

SUBJECT REVIEW REPORT

**DEPARTMENT OF EARLY CHILDHOOD AND
PRIMARY EDUCATION**



***FACULTY OF EDUCATION
OPEN UNIVERSITY OF SRI LANKA***

18th to 20th January 2010

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1. SUBJECT REVIEW PROCESS

The subject review process introduced by the Committee of Vice Chancellors and Directors and the University Grants Commission of Sri Lanka, now directed by the Quality Assurance and Accreditation Council of the University Grants Commission, has been designed to evaluate the quality of education within a specific subject or discipline, for both undergraduate and postgraduate programs in a university. It specifically focuses on the quality of the student learning experience and student achievement.

Higher education is a 'public good' and plays a crucial role in the economic and social development in Sri Lanka. As public institutions engaged in the delivery of this public good, the universities in Sri Lanka have a responsibility to maintain and improve upon the high standards and the quality of higher education.

This report presents the findings of a review of the quality of education provided by the **Department of Early Childhood and Primary Education of the Open University of Sri Lanka (OUSL)**. The review was conducted at the Department from 18th to 20th of January, 2010 adhering to the guidelines provided in the *Quality Assurance Handbook for Sri Lankan Universities*, published by the CVCD and University Grants Commission in July 2002. The review process was based on the Self Evaluation Report (SER) submitted by the Department of Early Childhood and Primary Education (ECPE) and supported by the information gathered from the three-day site visit made to the department.

The SER has been prepared under following headings:

1. Vision and Mission of the Faculty of Education
2. Aim and Objectives
3. Students
4. Staff
5. Facilities available to Staff and Students
6. Curriculum Design and Content
7. Teaching, Learning and Assessment Methods
6. Quality of Students
7. The Extent of Student Feedback
8. Peer Observation
9. Skills Development
10. Academic Guidance and Counseling
11. Strengths of the Programme
12. Weaknesses of the Programme

In the review process attention was focused on the following eight aspects as given the *Quality Assurance Handbook*:

1. Curriculum design, content and review.
2. Teaching learning and assessment methods.
3. Quality of students including student progress and achievements.
4. Extent and use of student feedback, qualitative and quantitative.
5. Postgraduate studies.
6. Peer observation.
7. Skills development, and
8. Academic guidance and counseling.

The evaluation of eight aspects was supplemented by the information gathered at the,

- discussions held with the Vice Chancellor of the University, Dean of the Faculty of Education, Head of Department of ECPE, academic staff and students and non-academic and support staff and coordinators of Matara and Kandy Regional Centres
- observation of departmental facilities (Pre-School, Day-care Centre, child studies room, lecture rooms, laboratories, staff rooms, office space etc.) and other facilities
- observation of teaching sessions of Day School
- review of documents available at the department, such as minutes of the departmental meetings, syllabi, study guides and learning material, examination papers, marking schemes, marked assignments

Each of the eight aspects was judged as good or satisfactory or unsatisfactory paying attention to the strengths, good practices and weaknesses found in each area.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND DEPARTMENT

The Open University of Sri Lanka (OUSL) was established in 1980 under section 18 and section 23 (1) of the Universities Act No. 1978, in order to ensure life – long learning for every citizen and to increase the access to higher education in Sri Lanka. The OUSL pioneered the vision of providing tertiary education through the distance mode to working adults of Sri Lanka. This basic objective is very clearly embodied in its current Corporate Plan which states that “*our mission is to enhance opportunities for long life learning of adults through open and distance learning and support excellence in research and scholarship*”

OUSL is situated on a 35-acre land in Nawala, in the immediate suburbs of Colombo and functions through a network of centers spread throughout the Island. This network consists of 04 regional centers, 18 study centers and 06 teaching centers.

OUSL is one of the National Universities in Sri Lanka and its organizational structure is similar to that of conventional universities. The main authorities of the OUSL University are the Council and the Senate chaired by the Vice-Chancellor who is the principal executive officer. The University is headed by a Chancellor who functions in an honorary capacity. The chief custodian of the university records, its property and general administrator is the Registrar. The other officers of the Universities are Deans, Librarian, the Bursar, the Director of Educational Technology and the Directors of Regional educational services. The later two officers are unique to the Open University.

Since its establishment 29 years ago, the OUSL has expanded its activities and over 25,000 students are now registered in different Degree programmes and other programmes. The number of courses offered has risen to over 600 at present, including foundation, certificate, diploma, degree and postgraduate courses. Though it initially focused on traditional programmes those to who did not have access to conventional universities using distance mode, now it also offers courses of applied nature which serves the continuing education needs of employers of public and private sector.

Faculty of Education and the Department of Early Childhood and Primary Education

The OUSL consists of four faculties, viz., the Faculty of Humanities and Social Sciences, Faculty of Natural Sciences, Faculty of Engineering and the Faculty of Education.

The vision of the Faculty of Education is to be a leader in the advancement of knowledge and professional practice in education as a fundamental human endeavor through open and distance learning in Sri Lanka and in the region. Its mission is to,

- achieve excellence in research and scholarship in the field of education.
- prepare professionals for service and leadership roles in education and related areas.
- constructively inform educational policy makers and to critically appraise educational policy in Sri Lanka.
- contribute to curriculum development in general and teacher education in particular.
- support society to identify and respond to its educational responsibilities and challenges.

The Department of ECPE, established in 1999, also shares the above vision and mission and supports the Faculty in different ways to achieve them. The Department conducts the following programmes to train the pre-school teachers:

1. Certificate in Pre-School Education (CPE)
2. Advanced Certificate in Pre-School Education (ACPE)
3. Diploma in Early Childhood and Primary Education (DECPE)

The total number of students enrolled in the three study programmes in 2009 was around 2300. In addition to conducting study programmes through distance mode and day-schools, the department coordinates the activities of the three model pre-schools attached to Regional Centres of the OUSL in Colombo, Kandy and Matara. Further, the Department coordinates and monitors the activities of the Day Care Centre at Colombo Regional Centre and maintains a Child Study Centre in the Department. The distribution of the student enrolment by the three programmes are given in Table 2.1.

Table 2.1 Number of students enrolled in Study Programmes

Programme	Registered	Re-registered	Total
CPE	838	917	1255
ACPE	128	119	247
DECPE	311	-	311
Total Student No.	1277	1036	2313

At present, there are five members on the permanent academic staff consisting of two Senior Lecturers (Gr.II) and three Probationary Lecturers. In addition to the permanent staff, there are three Project Assistants on a casual basis. Assignments and all practical courses are coordinated by these Project Assistants. Also, the Department employs a large number of visiting lecturers to conduct day schools and practical components of CPE and DECPE and mark assignments related to all programmes.

3. AIMS AND LEARNING OUTCOMES

The main aim and objective of the three study programmes conducted by the Dept. of ECPE, in line with mission 1.2, is to prepare professionals for service and leadership roles in education and related areas, specifically in the fields of Early Childhood Education and Primary Education.

The specific objective of the Certificate in Pre-school Education programme, considered as the Level 1 of the three study programmes, is to enable students to gain knowledge, skills and attitudes related to the total development of the pre-school child and to master the competencies related to the teaching learning process in the pre-school.

The Advanced Certificate in Pre-school Education, the Level 2 of the three study Programmes, has a number of objectives as follows:

- (a) Assist those engaged in the education and care of young children to advance their knowledge in the principles of child development.
- (b) Create an awareness of the issues related to the early years of childhood with special emphasis on Sri Lankan children and to sensitize child care givers to the values and ethics related to child development in the present socio-cultural context.
- (c) Enhance skills in child study techniques and in the methodologies of educating the young child.
- (d) Develop an understanding of individual differences, adjustment problems of young children and to encourage implementation of remedial measures.

Diploma in Early Childhood and Primary Education, a two -year programme considered as the Levels 3 and 4 of the entire programme aims at,

- (a) improving the quality of early childhood education and primary education in Sri Lanka.
- (b) enabling the participants to perform effectively as teachers/care givers in Early Childhood Education (ECE) and Primary Education (PE) by,
 - *Enhancing knowledge and understanding related to child development.*
 - *Becoming familiar with accepted theories and practices in ECE and PE.*
 - *Developing positive attitudes in working with children.*
 - *Developing skills needed, through practical work.*
 - *Sensitizing to current issues related to the specific needs of institutions and groups placed in special circumstances.*
 - *Strengthening the knowledge and skills related to selected academic disciplines.*
 - *Enhancing organizational and management capabilities, and*
 - *Strengthening capability in interacting with parents and communities.*

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

Curriculum structure

The Department focuses on the educational and other relevant needs of the young children of the age groups 3-5 and 5-11 years and conducts two certificate courses, namely, Certificate course in Pre-School Education and the Advanced Certificate course in Pre- School Education and a Diploma Programme in Early Childhood and Primary Education. These courses have been developed to fill a vacuum in meeting the needs of children in the two

years preceding their entry to the formal school system. They continue to meet the needs of the children effectively as evinced also by the comments made by students currently enrolled in the two courses.

The review team is of the view that the Diploma in Early Childhood and Primary Education has diluted the Primary Education component of the programme and undervalued the role of primary education in the education cycle in the efforts made to combine the two stages – Early Childhood Education and Primary Education in a two year course that allocates one year to each stage. If the two components are separated, the Diploma in Early Childhood course (Level 3) is a logical step in enhancing the quality and relevance of the early childhood programme. It could be envisaged as the first step in developing a B.Ed. programme in this field when an adequate body of qualified teacher resources is available. Currently such resources are limited in the country.

The component of primary education at level 4 in the DECPE programme is totally inadequate for an important stage in the education cycle which extends over five years. It must be noted that a well developed national curriculum based on long years of educational experience is also available. The PE component of the above Diploma does not even reach the level of the Primary Education Diploma in National Colleges of Education. None of the conventional universities offer a B Ed. Programme in Primary Education and therefore the PE component in the Diploma Programme would be appropriate as a course which can be developed into the first year course of a B.Ed. Programme. It should be noted that B Ed. Programmes combine academic and professional courses so that students are also offered courses in academic subjects to the General degree level (from other Faculties in the University) which will offer teachers in primary grades access to the ever expanding horizons of knowledge.

Besides our own insights and experience gained over the years of involvement in the field of education we have also been convinced of the need for change by the evidence from the review.

(i) The inadequacies in the current Level 4 primary education component – the curriculum is inadequate in terms of the importance of primary education, its principles and the needs of the primary school child.

(ii) During our discussions with students in the DECPE programme we found that direct entrants to the current programme with ALs tended to be confused and to find the course difficult as they did not have the knowledge of early childhood education that the entrants from the ACPE course had acquired at Levels 1 and 2.

Content

The Certificate in Pre-School Education (CPE) and the Advanced Certificate in Pre-school Education (ACPE) have developed successfully the conventional curricula appropriate to these levels. However, there was a suggestion from a regional centre that modules of the CPE could be simplified to facilitate learning. It is our view, too, that these modules need updating as they have been published in 2003 and 2004.

It was observed that the modules of the level 4 programme (in primary education) were relatively of poor quality. The distance education format for lesson writing does not appear to have been adhered to fully, and translation errors were noted as well as blank spaces without

diagrams in illustrations. Students in the ACPE and DECPE programmes too complained that translations into Sinhala from English were difficult to comprehend.

From the perspective of the holistic development of the knowledge base, attitudes, values and personality attributes of the child there appear to be a lacuna that need to receive attention. As education is a powerful agent of socialisation particularly in the early years of a child it is possible to develop positive attitudes on critical issues by incorporating inputs in curriculum materials on issues such as living harmoniously in a multi cultural society, social equity and caring, gender equality and for elimination of gender and ethnic stereotypes. Interventions are possible within the existing modules through concepts and activities such as role play and selection of toys.

The review team is of the view that the curriculum design, content and review of the Department can be judged as SATISFACTORY.

4.2. Teaching, Learning and Assessment Methods

Teaching-learning methods provide space for developing skills in the use of a range of modalities such as imagined play, role play, use of stories, toys and equipment relevant to the development patterns of children in these age groups. Creative activities are encouraged in drawings and stories. The programmes observed by the review team at the OUSL Pre-School met the expectations of such programmes.

However, we noted that while creativity was given due importance in handicrafts and arts, there is much less attention paid to the promotion of generic transferable skills such as initiative, problem-solving and responsibility through group work and individual assignments and ‘imagined’ and free play.

The organization of teaching-learning activities presents challenges in interactive teaching and learning through the distance mode. These challenges are being met through the use of print material, Day Schools and assignments which are important components of the academic programme. There was a demand from students for more Day Schools and complaints of inordinate delay in the return of assignments. Online learning is yet in its gestational stage but has potential for fruitful outcomes.

The Supipi pre-school has a pleasant ambiance. Nevertheless, its claim to be a ‘teaching laboratory’ appears to lack credence as the Resource Room which had teaching aids and equipment appears to have been abandoned at some point of time. Both the pre-school and crèche lack adequate outdoor play equipment to meet the needs of all the users. The crèche, in addition, needs repairs to damaged door frames which offer entry to insects and even dangerous reptiles.

The quality of the teaching- learning process depends, to a large extent, on the adequacy and quality of staff resources. While there was ample evidence of the hard work and commitment of the academic staff in meeting the demands of the three programmes, the staff available is clearly inadequate to cater to the needs of over two thousand students. The administrative Head of the Department of Early Childhood and Primary Education has a doctoral degree and considerable experience as a senior member of the Faculty. Her teaching programme however is largely in the Department of Secondary and Tertiary Education to which she belonged before her appointment to fill the vacancy of Head in this Department. Her duties in

the Department are confined to coordination of all programmes and examinations, and participation in Day Schools and observation of teaching practice.

The bulk of the academic work as members of course teams, writing and moderating lessons, teaching in Day Schools, setting and marking of assignments and observation of teaching practice is the responsibility of the senior lecturer who has a M. Phil. Degree and three Probationary Lecturers, one of whom has completed a one year M.Sc course and two are graduates preparing for one year Master's degrees. Each of these four staff members coordinate a programme –CPE/ACPE/ DCEPE Level 3/ DECPE Level 4. Three project assistants who are graduates without postgraduate qualifications in fields relevant to the Department hold temporary, short-term appointments are responsible for coordinating assignments, teaching practice and workshops. The support staff comprises one stenographer and a labour- aide, so that the academic staff have perforce to undertake the administrative tasks that are required to ensure the smooth functioning of a distance mode programme.

The two Regional Centres in Kandy and Matara have senior, qualified Coordinators. The Pre-Schools in Colombo and in the Regional Centres in Kandy and Matara each have two Pre-school Assistants and the Colombo Pre-School has two Day Care Assistants who are all products of the CPE and ACPE programmes. Sixty visiting academic staff members with the relevant qualifications are involved in conducting Day Schools, and evaluating assignments and teaching practice in Colombo and other centres. Hence the Department is dependent heavily on external staff.

Importantly. most of the internal staff have yet to acquire postgraduate research degrees to ensure the quality of the academic programmes offered by the Department. The nature of the work makes it difficult to compute the work loads of individual members of the staff but it appears that members of the staff have a seven day week which is likely to affect their performance. The probationary Lecturers complained that they did not have adequate time to pursue their studies for higher degrees. Pre-School teachers and crèche attendants need periodical exposure to opportunities to acquire information on recent developments in their field.

The contribution made by the staff through research in the area of Pre-School and Primary Education is minimal as the research work of the Head is chiefly in her own field of secondary education. The other four lecturers are engaged in on-going studies, largely as a part of their postgraduate studies.

The review team is of the view that Teaching, Learning and assessment Methods of the Department can be judged as SATISFACTORY.

4.3 Quality of Students Including Student Progress and Achievements

Students who enroll in the Certificate in Pre-School Education are required to be at least 18 years of age and to have six passes including the first language and mathematics at the G.C.E. O/L examination without any other selection criteria. A large number of students are already engaged in teaching or seeking to teach in pre-schools. Those who perform well at the examination are permitted to enroll in the Advanced Certificate in Pre-School Education programme.

Around 1000 to 2000 students have been enrolled annually in the CPE course. While dropping out of courses is a common practice in distance education programmes it appears

that the completion rate of students within the five years permitted since registration is relatively low as seen in the available statistics- 36.6% in 2005 and 25.1% in 2006. The completion rates of students enrolled in the Advanced course (ACPE) are higher - 55.7% in 2003, 54.4% in 2004, 57.4% in 2006- and low only in 2007 -32.9%. It is likely too that parents and grandparents who follow these programmes to acquire knowledge and skills to assist their own families do not appear for the examination and are included among the 'drop outs' as the social benefits of their participation are invisible in official data. The first batch of Diploma appeared for the examination in 2009.

The review team is of the view that the quality of students including student progress and achievements of the Department can be judged as SATISFACTORY.

4.4. Extent and Use of Students Feedback

The department has just started a formal system of obtaining student feedback on academic performance of its staff and other facilities. However, no information was available on such a system practiced at regional centres. However, as in most academic departments, informal methods are being adopted to obtain feedback from students on study programmes and their delivery. On the other hand, being a distance mode programme students do not have an opportunity like in the conventional universities to meet members of the staff frequently. As such, day schools have become a vehicle to obtain feedback from students. It was told by the students also that day schools provide an opportunity to discuss various matters pertaining to their study programmes.

The review team is of the view that the extent and use of student feedback, qualitative and quantitative, of the Department can be judged as GOOD.

4.5. Postgraduate Studies

The department conducts only certificate and diploma level study programmes. No undergraduate and postgraduate level programmes are conducted. However, some members of the academic staff are involved in postgraduate work. For example, the head of Department supervises M Ed, M Phil and Ph D students in other departments of the faculty. In addition, she has published a few papers related to her subject area. Most of the other members of staff conduct research related to their own postgraduate studies.

The review team is of the view that the Postgraduate Studies of the Department can be judged as SATISFACTORY.

4.6. Peer Observation

No formal method of peer observation is practiced. However, activities that have an effect on each others work are being carried out. For example, workshops for visiting staff (the department has more than sixty visiting staff members) are conducted. Other normal practices such as moderation of examination papers by a second person and second marking of answer scripts are also practiced.

The review team is of the view that the Peer Observation of the Department can be judged as UNSATISFACTORY.

4.7. Skills Development

Since the Department offers courses for the professional preparation of teachers, the 'teaching practice' components is a compulsory and critical component of the programmes. These practical courses are conducted regularly in schools and are assessed by both university and visiting staff. They successfully equip students with the skills they require in teaching and related activities. The reviewers noted that the opportunities in the Pre-School attached to the Department for skills development in approaches and methods of working with young children are being fully utilized. The students were very appreciative of the supervised practical training sessions. The Coordinator of a Regional Centre pointed out that the absence of a module on the practical teaching component of the curriculum limited the guidance that could be offered to students in regional centres. At the same time, it is important that the staff benefit from participation in the multifarious programmes offered by other lead organisations in the field such as the Children's Secretariat of the Ministry of Child Development and the Empowerment of Women.

Although the study programmes themselves develop professional skills needed by the students, hardly any attempt has been made to develop generic skills such as language and IT. At the discussions held with the Head and members of the academic staff and the visit made to the library it was evident that at university level steps have been taken to develop such skills in students. However, the students are not aware of the facilities available. On the other hand, due to the very nature of the programme students do not have time (they come to the campus only to attend day schools) to utilize the facilities available in the university.

The review team is of the view that skills development aspect of the Department can be judged as GOOD.

4.8. Academic Guidance and Counseling

The study programmes conducted by the department through distance mode make academic counseling a compelling need. Although there is no organized academic counseling system in operation the members of the academic staff are involved in such counseling all the time. Always they are being contacted by the students and staff members are very responsive.

At the same time, the faculty student counselors are accessed by students for various reasons. They are accessible through telephones and in person. At the discussion held with coordinators of the two regional centres the review team was told that at the regional centres a similar system is in operation.

The review team is of the view that academic guidance and counseling aspect of the Department can be judged as GOOD.

Based on the observations made during the study visit by the review team, the eight aspects were judged as follows;

Aspect Reviewed	Judgment Given
Curriculum Design, Content and Review	Satisfactory
Teaching, Learning and Assessment Methods	Satisfactory
Quality of Students including Student Progress and Achievements	Satisfactory
Extent and Use of Student feedback, Qualitative and Quantitative	Good
Postgraduate Studies	Satisfactory
Peer Observation	Unsatisfactory
Skills Development	Good
Academic Guidance and Counselling	Good

5. CONCLUSIONS

The efficacy and relevance of the CPE and ACPE programmes conducted by the department in meeting the needs of preschool teachers and students in a context in which preschools have developed in Sri Lanka on an ad hoc basis without minimum guidelines for physical facilities or quality teaching, resulting in the uneven and often poor quality of these schools as reflected in the UNICEF and NEC studies, is appreciated

The use of a wide range of methods and creative activities in arts and crafts relevant to the development patterns of children in these age groups is appreciated. Also the effective use of print material, Day Schools and assignments to meet the challenges presented by the distance mode in education is also highlighted. The availability of a Pre- School as an adjunct to the Department and the pleasant environment created by the staff for the development of the children is also appreciated. The efforts made by a relatively young staff to carry out their academic responsibilities have to be noted. Also, the high quality of the Coordinators in the two regional centres, Matara and Kandy, is noted with satisfaction.

The strengths of the department also include the organisation of supervised and assessed practical courses in teaching to equip students with the requisite professional skills and the opportunities which have been made available for practical teaching in the Pre- School attached to the Department.

However, the incorporation of pre-school education and primary education in a single Diploma programme thereby diluting the content in the primary education course, undervaluing the role of primary education in the education sector and tending to create difficulties for students in conceptualising the parameters of this course has to be paid serious attention.

The absence of curriculum inputs to equip teachers to develop positive attitudes in young children to critical social issues that impact on the quality of life is also noted. There is a need for revision of modules developed over five years ago and for greater care in monitoring translations is also emphasized.

The absence of activities to promote the development of generic skills that contribute to the personality development of children need attention of the department. Also, the unmet demands of students for intensive discussion of difficulties experienced in coping with the

modules has to be taken care of. The Child Study Centre established some years ago is still not functioning effectively to achieve its objectives, however. The review team noted the lack of a well-equipped Resource Room and the inadequacy of outdoor play equipment in the Pre-School. For example, the damaged physical facilities in the crèche need rehabilitation.

The review team is concerned about the lack of adequate staff, particularly with postgraduate degrees to conduct the academic programmes and the heavy dependence on visiting staff in all the centres. The other issues that need attention include the delays in returning assignments to students, a seven day working week and limited research output of academic staff members. The other weaknesses observed by the review team include the low completion rates in the Certificate in Pre-School Education course, the lack of information pertaining to performance at examinations, inadequacy of guidance to staff and students in regional centres and the underutilization of opportunities available for extending knowledge by participation in workshops offered outside OUSL.

6. RECOMMENDATIONS

1. In view of the negative consequences of designing a Diploma course combining Early Childhood Education and Primary Education it is recommended that this course be replaced by two separate courses to meet the needs of the two age groups.
2. The Level 3 component of the Diploma course be continued as a Diploma in Pre-school Education. When adequately qualified staff is available in the foreseeable future, and this course could be the first year of a B. Ed. Programme in Early Childhood Education.
3. The Level 4 component of the Diploma programme be developed initially as the first year programme of a B Ed. Degree programme in Primary Education. The framework of the total degree programme should be delineated and the course components be developed subsequently to be introduced year by year. Arrangements need to be made with the faculty of Social Sciences and Humanities and the Faculty of Natural Sciences to enable B. Ed. Students of offer courses offered in two or three subjects taught in these Faculties as the academic component of the programme while the Department of ECPE develops the professional courses in primary education. The assistance of the staff in other Departments of the Faculty of Education and the expertise available outside could be obtained.
4. All modules developed over four or five years ago should be revised in all programmes. The Pre-school teaching programme too should be reviewed and revised.
5. A priority concern should be the introduction of curriculum material to promote understanding of positive attitudes among teachers and children to issues that affect social stability, human rights and human dignity such as (i) national social harmony in living together in a multi- ethnic / multi-cultural society with mutual understanding and respect for cultural diversity (ii) the concept of equality in gender roles and relations and the elimination of gender role stereotypes seen in modules (iii) social justice and equity and caring and empathy for the disadvantaged. Interventions are possible by incorporating knowledge and activities in existing modules such as in Social Development, Socio-cultural Perspectives, Child Rights, Social Psychology, Children's Literature, Children's Stories.

6. Activities should be introduced in 'imagined' play, free play, use of toys and equipment and group work to promote generic transferable skills such as initiative, critical thinking, problem solving, and responsibility that will contribute to the personality development of the child.
7. Day Schools should focus on assisting students to make optimum use of the modules, to extend their knowledge and experience where necessary, and timely return of assignments to students should be ensured.
8. Efforts should be made to introduce online learning gradually.
9. The Pre-school and crèche should be provided with adequate resources to support their role as 'teaching laboratories'. The physical facilities of the crèche should be rehabilitated to ensure the welfare and protection of the children.
10. Members of the staff should be urged to complete their postgraduate studies as early as possible using the resources available at NCAS and the UGC . Pre-school teachers should be exposed to workshop programmes offered also outside the University.
11. In order to mitigate the problem of inadequate staff , The Faculty and Department should explore possibilities of restructuring **where feasible**, such as transforming two posts of project assistants to a lectureship and converting the third post into a administrative assistant's post so that the academic staff could be relieved of their support services to the administration.
12. The Regional programme should be extended contingent on the availability of qualified staff in the selected areas.
13. The Department should initiate/encourage research programmes within the Department and in collaboration with organizations outside the university.
14. The Child Study Centre should be revamped to undertake child related research programmes which can also generate funds for the maintenance and development of the Centre.
15. It will be useful to conduct a team research project to ascertain the reasons for the low completion rate in the CPE programme.
16. Linkages need to be established between the Department and the Children's Secretariat in the Ministry of Child Development and Women's Empowerment so that the University can be involved in the implementation of the National Policy on Early Childhood Care and Education and participate in the programmes organized by the Secretariat.