APPENDIX I
Part I

MEASURING THE QUALITY OF EARLY CHILDHOOD EDUCATION CENTERS / PROGRAMME

INTRODUCTION:

The Quality of Early Childhood Education Centers plays an important role in child's developments. The current research is conducted to assess the quality of Early Childhood Education Centers in the cities of Baroda, Jaipur & Mumbai. This research will help achieve Doctorate in Philosophy for researcher and further the finding to be shared for the progression of Pre – Primary Education.

WHAT IS THE PURPOSE OF THIS TOOL?

The purpose of this tool is to find out and rate the quality of Childhood Education programme that is for those working with children prior to compulsory education. The tool is appropriate for use in range of settings and should be used to review, develop and promote good practices.

WHO USES THIS TOOL?

This form is to be filled by the director or principal (or other appropriate administrator of the school). In case of need, it can be discussed with the head teacher, but forms are to be completed independently.
HOW DO YOU USE THIS TOOL?

Each boldface statement on left side of the page is criterion to be rated. Many criteria are followed by a list of indicators that must be considered in the rating. Put a checkmark in the box provided, as you observe the indicator

Rate each criterion using the following scale.

1= Very Good
2= Good
3=Satisfactory
4=Needs some change
### Physical Set-Up

<table>
<thead>
<tr>
<th>1.1 Building</th>
<th>1.2 Light</th>
<th>1.3 Ventilation</th>
<th>1.4 SPACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building is safe, attractive clean and beautiful pleasant to children.</td>
<td>Rooms are equipped with electric supply and natural light.</td>
<td>Well placed with provision for cross ventilation adequate number of windows i.e. natural or artificial ways</td>
<td>Ample space available per-child to perform all activities and full utilization of space.</td>
</tr>
<tr>
<td>Building is safe and functional somewhat pleasant to be.</td>
<td>Rooms are well lighted through natural or artificial lights.</td>
<td>Room is airy and comfortable.</td>
<td>Minimum specification of 35 sq meters Per 30 children.</td>
</tr>
<tr>
<td>Building is dilapidated but functional for daily activities not very pleasant to be in.</td>
<td>Lighting is just sufficient for daily functions</td>
<td>Room is some what comfortable but no free circulation of air.</td>
<td>Less than minimum specification but adequate space not organised properly.</td>
</tr>
<tr>
<td>Building is old and weak, unattractive styling.</td>
<td>Absence of natural and artificial light, lighting is inadequate.</td>
<td>Room is suffocating and uncomfortable with no provision for fresh air.</td>
<td>Crowded and cramped space for children to do any activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1 Building</th>
<th>2.2 Light</th>
<th>2.3 Ventilation</th>
<th>2.4 SPACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ample out door space with fenced gate, fixed equipment, portable equipments, Shaded &amp; sheltered area, protective surface (grass, asphalt, sand, cushioning etc).</td>
<td>Out door space adequate for number of children and utilized ensure satisfy for children.</td>
<td>Out door space is limited &amp; Too little or no out door space.</td>
<td>Ample out door space with fenced gate, fixed equipment, portable equipments, Shaded &amp; sheltered area, protective surface (grass, asphalt, sand, cushioning etc).</td>
</tr>
<tr>
<td>Out door space is limited &amp; Too little or no out door space.</td>
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<td>Out door space is limited &amp; Too little or no out door space.</td>
</tr>
<tr>
<td></td>
<td>1 Very Good</td>
<td>2 Good</td>
<td>3 Satisfactory</td>
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</tbody>
</table>
| 1.5 Display | * Display is in accordance with current topic.  
* Along with market made and self made aids.  
* Beautifully and innovatively displayed children's work. | Display according to current topic, mostly with standard charts. | Standard stereotype charts present. Eg. numbers, fruits, flowers, alphabets etc. | No Display of any kind |
| 1.6 Storage space | Ample storage space available for staff and students personal belongings and for material in current and not in current use. | Adequate storage space to meet needs of children and teacher. | Children and Teacher share the same storage place. | No space for either teacher or children's belongings. |
| 1.7 Safety | 1.7.1 In terms of absence of  
* Slippery ground  
* Rusted equipment  
* Small material likely to be swallowed  
* Hazardous local material | 4 of the items mentioned in point 1.7.1 | 3 of the items mentioned in point 1.7.1 | 2 of the items mentioned in point 1.7.1 |
| 1.7.2 Safe transportation | School's own transportation available (Bus etc.). | School has hired outside transport. | Parents make arrangement for transportation | No transportation facility by school children may come on their own, with parents or others |
| 1.7.3 Fire extinguisher available for emergency | Available in school Building. | Collaborated with fire department | Available on Phone Call | No facility available. |
### 1.8 Sanitary Facilities

- Child size and scaled toilet facility with free flowing water and sanitized daily.
- Separate for boys and girls
- Facility for dustbin, towel soap etc.

#### 2.1 Programme schedule

- Is in accordance with well-defined objectives
- Provide for a harmonious development of the physical, emotional, social, aesthetic and intellectual faculties of children
- Teacher follows the schedule but flexibility is provided in case of children's interest.

#### 2.2 Planning by Teacher

- The planning takes into account the development of knowledge, skills and attitudes in different learning areas.
- Adequate time is allocated for children to have free choice activities.
- Balance learning experience for children
- Opportunities are provided

### 1.9 Drinking Water Facility

- Boiled and sieved water provided in separate glass for each child
- Normal toilet with running water and cleaned regularly
- Aquaguard purified water
- Water stored in urns (Matka) served by maids.
- Stored tank water with taps.

#### 2 Programme Content

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Need Some Change</td>
</tr>
<tr>
<td>Sanitary Facilities</td>
<td>Normal toilet with running water and cleaned regularly</td>
<td>Sanitary requirements are adequate.</td>
<td>No sanitary facility, out door, open space for the same.</td>
</tr>
<tr>
<td>Drinking Water Facility</td>
<td>Boiled and sieved water provided in separate glass for each child</td>
<td>Aquaguard purified water</td>
<td>Water stored in urns (Matka) served by maids.</td>
</tr>
</tbody>
</table>

#### 2.1 Programme schedule

- Follows the schedule most of the time
- Give some importance to child's interest and modifies plans if need arises (i.e. when children are visibly bored.)
- Schedule is strictly followed by teacher.
- No sensitivity to children's interest.

#### 2.2 Planning by Teacher

- The planning is in accordance with knowledge, skills and attitude in different learning areas. but the intensity is less to the details
- Planning is based on the knowledge, skills and attitudes in different learning areas but minimum utilization of these skills in planning.
- No planning of time or balanced learning
- Only routine activities carried out, children left to do what they want.
learning, group learning and whole class learning.

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</tbody>
</table>

2.3 **Age appropriateness of activities**

- All activities are conducted according to the development needs of the different age groups.
- Some activities are age appropriate while some are scheduled in a daily program.
- Same activities are planned for all age groups.

2.4 **Use of play materials and teaching aids**

- The materials and aids are in sufficient quantities for total number of children.
- Children are allowed to handle it.
- The materials & aids are used for group of children.
- Same teaching aids are used by teachers for teaching.
- Only standard charts or black boards are used or no play material or teaching aids used at all.

2.5 **Balancing learning activities**

- The Daily schedule provides a balance of activities on following dimensions.
  - a) Indoors / outdoors
  - b) Quiet / active
  - c) Individual / small group / Large Group
  - d) Large muscles / small muscles
  - e) Child initiated / staff initiated

- 3 - 4 points out of all mentioned in 1st column of 2.5
- 2 - 3 points out of all mentioned in 1st column of 2.5
- One or none of the points out of all mentioned in 1st column of 2.5
<table>
<thead>
<tr>
<th>2.6 Class Room management</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>2.6.1 Use of lesson time</td>
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<tr>
<td>* Activities are flexibly arranged</td>
<td>Activities are flexibly arranged in accordance with children's responses</td>
<td>Activities conducted in accordance with teachers plan not according to child's response</td>
<td>Activities are rigidly arranged - focus is on completion of task, not the understanding by children.</td>
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<tr>
<td>2.6.2 Routine and order in classroom</td>
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<tr>
<td>* Children are made to understand the importance of obeying rules by teacher</td>
<td>* Routines are established as per schedule</td>
<td>* Strict discipline in class</td>
<td>* Rigid following of the routine</td>
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</tr>
<tr>
<td>* Specific daily and weekly class routines are set up</td>
<td>* Order is maintained in class</td>
<td>* No explanation for delivery of praise or punishment</td>
<td>* Children scolded/punished if order is not followed in the class</td>
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<tr>
<td>2.6.3 Children's behavioral problems</td>
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<tr>
<td>* Teachers are fair in handling cases of misbehaviour and serves as models of good behaviours. * Teachers take appropriate and timely action to prevent misbehaviour. * Teachers take initiative to inform the management, parents or professional advice regarding children</td>
<td>* Childrens behavioral problems are dealt with understanding and help from professional * Parents are informed regarding the same</td>
<td>* Misbehaviour noticed * no further action taken</td>
<td>* All children are treated in similar manner * No knowledge for the case of misbehaviour</td>
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</tbody>
</table>
2.7 Children's participation in activities
(Rate each points separately considering the examples related to the points given below)

<table>
<thead>
<tr>
<th>I. Personal growth activities</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Provide opportunities to express growing independence / self reliance such as ability to make choices, initiate own activities. Allow time for children to talk about what they see, do and like.</td>
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<thead>
<tr>
<th>II. Fine Motor activities</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>Fine Motor activities are the activities / skills of finer muscle, particularly of eyes, hands and fingers etc. It can be enhanced by exercises like manipulating, scribbling, grasping, releasing etc. Activity such as stacking rings, beads, lacing cards, puzzles, grasping the dough, tearing papers etc.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>III. Gross Motor activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide time and space for active play such as jumping, running, balancing, climbing, bicycles, standing and walking on heels, toes sliding, swinging, navigating through obstacle course, animal movement, rocking, creeping and crawling.</td>
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</table>

<table>
<thead>
<tr>
<th>IV. Arts and Crafts activities</th>
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<th>2</th>
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</tr>
</thead>
</table>
Art is interwoven with other curriculum areas. Children are encouraged to do activities like drawing, painting, printing, modelling, textile, paper activities like origami, paper folding, collage.

### VIII. Excursions / Field trips.

Development of social skills through interactions, sharing, taking turns, team work, story telling, allowing children to play co-operatively in large and small groups - showing affection to peers, adults and other children cuddling toys, expressing emotions like happiness, sadness, love, anger, pain, frown, distress, wonder & surprise etc.

### V. Language activities

These activities include reading books, telling stories, picture talks, provide time for conversation, ask child question, answer children question, add more information to what child says songs and rhymes, dramatisation, label things in room, use written words with picture and spoken language use flannel board, puppets, songs, finger plays. Extend vocabulary and fluency by talking and listening, hearing and responding.

### VI. Cognitive activities

Encourage children to think reason, question and experiment by planning activities for labelling, classifying, sorting objects by shape, colour, size. Opportunities to use numbers, counting objects science experiments, cooking experiments, encourage water and sand play, time concepts in terms of daily and weekly routines, season of the years. Multi-cultural experiences, computer projects.

### VII. Social and Emotional Development

Development of social skills through interactions, sharing, taking turns, team work, story telling, allowing children to play co-operatively in large and small groups - showing affection to peers, adults and other children cuddling toys, expressing emotions like happiness, sadness, love, anger, pain, frown, distress, wonder & surprise etc.

### V. Language activities

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
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<th>Need Some Change</th>
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<tbody>
<tr>
<td>1</td>
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</tbody>
</table>
knowledge regularly (e.g. visit to music shops, bakery, fish market, post office, hospital, fire station, animal farm etc.)

Activities like music and movement, sand and water play, free play, creative dramatics, dancing, yoga are provided and encouraged.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3 Out of 5 points mentioned in 1st column of 2.8</td>
<td>2 out of 5 points mentioned in 1st column of 2.8</td>
<td>1 out of 5 points mentioned in 1st column of 2.8</td>
<td></td>
</tr>
</tbody>
</table>

**2.8 Assessment of children's progress.**

1. The Preprimary institution adopts suitable formative and summative assessments in assessing children's learning experience.
2. The assessment provides a good coverage of children's performance in skills, attitudes and knowledge.
3. Data are analysed from different sources (e.g., ongoing observations, report, records of children's daily performance etc.)
4. Preprimary teachers give timely, appropriate & adequate feedback to children.
5. Appropriate formative records are disseminated at timely intervals

**2.9 Evaluation of Programme**

The programme is evaluated regularly continuously and comprehensively in terms of its attainment of local, regional, national & international standards of excellence in the education of young children.

The program is evaluated regularly for the suitability of the children in accordance with time and place

*Evaluation takes place in time of crisis*

The programme is never evaluated or haphazardly evaluated
<table>
<thead>
<tr>
<th>2.10 Communication skills &amp; interaction</th>
<th>2.11 Health &amp; Nutrition Facilities</th>
<th>3.1 Staff qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Pre-primary educators, explanation, instruction and demonstration are clear, lively, systematic and appealing</td>
<td>* Once in three months</td>
<td>* Teacher may be post graduate or graduate with specialization in any discipline with X or class XII passed</td>
</tr>
<tr>
<td>* Adjust their teaching according to children's abilities and needs</td>
<td>* Once in six months</td>
<td>Teachers may be graduate in any discipline with</td>
</tr>
<tr>
<td>* Encourage children to share their experiences, ideas, feelings etc.</td>
<td>* Plan exists for dealing with medical emergencies</td>
<td>Teacher may be class X or class XII passed</td>
</tr>
<tr>
<td>* Encourage children to communicate with other children and adults.</td>
<td>* Collaboration with Doctor</td>
<td>Teachers do not have any qualification</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
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<td>Good</td>
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</tbody>
</table>

**Staff / Personnel**

**3.1 Staff qualifications**

* Teacher may be post graduate or graduate with specialization in any discipline with X or class XII passed
* Teachers may be graduate in any discipline with
* Teacher may be class X or class XII passed
* Teachers do not have any qualification

**Health & Nutrition Facilities**

**I. Routine health checkup**

* Once in three months
* First aid supplies readily available

**II. Nutrition**

* Nutritutive and variety of food served pleasantly and in a systematic and organised manner
* Positive interaction with children during meal/snack time.

* Food served in a systematic and organised manner.
* Adults occassional interact positively with child

* Food served as part of duty
* Interaction present only for guiding the child

* Routine food served indifferently
* No interaction with child

Parents informed about ill-health.
### 3.2 Personal Characteristics

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Good</th>
<th>Satisfactory</th>
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</thead>
<tbody>
<tr>
<td>* Teachers exhibit caring, acceptance, sensitivity, empathy and warmth towards children.</td>
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<tr>
<td>* Fundamentally positive attitude (Optimistic constructive attitude)</td>
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<tr>
<td>* Openness and honesty (Direct, spontaneous, genuine)</td>
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<tr>
<td>* Willingness to assume responsibility</td>
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<tr>
<td>* Courage to take a personal stand and make own decisions (courage to stand up for own convictions)</td>
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<tr>
<td>* Sense of reality (feeling for what is realistic)</td>
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<tr>
<td>* Humour (ability to provide relaxation)</td>
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<tr>
<td>* Have special skills (Music, Acting, Drama etc)</td>
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### 3.3 Moral/Ethical Dimension

- * Respect children cultural diversity and family practices. |
- * Show courage to act on behalf of children. |
- * Advocate for the protection of the children |
- * Take trips to Museums |
- * Respect children cultural diversity and family practices. |
- * Invite parents and other visitors to share arts, crafts, music, dress and stories of various culture. |
- * Acknowledge cultural differences and family practices. |
- * Indifferent to child's culture and family practices.
### 3.4 Staff Constancy

- Teachers working for more than 5 years
- Teachers working for more than 3 years
- Teachers working for 2 years

<table>
<thead>
<tr>
<th>Constant turnover of staff</th>
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</thead>
<tbody>
<tr>
<td>Teachers working for less than a year</td>
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</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Very Good</td>
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</tr>
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</table>

### 3.5 Staff Co-operation

- Team work is observed
- Staff works in collaboration and consultation with other staff members
- Shared goal
- Everyone is co-responsible for the end result
- A lot of communication
- Coherence and harmony
- Stimulating collective learning, updating, sharing and exchanging knowledge.

### 3.6 Staff Professional Growth

- Provision for courses, workshops, conferences, on the job training.
- Individual guidance and coaching in the workplace.

### Parent-Teacher Association, Involvement and Participation

#### 4.1 Parent Involvement & Participation

- Activities involving children and parents are planned regularly.
- Parents are welcome visitors in the center.

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<tr>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>Good</td>
<td>Very Good</td>
<td>Need Some Change</td>
</tr>
</tbody>
</table>

- Children and Parent interaction are encouraged
- Special efforts are made to involve parents.

- Parents are sometimes involved at their initiation.
- Parents participation is not encouraged

- Informal feedback by authority
- No action taken.
### 4.2 Parent Teachers Association

- Controversies are held at least twice a year & at other times, as needed, to discuss children's progress, accomplishment, and difficulties at home and at the center.
- Formal and informal meetings with parents are organized.
- A verbal / written system is established for sharing day to day happenings that affect children.
- Teachers interact with parents only when parents demand for it.

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### 4.3 Parent Information

- Parents are informed about centers progress through regular newsletter, bulletin board, frequent notes, telephone calls & other similar measures.
- *Parents are informed at timely intervals of their children's progress in various aspect through various means (e.g. P.T., A Child's development report, class observation assessment of child's work)*
- "Two way communication ensured for welfare and education of children.

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### 5 Children

#### 5.1 Age Group of children

- 3 years & above
- 2 1/2 years & above
- 2 years & above
- 1.5 to 1.9 months & above

#### 5.2 Group Size

- Less than 20
- Between 20-25
- Between 30-35
- Between 40-45
<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
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</thead>
<tbody>
<tr>
<td>5.4 Equality of Opportunities</td>
<td>*Equal opportunities for girls and boys</td>
<td>*Equal opportunities for girls and boys</td>
<td>*Boys and girls are treated equally</td>
<td>*Stereo typical roles assigned to boys and girls</td>
</tr>
<tr>
<td></td>
<td>*For children of different races and culture</td>
<td>*For children of different races and culture</td>
<td>*Differences can be observed in traditional and non-traditional roles</td>
<td>*Following of traditional roles.</td>
</tr>
<tr>
<td></td>
<td>*Children with special needs</td>
<td>*Nonsexist / non gender environment provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5 Greetings / Departure</td>
<td>*Warm greetings and departure</td>
<td>*Warm greetings and departure</td>
<td>Acknowledges child's arrival and departure</td>
<td>No response</td>
</tr>
<tr>
<td></td>
<td>*Time allotted to exchange information between parents and staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.6 Personal Grooming</td>
<td>*Personal cleanliness checked everyday</td>
<td>*Personal cleanliness checked thrice a week</td>
<td>*Personal cleanliness checked twice a week</td>
<td>Not checked at all.</td>
</tr>
<tr>
<td></td>
<td>*Taught healthy habits e.g. washing hands, eating, toileting etc.</td>
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<tr>
<td>5.7 Honoring Birthday and Holiday celebration</td>
<td>All the time, for all festivals, holidays and birthdays</td>
<td>All the time for specific festivals and holidays all birthdays</td>
<td>Few selected festival and holiday</td>
<td>No celebration of festivals, holidays or birthdays</td>
</tr>
</tbody>
</table>
APPENDIX I
Part II

Scale to measure the Management Domain of Early Childhood Education Centers

Good management and organization would help enhance teaching & learning effectiveness in preprimary institutions. This scale has been designed to give an overall picture of the management of an Early Childhood Education Center catering to the child of 2 years to 6 years of age.

The following 5 areas cover various parameters & key principles.

1) Planning & Administration
2) Leadership
3) Staff management
4) Utilization of resources
5) Self evaluation.

This scale can be used by supervisors, principal, and management personnel for self assessment as well as by outsider for evaluating the management of Early Childhood Education Center. This is a four point rating scale. The scale consist of the following grades:-
**Assessing the Management of Early Childhood Education (ECE) Centers.**

The table provides a guideline to understand the relationship and role of the management in a pre-primary educational institution. In the table MC denotes Management committee. The questionnaire needs to be analyzed according to the questions that have been asked and one choice in the last column i.e. the column with the title Remarks should be marked in the box provided (mark one of the 4 alphabets present i.e. E = excellent, G = good, A = acceptable, U = unsatisfactory). Express your views only after referring to the alternatives given in column E and A.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Question</th>
<th>Excellent (E)</th>
<th>Good (G)</th>
<th>Acceptable (A)</th>
<th>Unsatisfactory (U)</th>
<th>Remarks</th>
</tr>
</thead>
</table>
| 1. Organisation   | How does the management Committee of an ECE states its objectives as well as roles and responsibilities? | It has a specific constitution that states  
~ Mission of the institution.  
~ Objectives of the MC.  
~ Supported by staff members of the institution and achieve fully. | In between E and A  
~ It formulates its work target.  
~ Achieves it partially. | Below acceptable  
~ MC formulates the mission statement.  
~ Long-term goals.  
~ Monitor the operation of | | E |
| Framework         |                                                                           |                                                                                |                                                                          |                                                                                | E |
| 1a                | What roles do members of the MC play in the pre-primary institution?       | ~ Through cooperation and consultation, formulate long-term goals.  
~ Essential policies.  
~ Sound mechanism to monitor the implementation of plan.  
~ Review work  
~ Appropriate follow up | In between E and A  
~ MC formulates the mission statement.  
~ Long-term goals.  
~ Monitor the operation of | Below Acceptable  
~ Appropriate follow up | | E |
<p>|                   |                                                                           |                                                                                |                                                                          |                                                                                | G |
|                   |                                                                           |                                                                                |                                                                          |                                                                                | A |
|                   |                                                                           |                                                                                |                                                                          |                                                                                | U |</p>
<table>
<thead>
<tr>
<th>4. Safety Measures</th>
<th>Are there safety measures in the pre-primary institution?</th>
<th>~ Guidelines with clear and explicit instructions are laid down for conceivable crisis.</th>
<th>The institution manages to deal with emergencies and keep records.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>~ Safety rules and measures are formulated with relevant legislation guidelines.</td>
<td>~ Referral services available for conditions beyond experts of centers.</td>
<td>Below Acceptable</td>
</tr>
<tr>
<td>5. Management of daily operations</td>
<td>How does the ECE manage daily matters?</td>
<td>~ Clear logistic work procedures.</td>
<td>The organization assigns staff to handle daily matters.</td>
</tr>
<tr>
<td></td>
<td>~ Assigned personnel to perform various duties.</td>
<td>~ Handles daily matter flexibly and systematically for smooth operation.</td>
<td>Below Acceptable</td>
</tr>
<tr>
<td></td>
<td>~ Established aims and mission.</td>
<td>In between E and A</td>
<td>Established aims and mission.</td>
</tr>
<tr>
<td>5a</td>
<td>Professional Knowledge</td>
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<td>----</td>
<td>------------------------</td>
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<tr>
<td></td>
<td>How does the ECE keep files?</td>
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<td></td>
<td>It has good filing system</td>
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<tr>
<td></td>
<td>Appropriately and systematically arranged.</td>
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<td></td>
<td>Kept in an orderly way.</td>
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<td></td>
<td>Computerized facilities.</td>
<td></td>
<td></td>
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<td></td>
<td>In between E and A</td>
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</tbody>
</table>

|   | Can the management lead the development of the institution with its professional knowledge? |
|   | The management masters the knowledge and has received relevant training in leading the organisation. |
|   | A thorough understanding of the latest educational development. |
|   | In between E and A |

The management refers to Principals, Supervisor & Senior teachers of Kindergarten.
| The leading echelons refer to members of the MC, Supervisor & Principal of Kindergarten |
|---|---|---|---|
| 8. Working relationships with staff | How is the working relationship between the management and staff of the organisation? | ~ The management is willing to listen, accept and respect the viewpoints of the staff, thus maintaining a harmonious working relationship with them. | In between E and A |
| | | ~ Welfare incentives and facilities to foster a sense of belonging amongst the staff. | ~ The management and the staff maintain good working relationship. |
| | | ~ There are staff welfare services in the institution. | Below Acceptable |
| | | ~ Management acknowledges the good work of the staff. | U |
| | | ~ Effectively handles their discontent. | ~ Complete their task. |
| 8a | How does the management create a collaborative culture in the pre primary institute? | ~ The management creates an environment characterized by positive thinking self-esteem, mutual trust, openness, enjoyment, and passion. | ~ The management and staff of the institute can cooperate with each other through various channels to express their views. | E  | G  | A  | U  |
| 9. Relationship with parents | How does the management build up partnership with parents? | ~ The management objectively accepts and values parents' views. | ~ Provides opportunity for involving parents in the functioning of the institution. | Management listens to parents' views and invites them to participate in the activities of the institution. | Below Acceptable | E  | G  | A  | U  |
| 10. ECE educators' qualifications and allocation of duties | What are the qualifications of pre-primary educators? | ~ Pre-primary educators have received professional training (Graduate + Early Childhood Education, Post Graduation + Early Childhood Education; | In between E and A | Pre-primary educators have received professional training (10 std + Early Childhood Education 12 std) | Below Acceptable | E  | G  | A  | U  |
Above Acceptable Early Childhood Education and non-degreed staff

- The staff are enthusiastic in learning
- They possess various expertise.
- Do the staff possess expertise?
- Are the staff enthusiastic in learning?
- How are the duties of the pre-primary educators allocated?

10a How are the duties of the pre-primary educators allocated?

11 Allocation of duties for other staff (Non teaching)

Mechanism to allocate duties according to staff’s strengths, abilities, experiences, and qualifications

According to Institution’s developmental needs

According to the actual needs of the institution

According to the need of hour and need of institution

According to the need of the institution

According to abilities and preferences of the management.

Duties are allocated according to staff’s Qualification, abilities and strengths

According to Institution’s developmental needs

According to the actual needs of the institution

According to the need of hour and need of institution

According to the need of the institution

According to abilities and preferences of the management.
| 12. Effectiveness of staff development | How does the ECE organisation formulate its staff development plan? | ~ Through courses, workshops, conferences, and on the Job-training  
~ Creation of practice situation  
~ Talent development program.. | In between E and A | ~ Through in service training  
~ Coaching  
~ Job instruction. | Below Acceptable | E | G | A | U |
|--------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|-----------------|---------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| 13. Effectiveness of staff appraisal | How does the Institute assess the performance of its staff? | ~ Systematic evaluation of staff at periodic interval by his/her superior  
~ Fair and open | In between E and A | Evaluation of staff once a year formally or informally by his superior. | Below Acceptable | E | G | A | U |
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<tbody>
<tr>
<td>14. Staff communication</td>
<td>How does the institution foster communication with its staff?</td>
<td>Open and multi-directional communication channels for imparting information and collection of views from its staff.</td>
<td>In between E and A</td>
<td>Formal communication channel to release information and collect viewpoints from the staff.</td>
<td>Below Acceptable</td>
<td>E</td>
<td>G</td>
<td>A</td>
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<tr>
<td>15. Staff Collaboration</td>
<td>How does the staff collaborate and work as a team?</td>
<td>With mutual trust, sound cooperation and communication, and in accordance to educational aim of institution.</td>
<td>In between E and A</td>
<td>Staff discharges their duties properly and cooperates with one another.</td>
<td>Below Acceptable</td>
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<td>16. Staff Participation in management</td>
<td>Is staff participation in Management activities encouraged?</td>
<td>In all the activities, staff’s opinion is asked and implemented wherever possible.</td>
<td>In between E and A</td>
<td>In few activities staff participation is desired.</td>
<td>Below Acceptable</td>
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<td>Question</td>
<td>Response</td>
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<td><strong>17. Arrangement &amp; utilization of space</strong></td>
<td>How is the physical setting arranged to meet children’s needs?</td>
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<td>- In proportion to number of children</td>
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<td>- Arrangement is child friendly.</td>
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<td>- Arouse Child learning Interest</td>
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<td></td>
<td>In between E and A</td>
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<tr>
<td></td>
<td>- Adequate space to conduct activities</td>
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<td></td>
<td>- Appealing to children.</td>
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<td>Below Acceptable</td>
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</tbody>
</table>

| **18. Physical settings and facilities**                                 | What are the sanitary condition in the institution?                                               |
|                                                                        | - Fire Precautions                                                                                  |
|                                                                        | - Well ventilated                                                                                   |
|                                                                        | - Medical room and first aid kits                                                                   |
|                                                                        | - Regularly cleaned and sanitized toilet.                                                           |
|                                                                        | - Pure water facility available.                                                                  |
|                                                                        | In between E and A                                                                                  |
|                                                                        | Regularly washed and all facilities are kept clean and tidy.                                       |
|                                                                        | Below Acceptable                                                                                   |
| 19. Provision and Organization of teaching resources | How are the teaching resources provided to meet children's needs? | ~ Adequate & diversified resources are provided.  
~ According to the suitability, durability & safety.  
~ For overall development of the child. | In between E and A | Different resources are provided adequate for child's development. | Below Acceptable | E | G | A | U |
|--------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------|------------------|----|----|----|----|
| 20. Management and use of resources. | How are teaching resources being stored, maintained & replenished? | ~ Low level storage for children's choice independently.  
~ Other storage space accessible to teachers.  
~ Regular checkups & replenishment of teaching resources to monitor their effectiveness in facilitating learning activities  
~ Guidelines on the utilization of resources are provided. | In between E and A | ~ Storage rooms are provided for keeping teaching resources.  
~ The resources are regularly tided up or replenished. | Below Acceptable | E | G | A | U |
~ Balancing the income & expenses  
~ Systematic management of financial resources.  
~ Obtaining adequate funding  
~ Reporting to the management regularly | In between E and A | The management prepares the institutional budget and submit it to management, committee for approval | Below Acceptable | E | G | A | U |
| 21a | How does the institution monitor its finances? | ~ Monthly audit is conducted.  
~ Compare the budget with actual expenses incurred.  
~ Revise budget for forth coming year. | In between E and A | ~ Monthly financial statements are prepared.  
~ Reviews on budget and actual expenses are conducted. | Below Acceptable | E | G | A | U |
| 22. Institutional evaluation framework | What is the self-evaluation mechanism of the Institution? | ~ Through its progress, characteristics and resources available.  
~ Its implementation of policies and activities. | In between E and A | Review the effectiveness of its policies and practices. | Below Acceptable | E | G | A | U |
|--------------------------------------|--------------------------------------------------------|-------------------------------------------------|----------------|---------------------------------|----------------|---|---|---|---|
| 23. Attachment to Professional organisations / Bodies / Networking | How is the institution develop inter professional Collaboration? | ~ Collaboration established with Psychologist, Social Workers, Pediatrics, business, Public Service, School as needed.  
~ Member of Local, National, International Organisation working in the filed of ECE. | In between E and A | Minimum collaboration is established. | Below Acceptable | E | G | A | U |

N.B: In case if you organize / manage any other special activity / features, you are requested to mention in the space below.
APPENDIX 1
Part III

Assessing the Quality & Management of Early Childhood Education Centres

Questionnaire for Administrator / Principal

Kindly fill the required information of Questionnaire and in case of clarification ask the researcher.
Questionnaire for Administrator / Principal

1] Identifying Information

Name of the center (Pre school organization)
Address :-
Telephone & Fax no :-
Email :-
Website :-
Year established:-
Principal / Head Teacher / Mgt / Supervisor:-
If Registered: - Y / N
If Yes Registered under:-

2] Description of the organization.

Type of organization:-
1) Private
2) Governmental
3) Semi Governmental
4) N. G. O.
5) Franchise
6) Others (Please Specify)

3] Organization's

Vision:-

Mission:-

Goals:-

4] Duration

- Length of session: Full day
  - Half day
- Number of days per week: 5 days, 6 days

5] Medium of instruction

- Mother Tongue
- Hindi
- English
- Any Other

What Managers do

6] Head Teacher / Principal: Personal Characteristics

  Age: -
  Sex: - M. F

7] Head Teacher: Professional Qualifications

- Education / Diplomas
- Teacher Training
- Principal / Head Teacher Training
• Any other

8] Head Teachers Professional Experience
   I. Years of teaching experience ________________________________
   II. Years at present school _________________________________
   III. Years as head teacher _________________________________

9] Head Teacher Work Load
   A. Teaching
   B. Administrative duties
   C. Outside Meetings
   D. Teacher Supervision / Help
   E. Meeting Parents

10] Head Teachers Salary: -

Managing Resources
8 School description
8.1 Size of the school (area of whole school)
8.1(a) School Building
   Own / Rented

8.1(b) Location
   Rural / Urban / Slum / any other place specify

8.1(c) Average class size
8.1(d) Total number of class Rooms.

8.1(e) Age of school building

8.1(f) Classes
Play Group  Y/ N
Nursery       Y/ N
Jr Kg         Y/ N
Sr Kg         Y/ N
Any other (specify)

8.1(g) The number of years required for the child in Pre-primary center.

Children

8.2 (a) Total number of pre school children.
8.2 (b) Total number of Boys: Total number of Girls:

8.2 (c) Age of children during admission
   I.  1.5 yrs
   II. 2yrs
   III. 2.5yrs
   IV.  3yrs

8.2 (d) Average age of the child in the following classes :-
   I. Play Centre
   II. Nursery
   III. Jr.Kg
   IV. Sr Kg

8.2 (e) Number of children in each class
   Play Centre
   Nursery
   Jr.Kg
   Sr.Kg
   Any other
8.2 f) Do the number of children fluctuate every year? i.e. Are they likely to
a) Increase
b) Decrease
c) Remain the same

Managing People

_A Program Personnel_

9. Teacher description:

9.1 (A) Number. of teachers M F

(B) Qualification of the Teachers
10 + Diploma / Certificate in E.C.E
12 + Diploma / Certificate in E.C.E
BA/ BSC/ BHSC/ BCOM
BA/ BSC/ BHSC/ BCOM + Diploma / Certificate in E.C.E
Masters
PhD
Any other

(C) Teachers age distribution:-
Between 18-25 40-45
26-30 46-50
31-35 50 + Years
36-40
(D) Assistant teachers
  
  Y  N

(E) Teacher aides or child care helpers
  
  Y  N

(F) Years of Service
  i) 1-3 Years
  ii) 4-6 Years
  iii) 7-9 Years
  iv) 10 + Years

(G) Volunteers
  
  Y  N  Not applicable

9.1 B Non Program Personnel
  i) Dieticians and Food Service Personnel
  ii) Psychologists / Counselors
  iii) Medical Staff
  iv) Office Staff
  v) Maintenance Staff
  vi) Transportation Staff

9.2 Job Description For Personnel
  1) Working condition
  2) Benefits
3) Responsibilities and duties
4) Evaluation

InService Training / Education

(a) Does the school provide in service training

Yes
No

If Yes

What in-service training is provided for the development of professional knowledge and skills:

i) Offsite seminars / Workshops

ii) Visit to other program

iii) Access to Resource Materials

iv) On site in-service sessions

v) College Level / Technical school Courses

vi) Any other (specify)

If No

1) How do you update your self?

_________________________________________________________________________
_________________________________________________________________________

Membership of Professional organizations:-

1) Local: 1) 2) 3) 4)

2) National: 1) 2)
3) International

1) 

2) 

3) 

4)
Managing Activities / Programs

Details of the activities and programmes in the preschool: kindly tick the appropriate box.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
<th>If Yes then</th>
<th>Materials used</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Daily</td>
<td>Alternatively</td>
<td>Weekly</td>
</tr>
<tr>
<td>1.</td>
<td>Fine Motor</td>
<td></td>
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<tr>
<td>2.</td>
<td>Art</td>
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<td>3.</td>
<td>Music/ Movement</td>
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<td>4.</td>
<td>Blocks</td>
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<td>5.</td>
<td>Sand/Water</td>
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<td>Sand: Indoor</td>
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<td>Outdoor</td>
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<td>Water: Indoor</td>
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<tr>
<td></td>
<td>Outdoor</td>
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<td>6.</td>
<td>Dramatic Play</td>
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<td>Nature/Science</td>
<td>Maths/Number</td>
<td>Language</td>
<td>Tv/Video</td>
<td>Any other</td>
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- Do the school have the children’s Library or Library/books for Teachers reference.
A Programme Structure

1. Scheduled
   - Yes
   - No

2. Free Play
   -

3. Group training
   -

12 Managing Finances:

A The school’s Sources of Finance: - (Income)

a) Grants (if any) Rs
   i) Foundations / Trust
   ii) Government
   iii) Cooperates
   iv) Individual
   v) Foreign

b) Fees
   i) Monthly
   ii) Term Wise (Six Months)
   iii) Annually

B) The school’s expenses
   - Rupees

1) PERSONNEL
   - DIRECTOR
   - HEAD TEACHER
   - TEACHER
• ASSISTANTS
• SECRETARY
• OTHER AIDES/ PERSONNEL

2) NON PERSONNEL
• RENT
• UTILITIES AND PHONE
• ADVERTISING
• FOOD
• OFFICE SUPPLIES
• CLASS ROOM EQUIPMENTS AND MATERIALS
• INSURANCE
• STAFF DEVELOPMENT AND TRAINING
• REPAIRS AND RENNOVATION
• TAXED
• ANY OTHER

N.B: Added information is welcome in the space provided below.