The study was conducted to assess school readiness in Early years on various parameters of school readiness that are reading, writing, math, and socio-emotional readiness. This study measured school readiness of preschoolers, compared school readiness of International Baccalaureate (IB) preschoolers and Early Years Foundation Stage (EYFS) preschoolers and also assessed school readiness with respect to gender. Purposive sampling technique was used to select a sample of 348 children from age 4.5-5.5 years going to private schools in Western Mumbai, Maharashtra. The data was collected through the administration of School readiness tool (SRT) which consists of 15 items, on 1:1 basis with children, and Social-emotional Readiness Instrument (SERI) administered to parents/caregivers to get feedback regarding social and emotional development of the child. The data collected was analysed quantitatively. Mean scores, standard deviation and Analysis of Variance (ANOVA) was obtained. The results indicated that writing readiness was highest amongst preschoolers with mean score of 46.22 (92.44%), while emotional readiness being the lowest with mean score of 28.31 (70.78%). ANOVA for comparison of school readiness in EYFS and IB preschoolers with respect to reading, writing, math, and social readiness showed no significant difference at 5% level of significance as the p value obtained were p=.124, p=.640, p=.751, p=.457 (>0.05), respectively. Results showed that IB preschoolers were slightly better than EYFS preschoolers in math readiness and social readiness with mean score of 39.39 and 38.97 for math readiness and 30.95 and 30.53 for social readiness. EYFS preschoolers were slightly better than IB preschoolers in reading readiness and writing readiness with mean score of 38.20 and 36.21 for reading readiness and 46.28 and 45.95 for writing readiness. Although, there was a significant difference found between EYFS and IB preschoolers with respect to emotional readiness as p-value found was p=.024, (<0.05). ANOVA for school readiness in IB boys and girls with respect to reading, writing, math, social and emotional readiness showed no significant difference as p-value obtained for these pairs were p=.954, p=.288, p=.529, p=.063, p=.831 (>0.05), respectively. Also, ANOVA for school readiness in EYFS boys and girls with respect to reading, writing, math, social and emotional readiness showed no significant difference as p-value obtained for these pairs were p=.763, p=.448, p=.122, p=.814, p=.163 (>0.05), respectively.