

## **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

1 Physical Set - Up

|                      | 1<br>Very Good                                                                                                                                                                               | 2<br>Good                                                                                                                                                               | 3<br>Satisfactory                                                                                                   | 4<br>Need Some Change                                                                              |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 1.1 Building         | Building is safe, attractive clean and beautiful pleasant to children.<br><input type="checkbox"/>                                                                                           | Building is safe and functional somewhat pleasant to be.<br><input type="checkbox"/>                                                                                    | Building is dilapidated but functional for daily activities not very pleasant to be in.<br><input type="checkbox"/> | Building is old and weak, unattractive styling.<br><input type="checkbox"/>                        |
| 1.2 Light            | Rooms are equipped with electric supply and natural light.<br><input type="checkbox"/>                                                                                                       | Rooms are well lighted through natural or artificial lights.<br><input type="checkbox"/>                                                                                | Lighting is just sufficient for daily functions<br><input type="checkbox"/>                                         | Absence of natural and artificial light, lighting is inadequate.<br><input type="checkbox"/>       |
| 1.3 Ventilation      | Well placed with provision for cross ventilation adequate number of windows i.e. natural or artificial ways<br><input type="checkbox"/>                                                      | Room is airy and comfortable.<br><input type="checkbox"/>                                                                                                               | Room is some what comfortable but no free circulation of air.<br><input type="checkbox"/>                           | Room is suffocating and uncomfortable with no provision for fresh air.<br><input type="checkbox"/> |
| 1.4 SPACE            |                                                                                                                                                                                              |                                                                                                                                                                         |                                                                                                                     |                                                                                                    |
| 1.4.1 Indoor space   | Ample space available per-child to perform all activities and full utilization of space.<br><input type="checkbox"/>                                                                         | Minimum specification of 35 sq meters Per 30 children.<br><input type="checkbox"/>                                                                                      | Less than minimum specification but adequate space not organised properly.<br><input type="checkbox"/>              | Crowded and cramped space for children to do any activities.<br><input type="checkbox"/>           |
| 1.4.2 Out door space | Ample out door space with fenced gate, fixed equipment,poratable equipments, Shaded & sheltered area. protective surface (grass, asphalt, sand, cushioning etc).<br><input type="checkbox"/> | Out door space adequate for number of children and utilized adequately and more satisfy for children i.e prevent children from running out.<br><input type="checkbox"/> | Out door space is limited & ensure satisfy for children.<br><input type="checkbox"/>                                | Too little or no out door space.<br><input type="checkbox"/>                                       |

|                                                                                                                  | 1<br>Very Good                                                                                                                                                                          | 2<br>Good                                                                                    | 3<br>Satisfactory                                                                                                 | 4<br>Need Some Change                                                                                                   |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1.5 Display                                                                                                      | * Display is in accordance with current topic.<br>* Along with market made and self made aids.<br>* Beautifully and innovatively displayed children's work.<br><input type="checkbox"/> | Display according to current topic, mostly with standard charts.<br><input type="checkbox"/> | Standard stereo types charts present.<br>Eg. numbers, fruits, flowers, alphabets etc.<br><input type="checkbox"/> | No Display of any kind<br><input type="checkbox"/>                                                                      |
| 1.6 Storage space                                                                                                | Ample storage space available for staff and students personal belongings and for material in current and not in current use.<br><input type="checkbox"/>                                | Adequate storage space to meet needs of children and teacher.<br><input type="checkbox"/>    | Children and Teacher share the same storage place.<br><input type="checkbox"/>                                    | No space for either teacher or children's belongings.<br><input type="checkbox"/>                                       |
| 1.7 Safety                                                                                                       |                                                                                                                                                                                         |                                                                                              |                                                                                                                   |                                                                                                                         |
| 1.7.1 In terms of absence of                                                                                     | 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 of the items mentioned in point 1.7.1                                                                                 |
| * Slippery ground<br>* Rusted equipment<br>* Small material likely to be swallowed<br>* Hazardous local material | <input type="checkbox"/>                                                                                                                                                                | <input type="checkbox"/>                                                                     | <input type="checkbox"/>                                                                                          | <input type="checkbox"/>                                                                                                |
| 1.7.2 Safe transportation                                                                                        | School's own transportation available (Bus Etc).<br><input type="checkbox"/>                                                                                                            | School has hired outside transport.<br><input type="checkbox"/>                              | Parents make arrangement for transportation<br><input type="checkbox"/>                                           | No transportation facility by school children may come on their own, with parents or others<br><input type="checkbox"/> |
| 1.7.3 Fire extinguish available for emergency                                                                    | Available in school Building.<br><input type="checkbox"/>                                                                                                                               | Collaborated with fire department<br><input type="checkbox"/>                                | Available on Phone Call<br><input type="checkbox"/>                                                               | No facility available.<br><input type="checkbox"/>                                                                      |

|                             | 1<br>Very Good                                                                                                                                                                                                                                                                                                                                   | 2<br>Good                                                                                                                                                                                                            | 3<br>Satisfactory                                                                                                                                                  | 4<br>Need Some Change                                                                                                                                                            |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.8 Sanitary Facilities     | <ul style="list-style-type: none"> <li>* Child size and scaled toilet facility with free flowing water and sanitized daily.</li> <li>* Separate for boys and girls</li> <li>* Facility for dustbin, towel soap etc.</li> </ul>                                                                                                                   | Normal toilet with running water and cleaned regularly <input type="checkbox"/>                                                                                                                                      | Sanitary requirements are adequate. <input type="checkbox"/>                                                                                                       | No sanitary facility, out door, open space for the same. <input type="checkbox"/>                                                                                                |
| 1.9 Drinking Water Facility | Boiled and seived water provided in separete glass for each child <input type="checkbox"/>                                                                                                                                                                                                                                                       | Aquaguard purified water <input type="checkbox"/>                                                                                                                                                                    | Water stored in urns (Matka) served by maids. <input type="checkbox"/>                                                                                             | Stored tank water with taps. <input type="checkbox"/>                                                                                                                            |
| 2 Programme Content         |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                                                                                                    |                                                                                                                                                                                  |
| 2.1. Programme schedule     | <ul style="list-style-type: none"> <li>* Is in accordance with well-defined objectives</li> <li>* Provide for a harmonious development of the physical emotional, social, asthetic and intellectual faculties of children</li> <li>* Teacher follows the schedule but flexibility is provided in case of children's interest.</li> </ul>         | <ul style="list-style-type: none"> <li>* Follows the schedule most of the time</li> <li>* Give some importance to childs interest and modifies plans if need arises (i.e when children are visibly bored.</li> </ul> | <ul style="list-style-type: none"> <li>* Schedule is strictly followed by teacher.</li> <li>* No sensitivity to children's interest.</li> </ul>                    | No care is taken to follow the programme schedule. <input type="checkbox"/>                                                                                                      |
| 2.2 Planning by Teacher     | <ul style="list-style-type: none"> <li>* The planning takes into account the development of knowledge, skills and attitudes in different learning areas.</li> <li>* Adequate time is allocated for children to have free choice activities.</li> <li>* Balance learning experience for children</li> <li>* Opportunities are provided</li> </ul> | The planning is in accordance with knowledge skills and attitude in different learning areas. but the intensity is less to the details <input type="checkbox"/>                                                      | Planning is based on the knowledge, skills and attitudes in different learning areas but minimum utilization of these skills in planning. <input type="checkbox"/> | <ul style="list-style-type: none"> <li>* No planning of time or balanced learning</li> <li>* Only routine activities carried out, children left to do what they want.</li> </ul> |

|                                             | 1<br>Very Good                                                                                                                                                                                                                              | 2<br>Good                                                                        | 3<br>Satisfactory                                      | 4<br>Need Some Change                                                                          |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------|
|                                             | <p>* Keeps materials aids ready before activity</p> <p>*Smooth transitional and other activity.</p> <div><input type="text"/></div>                                                                                                         |                                                                                  |                                                        |                                                                                                |
| 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.        | * No activities conducted.<br>* No age appropriate activities                                  |
|                                             | <input type="text"/>                                                                                                                                                                                                                        | <input type="text"/>                                                             | <input type="text"/>                                   | <input type="text"/>                                                                           |
| 2.4 Use of play materials and teaching aids | *The materials and aids is in sufficient quantities for total number of children<br>*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 |
|                                             | <input type="text"/>                                                                                                                                                                                                                        | <input type="text"/>                                                             | <input type="text"/>                                   | <input type="text"/>                                                                           |
| 2.5 Balancing learning activities           | The Daily schedule provides a balance of activities on following dimensions.<br>a)Indoors / outdoors<br>b)Quiet / active<br>c)Individual / small group / Large Group<br>d)Large muscles/small muscles<br>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                            |
|                                             | <input type="text"/>                                                                                                                                                                                                                        | <input type="text"/>                                                             | <input type="text"/>                                   | <input type="text"/>                                                                           |

| 2.6 Class Room management            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.6.1 Use of lesson time             | <p>* Activities are flexible arranged</p> <p>* appropriate adaptation of teaching content, pace of activity &amp; arrangement in accordance with children's responses</p> <p>Activities are flexibly arranged in accordance with children's responses</p> <p>Activities conducted in accordance with teachers plan not according to child's response</p> <p>Activities are rigidly arranged - focus is on completion of task, not the understanding by children.</p>                                                                                                                                                     |
| 2.6.2 Routine and order in classroom | <p>* Children are made to understand the importance of obeying rules by teacher</p> <p>* Specific daily and weekly class routines are set up</p> <p>* Routines are established as per schedule</p> <p>* Order is maintained in class</p> <p>* Strict discipline in class</p> <p>* No explanation for delivery of praise or punishment</p> <p>* Rigid following of the routine</p> <p>* children scolded/punished if order is not followed in the class</p>                                                                                                                                                               |
| 2.6.3 Children's behavioral problems | <p>* Teachers are fair in handling cases of misbehaviour and serves as models of good behaviours.</p> <p>* Teachers take appropriate and timely action to prevent misbehaviour.</p> <p>* Teachers take initiative to inform the management, parents or professional advice regarding children</p> <p>* Children's behavioral problems are dealt with understanding and help from professional</p> <p>* Parents are informed regarding the same</p> <p>* Misbehaviour noticed</p> <p>* no further action taken</p> <p>* All children are treated in similar manner</p> <p>* No knowledge for the case of misbehaviour</p> |

|                                                                                                                                                                                                                                                                                                                | 1<br>Very Good       | 2<br>Good            | 3<br>Satisfactory    | 4<br>Need Some Change |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------|-----------------------|
| 2.7 Children's participation in activities<br>(Rate each points separately considering the examples related to the points given below)                                                                                                                                                                         |                      |                      |                      |                       |
| I. Personal growth activities                                                                                                                                                                                                                                                                                  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>  |
| 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.                                                                                                              |                      |                      |                      |                       |
| II. Fine Motor activities                                                                                                                                                                                                                                                                                      | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>  |
| 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. |                      |                      |                      |                       |
| III. Gross Motor activities                                                                                                                                                                                                                                                                                    | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>  |
| 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.                                                                    |                      |                      |                      |                       |
| IV. Arts and Crafts activities                                                                                                                                                                                                                                                                                 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>  |

Art is interwoven with other curriculum area. Children are encouraged to do activities like drawing painting, printing, modelling, textile, paper activities like origami, paper folding, collage,

|                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1<br>Very Good       | 2<br>Good            | 3<br>Satisfactory    | 4<br>Need Some Change |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------|-----------------------|
| V. Language activities                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>  |
| 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 flanel board, puppets, songs, finger plays. Extend vocabulary and fluency by talking and listening, hearing and responding. |                      |                      |                      |                       |
| VI. Cognitive activities                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>  |
| Encourage children to think reason, question and experiment by planning activities for labeling, 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                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>  |
| Development of social skills through interactions, sharing, taking turns, team work, story telling, allowing children to play co-operatively play 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.                                                                             |                      |                      |                      |                       |
| VIII. Excursions / Field trips.                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>  |

knowledge regularly(e.g. visit to music shops, bakery, fish market, post office, hospital, fire station, animal farm etc.

IX. Other activities

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

|                                       | 1<br>Very Good                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2<br>Good                                                                                                | 3<br>Satisfactory                                | 4<br>Need Some Change                                     |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------|
| 2.8 Assesment of children's progress. | 1. The Preprimary institution adopts suitable formative and summative assesments in assesing children's learning experience.<br>2. The assesment provides a good coverage of children's performance in skills, attitudes and knowledge<br>3. Data are analysed from different sources (eg. on going observations, report, records of children's daily performance etc.)<br>4. Preprimary teachers give timely, appropriate & adequate feedback to children.<br>5. Appropriate formatted records are desiminated at timely intervals<br><div><input type="text"/></div> | 3 Out of 5 points mentioned in 1st colum of 2.8                                                          | 2 out of 5 points mentioned in 1st column of 2.8 | 1 out of 5 points mentioned in 1st column of 2.8          |
| 2.9 Evaluation of Programme           | The programme is evalutaed regularly continuously and comprehensivly in terms of its attainmentt of local, regional, national & international standards of excellence in the education of young children                                                                                                                                                                                                                                                                                                                                                               | The program is evalutaed 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 |

|                          |                                               | 8                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                      |                                                                                                                                                                                   |                                                                                                                                                                 |
|--------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          |                                               | 1                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2                                                                                                                                                                                                    | 3                                                                                                                                                                                 | 4                                                                                                                                                               |
|                          |                                               | Very Good                                                                                                                                                                                                                                                                                                                                                                                                                           | Good                                                                                                                                                                                                 | Satisfactory                                                                                                                                                                      | Need Some Change                                                                                                                                                |
| 2.10                     | <b>Communication skills &amp; interaction</b> | <ul style="list-style-type: none"> <li>* Pre-primary educators, explanation, instruction and demonstration are clear, lively, systematic and appealing</li> <li>* Adjust their teaching according to children's abilities and needs</li> <li>* Encourage children to share their experiences, ideas, feelings etc.</li> <li>* Encourage children to communicate with other children and adults.</li> </ul> <input type="checkbox"/> | <ul style="list-style-type: none"> <li>* Interaction present</li> <li>* Generally pleasant</li> <li>* Teacher sensitive to children's needs &amp; understanding.</li> </ul> <input type="checkbox"/> | <ul style="list-style-type: none"> <li>* Low level of interaction or no initiative for interaction</li> <li>* Adults interact only if needed.</li> </ul> <input type="checkbox"/> | <ul style="list-style-type: none"> <li>* Monotonous one way communication with intention of completing the job of teaching.</li> </ul> <input type="checkbox"/> |
| 2.11                     | <b>Health &amp; Nutrition Facilities</b>      |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                      |                                                                                                                                                                                   |                                                                                                                                                                 |
| I.                       | <b>Routine health checkup</b>                 | <ul style="list-style-type: none"> <li>* Once in three month</li> <li>* First aid supplies readily available</li> </ul> <input type="checkbox"/>                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>* Once in six months</li> <li>* Plan exists for dealing with medical emergencies</li> </ul> <input type="checkbox"/>                                          | <ul style="list-style-type: none"> <li>* Collaboration with Doctor</li> </ul> <input type="checkbox"/>                                                                            | <ul style="list-style-type: none"> <li>Parents informed about ill-health.</li> </ul> <input type="checkbox"/>                                                   |
| II.                      | <b>Nutrition</b>                              | <ul style="list-style-type: none"> <li>* Nutritive and variety of food served pleasantly and in a systematic and organised manner</li> <li>* Positive interaction with children during meal/snack time.</li> </ul> <input type="checkbox"/>                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>* Food served in a systematic and organised manner.</li> <li>* Adults occasional interact positively with child</li> </ul> <input type="checkbox"/>           | <ul style="list-style-type: none"> <li>* Food served as part of duty</li> <li>* Interaction present only for guiding the child</li> </ul> <input type="checkbox"/>                | <ul style="list-style-type: none"> <li>* Routine food served indifferently</li> <li>* No interaction with child</li> </ul> <input type="checkbox"/>             |
| <b>Staff / Personnel</b> |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                      |                                                                                                                                                                                   |                                                                                                                                                                 |
| 3.1                      | <b>Staff qualifications</b>                   | <ul style="list-style-type: none"> <li>* Teacher may be post graduate or graduate with specialization in</li> </ul>                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Teachers may be graduate in any discipline with</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>Teacher may be class X or class XII passed</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Teachers do not have any qualification</li> </ul>                                                                        |





4.2 Parent Teachers Association

Conferences 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

11

| 1         | 2    | 3            | 4                |
|-----------|------|--------------|------------------|
| Very Good | Good | Satisfactory | Need Some Change |

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

\* Parents are informed on an individual basis at open days and at parent meetings

\*Trust and confidence is established

\* Parents are informed about child's progress through reports of children individually or in a group

\* Parents are imparted information in differently.

\*Queries/ information not encouraged or provided to the point

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

|                                                    | <div>* 3-4 Years 1:25 with helper<br/>* 4-6 years 1:30 with helper</div> <div><input type="checkbox"/></div>                                                               | <div>&amp; age<br/>* 3-4 Years 1:35 with helper<br/>* 4-6 years 1:35 with helper</div> <div><input type="checkbox"/></div>                                                                | <div>groupsize &amp; age<br/>* 3-4 Years<br/>2 + 2 : 40 with helper<br/>* 4 - 6 years<br/>2+2 :40 with helper</div> <div><input type="checkbox"/></div>   | 1<br>Very Good                                                                                                                       | 2<br>Good | 3<br>Satisfactory | 4<br>Need Some Change |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------|-----------------------|
| 5.4<br>Equality of Opportunities                   | <div>*Equal opportunities for girls and boys<br/>* For children of different races and culture<br/>* children with special needs</div> <div><input type="checkbox"/></div> | <div>*Equal opportunities for girls and boys<br/>* For children of different races and culture<br/>*Nonsexist / non gender environment provided</div> <div><input type="checkbox"/></div> | <div>*Boys and girls are treated equally<br/>*Differences can observed in traditional and non traditional roles</div> <div><input type="checkbox"/></div> | <div>*Stereo typical roles assigned to boys and girls<br/>*Following of traditional roles.</div> <div><input type="checkbox"/></div> |           |                   |                       |
| 5.5<br>Greetings / Departure                       | <div>* Warm greetings and departure<br/>* Time allotted to exchange information between parents and staff</div> <div><input type="checkbox"/></div>                        | <div>* Warm greetings and departure</div> <div><input type="checkbox"/></div>                                                                                                             | <div>Acknowledges child's arrival and departure</div> <div><input type="checkbox"/></div>                                                                 | <div>No response</div> <div><input type="checkbox"/></div>                                                                           |           |                   |                       |
| 5.6<br>Personal Grooming.                          | <div>* Personal cleanliness checked everyday<br/>* Taught healthy habits e.g. washing hands, eating, toileting etc.</div> <div><input type="checkbox"/></div>              | <div>* Personal cleanliness checked thrice a week</div> <div><input type="checkbox"/></div>                                                                                               | <div>* Personal cleanliness checked twice a week</div> <div><input type="checkbox"/></div>                                                                | <div>Not checked at all.</div> <div><input type="checkbox"/></div>                                                                   |           |                   |                       |
| 5.7<br>Hounouring Birthday and Holiday celebration | <div>All the time, for all festivals, holidays and birthdays</div> <div><input type="checkbox"/></div>                                                                     | <div>All the time for specific festivals and holidays all birthdays</div> <div><input type="checkbox"/></div>                                                                             | <div>Few selected festival and holiday</div> <div><input type="checkbox"/></div>                                                                          | <div>No celebration of festivals, holidays or birthdays</div> <div><input type="checkbox"/></div>                                    |           |                   |                       |

## **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**.

| Feature                          | Question                                                                                                 | Excellent<br>( <b>E</b> )                                                                                                                                                                                                                      | Good ( <b>G</b> )             | Acceptable<br>( <b>A</b> )                                                                                            | Unsatisfactory<br>( <b>U</b> ) | Remarks                                                                                                                                                 |
|----------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Organisation Framework</b> | How does the management Committee of an ECE states its objectives as well as roles and responsibilities? | <div>It has a specific constitution that states</div> <div>~ Mission of the institution.</div> <div>~ Objectives of the MC.</div> <div>~ Supported by staff members of the institution and achieve fully.</div>                                | <div>In between E and A</div> | <div>~ It formulates its work target.</div> <div>~Achieves it partially.</div>                                        | <div>Below acceptable</div>    | <div>E <input type="checkbox"/></div> <div>G <input type="checkbox"/></div> <div>A <input type="checkbox"/></div> <div>U <input type="checkbox"/></div> |
| 1a                               | What roles do members of the MC play in the pre-primary institution?                                     | <div>~ Through cooperation and consultation, formulate long-term goals.</div> <div>~ Essential policies.</div> <div>~ Sound mechanism to monitor the implementation of plan.</div> <div>~ Review work</div> <div>~ Appropriate follow up</div> | <div>In between E and A</div> | <div>~ MC formulates the mission statement.</div> <div>~ Long-term goals.</div> <div>~ Monitor the operation of</div> | <div>Below Acceptable</div>    | <div>E <input type="checkbox"/></div> <div>G <input type="checkbox"/></div> <div>A <input type="checkbox"/></div> <div>U <input type="checkbox"/></div> |

|                                   |                                                           |                                                                                                                                                                                                                                                        |                    |                                                                    |                                                                                                                                  |
|-----------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                                   |                                                           | ~ Supported with evaluation criteria.<br>~ Time bound.<br>~ Aligned with established aims and mission.                                                                                                                                                 |                    | established aims and mission.                                      | <input type="checkbox"/><br>G<br><input type="checkbox"/><br>A<br><input type="checkbox"/><br>U                                  |
| 4. Safety Measures                | Are there safety measures in the pre-primary institution? | ~ Guidelines with clear and explicit instructions are laid down for conceivable crisis.<br>~ Safety rules and measures are formulated with relevant legislation guidelines.<br>~ Referral services available for conditions beyond experts of centers. | In between E and A | The institution manages to deal with emergencies and keep records. | <input type="checkbox"/><br>E<br><input type="checkbox"/><br>G<br><input type="checkbox"/><br>A<br><input type="checkbox"/><br>U |
| 5. Management of daily operations | How does the ECE manage daily matters?                    | ~ Clear logistic work procedures.<br>~ Assigned personnel to perform various duties.<br>~ Handles daily matter flexibly and systematically for smooth operation.                                                                                       | In between E and A | The organization assigns staff to handle daily matters.            | <input type="checkbox"/><br>E<br><input type="checkbox"/><br>G<br><input type="checkbox"/><br>A<br><input type="checkbox"/><br>U |

|                           |                                                                                             |                                                                                                                                                                        |                    |                                                                                                                   |                  |                                                                                                                      |
|---------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------|
| 5a                        | How does the ECE keep files?                                                                | ~ It has good filing system<br>~ Appropriated and systematically arranged.<br>~ Kept in orderly way.<br>~ Computerized facilities.                                     | In between E and A | The files are kept in an orderly way and easily accessible to staff.                                              | Below Acceptable | <input type="checkbox"/> E<br><input type="checkbox"/> G<br><input type="checkbox"/> A<br><input type="checkbox"/> U |
| 6. Professional knowledge | Can the management lead the development of the institution with its professional knowledge? | ~ The management has a very good mastery of knowledge that is important for organization success.<br>~ A thorough understanding of the latest educational development. | In between E and A | The management masters the knowledge and has received relevant training that assists in leading the organisation. | Below Acceptable | <input type="checkbox"/> E<br><input type="checkbox"/> G<br><input type="checkbox"/> A<br><input type="checkbox"/> U |

The management refers to Principals, Supervisor & Senior teachers of Kindergarten

|                                                                                         |                                                                                       |                                                                                                                                                                                                                                               |                    |                                                                                                                              |                  |                                                                                                                      |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------|
|                                                                                         |                                                                                       | fair and proper manner.<br>~ Effectively handles their discontent.                                                                                                                                                                            |                    | complete their task.<br>~ Management acknowledges the good work of the staff.                                                |                  | U <input type="checkbox"/>                                                                                           |
| 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.<br>~ Welfare incentives and facilities to foster a sense of belonging amongst the staff. | In between E and A | ~ The management and the staff maintain good working relationship.<br>~ There are staff welfare services in the institution. | Below Acceptable | <input type="checkbox"/> E<br><input type="checkbox"/> G<br><input type="checkbox"/> A<br><input type="checkbox"/> U |

|                                                            |                                                                                     |                                                                                                                                                       |                    |                                                                                                                             |                  |                                                                                                                         |
|------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------|
| 8a                                                         | How does the management create a collaborative culture in the pre primary institute | ~<br>The management creates an environment characterized by positive thinking self-esteem mutual trust, openness, enjoyment, and passion.             |                    | ~<br>The management and staff of the institute can cooperate with each other channels are available to express their views. |                  | <input type="checkbox"/><br>E <input type="checkbox"/><br>G <input type="checkbox"/><br>A <input type="checkbox"/><br>U |
| 9. Relationship with parents                               | How does the management build up partnership with parents?                          | ~<br>The management objectively accepts and value parent's views.<br>~<br>Provides opportunity for involving parents in functioning of the institute. | In between E and A | Management listens to parents views and invites them to participate in the activities of the institution.                   | Below Acceptable | <input type="checkbox"/><br>E <input type="checkbox"/><br>G <input type="checkbox"/><br>A <input type="checkbox"/><br>U |
| 10. ECE educators' qualifications and allocation of duties | What are the qualifications of pre-primary educators?                               | ~<br>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 | <input type="checkbox"/><br>E <input type="checkbox"/><br>G <input type="checkbox"/><br>A                               |

|                                                         |                                                           |                                                                                                                                                                                                                                       |                    |                                                                                  |                  |                                                                                                                      |
|---------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------|
|                                                         |                                                           | degreed staff)<br>~ The staff are enthusiastic in learning<br>~ They possess various expertise.                                                                                                                                       |                    | + Early Childhood Education and non-degreed staff)                               |                  | U <input type="checkbox"/>                                                                                           |
| 10a                                                     | How are the duties of the pre primary educators allotted? | ~ Mechanism to allocate duties and responsibilities according to their strength, abilities, experience and qualifications<br>~ Duties and Responsibilities are clearly delineated<br>~ According to Institution's developmental needs | In between E and A | Duties are allocated according to staff's Qualification, abilities and strengths |                  | <input type="checkbox"/> E<br><input type="checkbox"/> G<br><input type="checkbox"/> A<br><input type="checkbox"/> U |
| 11. Allocation of duties for other staff (Non teaching) | How are the duties of other staff allocated?              | ~ According to the actual needs of the institution<br>~ According to abilities and preferences of the management.                                                                                                                     | In between E and A | According to the need of hour and need of institution                            | Below Acceptable | <input type="checkbox"/> E<br><input type="checkbox"/> G<br><input type="checkbox"/> A<br><input type="checkbox"/> U |
|                                                         |                                                           |                                                                                                                                                                                                                                       |                    | ~                                                                                |                  |                                                                                                                      |

|                                              |                                                                     |                                                                                                                                          |                    |                                                                                           |                  |                                                                                                                      |
|----------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>12.Effectiveness of staff development</b> | How does the ECE organisation formulate its staff development plan? | ~ Through courses, workshops, conferences, and on the Job-training<br>~ Creation of practice situation<br>~ Talent development program.. | In between E and A | ~ Through in service training<br>~ Coaching<br>~ Job instruction.                         | Below Acceptable | <input type="checkbox"/> E<br><input type="checkbox"/> G<br><input type="checkbox"/> A<br><input type="checkbox"/> U |
| <b>13.Effectiveness of staff appraisal</b>   | How does the Institute assess the performance of its staff?         | ~ Systematic evaluation of staff at periodic interval by his/her superior<br>~ Fair and open                                             | In between E and A | Evaluation of staff once a year formally or informally by his superior.                   | Below Acceptable | <input type="checkbox"/> E<br><input type="checkbox"/> G<br><input type="checkbox"/> A<br><input type="checkbox"/> U |
| <b>14.Staff communication</b>                | How does the institution foster communication with its staff?       | Open and multi-directional communication channels for imparting information and collection of views from its staff.                      | In between E and A | Formal communication channel to release information and collect viewpoints from the staff | Below Acceptable | <input type="checkbox"/> E<br><input type="checkbox"/> G<br><input type="checkbox"/> A<br><input type="checkbox"/> U |

|                                       |                                                             |                                                                                                                    |                    |                                                                         |                  |  |                                                                                                                         |
|---------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------|------------------|--|-------------------------------------------------------------------------------------------------------------------------|
|                                       |                                                             |                                                                                                                    |                    |                                                                         |                  |  | E<br><input type="checkbox"/>                                                                                           |
| 15.Staff Collaboration                | How does the staff collaborate and work as a team?          | ~ With mutual trust<br>~ Sound cooperation and communication<br>~ In accordance to educational aim of institution. | In between E and A | Staff discharges their duties properly and cooperates with one another. | Below Acceptable |  | G<br><input type="checkbox"/><br>A<br><input type="checkbox"/><br>U<br><input type="checkbox"/>                         |
| 16. Staff Participation in management | Is staff participation in Management activities encouraged? | In all the activities, staff's opinion is asked and implemented wherever possible.                                 | In between E and A | In few activities staff participation is desired.                       | Below Acceptable |  | E<br><input type="checkbox"/> G<br><input type="checkbox"/> A<br><input type="checkbox"/> U<br><input type="checkbox"/> |

|                                             |                                                                      |                                                                                                                                                                     |                          |                                                                                |                     |                                                                                                                         |
|---------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------|
| 17Arrangement<br>& utilization of<br>space  | How is the physical setting<br>arranged to meet<br>children's needs? | ~ In proportion to number of<br>children<br>~ Arrangement is child friendly.<br>~ Arouse Childs learning<br>Interest                                                | In<br>between<br>E and A | ~ Adequate<br>space to<br>conduct<br>activities<br>~ Appealing to<br>children. | Below<br>Acceptable | <input type="checkbox"/><br>E <input type="checkbox"/><br>G <input type="checkbox"/><br>A <input type="checkbox"/><br>U |
| 18. Physical<br>settings and<br>facilities. | What are the sanitary<br>condition in the<br>institution?            | ~ Fire Precautions<br>~ Well ventilated<br>~ Medical room and first aid<br>kits<br>~ Regularly cleaned and<br>sanitized toilet.<br>~ Pure water facility available. | In<br>between<br>E and A | Regularly<br>washed and all<br>facilities are kept<br>clean and tidy.          | Below<br>Acceptable | <input type="checkbox"/><br>E <input type="checkbox"/><br>G <input type="checkbox"/><br>A <input type="checkbox"/><br>U |

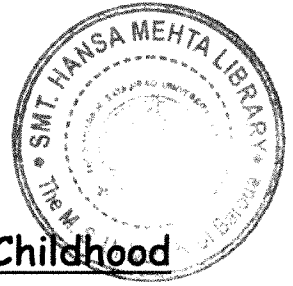
|                                                      |                                                                    |                                                                                                                                                                                                                                                                                                                               |                    |                                                                                                                                    |                  |                                                                                                                                                         |
|------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 19. Provision and Organization of teaching resources | How are the teaching resources provided to meet children's needs?  | <p>~ Adequate &amp; diversified resources are provided.</p> <p>~ According to the suitability, durability &amp; safety.</p> <p>~ For overall development of the child.</p>                                                                                                                                                    | In between E and A | Different resources are provided adequate for child's development.                                                                 | Below Acceptable | <div><input type="checkbox"/></div> E <div><input type="checkbox"/></div> G <div><input type="checkbox"/></div> A <div><input type="checkbox"/></div> U |
| 20. Management and use of resources.                 | How are teaching resources being stored, maintained & replenished? | <p>~ Low level storage for children's choice independently.</p> <p>~ Other storage space accessible to teachers.</p> <p>~ Regular checkups &amp; replenishment of teaching resources to monitor their effectiveness in facilitating learning activities</p> <p>~ Guidelines on the utilization of resources are provided.</p> | In between E and A | <p>~ Storage rooms are provided for keeping teaching resources.</p> <p>~ The resources are regularly tidied up or replenished.</p> | Below Acceptable | <div><input type="checkbox"/></div> E <div><input type="checkbox"/></div> G <div><input type="checkbox"/></div> A <div><input type="checkbox"/></div> U |

|                                       |                                                |                                                                                                                                                                                                           |                    |                                                                                                        |                  |                                                                                                                         |
|---------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------|
| 21. Financial Planning and Monitoring | How does the institution manage its finance?   | ~ By preparing institutions budget.<br>~ Balancing the income & expenses<br>~ Systematic management of financial al resources.<br>~ Obtaining adequate funding<br>~ 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 | <input type="checkbox"/><br>E <input type="checkbox"/><br>G <input type="checkbox"/><br>A <input type="checkbox"/><br>U |
| 21a                                   | How does the institution monitor its finances? | ~ Monthly audit is conducted.<br>~ Compare the budget with actual expenses incurred.<br>~ Revise budget for forth coming year.                                                                            | In between E and A | ~ Monthly financial statements are prepared.<br>~ Reviews on budget and actual expenses are conducted. | Below Acceptable | <input type="checkbox"/><br>E <input type="checkbox"/><br>G <input type="checkbox"/><br>A <input type="checkbox"/><br>U |

|                                                                    |                                                                  |                                                                                                                                                                                                                |                    |                                                         |                  |                                                                                                                      |
|--------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------|
| 22. Institutional evaluation framework                             | What is the self-evaluation mechanism of the Institution?        | ~ Through its progress, characteristics and resources available.<br>~ Its implementation of policies and activities.                                                                                           | In between E and A | Review the effectiveness of its policies and practices. | Below Acceptable | <input type="checkbox"/> E<br><input type="checkbox"/> G<br><input type="checkbox"/> A<br><input type="checkbox"/> 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.<br>~ Member of Local, National, International Organisation working in the filed of ECE. | In between E and A | Minimum collaboration is established.                   | Below Acceptable | <input type="checkbox"/> E<br><input type="checkbox"/> G<br><input type="checkbox"/> A<br><input type="checkbox"/> 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



**Assesing 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:-

|              |            |
|--------------|------------|
| Between18-25 | 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)

4)

3) International :- 1)

2)

3)

4)





A Programme Structure

|                   | Yes                      | No                       |
|-------------------|--------------------------|--------------------------|
| 1. Scheduled      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Free Play      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Group training | <input type="checkbox"/> | <input type="checkbox"/> |

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 \_\_\_\_\_
- OTHERAIDES/ PERSONNEL \_\_\_\_\_

**2) NON PERSONNEL**

- RENT \_\_\_\_\_
- UTILIES 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.