participation, create large-scale (mostly female) jobs and entrepreneurship, and build children’s foundational skills for life. They also strengthen communities by creating local safety nets and stable neighbourhood services.

✓ ECCs power women’s work and family income

When childcare is not available, the “default solution” is often painful: **the mother steps back from work.** The document clearly calls childcare a key constraint on women’s paid work and notes that access to childcare can raise women’s employment and productivity. It also points out India’s female labour force participation rate (15+ years, usual status) at **41.7% (July 2023–June 2024)**—and that childcare supply is a direct lever to sustain and accelerate these gains.

In practical terms, ECCs help mothers return to work after childbirth, reduce absenteeism for working parents, and make a second household income possible because childcare becomes dependable.

✓ ECCs also help employers comply and retain talent

The document highlights that India’s policy framework recognizes childcare as workplace support. It cites the Government of India’s “National Minimum Guidelines” for crèches and notes crèche facilities are mandatory for establishments with 50 or more employees under the Maternity Benefit (Amendment) Act framework. It also explains why ECC tie-ups help employers meet compliance, improve retention, and support gender diversity goals.

✓ ECCs create women-first entrepreneurship and jobs

ECCs are one of the most “startup-friendly” service categories for women—home-based models, neighbourhood centres, franchise/micro-franchise networks, and SHG/community-linked models. They create professional identity and predictable cash flows. They also create direct jobs (educators, caregivers, helpers) and indirect jobs (supplies, meals, transport, materials).

Thus early childhood centres do not just look after children.

They quietly build the future workforce, the future society, and the future nation.

The main problem

“If rules make safe centres illegal, the rules are the problem.”

India has rules made for big schools, and they are being forced on small neighbourhood centres. So many centres cannot follow the rules even if they want to. Result:

- Good centres avoid registration
- Bad centres also avoid registration
- Government cannot track safety properly
- Parents get confused and misled
- Children suffer

What is irrational (unfair and impractical) in today’s policies

PAN-INDIA pattern (NCPDR-style rules used in many states):

https://ncpcr.gov.in/uploads/165753774662cc04d28580b_regulatory-guidelines-for-private-playschools-by-national-commission-for-protection-of-child-rights-85-kb.pdf

Irrational rules

- Separate toilets for boys and girls, plus disabled-friendly toilets
- A separate rest room for children
- No child below 3 years should be admitted
- “Adequate playground” (often treated as an open field)

Why this is impractical

- A normal 3BHK house has 2–3 bathrooms.

Making “separate” labelled toilets inside a house is expensive and structurally hard.

- Officials often treat “playground” like a field, but most city homes have:
 - indoor activity space
 - terrace
 - driveway
 - shared park nearby

Not a private field.

- Many parents need care from age 2. If rules say “3+ only,” the 2-year-olds get pushed into an unregulated grey area.

The damage

- Centres either shut down or stay hidden.
- Small safe centres become “illegal on paper.”
- Parents are forced to choose unsafe or far-away options.

The National Solution (what India should do)

India needs one simple system that all states can follow.

Replace land rules with safety rules

- Space per child, hygiene, ventilation, safe exits
- Play area can be indoor/terrace/shared outdoor access

Allow simple toilets rule

- Shared child-friendly toilets with privacy + supervision
- One accessible arrangement

Fire safety for small centres

- Checklist + audit, not impossible commercial fire rules

Allow all business types

- Proprietorship, partnership, LLP, company, trust, society. Let safety decide, not legal form.

Single-window registration and public listing

- One portal
- One centre ID
- Public listing to help parents choose safe centres

What we recommend the Policy Makers to do (Top 10 asks)

1. Create a national category: **Neighbourhood ECCE Centre (Age 2–6)**
2. **Make a separate rulebook for small centres** (up to 30 children)
3. Stop using **school land rules** for neighbourhood centers
4. Replace land size with **space-per-child + safety checklist**
5. Allow **play area** as indoor/terrace/shared outdoor access
6. Allow **shared child-friendly toilets** with privacy + supervision
7. Remove “3+ only” rule; regulate **2–3-year** care with stricter safeguards
8. Allow all business types, including **proprietorships**
9. Replace 15–30 year lease demand with **3–5 year lease + renewal**
10. Start a **single-window portal + public registry** of registered centers

The promise (why this matters)

- More centres will register
- Safety will improve because the government can inspect
- Parents will trust the system
- Women will work more
- Children will grow in safer, better spaces



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INDIA EARLY CHILDHOOD EXCELLENCE INDEX 2025



**NURTURING EARLY CHILDHOOD
CARE AND EDUCATION**

"India's Early Childhood Excellence Index 2025"

India's First Tech-Powered ECCE Quality Index

Top Ranked Early Years Schools

Rank	Preschool	Rank	Preschool
------	-----------	------	-----------

PUDUCHERRY

1	LES PETITES FLEURS PLAYSCHOOL HERITAGE TOWN, PUDUCHERRY	2	SHRI AGASHTIYAA-A STRUCTURED PRESCHOOL VENKATA NAGAR, PUDUCHERRY
---	--	---	--

Rank	Preschool	Rank	Preschool
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BARNALA

1	YS GENXT SCHOOL SANGHERA BYPASS ROAD, BARNALA	6	ST. MOTHER TERESA PRESCHOOL NEAR GEETA BHAWAN, BARNALA
---	---	---	---

FARIDKOT

1	EUROKIDS PRESCHOOL DOGAR BASTI, FARIDKOT	2	GURUKUL KIDS PLAY SCHOOL INDUSTRIAL AREA, FARIDKOT
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FATEHGARH

1	ABC MONTESSORI SIRHIND, FATEHGARH SAHIB	2	FIRST STEP PLAY WAY SCHOOLAMLOH, FATEHGARH SAHIB
---	--	---	--

HOSHIARPUR

1	BACHPAN PLAY SCHOOL CHANDIGARH ROAD, HOSHIARPUR	2	BACHPAN PLAY SCHOOL CIVIL LINES, HOSHIARPUR
---	---	---	--

JALANDHAR

1	TIME KIDS PRESCHOOL OPPOSITE SHIV MANDIR, JALANDHAR	2	CRESCO PRE-SCHOOL AND ACTIVITY CENTRE GURJEPAL NAGAR, JALANDHAR
---	---	---	---

KAPURTHALA

1	LITTLE EINSTEINS SHAKTI NAGAR RAILWAY, ROAD KAPURTHALA	2	STAREX PLAY SCHOOL NEW MODEL TOWN, KAPURTHALA
---	--	---	---

LUDHIANA

1	CLAY PRE SCHOOL MODEL GRAM, LUDHIANA	2	PUMPKINS KINDERGARTEN GURDEV NAGAR, LUDHIANA
---	---	---	---

MOGA

1	BALVIKAS KIDSHOME BEHIND GITA BHAWAN, MOGA	2	KIDZEE PRESCHOOL AMRITSAR ROAD, MOGA
---	---	---	---

MUKTSAR

1	BACHPAN A PLAY SCHOOL GURU TEG NAGAR, MUKTSAR	2	TINY TOTS INTERNATIONAL PLAYWAY SCHOOL KOTKAPURA ROAD, MUKTSAR
---	--	---	--

NAWANSHAHR

1	LITTLE CREATORS PLAYWAY SCHOOL RK ARYA COLONY, NAWANSHAHR	2	SHISHU NIKETAN PLAYWAY SCHOOL VIKAS NAGAR, NAWANSHAHR
---	---	---	---

PATIALA

1	THE LITTLE SEEKERS SIRHIND ROAD, PATIALA	2	KIDZEE PRE SCHOOL NEW SULLAR COLONY, PATIALA
---	---	---	---

NURTURING EXCELLENCE IN EARLY YEARS

Rank	Preschool	Rank	Preschool
------	-----------	------	-----------

ROPAR

1	SMART JUNIOR PLAY SCHOOL RUPNAGAR, ROPAR	2	SATLUJ SMART KIDS GHUNIA ENCLAVE, ROPAR
---	---	---	--

ALWAR

1	KIDZE PLAY SCHOOL HASAN KHAN MEWATI NAGAR ALWAR	6	KIDZEE PRE SCHOOL KHERADO, ALWAR
---	---	---	-------------------------------------

BIKANER

1	DIVINE INTERNATIONAL SCHOOL JAIPUR ROAD, Pawan Puri South Extension, Bikaner	2	DEEP ROOTS PRESCHOOL AND DAYCARE, BIKANER
---	--	---	--

ROPAR

1	BACHPAN A PLAY SCHOOL RAJENDRA PRASAD COLONY, JAISALMER	2	KIDZEE PRESCHOOL INDIRA COLONY, JAISALMER
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KOTA

1	EVARA EXPLORES INTERNATIONAL KUNA6DI, KOTA	2	ROOTS PLAY SCHOOL GUMANPURA, KOTA
---	--	---	--------------------------------------

SIKAR

1	OMEGA KIDS SCHOOL CIVIL COLONY, SIKAR	2	CANVAS INTERNATIONAL SCHOOL RADHAKISHANPURA, SIKAR
---	--	---	--

LONGLENG

1	PHOM-LEMPONG SCHOOL LONGLENG TOWN, LONGLENG	2	TINY TOTS PRE-SCHOOL, NH702, LONGLENG
---	--	---	--

DINDIGUL

1	VIVEKANANDA NAGAR, DINDIGUL PRESCHOOL	2	HELEN O'GRADY INTERNATIONAL PRESCHOOL MURUGABAVANAM, DINDIGUL
---	--	---	---

PARAMAKUDI

1	T.L.M.E. KIDS PRESCHOOL NEAR RAJA MAHAL, PARAMAKUDI	2	KIDZEE PRESCHOOL MADURAI ROAD, PARAMAKUDI
---	---	---	--

VIRUDHUNAGAR

1	LONDON KIDS PRESCHOOL AC SANKARALINGA NADAR STREET, VIRUDHUNAGAR	2	LITTLE VILLE PREMIUM PRE SCHOOL RAJAPALAYAM, VIRUDHUNAGAR
---	--	---	--

PARAMAKUDI

1	T.L.M.E. KIDS PRESCHOOL NEAR RAJA MAHAL, PARAMAKUDI	2	KIDZEE PRESCHOOL MADURAI ROAD, PARAMAKUDI
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Rank	Preschool	Rank	Preschool
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SANGRUR

1	DPS SANGRUR PLAYWAY SAHIB CHOWK, SANGRUR	2	BACHPAN PLAY SCHOOL LEHRA GAGA, SANGRUR
---	---	---	--

BHARATPUR

1	DOODLE KRISHNA NAGAR, BHARATPUR	6	ABC PLAY SCHOOL RANJEET NAGAR, BHARATPUR
---	------------------------------------	---	---

GANGANAGAR

1	BACHPAN PLAY SCHOOL SRIKARANPUR, GANGANAGAR	2	BACHPAN PLAY SCHOOL KAMEENPURA, GANGANAGAR
---	--	---	---

SANGRUR

1	BACHPAN A PLAY SCHOOL LALSAGAR, JODHPUR	2	BACHPAN PLAY SCHOOL KHANDA FALSA POLICE CHOWKI, JODHPUR
---	--	---	--

NAGAU

1	BACHPAN A PLAY SCHOOL BASNI CIRCLE, NAGAU	2	BACHPAN A PLAY SCHOOL NAWA CITY, NAGAU
---	--	---	---

UDAIPUR

1	SEEDLING NURSERY SCHOOL BHUWANA ROAD, UDAIPUR	2	SEEDLING NURSERY SCHOOL SECTORS, UDAIPUR
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MADURAI

1	MAHALAKSHMIS PRINCESS PRE ANNA NAGAR, MADURAI	2	EUROKIDS PRE-SCHOOL ANNA NAGAR, MADURAI
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PALANI

1	BRILIANT KIDS NURSERY & PRIMARY SCHOOL SHANMUGAPURAM, PALANI	2	BRILLIANT KIDS GLOBAL SCHOOL KANAKKANPATTI PALANI
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SIVAGANGA

1	LONDON KIDS PRESCHOOL GOKALE HALL STREET, SIVAGANGA	2	LITTLE GENIUS PRESCHOOL PANDIYAN NAGAR, SIVAGANGA
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SIVAKASI

1	KINDER PARK PRESCHOOL NATIONAL COLONY, SIVAKASI	2	FIRSTCRY INTELLITOTS PRESCHOOL HUSSAIN COLONY, SIVAKASI
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SIVAGANGA

1	LONDON KIDS PRESCHOOL GOKALE HALL STREET, SIVAGANGA	2	EUROKIDS PRESCHOOL KARAIKUDI, SIVAGANGA
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Rank	Preschool	Rank	Preschool
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THOOTHUKUDI

1	GRACE KIDS WORLD ANNA NAGAR, THOOTHUKUDI	2	JAY INTERNATIONAL SCHOOL MEGNANAPURAM, THOOTHUKUDI
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NAGERCOIL

1	HELLO KIDZ SHIKSHA PLAYSCHOOL RAMAVARMAPURAM, NAGERCOIL	2	D'LITTLE WEAVERS PRESCHOOL WEAVERS COLONY, NAGERCOIL
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COIMBATORE

1	LITTLE ELLY PRE SCHOOL SIVASAKTHI NAGAR, COIMBATORE	2	EINSTEIN KIDS INTERNATIONAL PRESCHOOL SOWRIPALAYAM ROAD, COIMBATORE
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ALIGARH

1	EUROKIDS PRESCHOOL VIKRAM COLONY, ALIGARH	2	EUROKIDS PRESCHOOL NAURANGABAD, ALIGARH
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BAGHPAT

1	BACHPAN A PLAY SCHOOL BARAUT, BAGHPAT	2	SHEMROCK STAR PRESCHOOL AAM BAZAR, BAGHPAT
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BIJNOR

1	BACHPAN PLAY SCHOOL DHAMPUR, BIJNOR	2	FIRSTCRY INTELLITOTS PRESCHOOL & DAYCARE - ADAMPUR, BIJNOR
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CHITRAKOOT

1	BACHPAN A PLAY SCHOOL KARWI, CHITRAKOOT	2	HELLO KIDS KARWI, CHITRAKOOT
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ETAWAH

1	LITTLE ROSE SCHOOL KABIRGANJ, ETAWAH	2	DPS PLAY SCHOOL NEAR PAKKA TALAB, CHAURAH ETAWAH
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FARRUKHABAD

1	BACHPAN PLAY SCHOOL BADHPUR, FARRUKHABAD	2	BACHPAN PLAY SCHOOL AWAS VIKAS COLONY, FARRUKHABAD
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FIROZABAD

1	BACHPAN PLAY SCHOOL SIRSAGANI, FIROZABAD	2	MOTHER'S PRIDE GLOBAL SCHOOL BHIKAN PUR, FIROZABAD
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GORAKHPUR

1	BACHPAN PLAY SCHOOL POST KUNRAGHAT, GORAKHPUR	2	BACHPAN A PLAY SCHOOL KUNRAGHAT, GORAKHPUR
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Rank	Preschool	Rank	Preschool
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KOVILPATTI

1	VIVEK NURSERY & PRIMARY SCHOOL SOUTH PUDUGRAMAM, KOVILPATTI	2	KAMARAJ NURSERY & PRIMARY SCHOOL GOVT OFFICERS STREET, KOVILPATTI
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SALEM

1	EUROKIDS PRE-SCHOOL ALAGAPURAM, SALEM	2	EUROKIDS PRE-SCHOOL NEAR PATTAI KOVIL, SALEM
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ERODE

1	FIRSTCRY INTELLITOTS PRESCHOOL & DAYCARE - TEACHERS COLONY, ERODE, ERODE	2	EUROKIDS PRESCHOOL SIVAGIRI, ERODE
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AZAMGARH

1	KIDZEE PLAY SCHOOL DARAUARA, AZAMGARH	2	EUROKIDS PRE-SCHOOL BALRAMPUR, AZAMGARH
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BASTI

1	EUROKIDS PRE-SCHOOL MALVIYA ROAD, BASTI	2	EUROKIDS PRE-SCHOOL MANHANDEEH, BASTI
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BULANDSHAHR

1	VATSALYA SCHOOL AND DAY CARE OPPOSITE INCOME TAX OFFICE, BULANDSHAHR	2	KIDZEE SCHOLARS WORLD D. M. ROAD, BULANDSHAHR
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ETAH

1	SHANTI NAGAR, ETAH BACHPAN A PLAY SCHOOL	2	KIDZEE PRESCHOOL NEAR JWALA TALKIES, ETAH
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FAIZABAD

1	KIDZEE FAIZABAD PRE-SCHOOL LAJPAT NAGAR, FAIZABAD	2	EUROKIDS PRE-SCHOOL DEV KALI ROAD, FAIZABAD
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FATEHPUR

1	AMBIENCE KIDS PRE-SCHOOL FATEHPUR	2	BACHPAN PLAY SCHOOL COLLECTORGANJ RD, FATEHPUR
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GONDA

1	TODDLER'S PLAY SCHOOL BHARATPURI, GONDA	2	KINDERKIDS PRE-SCHOOL AWAS VIKAS, GONDA
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HAMIRPUR, UP

1	BACHPAN PLAY SCHOOL RAHUNIA DHARAMSHALA, HAMIRPUR, UP	2	BACHPAN A PLAY SCHOOL RAHUNIA DHARAMSHALA, HAMIRPUR, UP
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Rank	Preschool	Rank	Preschool
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JHANSI

1	BACHPAN PLAY SCHOOL CHURCH ROAD, MISSION COMPOUND, JHANSI	2	KIDZEE NEAR KACHHA PULL, JHANSI
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MAHARAJGANJ

1	BACHPAN PLAY SCHOOL RAJIV NAGAR, MAHARAJGANJ	2	BACHPAN A PLAY SCHOOL NAUTANWA, MAHARAJGANJ
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MORADABAD

1	BACHPAN PLAY SCHOOL NATIONAL CHAIN, MORADABAD	2	BLOOMING BACHPAN PLAY SCHOOL MDA COLONY, MORADABAD
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SAHARANPUR

1	MAKOONS PLAY SCHOOL SHASTRI NAGAR, SAHARANPUR	2	MAKOONS PLAY SCHOOL RAJORI GARDEN, SAHARANPUR
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HARIDWAR

1	SHEMROCK KANKHAL ROAD, HARIDWAR	2	SHEMROCK ROSHNABAD, HARIDWAR
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DARJEELING

1	KIDZEE PRESCHOOL BESIDE MARVEL CAFE, DARJEELING	2	SHEMROCK RANIDANGA, DARJEELING
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GANDHI NAGAR

1	PODAR INTERNATIONAL SCHOOL KUDASAN-POR ROAD, GANDHI NAGAR,	2	RANGOLI PRE SCHOOL SECTOR 22, GANDHI NAGAR
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KAITHAL

1	CLAY PRESCHOOL SECTOR 20,KAITHAL	2	HELLO KIDS DMS NEHRU GARDEN COLONY, KAITHAL
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RAJKOT

1	LITTLE GENIUS KIDS PRE SCHOOL SARDAR NAGAR, RAJKOT	2	KALRAV PRESCHOOL MALAVIYA NAGAR, RAJKOT
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YAMUNANAGAR

1	LITTLE MILLENNIUM PRESCHOOL MODEL TOWN, YAMUNA NAGAR	2	CAMBRIDGE MONTESSORI PRE-SCHOOL AND DAYCARE YAMUNA NAGAR
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BHIWANI

1	ABC SCHOLARS PLAY SCHOOL ROHTAK GATE, BHIWANI	2	BACHPAN PLAY SCHOOL NEW GRAIN MARKET, BHIWANI
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Rank	Preschool	Rank	Preschool
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KAUSHAMBI

1	KIDZEE SURYA LANE, KAUSHAMBI	2	KINDERLAND PLAY SCHOOL RUDRANAGAR, KAUSHAMBI
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MATHURA

1	KIDZEE MOTIKUNJ ROAD, MATHURA	2	EUROKIDS PRESCHOOL KRISHNA NAGAR, KRISHNA NAGAR, MATHURA
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MUZAFFARNAGAR

1	BACHPAN PLAY SCHOOL RAMPURI, MUZAFFARNAGAR	2	BACHPAN A PLAY SCHOOL NEW MANDI, MUZAFFARNAGAR
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VARANASI

1	EUROKIDS PRE-SCHOOL MAHMOORGANJ, VARANASI	2	MY NURTURE PRE SCHOOL OPPOSITE GALAXY HOSPITAL, VARANASI
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NAINITAL

1	SHEMROCK RAMNAGAR, NAINITAL	2	GREENWOOD ACADEMY LALKUAN, NAINITAL
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DEOGHAR

1	BACHPAN PLAY SCHOOL BELA BAZAR, DEOGHAR	2	KIDS ZONE A PLAY SCHOOL JASIDIH ROAD, DEOGHAR
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ROHTAK

1	KIDZEE PRE-SCHOOL TILAK NAGAR, ROHTAK	2	FIRSTCRY INTELLITOTS PRESCHOOL MODEL TOWN, ROHTAK
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HISAR

1	INDO AMERICAN MONTESSORI PRE SCHOOL MODEL TOWN, HISAR	2	MOTHER'S PRIDE SUNDAR NAGAR, HISAR
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SHIMLA

1	SHEMROCK KELSTON KIDS KELSTON, SHIMLA	2	SHEMROCK BUTTERCUPS KHALINI, SHIMLA
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SIRSA

1	LITTLE MILLENNIUM PRESCHOOL C-BLOCK, SIRSA	2	INDO AMERICAN MONTESSORI PRE SCHOOL DABWALI ROAD, SIRSA
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KULLU

1	FIRSTCRY INTELLITOTS PRESCHOOL BHUNTAR, KULLU	2	LA MONTESSORI SCHOOL DHALPUR, KULLU
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Rank	Preschool	Rank	Preschool
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KURUKSHETRA

1	ABC MONTESSORI URBAN ESTATE, KURUKSHETRA	2	KIDZEE URBAN ESTATE, KURUKSHETRA
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SURAT

1	LITTLE MILLENNIUM SAI NAGAR, SURAT	2	THE POLE STAR PRE-SCHOOL VESU-PIPLD ROAD, SURAT
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CHITTOOR

1	EUROKIDS PRE-SCHOOL LAKSHMI NAGAR, CHITTOOR	2	FUTURON PRESCHOOL BHAVANI NAGAR, CHITTOOR
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PALWAL

1	D.G. LITTLE CHAMPS SCHOOL H. NO. 335, PALWAL	2	MAKOONS KIDS UNPLUGGED NH-2, PALWAL
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BILASPUR

1	LITTLE MILLENNIUM PRESCHOOL ASHOK NAGAR, BILASPUR	2	SHEMROCK KIDS HUB RAJSWA COLONY, BILASPUR
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RAIPUR

1	THE LITTLE COCOON PRESCHOOL	2	KIDZEE TATIBANDH, RAIPUR
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JIND

1	CREATIVE CORNER PRESCHOOL URBAN ESTATE, JIND	2	BACHPAN PLAY SCHOOL NARWANA, JIND
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BHOJPUR

1	KIDZ KINGDOM PRE SCHOOL HARI JI KA HATA, BHOJPUR	2	KIDZEE ARRHAH, BHOJPUR
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SOLAN

1	EUROKIDS PRE-SCHOOL NEAR TEHSIL, SOLAN	2	BACHPAN PLAY SCHOOL SURYA VIHAR, SOLAN
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RANCHI

1	EUROKIDS PRESCHOOL MORABADI, RANCHI	2	KIDZEE BARIATU, RANCHI
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JAMMU

1	EUROKIDS PRESCHOOL UPPER SHIV NAGAR, JAMMU	2	KIDZEE AMBPALLA, JAMMU
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Rank	Preschool	Rank	Preschool
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BHAVNAGAR

1	SHANTI JUNIORS SHASTRINAGAR, BHAVNAGAR	2	FUTURE KIDS INTERNATIONAL VIKASH PATH, BHAVNAGAR
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KURNOOL

1	HELLO KIDS PRESCHOOL ACHALA, KURNOOL	2	EUROKIDS PRESCHOOL CHANAKYAPURI, KURNOOL
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A&N ISLAND

1	EUROKIDS PRESCHOOL PAHARGAON, A&N ISLAND	2	KIDZEE JAWAHARLAL NEHRU ROAD, A&N ISLAND
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MADHUBANI

1	LITTLE MILLENNIUM PRESCHOOL ADARSH NAGAR, MADHUBANI	2	EUROKIDS PRESCHOOL IN DHOBIYA TOLA, BARA BAZAR, MADHUBANI
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DHANBAD

1	TINY KIDS BHAGA MORE, DHANBAD	2	JUNIOR DPS DHAIYA, DHANBAD
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VALSAD

1	SARASWATI KINDERGARTEN SCHOOL CHALA, VALSAD	2	LITTLE MILLENNIUM PRESCHOOL CHALA, VALSAD
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JALGAON

1	EUROKIDS PRESCHOOL JAI NAGAR, JALGAON	2	BACHPAN PLAY SCHOOL NEAR KHAJA MIYA, JALGAON
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DAMAN

1	PODAR JUMBO KIDS MASHAL CHOWK ROAD, NANI DAMAN	2	SHEMFORD MASHAL CHOWK, NANI DAMAN
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KARNAL

1	JOYLAP PRESCHOOL AND DAYCARE, KARNAL	2	BEANSTALK PLAY & JUNIOR SCHOOL SECTOR 33, KARNAL
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MYSORE

1	EUROKIDS PRESCHOOL JP NAGAR, MYSORE	2	KIDZEE SARASWATHIPURAM, MYSORE
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ERNAKULAM

1	NEWBIE ROOTS PRESCHOOL TEMPLE ROAD, ERNAKULAM	2	KIDZEE ANGAMALY, ERNAKULAM
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Rank	Preschool	Rank	Preschool
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AMRAVATI

1	BACHPAN A PLAY SCHOOL YOGIRAJ NAGAR, AMRAVATI	2	EDIFY SCHOOL CHANDUR BAZAR ROAD, AMRAVATI
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KATHUA

1	EUROKIDS PRESCHOOL WARD NO. 4, KATHUA	2	KIDZEE KALIBARI, KATHUA
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MANGALORE

1	PRESTIGE INTERNATIONAL SCHOOL BAJAL POST, MANGALORE	2	SAMRIDHI INTERNATIONAL PRE SCHOOL KODICAL, MANGALORE
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SHILLONG

1	SHAPPY FEET LANDS DOWN, SHILLONG	2	RAINBOW KIDS PRE SCHOOL NONGRAH, SHILLONG
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ALIPURDUAR

1	SHEMFORD PANPATTI, ALIPURDUAR	2	EUROKIDS CIRCUIT HOUSE, ALIPURDUAR
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JALPAIGURI

1	EUROKIDS PRESCHOOL SUKANTANAGAR, SILIGURI	2	KIDZEE BHAKTINAGAR AREA, JALPAIGURI
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VADODARA

1	CHEVIOT KIDS VADODARA	1	ANAND PREP ACADEMY VADODARA
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2	HELLO KIDS TWILIGHT VADODARA
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BAREILLY

1	EURO KIDS, CIVIL LINES BAREILLY	2	KIDZEE PRESCHOOL ALIGANJ, LUCKNOW
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CHANDIGARH

1	NORTHBRIDGE INTERNATIONAL SCHOOL TODDLER CHANDIGARH	2	SANAWAR MONTESSORI SCHOOL SECTOR 11B, CHANDIGARH
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RAMANATHAPURAM

1	LITTLE SUNSHINE PLAYSCHOOL RAMANATHAPURAM	2	SUNSHINES KIDZ PLAY SCHOOL LAXMI PURAM, RAMANATHAPURAM
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Rank	Preschool	Rank	Preschool
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AURANGABAD

1	INDOBRAINS PRESCHOOL NEW USMANPURA, AURANGABAD	2	THE EVOLVING MINDS PRESCHOOL CIDCO, AURANGABAD
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MEWAT

1	LONDON KIDS PRESCHOOL TAURU, MEWAT	2	MODERN MOTHER'S PRIDE SCHOOL NUH, MEWAT
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DIMAPUR

1	SANFORT PRE SCHOOL NAGARJAN, DIMAPUR	2	SHEMFORD BRIGHT STARS OPPOSITE TK ANGAMI COMPLEX, DIMAPUR
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VIJAYAWADA

1	BLOSSOM BUSY BUDS - MACHILIPATNAM	2	HAPPY KIDZ PRE SCHOOL AND DAYCARE, MOGALRAJAPURAM, VIJAYAWADA
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GUNTUR

1	KLAY PREP SCHOOLS NAGARAMPALEM, GUNTUR	2	LITTLE STEPS PRE SCHOOL NAVABHARATH NAGAR, GUNTUR
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PANCHKULA

1	TINKERBELLE PRESCHOOL SECTOR 8, PANCHKULA	2	EUROKIDS PRESCHOOL SECTOR 9, PANCHKULA
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CHENNAI

1	QUIRIOUS LIL MINDZ INTERNATIONAL CHENNAI	1	KIDDO INTERNATIONAL PRESCHOOL CHENNAI
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2	FIRSTCRY INTELLITOTS PLAYSCHOOL CHENNAI
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LUCKNOW

1	ADANI GEMS OF EXCELLENCE LUCKNOW	2	KIDZEE PRESCHOOL ALIGANJ, LUCKNOW
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PATNA

1	SHEMROCK PETALS, PATNA	2	SHEMROCK KIDS, PATNA
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AJMER

1	DWPS AJMER SIKAR RODA, AJMER	2	SAPLING PLAY SCHOOL & NURSERY VAISHALI NAGAR, AJMER
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NURTURING EXCELLENCE IN EARLY YEARS

Rank	Preschool	Rank	Preschool
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GUWAHATI

1	SHEMROCK LITTLE KIDS GHORAMARA, GUWAHATI	2	MY JUNIOR SCHOOL ULUBARI, GUWAHATI
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ZIRAKPUR

1	The Happy Hive Preschool SAVITRY TOWER, ZIRAKPUR	2	GD Goenka Toddler House , Zirakpur
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BHOPAL

1	THE CRAYONS PRE SCHOOL BHOPAL	2	LITTLE MILLENNIUM PRESCHOOL ROHIT NAGAR, BHOPAL
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AHMEDABAD

1	HOPPERZ & JUMPERZ KINDERGARTEN AHMEDABAD	2	BACHPAN PLAY SCHOOL ANAND, AHMEDABAD
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NANDED

1	SHEMROCK HAZELWOOD NANDED	2	ARDHAPURKARS GURUKUL KIDS RAJASHRI SHAHU SCHOOL ROAD
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BHINGA

1	LEARNING WINGS PRESCHOOL BHINGA	2	UNIVERSAL SCHOOL OF LEARNING BHINGA
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BHUBANESWAR

1	EURO KIDS RASULGARH BHUBANESWAR	1	Happy Hours School Shahid Nagar Bhubaneswar
		2	BACHPAN PLAY SCHOOL BHUBANESWAR

MAHABUBNAGAR

1	DEEVEEN INTERNATIONAL PRESCHOOL	2	HONEYBEES STANDARD SCHOOL PADMAVATHI COLONY
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MOHALI

1	THE VEDA TODDLERS MOHALI	2	WOODBURY THE KINDERGARTEN VILLAGE PHASE 10 MOHALI
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ALIABG

1	SANFORT PRE SCHOOL ALIABG	2	LITTLE FLOWER PRE-PRIMARY SCHOOL SHRIBAG
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Rank	Preschool	Rank	Preschool
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MURSHIDABAD

1	SHEMFORD LITTLE STAR MURSHIDAABAD	2	LMET INTERNATIONAL SCHOOL BALARAMPUR BERHAMPORE, MURSHIDAABAD
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KANKER

1	JUNIOR DELHI SCHOOL KANKER	2	BACHPAN PLAY SCHOOL BHANUPRATAPPUR, KANKER
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BHAGALPUR

1	RAINBOW KIDS BHAGALPUR	2	FAIRY LAND KIDS PLAY SCHOOL NAYA BAZAR, BHAGALPUR
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HYDERABAD

1	SHARP KIDS PRESCHOOL HYDERABAD	2	BIRLA OPEN MINDS PRESCHOOL JUBILEE HILLS, HYDERABAD
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RAJOURI (J&k)

1	SHEMROCK RAJOURI PLAYSCHOOL	2	KIDZEE PLAYWAY SCHOOL JAWAHAR NAGAR
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KOZHIKODE

1	MAPLE BEAR CANADIAN PRESCHOOL	2	PINKS & PURPLES PLAY SCHOOL GOVINDAPURAM
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NAVI MUMBAI

1	KIDZONIA INTERNATIONAL PRESCHOOL, NAVI MUMBAI	2	SHEMROCK ROYAL BUDDIES, NAVI MUMBAI
		2	CAMBRIDGE MONTESSORI PRESCHOOL, NAVI MUMBAI

SRINAGAR (GARHWAL)

1	JUNIOR DELHI SCHOOL SRINAGAR	2	SHEMROCK & SHEMFORD SCHOOLS VILLAGE BELKANDI
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KOLKATA

1	EURO KIDS PRESCHOOL KOLKATA	2	MONGRACE MONTESSORI HOUSE SHORT STREET
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DEHRADUN

1	THE POLY KIDS DEHRADUN	1	SHEMROCK GUJROWALI DEHRADUN
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Rank	Preschool	Rank	Preschool
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SONIPAT

1	THE CENTENNIAL KIDS PRE-SCHOOL SONIPAT	2	BACHPAN PLAY SCHOOL VIJAY NAGAR
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BOKARO

1	BACHPAN PLAY SCHOOL GOMIA, BOKARO	2	ST. MARY'S NURSERY SCHOOL SECTOR 4 BOKARO STEEL CITY
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AGRA

1	LITTLE CHIPPER INTERNATIONAL, Agra	1	EUROKIDS, AGRA
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RAJGARH

1	PROGRESSIVE KIDZ PRESCHOOL BIORA, RAJGARH	2	BACHPAN PLAY SCHOOL MUKHARJEE MARG RAJGARH
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MANSA

1	SINGHAL STARS SCHOOL OPPOSITE SPORTS STADIUM MANSA,	2	KIDZEE SADAR, MANSA
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GANGTOK

1	SHEMROCK PRESCHOOL, GANGTOK	2	KIDZ PARADIZE GANGTOK
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PRAYAGRAJ

1	KIDDY NURSERY PRIMARY SCHOOL PRAYAGRAJ, PRAYAGRAJ	1	KIDZEE SCHOOL CIVIL LINES, PRAYAGRAJ
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KANPUR

1	EUROKIDS, SHYAM NAGAR	2	SHEILING HOUSE, TILAK NAGAR
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MOTIHARI

1	KIDZEE PRE SCHOOL, RAGHUNATHPUR GANDAK COLONY	2	BRILLIANT BRAIN ACADEMY, BEHIND SINGH DAWAR NETAJEE SUBHASH COLONY
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HAMIRPUR

1	HIM ACADEMY PUBLIC SCHOOL (HAPS), HAMIRPUR	2	BALVATIKA PRE SCHOOL JAHU, HAMIRPUR
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REWARI

1	ICON NURTURING INNOCENCE PRESCHOOL, KRISHNA NAGAR	2	ICON NURTURING INNOCENCE PRESCHOOL, KRISHNA NAGAR
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Rank	Preschool	Rank	Preschool
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CUTTACK

1	HAPPY DAYS PLAY SCHOOL CUTTACK	1	SHIMMERING STARS PLAY SCHOOL CUTTACK
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PARWANOO

1	EICHER SCHOOL PARWANOO	2	DAV PUBLIC SCHOOL SECTOR-1, PARWANOO
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AMBALA

1	IKIDZ THE NXTGEN PLAY AND PRESCHOOL AMBALA CANTT	2	ELNINO INTERNATIONAL PRESCHOOL PREET NAGAR, AMBALA
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MEERUT

1	SHEFFIELD SCHOOL MEERUT	2	CALIBER BUTTERFLY PLAY SCHOOL & CRECHE PALLAVPURAM, MEERUT
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TARN TARAN

1	LITTLE MILLENNIUM PRESCHOOL BHIKHIWIND, TARN TARAN	2	LITTLE MILLENNIUM PRESCHOOL PATTI, TARN TARAN
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THENI

1	BOSE NURSERY & PRIMARY SCHOOL PALANICHETTIPATTY, THENI	2	THE LITTLE KINGDOM NURSERY & PRIMARY SCHOOL PERIYAKULAM ROAD, THENI
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AMBEDKAR NAGAR

1	KIDZEE ,AMBEDKAR NAGAR	2	NEW LIGHT NURSERY SCHOOL SIKANDARPUR, AMBEDKAR NAGAR
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RISHIKESH

1	THE POLY KIDS, VISTHAPIT BYPASS ROAD	2	KHUSHIYAAN PRE SCHOOL & DAY CARE
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DIPHU

1	LI'L KIDS RONGMILI, DIPHU	2	ASIAN KIDS NH-329, DIPHU
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COORG

1	KODAGU VIDYALAYA (MADIKERI) COORG	1	HELLO KIDS HUNGAMA PRESCHOOL
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PANJIM

1	WOW KIDS, PANJIM	1	EUROKIDS PRE-SCHOOL ST. INEZ
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NURTURING EXCELLENCE IN EARLY YEARS

Rank	Preschool	Rank	Preschool
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SILVASSA

1	EUROKIDS PRE-SCHOOL TOKARKHADA, SILVASSA	2	KIDZEE SHUSHI MANGAL, SILVASSA
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PATAUDI

1	MOTHER'S PRIDE SCHOOL, HAILEYMANDI	2	LITTLE STEPS PLAY SCHOOL, PATAUDI
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NEEMRANA

1	BACHPAN A PLAY SCHOOL, RIICO INDUSTRIAL AREA	1	BRIGHT MINDS, VIJAY BAGH
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BAHADURGHAR

1	LIL'CHAMPS PLAY SCHOOL AND DAY CARE	2	AMERICAN KIDZ PLAY SCHOOL, VIVEKANAND NAGAR
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PINJORE

1	SMART CHAMP'S MONTESSORI, NEAR PREETAM BAGH	2	JUNIOR CHAMPS PLAYWAY SCHOOL, RATPUR COLONY
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KASHMMIR

1	HARVARDIAN WONDERLAND SCHOOL	2	TODDLER WORLD, LAL CHOWK
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EAST BANGALORE

1	BACHPAN PLAYSCHOOL BALAGERE, EAST BANGALORE	1	VIVERO INTERNATIONAL PRESCHOOL SARJAPUR ROAD
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NORTH BANGALORE

1	EURO KIDS ABBIGERE NORTH BANGALORE	2	EURO KIDS VIDYAPURAM NORTH BANGALORE
1	MAPLE BEAR CANADIAN KATTIGENAHALLI NORTH BANGALORE	3	HELLO KIDS SPRINGTIDE NORTH BANGALORE
2	BACHPAN PLAY SCHOOL RT NAGAR POST NORTH BANGALORE	3	EURO KIDS JALAHALLI CROSS, NORTH BANGALORE

EAST DELHI

1	SAPPHIRE INTERNATIONAL SCHOOL EAST DELHI	2	SANFORT PRESCHOOL MAYUR VIHAR PHASE-III, EAST DELHI
2	SANFORT PRESCHOOL MAYUR VIHAR PHASE-I, EAST DELHI	2	KIDFORTE PLAY SCHOOL JYOTI COLONY, SHAHDARA NEW DELHI

Rank	Preschool	Rank	Preschool
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MURTHAL

1	SOFIA CONVENT SCHOOL, MURTHAL	1	KRISHNA PUBLIC SCHOOL, MURTHAL
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ITANAGAR

1	MINI KIDZ PRE-SCHOOL, RAM KRISHNA MISSION	2	BACHPAN PLAY SCHOOL, CHIMPU
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LANDOUR

1	BACHPAN PLAY SCHOOL, LANDOUR	2	CHILDREN ACADEMY PLAY SCHOOL, MUSSOORIE
---	---------------------------------	---	--

KALKA

1	ROOTS COUNTRY SCHOOL, PINJORE-KALKA	2	CAMBRIDGE MONTESSORI PRE SCHOOL
---	--	---	------------------------------------

KANNIYAKUMARI

1	ST JOSEPH CALASANZ CBSE SCHOOL	2	AMRITA VIDYALAYAM (KINDERGARTEN)
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ROORKEE

1	LEARNING LADDER PLAY SCHOOL, ROORKEE CANTT	2	NEEV PLAY SCHOOL, MOHANPURA
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SOUTH BANGALORE

1	EURO KIDS BTM LAYOUT, SOUTH BANGALORE	1	MAPLE BEAR PRESCHOOL JP- NAGAR 6 SOUTH BANGALORE
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SOUTH EAST DELHI

1	UDGAM PLAYSCHOOL KALKAJI	1	LITTLE LEADERS KALKAJI
2	DEV-ALYAM PRESCHOOL LAJPAT NAGAR		

NORTH WEST DELHI

1	WONDERLAND PITAMPURA	2	LOTUS VEDA KINDERGARTEN ASHOK VIHAR
1	SHEMROCK HERITAGE ROHINI SEC-9	3	SHEMROCK ROHINI SEC-23
1	GD GOENKA LA PETITE ROHINI	3	LEARNWAYS PRESCHOOL ASHOK
1	GROW IN STEPS PRESCHOOL NORTH WEST DELHI	4	LITTLE PLANET PRESCHOOL ROHINI
2	BACHPAN PLAYCHOOL ROHINI SEC-16	4	AASMA PLAY SCHOOL SHALIMAR BAGH

NURTURING EXCELLENCE IN EARLY YEARS

Rank	Preschool	Rank	Preschool
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CENTRAL DELHI

1	LITTLE MIRACLES PLAY SCHOOL, DARYA GANJ	2	BMSM PLAY SCHOOL LAL QUILA
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SOUTH WEST DELHI

1	SWISS COTTAGE SCHOOL, BIJWASAN	1	YATHAS NURTURING ELEMENTARY YEARS DWARKA
1	SAKSHAM PRESCHOOL RK PURAM	1	STRWABERRY KIDZ JANAKPURI
1	THE SHRI RAM WONDER YEARS DWARKA SEC-18A	2	LITTLE HANDS DWARKA
1	SHRI RAM WONDER YEARS JANAKPURI	3	MORNING STARS PRE SCHOOL DWARKA

GURGAON

1	IMPERIO SCHOOLS SEC-69, GURGAON	1	GEMS INTERNATIONAL SCHOOL, GURGAON
1	HEADSTART EARLY LEARNING SOLUTIONS SOCIETY SECTOR 50, GURGAON	1	SAFARI KIDS, Gurgaon
1	MODERN MONTESSORI INTERNATIONAL PRESCHOOL SECTOR 26, GURGAON	2	APPLE BLOSSOM PRESCHOOL SECTOR 46, GURGAON
1	LITTLE LEADERS KINDERGARTEN & DAY CARE SEC 70, GURGAON	3	THE CRAYONS SCHOOL SECTOR 37, GURGAON

THANE

1	SHEMROCK CUTE CHAMPIONS THANE	1	UUDAAN MONTESSORY PRESCHOOL AND DAYCARE, KAPUR DAWDI
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NOIDA

1	THE SHRI RAM WONDER YEAR SEC 35 NOIDA	2	THE CRAYONS SECTOR 45, NOIDA
1	THE LEARNING SPACE SECTOR 75, NOIDA	2	THE JOLLY KIDS PRESCHOOL NOIDA

2	ICON NURTURING INNOCENCE SEC 130, NOIDA
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GREATER NOIDA

1	SHEFFIELD SCHOOL GAUR CITY, GREATER NOIDA WEST	1	THE JOLLY KIDS PRESCHOOL GREATER NOIDA
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2	CURIOUS MINDS PRESCHOOL GREATER NOIDA
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Rank	Preschool	Rank	Preschool
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NORTH DELHI

1	THE SHRI RAM WONDER YEARS CIVIL LINES	2	SENSORY STEPS, MODEL TOWN 2
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WEST DELHI

1	GD GOENKA LA PETITE, PASCHIM VIHAR	2	KIDS GRO, VIKASPURI
1	THE SHRI RAM WONDER YEARS, PASCHIM VIHAR	2	JUNIOR DELHI SCHOOL, EAST PUNJABI BAGH

FARIDABAD

1	MAATRESCENCE BY SONALI SECTOR 15, FARIDABAD	2	SHEMROCK BUDS SEC 37, FARIDABAD
1	THE SHRI RAM WONDER YEARS FARIDABAD	3	THE CRAYONS SCHOOL SECTOR 49, FARIDABAD

PUNE

1	PRIYADARSHANI INTERNATIONAL PRE SCHOOL, ALANDI	2	EURO KIDS ANAND NAGAR, PUNE
1	KIDZONIA INTERNATIONAL PRESCHOOL PUNE	2	CURIOUS LEARNERS PRESCHOOL & CHILDCARE PUNE

GHAZIABAD

1	MDL SCHOOL GHAZIABAD	1	SANFORT VASUNDHARA SEC-5, GHAZIABAD
1	LITTLE LEADERS GHAZIABAD	2	SANFORT NITIKHAND 2, GHAZIABAD
1	ICON NURTURING INNOCENCE PRESCHOOL GHAZIABAD	3	SANFORT SEC-4 VAISHALI, GHAZIABAD
1	KUDOZ INTERNATIONAL SCHOOL, GHAZIABAD	4	SAFORT GYANKHAND, GHAZIABAD

5	SANFORT VAISHALI SEC-1, GHAZIABAD
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Kishangarh, Rajasthan

1	DWPS PRESCHOOL KISHANGARH (RAJ)	2	THE SANTA KIDZ SCHOOL, KISHANGARH (RAJ)
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JAIPUR

1	DUNECREST UNIVERSAL PRESCHOOL 9/17, VIDHY ADHAR NAGAR, JAIPUR	1	BUNNY HOP PRESCHOOL JAGATPURA, JAIPUR
1	SUN INDIA PRE SCHOOL, JAIPUR	2	BACHPAN PLAY SCHOOL PATRAKAR, JAIPUR
1	THE I DREAM SCHOOL JAIPUR	3	BACHPAN PLAY SCHOOL SHIPRA PATH, JAIPUR

NURTURING EXCELLENCE IN EARLY YEARS

Rank	Preschool	Rank	Preschool
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MUMBAI

1	THE WEAVERS PRE SCHOOL, MULUND	1	WITTY KIDS BORIVALI
1	WABISABI GLOBAL PRE SCHOOL	1	PAC PRE SCHOOL
1	THE SAFARI KIDS ,CHEMBUR	2	THE LEARNING CURVE, CHEMBUR

2	SHEMROCK , CHEMBUR
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NASHIK

1	ASHOKA GLOBAL PRESCHOOL	2	GENIUS TOTS PRESCHOOL
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Rank	Preschool	Rank	Preschool
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AMRITSAR

1	ANGELS PARADISE PRE SCHOOL, AMRITSAR,	2	LITTLE MILLENNIUM PRESCHOOL - AMRITSAR, SHASTRI NAGAR
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BIDAR

1	FIRSTCRY INTELLITOTS PRESCHOOL & DAYCARE - BASAVA NAGAR, BIDAR	2	BACHPAN PLAY SCHOOL, BIDAR
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HOWRAH

1	EuroKids PreSchool in Hardutt Rai Chamaria Road, Howrah	2	KIDZEE SANDHYA BAZAR
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LUDHIANA

1	CLAY PRE SCHOOL	2	SMART ANGEL PLAYWAY SCHOOL,
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SARRAIPALI

1	LONDON KIDS PRESCHOOL	2	BACHPAN PLAY SCHOOL, MAHASAMUND
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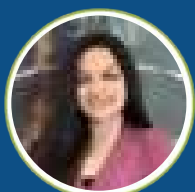
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Centre Director
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PRIYANKA SALUJA

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SHILPA MALLICK

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RUPAL CHOUDHARY

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SAVITA JAGWANI

Educator & Life Skills Expert



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Director - Helen O'
Grady



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(Academic Head)
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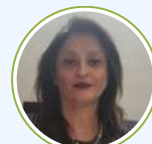
MONIEKA KHANNA

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Principal
Junior pathshala



LEESHAN SHARMA

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NALINI SINGH

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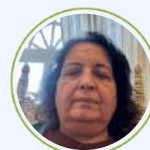
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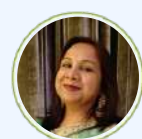
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MINAKAHI JAGGI

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Happy Minds International



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HIMANI

Founder
DOT & DODDLES



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Founder
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SHUBHANGI

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PALLAVI

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Director
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Happy Days International Play School

**ODISHA STATE
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School Head

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GAURAV

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NIRPEKSHA ARORA

PRINCIPAL

SKOOLBAG, NOIDA SEC 117



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KHURANA**

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NAMITA

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Director & Co Founder – Angels Paradise
Group of Schools



VIKRANT KAPOOR

Founder & CMD – Angels Paradise
School Chain

PANCHKULA WING



MANDEEP SHARMA

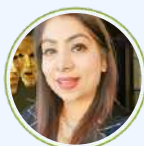
Founder & Director – The Veda Toddlers

PRESIDENT



AMITA KATHURIA

Early Childhood Educator



CHETNA BALI

Founder & Director – Blossom Playway



DEEPAI BHALLA JAGGI

Early Childhood Educator



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Activity center and
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PARIKA SEKHON

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REENA DHIMAN

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SUBAH DEWAN

ICF Certified Life Coach
Founder – Masti ki Pathshala pre school



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Founder Director – Curious Learners
Preschools and Childcare
President



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Franchise Owner Kidzee



DALJEET KAUR MANGAT

Founder – Dots to letters



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IRA GHOSH

Director of Research and
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Educares



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Founder – Bliss Panda Preschool



KANAN PAREEK

Co- Founder–
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RADHIKA ANUP NAIR

Franchise Owner – Little Millennium
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SHRADDHA SHAH RAIKAR

Founder & Principal – CATS
Learning Center



SEEMA TANWAR

MD, Founder – Kanvaskidz
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SNEHA TAPADIA

CEO – Jumpstart chain of
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SUHASINI PAUL

Eminent Indian Toy Designer



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DR. VANDANA CHADHA

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RAIPUR WING



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SARAIPALI WING



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SANGLI WING



SAKSHI. P KHILARE

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THANE WING



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PRESIDENT

VASAI WING



URVI ANKIT LAKHANI

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PRESIDENT



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ANSHITA GUPTA

Founder – Sun India Preschool
PRESIDENT



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Founder-Actto Action | Filmmaker |
Acting Coach



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Director Bunnyhop Preschool



NIKHIL SHARMA

Director – The Kenworld School



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Founder and Director – Dunecrest
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PALLAVI SINGH

Founder – Chai Wai & The Story Tree



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SURAT WING



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Assistant Professor
Uka Tarsadia University, Bardoli



Confederation For Quality In Early
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National Council on Early Childhood Care and Education

TAMIL NADU WING



SHOBA MANIKANDAN
Social Activist | Educationist |
Child Psychologist
TAMIL NADU STATE WING
MENTOR



SOWMYA
Early Childhood Educator
Chairperson , Nanguneri
Panchayat Union
TAMIL NADU STATE WING
MENTOR



RADHIKA RAMAN
Founder -Innovinc Education & Madurai
Parenting Club
PRESIDENT

VADODARA WING



MAYURI SHARMA
Owner - HELLO KIDS TWILIGHT Pre School
PRESIDENT



ALOK KANOJIYA
Owner
Hello kids adventure



BHAVNA CHAVDA
Principal - Uma Vidyalaya
Career Analyst & a Mentor



DIPTI SURATI
HELLO KIDS TWILIGHT
OWNER (BRANCH HEAD)



GEETA SIKDAR
Director
NEEV The Prep School



GOPI SHAH
Owner
Hello kids multinational



PREETI GOSWAMI
Branch Head & Owner
Hello Kids Skylight



JINI RATHEESH
Owner-hellokids bloom- chankyapuri



MAULIK SHAH
Owner
Hello kids multinational,Godhra



PALAK DESAI
Founder-Saksham Gurukul



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India Early Childhood Excellence Summit & Awards 2025

5TH OCTOBER 2025

HOTEL THE ROYAL PLAZA,
NEW DELHI

Keynote Speakers



DR Amrita Vohra

COO & Director of Education, GEMS Education India



Ajay Singh

Principal The Scindia School, Gwalior



Manish Rastogi

CEO, Zee learn LTD

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Panel Discussion

Shaping Future Minds: Leadership, Literature & Learning In Indian Schools



Panelist : Ajay Singh (Principal, The Scindia School Gwalior), DR Anubha Rajesh (Former Chair Professor, CECDR, Jamia Millia Islamia), Amrita Burman (Director, Sunbeam Group of Educational Institution), Rajesh Pasari (MD, Macmillan Education India) Chetan Vohra (Author of Sochu Books), DR Chetna Sabharwal (Director Partnership (AIP))

No Laws to School the Pre Schools In India



Panelist : Rodney D. Ryder (Founding Partner, Scriboard), Prof. DR Poorva Ranjan (Dean Strategic Initiatives, Delhi Metropolitan Education College, POCSO & POSH Expert Speaker), MR Justice (Retd.) Rajesh Tandon (Former Judge, Uttarakhand High Court), MR Justice (Retd.) M.L. Mehta (Former Judge, Delhi High Court), Amol Arora (Managing Director, Shemrock Group of Schools)

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Panel Discussion

Shaping the Future of Safe Pre-Schools in India



Panelist : DR S.K. Rathor (CDM, Sanford Group of Schools), ADV. Ashish Kumar (Child Rights Lawyer, Delhi High Court), Priyanka Sharma (Global Director (Growth & Strategy) Consat Orahi), Sunaina Tourangbam (Child Safety Curriculum Specialist), Shikha Agnihotri (Founder, National Council for School Safety)

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5th October 2025

Hotel The Royal Plaza, New Delhi

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