

Initiatives taken by NCERT Diploma Holders to Promote ECCE in the States/UTs

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Early Childhood Care and Education (ECCE) is an important aspect of school education. It is also a vital component for achieving universal enrolment and retention in primary schools. Therefore, it is essential to provide necessary maturational and experiential readiness to the children for meeting the demands of primary education curriculum. This readiness depends on child's Early Care and Education, which includes health care, nutritional support and physical as well as psycho-social stimulation that can only be possible with the efforts of qualified and quality teachers in ECCE centres. Hence, it is important to give priority to capacity building of teachers and teacher trainers; building of resources in terms of teaching and instructional materials; provision for field experiences; funding and institutional support in the area of ECCE.

Department of Elementary Education (DEE), National Council of Educational Research and Training

(NCERT) started a six-month diploma course in ECCE in 2006 with the objective of preparing a resource group of trained personnel and researchers in the area of ECCE. This course is planned keeping in view the needs of the States/ UTs in the area of ECCE, especially in the context of strengthening pre-school education component of ICDS and other ECCE programmes in the States/ UTs. State Councils of Educational Research and Training (SCERTs), State Institutes of Education (SIEs), *Sarva Shiksha Abhiyan* (SSA), District Institute of Education and Training (DIETs), *Anganwadi* Training Centres (AWTCs) under Integrated Child Development Services (ICDS) and private organisations working in the area of ECCE were target institutions for this training. The course has been designed with a focus on training with hands-on-experience and practical exposure of trainees in different ECCE settings.

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During first three diploma courses (2006-07, 2007-08 and 2008-09) 105 personnels were trained and they are now engaged in various ECCE programmes in their respective institutions. Initiatives taken by these diploma holders to promote and strengthen ECCE in their states were studied.

A study was conducted on five institutions— RIE Ajmer; SCERT Nagaland; DIET Uttarakhand; SSA office Uttarakhand and a private pre-primary school (The Blossom Kindergarten) in Manipur, where the Institutions and ECCE diploma holders together contributed significantly and consistently doing efforts in the area of ECCE. To facilitate the study, necessary tools like Interview Schedules for Teachers and Parents, Information Schedules for various activities in ECCE, Observation Schedule for various ECCE centres and Guidelines for Focus Group Discussion with parents were developed and administered. In accordance with the nature of the study, the data was analysed qualitatively.

Here, the case studies of five institutions in the form of success stories have been discussed to enlighten other ECCE diploma holders working in various States/UTs/ Institutions.

Regional Institute of Education (RIE) Ajmer

RIE Ajmer has set-up a pre-school section *Muskurata Bachapan* in DM school on 12 September 2009. The significant aspect of this pre-school is that it is attached with the primary school.

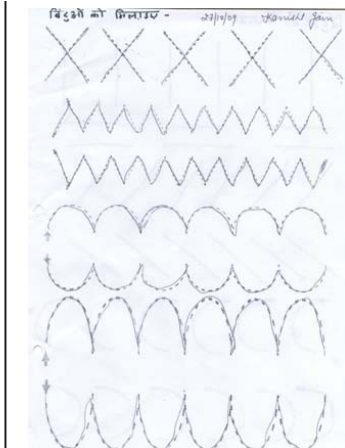


Outdoor Space

The infrastructure of pre-school includes *pucca* outdoor and indoor space. Outdoor space has a garden and a playground with plenty of outdoor play equipments like cycles, slides, swings, see-saw, merry-go-round, balance wheels, tyre swings, balance beam, swallow the ball and jungle gym etc., for the proper physical growth of the young children. A well ventilated indoor space has been divided into five activity rooms— classrooms (two), library, activity room and dining-cum-rest room. Activity room has different corners for different kinds of activities and developments such as dolls



Drawing



Stroking



Dancing

corner, science corner, music corner, puppet corner and learning corner. Children's work is being displayed in a room with the help of strings.

The pre-school runs from 9:00 am to 12:00 pm in summers and 9:30 am to 12:30 pm in winters. It has two sections A and B, having children in the age group of 4-5 years that is readiness/preparatory stage for formal schooling are admitted through lottery system. The staff consists of two well educated and Nursery Teacher Training (NTT) trained teachers and two helpers. In each section, there is one teacher and one helper. Monthly meeting of staff is conducted to discuss the progress and the problems faced by the staff in the functioning of pre-school. All the pre-school activities are based on play-way approach. The medium of instruction is Hindi and English with an essence of local dialects. Building blocks, painting, colouring, craft, clay molding, dancing, puppet shows, story

telling, etc. are the main pre-school activities. Emphasis is given on stroke practice.

For the professional growth of staff, improving the quality of ECCE programme and proper functioning of pre-school, a series of workshops/ orientation/training/EDUSET programmes were conducted. The first programme of this series was the induction level training programme organised from 31 August 2009 to 7 September 2009. The programme was focused on the concept of ECCE and domains of child development. Teachers have also been trained in art and craft, puppet making and drama/theatre activities. The second training programme was conducted during 21 to 24 October 2009 based on the needs of the staff regarding teaching-learning process. Realising the importance of folk media especially puppetry in education, another training programme on puppet making and handling was conducted during 7 to 9 December 2009.



Teacher Training

Teachers find these training programmes useful. One teacher said, “Yes, it is absolutely fruitful because these trainings helped us to know the concept of ECCE and motivated us to work efficiently.” Another teacher said, “Yes, it was really helpful as we have clearer concept about ECCE, now we



Christmas Celebration

are able to understand the needs of children and can plan activities accordingly.”

Apart from these programmes for the staff, various programmes for children and parents were organised to ensure their participation in the functioning of pre-school. Monthly Parent-Teacher Meeting (PTM), puppet shows, film shows, visits to various educational places/local fare and celebration

of culture-specific festivals like Christmas, Diwali, Holi, Dusherra and Janmashtami are organised to enhance participation.

Tiny Tots Journal, Daily Teacher’s Diary, Reflective Journal, Multidimensional Worksheets and Progress Report Card were also developed for teachers, parents and children. The teacher maintains each child’s development-wise progress report based on the daily observation of children. The year’s pre-school programme has been divided into four semesters and at the end of each semester, the teachers as well as parents give their comments on child’s progress for the past semester. An Academic-Monitoring Committee (AMC) was formulated for the continuous and comprehensive review of the progress of the ECCE programmes and pre-school activities through periodical meetings.

During the discussion with guardians of the children about the functioning of pre-school, most of them, especially grandparents, admitted that initially they were not satisfied with the activities conducted at the centre but by observing the progress of their children they are happy. They pointed out that their children like to go to pre-school everyday because of the centre's conducive environment and friendliness with peers. About their role in pre-school they said they come only during PTM and discuss the progress of their children. They said, they prefer pre-school centre of RIE as it is near to their residence, they have quota in the institution for the enrolment of children but the most important reason is the 'quality'. It is having good and affectionate staff, there is no burden of work on children and is different from the private schools. They suggested that the centre must arrange some real life experiences like taking children to the post office and dispensary, etc. Besides this there should be some writing work for children.

The whole programme was coordinated by Dr Usha Sharma, Associate Professor (Education), RIE Ajmer (ECCE diploma holder of 3rd batch of ECCE diploma course). Other two ECCE diploma holders (Abhishek Bhardwaj of first batch and Seeta Ram Meena of second batch) were deeply involved in the activities of pre-school at various levels.

The Head of the Institution and senior authorities involved in the

ECCE programmes in RIE, Ajmer said that because of the hard work and dedication of diploma holders, pre-school section in RIE, Ajmer has been established. They were satisfied with the performance of diploma holders and pointed out that all the diploma holders are contributing to pre-school activities in various ways, as a coordinator; as a resource person; facilitator; evaluator and monitor of ECCE activities.

State Council of Educational Research and Training (SCERT), Nagaland

En route for awareness in ECCE and sensitisation to raise the need of the hour for quality ECCE, the SCERT, Nagaland has taken initiative in ECCE related activities. They roofed almost all the elements of ECCE whether it is related to teacher training, Teaching Learning Material (TLM) development, setting-up of ECCE centre or advocacy/awareness of ECCE.

For training and equipping the pre-school teachers in the State, the SCERT is running 'six-month certificate course in ECCE' for pre-service and in-service teachers. Four courses have successfully been conducted during April to September 2008 (1st batch), September 2008 to March 2009 (2nd batch), March 2009 to August 2009 (3rd batch) and September 2009 to March 2010 (4th batch). Till now altogether 142 teachers have been trained in ECCE.

Components of ECCE, teaching-learning process, classroom



Trainees of certificate course in ECCE, Nagaland

School Headmistress and proprietor's of schools practising different methods and Health and Family Welfare Department (HFWD) discuss the issues. The mode of teaching is discussions, lectures, demonstrations, presentations, observations during visits, mock sessions and development of TLM.

management, community participation, research methodology as well as health and childhood diseases were the focus areas of the course. Medical Doctors, Child Development Project Officers (CDPOs) and also the personnel from Social Welfare Department (SWD), Directorate of School Education (DSE), Non Government Organisations (NGOs) (working for children with special needs), Medical Mission Sisters,

'Training Module' for this certificate course in ECCE has also been developed by the SCERT for pre-school teachers.

The 'Follow-up programme' is also being conducted on trained ECCE teachers. Follow-up of first batch of teachers shows attitudinal changes among ECCE personnel towards handling of young children and assessing their needs on time.



Teacher training



Training Module and Syllabus

During the discussion with trained teachers of 4th batch of certificate course in ECCE, they all said that they are really fortunate to have this kind of training programme. All the trainers of ECCE cell are so dedicated, helpful and active. They have clear understanding about ECCE. One of the teachers who runs her own day care centre in Kohima 'Kevi Day Care' expressed her experience as "I can't explain but want to say that after getting training in ECCE there is something different I started giving to my children in my day care. I think I can understand my children better now."

Recognising the importance of awareness about ECCE among stakeholders, SCERT conducted 'Community Awareness Programme' in all the Districts of the State of Nagaland during June-July 2010. Pamphlets, posters and road hordings were prepared with the help of ECCE trained teachers.



Material for community awareness

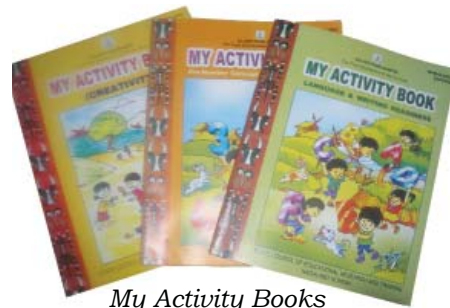
A newsletter 'Impressions' on ECCE is being published by the ECCE

cell, SCERT, Nagaland on half yearly basis. Articles for the newsletter are generally being written by the faculty of ECCE cell (ECCE diploma holders) and their trainees. Newsletter contains the progress of six month's certificate course in ECCE run by SCERT, Nagaland as well as the articles related to children, their developmental needs; roles and responsibilities of pre-school teachers, teaching-learning process, classroom management, poems and views/experiences of eminent academicians in the field of ECCE.



Newsletter 'Impressions'

Keeping in view the preparedness of pre-school children for formal learning, SCERT, Nagaland has developed a series of competency based books titled 'My Activity



My Activity Books

Books' on 'Creativity', 'Language and Writing Readiness' and 'Pre-number Concept for Pre-primary Classes'. Books contain activities related to school readiness and instructions for teachers regarding conduction of activities.

The SCERT has conducted a research on 'Numeracy level' to assess the level of numeracy of Class I children and also to compare the numeracy skills between children from government and private schools of Kohima, Dimapur and Phek districts.

Apart from that, SCERT, Nagaland had taken initiative to create linkage between pre-primary and primary schools and also to produce ECCE programmes in local context as well as monitor and evaluate ECCE activities at all levels. ECCE diploma holders are also involved in the 'development of curriculum and syllabus for government pre-primary schools in Nagaland'.



Diploma Holders with ECCE Coordinator

ECCE cell activities are well coordinated by Ms Kewepelou Kapfo (ECCE Project Coordinator). All the diploma holders (Ms Khrieseno Kikhi, Ms Veketulu Veyie and Roseline Richa of first batch and Ms Keduwe U Tsuhah of second batch) are fully devoted in the activities of ECCE cell in multi-ways.

When asked about the performance, the Head of the Institution and Head of ECCE cell/Coordinator of ECCE programmes, all used the words 'Excellent' and 'With Fullest Capacity' for their ECCE faculty (diploma holders). They were fully satisfied with the work done by them. They too suggested that though, they are running certificate course in ECCE but there is a great need to expand ECCE programmes in a way to sensitise community and parents in ECCE, we must organise seminars and advocacy campaigns for them. SCERT, Nagaland is taking initiative in this area. They pointed out that there should be a set curriculum of ECCE, NCERT and DIET must take initiative in this line.

District Institute of Education and Training (DIET), Dehradun

Realising the importance of ECCE and the linkage between the primary and pre-primary education, DIET, Dehradun has taken remarkable steps in the area of ECCE. In this string a



Orientation Workshop in DIET, Uttarakhand

series of ECCE programmes were conducted, which usually catered to the most backward and needful ECCE centre, that is *Anganwadi*.

ECCE programmes were initiated with a ‘one-day orientation workshop for *Anganwadi Workers (AWWs)*’ on 10 July 2009 in DIET, Dehradun. NCERT participation was also ensured as a resource. During the workshop findings of a research on *Anganwadi Centres (AWCs)* (done by ECCE diploma holder) were shared and an overview on pre-school education was given.

DIET, Dehradun has also conducted a series of ‘in-service training in ECCE for *Anganwadi Workers*’ during 13 February to 14 March, 2010. Total 122 participants were trained in three batches. Focus of the training was to introduce theme-based planning of activities, balanced activities in the AW centres and development of

time schedule. ECCE diploma holders acted as a coordinator, resource person and evaluator of the progress of the participants with the help of pre-and-post test method.

When asked about the training programme *Anganwadi Workers* and Helpers of the three *Anganwadis* pointed out that as they were untrained, they found training programme very useful. During the

training programme they learnt so many things like development of TLM, programme planning and activities to be conducted in AW centres.

ECCE diploma holder also preformed as a resource person and member in a ‘workshop for the development of TLM and instructional manual for *Anganwadi Workers*’ conducted by SSA, Uttarakhand from 16 to 22 July, 2009.

ECCE diploma holders performed as a resource person in a ‘two days’ In-service training in ECCE for *Anganwadi Workers*’ conducted by Uttarakhand State Council for Child Welfare on 9 and 10 February 2010 covering 60 *Anganwadi Workers* of the State. When asked about the training programme, AWWs said, “We learnt so many things especially how to conduct activities in front of children with fullest expression.”



Workshop for Development of Material for AWWs

During the observation of selected Anganwadis to which ECCE diploma holder has given training and orientation, it was found that all the Anganwadis were decorated with teacher made TLM. Before coming to the AW centres all AWWs prepare lesson plan and they conduct the activities according to the domains of development like beading, drawing, welcome song, poem, hide and seek and physical exercise, etc. They were also found very confident during story telling with the help of gestures and self prepared TLM like puppets and flash cards, etc. All the AWWs maintain teacher's diary and keep records of the progress of children based on the daily observation of each child. Keeping in mind the busy schedule of parents every week they organise Parent Teacher Association (PTA) meeting and also to ensure the mother's participation they organise

monthly Mother Teacher Association (MTA).

ECCE diploma holder of third batch (Ms Deena Rana) has taken admirable initiative in the initiation and implementation of all the ECCE related activities like pre-service and in-service training programmes, development of TLM, development of training module; training package and curriculum, etc. She is assisting the activities of SSA in the State as well.

When asked, Head of the Institution and the faculties of the DIET said, "She is very hard working, after completing her diploma in ECCE from NCERT, she is working as a trainer to sensitise and train ICDS functionaries. She is a member of the State Resource Group (SRG), engaged in the development of training packages and Annual Work Plan and Budget for various ECCE related activities of the State."

They further pointed out that, 'Many ECCE related activities have been proposed but because of the lack of funds DIET is not able to organise the activities properly. For funds we depend on State Project Office (SPO) and District Project Office (DPO)'.

It was also found that inspite of DIET's dependency for funds over SSA and DPO there is also lack of availability of resources on time and proper infrastructure for smooth functioning of any kind of programme,

especially in the context of training programmes.

Sarva Shiksha Abhiyan (SSA), Uttarakhand

To ensure the quality ECCE at pre-primary the SSA office of the State of Uttarakhand is playing a major role in teacher training. During training under SSA scheme AWWs, helpers and primary teachers were trained together.

To structure the training programmes for AW functionaries various activities were conducted by the SSA, Dehradun for the development of TLM, training manual as well as the training programmes at various levels during 2009-10. In its first phase, a 'planning meetings for incorporating innovativeness in the training programme for the preparation of master trainers and development of material for ECCE centres' were organised on 14 May 2007 and 5 June 2009, respectively.

For capacity building of the ECCE functionaries in the State a 'training programme to prepare master trainers' was conducted from 15 to 24 July 2008 by SSA office in collaboration with ICDS at SPO, Dehradun in which 34 teachers were trained in ECCE.

A 'workshop for the development of TLM and instructional manual for Anganwadi Workers' was conducted from 16 to 22 July 2009. The main objective of the programme was to



Workshop for the Development of Material for AWWs

provide comprehensive information of ECCE activities for the holistic development of the young children.

A set of activity book 'Phuhar' was developed by the SSA, Uttarakhand which contains various kinds of activities to enhance the physical, cognitive, language and socio-emotional development of children.



Phuhar: An Activity Book

A 'Progress Card' was developed by the SSA, Uttarakhand to know the progress of the ECCE centres and for the continuous and comprehensive evaluation of pre-school children and it was distributed to all the AW centres of the State.

The ECCE diploma holder of first (Mr Vachaspati Maithani), second (Ms Usha Katiyar and Ms Santosh Chand) and third (Ms Deena Rana, Dr K.S. Rawat and Mr B. D. Andola) batches are involved in all the ECCE related activities like pre-service and in-service training programmes, development of TLM, development of training module; training package and curriculum for ECCE in collaboration with SSA.



ECCE diploma holders developing material

In spite of the involvement of above mentioned activities conducted by SSA office, ECCE diploma holders were

involved in following other activities conducted by the DIET and ICDS:

- Development of programme and planning for the training of ICDS functionaries on 6 September 2008 at ICDS, Dehradun.
- Ten days training to the 124 AWWs at DIET, Almora, Uttarakhand.
- Five days training to the 57 AW helpers at DIET, Almora, Uttarakhand.
- Create awareness about ECCE to the in-service teachers, BRC, CRC coordinators and principals of schools in June 2009 at DIET, Almora, Uttarakhand.

The above mentioned activities were targeted to the normal children as well as children with special needs.

The Blossom School, Manipur

The Blossom School is a well-known private ECCE unit at Imphal, Manipur. The school is self-financed which was started in January 2000 that deals with the pre-school and primary sections. Many local children have been enrolled in the school, especially in pre-school section called Kindergarten (KG) on

first come first basis. Pre-school is divided into following three groups:



Prospectus

Baby Group (Pre-nursery) for 2½ to 3 years old children: In baby group 90 children are enrolled, therefore, whole group is divided into seven sections. In each section teacher-children ration is 1:14. The programme is designed to stimulate and enhance child's overall development through various activities, techniques and equipments. The classroom is arranged to develop language, mathematics and coordination skills as well as general knowledge of environment.

Group-I (Nursery) for 3½ to 4 years old children: In group-I almost 110 children are enrolled, therefore, whole group is divided into three sections (A, B and C). In each section the teacher-children ratio is 1:30/39 with a mother. Learning activities in this group are gradually and partially formalised while focus is still on fun and creativity.

Group-II (Kindergarten) for 4½ to 5 years old children: In group

II almost 125 children are enrolled, therefore, whole group is divided into three sections (A, B and C). In each section the teacher-children ratio is 1:40/ 42 with a mother. Curriculum of the group is designed in a way to suit the prevailing system of education in the State, through experimental methods of teaching.

The teachers are well educated having graduate and post graduate degrees in Home Science and Linguistics with B. Ed. and M. Ed., etc. Teaching-learning process is play-based by using mixed philosophies like Montessori method/apparatus and Froebel's philosophy. Language of teaching is mother tongue and English. There are ample activities and materials available for special children sitting with the normal children. To provide real life experiences, the school takes children for visit to the zoo, parks, sports complex and science centre, etc. Formal meeting with the parents is being organised thrice in a year:

1. before new academic session,
2. before mid-term assessment, and
3. before final assessment.

Apart from this, the school administration has announced each Friday (after school hours) for informal parent-teacher meet. Children's progress is being assessed through daily observation and through formal half yearly and annual assessment.

School is having good infrastructure with proper light and ventilation but



Children's Activity Book

there is no open space for outdoor activities because of the busy and congested roads, therefore, it has been arranged in indoor area with tent house, slides, strings, racing pony, racing snake and a ball house for jumping activity. Indoor space is divided into dolls corner, blocks corner and painting/free expression corner. The whole classroom is equipped with Montessori equipments, teacher made material and commercial material too. School is having children's library and books corner. Children's books consist of art book, number book, alphabet book and drawing book.

After children finish their pre-schooling, school celebrates 'Kindergarten Graduation Ceremony' in which degree is being awarded to the children.

Various kinds of activities for the holistic development of children are being done in Kindergarten like flowers day, hand print day, shopping day, friendship



Kindergarten Graduation Ceremony



Children doing Solid Pouring Activity



Follow-up activity on Flowers' day

day, traditional day, casual day, formal day, teacher's day and children's day.

Almost all the parents pointed out: "they are happy because of the importance and confidence given to their children. Parents suggested that the school must come-up with more activities for children. One of the parents has given a beautiful message to the school: "I would like the school to keep-up the good work and don't be influenced by other schools where children learn by heart without understanding." When asked, why do you want to send your children to the Blossom School? Parents replied: "as compared to the other schools we are satisfied with this school because we know the Headmistress is experienced and she is confident enough to manage pre-school activities nicely." One parent said: "my child enjoys traditional dress day, flowers day and all the fun with less pressure of home work."

Apart from dealing with the young children, the Blossom School caters to the ECCE functionaries also. Underneath that a 'two-day professional development programme on ECCE' was conducted from 12 to 13 July 2008 in school premises in which more than fifty pre-school teachers from various schools and



Participants doing Paper Craft during a Workshop

three AWWs participated. Regarding the productivity of the training programme teachers said: "Yes, this training was indeed a wonderful experience. It has really motivated us a lot. It helped us to foster the holistic development of children because it became now easier for us to plan out what we are going to do in the up coming week." When asked about the home work, a baby group and group of two teachers said giving home work is good, because what we are doing in school is practised at home.

A 'three days professional development programme on ECCE' was also proposed for pre-service and in-service teachers in school premises. Almost 37 teachers have already been enrolled in the programme. The focus of programme is to make teachers capable of implementing activities and knowledge of ECCE in their respective centres.

Three days 'Awareness programme on ECCE' was conducted for in-service teachers in May 2009 at (Zonal Education Offices (ZEO) Wangoi, Imphal West. The objective of the programme was to create awareness about ECCE among *Anganwadi* Workers with especial emphasis on pressure on young children and linkage between pre-primary and primary schools. The programme was conducted through lecture-cum-demonstration method and more than 100 teachers participated in the programme.

In the light of framing the ECCE curriculum and development of TLM, a day discussion on ECCE with the State Resource Group has been done at SSA office Manipur. The agenda of the discussion was effective implementation of ECCE in the State, planning of curriculum for *Anganwadi* centres, Development of TLM and Advocacy of ECCE.

All the teaching activities of Blossom Kindergarten is coordinated by the Headmistress Ms Thaja I. Leitanthem. Programmes related to teacher training, consultancy, awareness of ECCE, classroom management and transactions as well as all kinds of administrative support in the school activities is being given by Mr Rajesh Leitanthem (ECCE diploma holder).

When asked, the Head of the school mentioned that, "He (ECCE diploma holder) contributed substantially towards development and organisation of teaching-learning material

during the orientation programmes for teachers. He also brought new materials, new ideas and innovations in classroom organisation as well as in designing the classroom structure. But most important is his contribution towards awareness about ECCE among teachers, parents and community." She further mentioned that the "school is trying to be updated with the latest information, research insights, etc. regarding ECCE."

Conclusion

From results obtained through the present study, it can be concluded that in almost all the ECCE programmes (inside and outside the Institution) the services of ECCE diploma holders have been utilised, where they had to act in manifolds, such as in training programme the diploma holder has to perform as a resource person but at the same time he/she is the coordinator or the evaluator of that programme. Though, the ECCE diploma holders were loaded with the tasks (other than ECCE), in most of the ECCE programmes they acted as a resource person or coordinated the programmes which were targeted especially to the teachers and children. Most of the trainees and their deputing Heads accepted that, ECCE diploma course provided by the NCERT contributed to enhance the knowledge in every aspect of ECCE by providing complete perspective of the pre-school education, curriculum and children; especially regarding their growth, development and learning

processes. They are now highly motivated and having knowledge as well as skills to perform in the area of ECCE. The course helped them to develop their aptitude in conducting various programmes in ECCE, like research, training, development, extension, advocacy, monitoring and evaluation. Their Heads were satisfied with their performance, as the diploma holders were involved in ECCE programmes run by their respective States/Institutions and they were also taking initiatives to begin the programmes. According to the Heads, diploma holders were found to be more innovative as far as the ECCE programmes are concerned. They were also satisfied with their performance. These diploma holders were found satisfied with the diploma course in ECCE run by DEE, NCERT. Finally, with a vision to streamline ECCE activities in their States/UTs/Institutions, the following suggestions were made by the Heads and diploma holders:

- NCERT must take an initiative in terms of creating more key resource persons and opening similar courses at RIEs or State/UT level and on-line for maximum coverage. If State authorities along with more faculty undergo the same diploma in ECCE from NCERT that would strengthen the resource power of districts and the States in particular.
- As the Institutions and ECCE diploma holders are not having the adequate and appropriate teaching-learning material like CDs and books for conducting ECCE programmes, NCERT must provide some support material.
- To equip with the current trends and issues in ECCE and for better productivity, NCERT should organise some short term orientation or refresher programmes, especially for the ECCE trained personals.
- There is no set curriculum on ECCE. NCERT must take lead in this regard.