

**FUTURE DEVELOPMENT
OF
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING**

**Report of the
Review Committee**



National Council of Educational Research and Training

July 1969

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New Delhi
20th August 1968

My dear Dr. Sen,

In forwarding our report on the working of the National Council of Educational Research and Training and its future, I would like to emphasize that the Council in the few years of its existence has acted as a trail blazer. It was inevitable in such a situation that mistakes would be made. This does not detract from the commendable pioneering efforts of the Council nor does it jeopardize its future effectiveness if such mistakes are recognized and corrected. If we have been critical about some of the current work and management of the NCERT, it is because we were deeply concerned that the NCERT should be able to satisfy in a reasonable measure the rapidly rising expectations of our people in the matter of educational development. We have been encouraged by our discussions with many staff members and by some of the work we saw. We have not been able to record our appreciation about these in any detail. We felt our major task in this review was to identify the problems and errors since these will need serious attention.

Of somewhat more serious concern to us was the demoralizing effects of status-consciousness and hierarchy in the NCERT. Greater autonomy of the institution, development of academic criteria and a policy of deliberate discouragement of hierarchy will go a long way to strengthen the institutions working under the NCERT. Its impact on the national development of education will depend above all on the enthusiasm and dedication of its staff. Unfortunately neither enthusiasm nor dedication are matters of bye-laws, rules, objectives or reviews. The leadership of the senior staff of the NCERT alone can provide these. The senior staff bear a heavy responsibility to the Council and to the nation in providing academic leadership as well as leadership in human relationships.

My colleagues and I are confident that the NCERT will play a significant role in the future. Our suggestions in the report are mainly directed towards helping the NCERT so that it can play its role conscientiously and with dedication in the future.

I am deeply appreciative of the cooperation extended to me by all my colleagues. I would like to record particularly my appreciation and gratitude to the members of the Committee representing the Ministry of Education, who in spite of their earlier association with the NCERT were singularly without bias in the discussions and analyses of facts and policies. I am also grateful to the staff of the NCERT who co-operated in every way in our efforts to complete our review within the prescribed time.

With kind regards,

Yours sincerely,

B. D. NAG CHOUDHURI

Dr. T. Sen,
Minister of Education,
Government of India, New Delhi.

INTRODUCTION

0.01 *Appointment and Terms of Reference:* On 29th January 1968, the Government of India appointed a Review Committee under clause 6 of the Memorandum of Association of the National Council of Educational Research and Training with the following persons as its members:

1. Dr. B.D. Nag Chaudhuri Chairman
Member, Planning Commission
2. Shri P.N. Kirpal
Educational Adviser and Secretary to the Government of India
(till his retirement at the end of April, 1968).
3. Shri G.K. Chandiramani,
Educational Adviser and Secretary to the Government of India
(from 1.5.1968)
4. Shri A.E.T. Barrow, M.P.
5. Shri J.P. Naik,
Adviser, Ministry of Education
6. Dr. M.S.Gore,
Director, Tata Institute of
Social Sciences, Bombay
7. Dr. V.G. Bhide,
Deputy Director, National Physical Laboratory
8. Prof. N.V. Subba Rao,
Professor of Chemistry and
Principal, University College of Science,
Osmania University, Hyderabad.
9. Shri L.S. Chandrakant,
Joint Educational Adviser, Ministry of Education.
10. Dr. S.K. Mitra, Member-Secretary
Joint Director, NCERT

0.02 The terms of reference of the Review Committee were:

- (a) To review the progress of the activities of the NCERT with particular reference to educational research and development programmes; pre-service and in-service training of teachers, teacher-educators and educational administrators and extension services for elementary and secondary schools;
- (b) to evaluate the impact of NCERT Programmes on educational problems in general and, in particular, how far major programmes like curriculum development, textbooks, examinations reform, science education, etc., are improving the quality and standard of school education in States;
- (c) to review the progress of the Regional Colleges of Education and evaluate how far the concurrent courses conducted by them are contributing towards improving teacher-education in science, technology, commerce and other fields;
- (d) to lay down broad guidelines for the future development of NCERT in relation to our educational needs, together with recommendations for reorganising the organisational, administrative and academic set-up of the Units/Institutions, under the Council;

- (e) to prepare a broad estimate of the financial provision needed for the development of NCERT in the next five and ten years; and
- (f) to report on any other aspect of the present and future functioning of NCERT that is important to Indian education.

0.03 Procedure of Work: The Committee called for detailed information regarding: (a) the historical development of the different programmes of the Council since its establishment in September, 1961; (b) the present activities; and (c) the future programmes of its departments and institutions. It also called for suggestions from the members of the Council. It met and discussed the issues involved with the Principals of the Regional Colleges of Education, Heads of Departments and some senior members of the Staff of the National Institute of Education (NIE) and the members of the Governing Body of the Council.

0.04 In addition, different aspects of the review were entrusted to members of the Committee individually. Each member studied an aspect of the Council's work entrusted to him in detail and for that purpose visited the concerned departments of the NIE and/or Regional Colleges, if necessary.

0.05 The Committee's programme of visits, meetings and discussions is given in Appendix I.

0.06 Organisation of the Report: The Report is divided into six chapters as shown below:

- Chapter I : Improvement of School Education and the Role of the NCERT
- Chapter II : Research and Development Programmes
- Chapter III : Programmes of Training and Extension; Regional Colleges of Education
- Chapter IV : The National Institute of Education and Publications
- Chapter V : Organisation, Administration and Finance
- Chapter VI : Main Findings and Recommendations

The appendices which have been included in the Report give, in greater detail, the basic data on which the findings and the recommendations of the Committee are based.

0.07 Acknowledgements: The Committee desires to place on record its appreciation of the co-operation extended to it by the Ministry of Education, the Secretariat of the NCERT, the staff of the NIE and the Regional Colleges of Education and the Planning Commission. The Committee is specially thankful to Dr. S.K. Mitra, the Member-Secretary, for his valuable advice and sustained hard work but for which the Report could not have been produced in so short a time.

0.08 The Committee also wishes to place on record its appreciation of the able assistance rendered by Shri P.N. Bucher, Research Officer, Planning Commission, Shri N. Ganeshan, Administrative Officer, NCERT, Shri Madan Lal, Senior Stenographer, NCERT and Shri Anand, Stenographer Planning Commission.

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Improvement of School Education and the Role of the NCERT

1.01 The problem of improving school education began to receive earnest attention soon after independence and it was in consequence of this concern that the Secondary Education Commission (1952-53) was appointed at the beginning of the First Five Year Plan. Priority was accorded to secondary education partly because the numbers involved were comparatively manageable for making an impact and partly because the effect of improvement at this stage was expected to rise upwards to higher education as well as to descend downwards to primary education. The first steps for the country-wide improvement of school education began to be taken soon after the Report of the Secondary Education Commission and from the First Five Year Plan itself.

1.02 Since school education was a state subject, a strategy had to be devised for the Centre and the States to work together for the improvement of school education. The problem was discussed at various levels and from all aspects and the strategy that finally came to be adopted for this purpose had four aspects :

(a) The Government of India should establish, at the national level, some institutions devoted to improvement of school education, the emphasis being on secondary education, but attention being paid, simultaneously, to programmes of primary education to the extent possible. These institutions would serve the purpose of bringing together competent academicians who would examine the different problems of school education, devise suitable solutions to them and make their findings available to the teaching community and the schools. They should also be entrusted with the ancillary responsibilities of promoting programmes recommended by them through extension services and of training the personnel that will be needed to implement them at various levels.

(b) The State Governments should be assisted to set up counterpart institutions to those established by the Government of India at

the national level. These state-level institutions will form a bridge, as it were, between the institutions at the national level and the schools within the State. They will also carry the research findings and programmes developed by the national level organisations to the schools and to transmit the problems and needs felt in the field to the national level institutions for further study and research.

(c) The State Governments should include programmes for improvement of school education within their plans for which the Government of India should provide fairly liberal assistance.

(d) A few important programmes of school education should be identified for special treatment and assistance from the Centre as centrally-sponsored schemes.

1.03 We are not concerned with programmes of qualitative improvement of school education undertaken by the State Governments and assisted by the Centre mentioned in (c) and (d) above. Our principal concern is with the national level organisations for school improvement mentioned in (a) and the counter-part institutions in the States mentioned in (b).

1.04 The first phase in the national programme for the improvement of school education began with the establishment of a few Central Educational Institutes in 1954 and continued to the end of the Second Plan (1960-61). The Central Institute of Education (CIE), which had already been established for the immediate purpose of training secondary teachers for the Union Territory of Delhi, was proposed to be developed as a high level institute for educational research, training and extension. A Psychology Wing was created and placed under the Principal, CIE. In 1954, two more institutions were established — the Central Bureau of Textbook Research and the Central Bureau of Educational and Vocational Guidance. In 1955, the All-India Council for Secondary Education was established and was later on converted into the Directorate of Extension Programmes for Secondary Education (1959). In 1956, two more institutions were created — the National Institute of Basic Education and the National Fundamental Education Centre. In 1959, the last of the Central Institutes — the National Institute of Audio-Visual Education—was set up. Not equal attention was, however, given to the establishment of counter-part institutions at the state level. Some States established Departments of Audio-Visual Education. A Bureau of Textbooks Production and Curriculum Research was established in Mysore. In several States, Bureaux of Educational and Vocational Guidance came to be set up. On the whole, the programme of establishing state-level organisations for improvement of school education made little progress. The Central Educational Institu-

tions did not make a large impact, partly because they were feeling their way and gaining experience and partly because they had no effective links at the state level.

1.05 In 1960, the work of these Institutes and the progress of the entire programme of school improvement was reviewed. The good work done in some sectors was acknowledged. But it was felt that Central Institutes could not be effective partly because of their small size and isolated functioning and partly because of the administrative and financial difficulties created by their being subordinate offices of the Ministry of Education. It was, therefore, decided that all these Central Institutions for the improvement of school education should be brought together under an autonomous organisation so as to have greater resources of personnel and expertise as also larger freedom of operation. This is how the National Council of Educational Research and Training came into being in September 1961. Larger funds were provided for the development of this Institution during the Third Five Year Plan (1961-66). Realising the need for the development of state-level organisations, some provision was also made for the establishment of State Institutes of Education in every State as a major counter-part organisation for the NCERT. The same policy was continued in the three annual plan years (1966-68) and provision was made for some other counter-part organisations such as State Institutes of Science Education and State Evaluation Units.

1.06 The second phase of the programme of school improvement thus began in 1961 and covered the Third Five Year Plan and the two Annual Plan years. Although the achievements in this phase were better than those in the first, the programmes did not develop as expected. This was due to several reasons. In so far as these reasons are concerned with the NCERT and its programmes as such, they will be discussed in their appropriate context in the subsequent chapters. In so far as the institutional set-up for the improvement of school education is concerned, the principal reasons for failure were (a) the failure to provide adequate whole-time leadership at the top-level; (b) the non-development of state-level organisations of the right type and quality, partly because of lack of adequate response from the States and partly because the personnel of the right type was not selected for these institutions; and (c) lack of involvement of the universities and institutions of higher learning in programmes of school improvement.

1.07 It would be desirable to state, at the very outset, our view of the institutional structures needed for the improvement of school education. The ideas on this subject are now much clearer than

they were seven years ago when the NCERT was established.

1.08 There is need for an apex institution for this programme at the national level and this has been met by the creation of the National Council of Educational Research and Training. As stated earlier, its primary objective was to strive to improve the quality of school education and this should be its main objective for at least another ten years.

1.09 The NCERT, in its role as the apex organisation for school improvement, should bring together professional persons of high competence for the development of research, advanced level training and extension programmes. Its effectiveness will essentially depend upon the professional competence of the persons thus brought together. No effort should, therefore, be spared to ensure that the best talent available in the country is attracted to the NCERT and that the highest emphasis is laid on the continuous professional growth of its workers.

1.10 Adequate attempt has not yet been made to involve the universities in programmes of improvement of school education. This in fact is a major weakness of the attempts made so far in this direction. It is, therefore, necessary now to involve the universities in this effort to improve school education through research, improvement of curricula, discovery of new methods of teaching and evaluation, training of teachers, identification and development of talent and preparation of textbooks and of teaching and learning materials. For this purpose, the NCERT should work in collaboration with the U.G.C.

1.11 The need for the establishment of appropriate counterpart organisations at the state level has been recognised for some time past. But the efforts in this direction have not yet been very successful. What is needed is a more intensive and carefully planned effort in the light of past experience. In this context, the following suggestions can be made :-

(a) The picture at the state level now resembles that at the national level between 1954 and 1959; there are a large number of small organisations working, more or less, in isolation from each other and looking after separate aspects of school education. It would, therefore, be desirable, on the lines of the action taken at the Centre, to create a State Council of Education or a single State Institute of Education as a counter-part organisation of the NCERT at the state level. If this is not possible, the number of separate organisations should at least be reduced so that each organisation becomes more viable and coordination between the different organisations is easier to establish.

(b) The State Governments should be requested to choose their best officers to man these institutions. This has not always been easy because the old administrative functions have a prestige and a power which makes an officer generally unwilling to leave the administrative side and take up an academic position meant essentially for improving quality. Suitable measures such as upgraded remuneration should therefore be provided to attract persons of the right quality.

(c) Institutions charged with academic responsibilities need the cooperation and support of the general administrators who have authority and influence. In several cases, this cooperation did not develop; and it is therefore not surprising that the programme of academic improvement often received a set-back or did not develop adequately. Steps should, therefore, be taken to ensure that these specialised institutions for qualitative improvement are treated as an integral part of the Education Departments and receive full cooperation and support from the Directorates or Inspectorates.

1.12 Close working relationships should be established between the NCERT, the University Departments engaged in improvement of school education and the counterpart state-level organisations, so that unnecessary duplication and waste is avoided and the country is able to get the best return for the limited resources available. The NCERT should not try to duplicate what the universities are doing nor should it try to encroach upon the proper sphere of the state-level organisations. It should broadly restrict its activities only to those programmes which cannot be implemented by the state-level organisations for lack of resources or expertise or to inter-state and national programmes. There should also be a continuous effort to involve these organisations in common collaborative projects. Arrangements should be made for a regular exchange of staff between the NCERT and University Departments and state-level organisations. The NCERT can also stimulate universities and state-level organisations to undertake programmes which such institutions can carry out appropriately and efficiently because of their expertise.

1.13 The University Departments, the state-level organisations, and particularly the NCERT have an international role in the sense that they are expected to keep abreast of the latest developments, abroad in their own special fields and to take steps to see that a knowledge of these is available and utilised for the proper development of programmes of school education.

1.14 It is not enough to have special organisations for qualitative improvement of school education at the state level only. Most of the states are too big to be treated as a single unit for this purpose.

As recommended by the Education Commission, the district should be taken as the primary unit for the administration, planning and development of school education. It is only at this level that effective extension service can be provided to schools. To do so, therefore, there should be an adequate organisation, under the District Inspector of Schools, for purpose of school improvement, which has the same role vis-a-vis the state level as state-level organisation has vis-a-vis the national level. This three-tier structure will bring the schools into direct communication with the thinking of the state and national levels in solving the various problems of education.

1.15 If such a structural organisation is created, a link will be established between the classrooms, where the teaching process takes place and research in the universities in specialised institutions at the state and national levels. This will make it possible for problems from the field to be taken to high level laboratories and to carry, quickly and effectively, solutions to problems or new knowledge or ideas and programmes developed at the national or state levels and in university departments to the thousands of classrooms in the country.

1.16 It is against the background of this broad perspective that we have tried to evaluate the work and programmes of the NCERT and have recommended lines of future development.

Research and Development Programmes

I. RESEARCH

2.01 One of the major objectives of the Council, as laid down in the Memorandum of Association, is to undertake, aid, promote and co-ordinate research in all branches of education. The contribution which the Council can make towards the improvement of curricula, textbooks, method of teaching and evaluation, school organisation, educational administration or policy-making will depend increasingly on its being able to legitimise its status as an expert body in the field of education. This status will accrue to it, not by virtue of the composition of the Council, not even through the financial leverage that it may be able to exercise, but primarily through the respect it will command by reason of its professional competence. This competence has to be rooted in the contribution to knowledge and practice it can make through its research and developmental activities. It is from this challenging perspective that the research work of the Council needs to be reviewed.

2.02 To discharge its responsibility for educational research, the Council undertakes research in the Departments of the NIE, either on its own or in collaboration with other institutions which are given financial assistance for the purpose. In 1963, nine major research projects were undertaken for which partial financial assistance was obtained from U.S. Department of Health, Education and Welfare. All these projects, except one, were completed and reports are being processed for publication. They cover diverse fields such as wastage and stagnation in primary schools, inspection and supervision of schools, mathematics curriculum and achievement, cost of education, pupil motivation to achievement in secondary schools and construction of tests for guidance and identification of talented children. The Council has also sponsored the first major research on sociology of education, carried out collaboratively by several institutions and University Departments of Sociology, the report of which is being

processed for publication. It has undertaken a cooperative research with Professors of Psychology and Education on the development of Indian children starting from the age of two and half years. It used to conduct courses of training in research methodology. Under the old B-2 Scheme of the Ministry of Education which was transferred to it in 1961 and is since known as the GARP Scheme (Grants-in-Aid for Research Projects), the Council gives assistance to research programmes undertaken by institutions. It publishes a half-yearly research journal and is in the process of publication of research monographs. It has published a *Year Book on Educational Research*, the *First Mental Measurement Handbook of India* and *Child Development: A Symposium*. It also assists the publication of good theses in education approved for university degrees and has published a list of investigations in the field of education as part of the requirements for Master and Doctor's degree covering the period from 1939 to 1961.

2.03 Departmental Research: The different departments of the NIE, taken together, undertook about 70 different studies some of which are still in progress.* All Departments do not, and need not, emphasise research to the same extent. The bulk of the research now undertaken is located in the Departments of Psychological Foundations, Foundations of Education, Teacher Education, Educational Survey Unit and Curriculum and Evaluation. An analysis of these research projects shows the following weaknesses:—

(a) *Variation in Standard of Research* : Although many of the studies were competently executed, there is a great variation in the standard of research from department to department and even within the same department.

(b) *Restricted Sampling* : Several research projects have drawn their samples from Delhi. While this choice of population is undertaken for reasons of economy, it tends to detract from the national character of the work of the Council. It is also doubtful whether a Delhi sample could even remotely be considered typical of the general conditions in the country. Limited studies in one village or one city can be justified only if they are in the nature of a pilot project designed to work out new tools or techniques for research or measurement.

2.04 We, therefore, recommend that

(1) *a minimum standard of research should be built into the research design itself and, from this point of view, a more rigorous screening of departmental research projects should be made; and*

(2) *except in case of pilot studies, the NIE should seek to undertake*

* A list of Research projects undertaken by the NIE Departments is given in Appendix II.

cooperative research projects which will help it to gather a national, regional or at least a state perspective and to influence practices in the different regions of the country.

2.05 *We further recommend that research projects of a department should be scrutinised and approved by a committee consisting of the Head of the Department and senior staff members, not necessarily from the same Department. The project of the NIE as a whole should be scrutinised by the Academic Committee whose composition will be discussed in a later section. In the report of each research project undertaken in the departments, the contribution of every participant should be duly acknowledged.*

2.06. *Research Aided by the Council :* The Council spent approximately Rs. 8.3 lakhs on about fifty studies undertaken by scholars outside the Council during the period 1963-68 under the GARP scheme.* The major aim of this scheme has been promotional, namely, to encourage individuals and institutions to undertake research. The average cost per study, about Rs. 17,000, (about 60% of which is on salaries of research staff) is reasonable. The average time of its completion which is about two years is satisfactory. However only five of the studies completed were considered good enough for publication by the Council and only six more were considered good enough for financial assistance towards their publication. Some six or seven more have been published as research reports in the Council's journals and an equal number was approved for publication by the research-worker of the institution at their own cost. It thus appears that only about fifty per cent of the studies completed under GARP scheme have been found to be worthwhile.

2.07 Our examination of this scheme shows the following weaknesses :—

(a) Research skills in the country in the field of education are severally limited.

(b) There is need to involve scholars in different disciplines to interest themselves in problems of school education to a much greater extent than what has been possible so far.

(c) There is an equally urgent need to develop cooperative research projects between university departments and specialised organisations at the national and state levels.

(d) There is considerable delay in the processing of applications for research grants and publication of reports.

(e) Adequate efforts do not appear to have been made to determine priorities in the research projects to be assisted.

2.08 It was represented to us that the research programmes of the NIE

* A list of research projects supported financially by the Council is given in Appendix II.

have not been very successful so far. This is only partially true. It should be borne in mind that the Council has been effectively in existence for about five years only and that this is not a long period for the fruition of research efforts of any organisation. We also believe that research has not received its due priority so far even within the programmes of the NIE itself. We, however, see a great potential for this development and would specially like to underline the fact that no other agency in the country is, or is likely to have, the level and extent of resources which the NIE can afford for the development of research in education.

2.09 In order to remove these weaknesses and to utilize the best potentialities of the NCERT for the development of educational research, we make the following recommendations:—

(a) *The Council should develop a research guidance service which will function independently of the body that decides whether or not, in the first instance, a grant should be given to a particular project. Once a project has been selected for grant, the Council should assist, through visits and personal discussions by its staff, in the designing of samples and tools for the study. If the Council can gain acceptance of the investigators by its helpful, yet non-interfering advice, it will have made a useful contribution to developing research skills in the country.*

(b) *The Council should so streamline its procedures that the time taken in the processing of proposals and manuscripts is reduced to the bare minimum. A research proposal needs scrutiny only from two points of view viz., technical and financial. There should not, therefore, be too many steps involving committees and sub-committees through which a proposal will have to pass in order to finally receive the grant-in-aid. Similarly, once a research project is completed by an investigator and report submitted, there should be a quick evaluation from the technical point of view only and thereafter it should be published as quickly as possible. The new research proposals for grants-in-aid should come up before the sanctioning authority twice a year, at an interval of about six months. Adequate notices of the dates of the meetings of the sanctioning authority and other relevant details should be given to those who might be interested. The time between the submission of the scheme and a decision thereon should on no account be more than six months.*

(c) *The Council should plan the work in the NIE Departments as well as in the GARP scheme in such a way that it can obtain, in a few years, an overall national perspective on educational matters and problems. This is an enormous task. A good beginning in it has already been made with the work of the Educational Survey Unit and it should be conti-*

nued and expanded.

(d) *The NIE should also determine priorities in its own research as well as in the research to be done in collaboration with outside agencies of research.* Within these priorities, the NIE should develop projects which, from the point of view of sampling, should have a nation-wide coverage. In this task, it should involve the Regional Colleges of Education, University Departments, State Institutes of Education and any other institutions necessary for completing studies based on a carefully selected sampling frame. For studies which are not of a survey type, plans should be finalized in a meeting or a series of meetings of a group of competent scholars from different parts of the country who are willing to collaborate in a coordinated research design. This will require a high degree of competence in research as well as in leadership.

(e) *The NIE should develop a doctoral and post-doctoral programme for research in education.* The highest emphasis in the development of this programme should be on the quality of work done. Apart from its intrinsic utility and merit, this will provide the high level research talent in education which the country badly needs and will stimulate the professional growth of the NIE staff, thereby helping it to assume professional leadership for the improvement of school education in the country.

(f) *In the future development plans of the Council, research programmes should receive a much higher priority and a larger allocation of funds.*

II. DEVELOPMENT PROGRAMMES

2.10 We shall now turn to those activities of the Council which are concerned directly with the development of materials, methods and systems having an immediate bearing on the classroom situation in the schools. These include curriculum, textbooks, teaching methods and aids and examination reform. The Departments of the NIE which are concerned with these activities are the Department of Science Education and Central Science Workshop, Department of Curriculum and Evaluation, and the Department of Audio-Visual Education.

A: Department of Science Education

2.11 *General Science at the Primary Stage:* One of the earlier programmes undertaken by the Department of Science Education related to General Science. A syllabus of General Science for classes I to VIII was developed first and was followed by the preparation

of *A Handbook of Activities for Classes VI to VIII*. The preparation of textbooks for classes III to V is the next phase of work and is expected to be completed by the end of 1969.

2.12 UNESCO Project on Science Education. One of the major recommendations of the UNESCO Planning Mission which visited the Department in 1963-64 was that the teaching of science from the middle school stage should be discipline-wise and not as general science. Later on, the same recommendation was also made by the Education Commission. With the assistance of the UNESCO, a programme was initiated by the Council to prepare syllabi, text books teachers' guides, work books, laboratory equipment, etc., for the middle school level. In the first phase, the trial editions of 18 titles of texts, 9 titles of teachers' guides and 4 titles of curriculum guides have been prepared and used in 31 experimental schools in Delhi. As a result of try out in the second phase, several titles in English and Hindi will be published after necessary revision. The target is to complete the entire work for the middle stage by the end of 1969. Already some States have expressed their interest in trying out the materials developed in this programme. The Central Schools Organisation has accepted the curriculum and books at the middle stage.

2.13 Study Groups in Science Education: A Conference of Scientists and Educators which met in Delhi in April 1966 emphasised the urgent need for improvement of science teaching in schools as early as possible and underlined the need to associate closely the University Departments of Science with the endeavour. Accordingly, 20 study groups were set up in various universities. These study groups are at present engaged in producing texts and other materials for the lower secondary stage. They are working on the the model of compulsory science course for all students as proposed by the Education Commission. The materials will be tried out by the study groups in some selected schools with the help of school teachers. It is expected that the bulk of textbooks and other materials will be ready by the end of 1969.

2.14 Summer Science Institutes: The Summer Institutes programme was developed in the context of science education. The Council's main contribution in this respect has been financial and the entire organisation of the Summer Science Institutes is left to the UGC and USAID. This programme, which should be viewed as a part of the teacher training programme of the Department of Science Education has created an encouraging climate for science in the country. For the first time perhaps, academic persons in the universities have begun taking interest in school science. Our attention was also drawn to some weaknesses of this programme. For instance, we were told that

the managements of schools or headmasters do not take adequate interest in the programme because applications are called for direct from teachers; that the programme does not go hand-in-hand with the plans for improving science teaching in the schools from which the teachers come; and that there is hardly any coordination between this programme and the State Education Departments or the State Institutes of Science Education.

2.15 *Science Talent Search Scheme* : The Science Talent Search Scheme started as a pilot project in Delhi in 1963 and was later extended to other areas in the country. This is one of the important schemes intended to search for and recognise talent at an early age of the student and support his further education in basic sciences. The Committee is of the opinion that a cost benefit analysis should be made of this project. We are pleased to note that from next year the tests will be conducted in the regional languages of the country also. The techniques of identification of talent may have to be modified so as to ensure that the right type of candidates are selected under the scheme. We would also like to point out that the guidance that is given to the selected students is not anything different from the general stream and therefore the purpose of the scheme is not being met. It is necessary to nurture talent as much as it is to identify such talent. In pursuance of the decision of the Government of India, who had suggested olympiads of the Russian Model, initial selection of the students will be made in mathematics. They have also suggested a higher entrance age than in the Science Talent Search Scheme. In our opinion an attempt should be made to identify talent at an early age rather than at a later age so that full benefit of such an identification accrues to students.

2.16 *The Central Science Workshop* : The Central Science Workshop is not closely related to the Department of Science Education. It has prepared some proto-types of designs obtained from the USSR model classroom furniture for science teaching, some study kits and some material for bamboo and wood craft. However, it has not been able to make any significant impact. Several sections of the workshop have not been developed adequately such as optics, electronics, biological materials, etc. Its staff is not properly qualified and the leadership has been poor.

2.17 In our view, the principal achievement of the Department is that it has generated commendable momentum for the improvement of science education in schools and laid the foundation for the much needed expertise in this field to grow. There are, however, several aspects of the programme which need attention. A good deal more is needed to be done to increase the quantity and to improve the

quality of textbooks, instructional materials, teachers' guides, laboratory apparatus and study kits, etc. The organisation of work in the Department and its pattern of staffing is not satisfactory, especially because subject-matter competence in certain areas is poor and pedagogic competence is not sufficiently strong.

2.18 Recommendations : We are of the opinion that the proper development of this Department needs immediate attention in view of the priority given to the programme of science education in the Fourth Plan. In this context, we make the following recommendations :—

- (a) *The Department of Science Education should be strengthened with experts in the field of curriculum, evaluation and textbook production.*
- (b) *The Central Science Workshop should be a part of Department of Science Education, although its services should be available, where necessary, to other departments as well.*
- (c) *The Workshop should be production-oriented and produce laboratory materials and study kits on a larger scale, working in two shifts, if necessary. Its prototype Design and Development Section should, however, be kept distinct.*
- (d) *The staff of the Workshop should be suitably strengthened.*
- (e) *The cost-factor should be kept in view in developing prototype materials or new methods of teaching. For quite some time to come, the actual situation in the schools in our country will not be able to afford costly equipment, furniture, laboratory apparatus and the like.*
- (f) *Steps should be taken to develop a close follow-up of the programme of the summer institutes.*
- (g) *The collaboration with university science departments should be developed further. In addition, a close liaison should be developed with the State Institutes of Science and State Departments of Education with a view to promoting the programme of science education.*

B. Department of Curriculum and Evaluation

2.19 The developmental programmes of the Council in the teaching of school subjects other than science and in examination reforms are under the Department of Curriculum and Evaluation. The history of this Department goes back to 1954 when the Ministry of Education created the Central Bureau of Textbooks Research. In 1966, the Central Examination Unit which had been created by the Ministry in 1958 as a part of the All-India Council for Secondary Education was merged with the Central Bureau of Textbooks Research (renamed as Department of Curriculum, Methods & Textbooks) to be-

come the Department of Curriculum and Evaluation. In 1967, the National Institute of Basic Education which was created by the Ministry in 1956 and then subsequently became a department in the NIE was also merged with this Department. The Department thus acquired programmes of work in the area of basic education, examination reform, curriculum and textbooks in social sciences and humanities. It is now developing curriculum, textbooks, teacher guides, etc, in social studies, history, geography, economics and Hindi. It is also carrying out some projects in arts and crafts and work-experience. One of its major programmes is the reform of public examination at the secondary stage in which the Department has trained paper-setters and examiners in the methods of objective examination. There is a project on reading which has developed reading readiness tests, Hindi Primers and teacher guides. It has a language laboratory where some programmes for teaching of English have been developed. A draft syllabus for classes I to XI in social studies has been prepared. Some textbooks for the primary classes have already been published and are being used in Delhi schools. The Central Schools Organisation is using these textbooks at the primary stage. The Hindi Readers developed in the reading project are being used in Delhi and Bihar as well as in Central Schools. The filmstrips and teaching aids for teaching reading are very much in demand. In examination reform a number of studies have been done for the improvement of examination and evaluation. Several States have responded very favourably to the introduction of examination reforms at the secondary stage.

2.20 We were struck by the size of this Department and its structure. It has one Professor but a large component of Readers, much larger than what one Professor can possibly supervise. The Head of the Department in such a structure will necessarily find very little time for giving guidance to the junior members of the staff. There is therefore an urgent need to restructure the existing Department for securing better functional efficiency.

2.21 We therefore recommend that this Department should be broken up into two departments (a) Department of Social Sciences and Humanities and (b) Department of Primary Education. This has not received adequate attention in the programmes of the Council so far. In our opinion, the effectiveness of the organisation will be considerably increased if the Department of Primary Education looks after all developmental programmes at the primary stage and those at the secondary stage are looked after by the Department of Science Education and the Department of Social Sciences and Humanities. A part of the staff of this Department could also be usefully transferred to the Depart-

ment of Science Education and to the new technical Department of Measurement and Evaluation whose creation we are recommending elsewhere.

2.22 It will be useful to indicate here broadly what the major programmes of the Department of Primary Education will be. These will include all the developmental programmes on which the Department is engaged at present, namely, curriculum development, production of textbooks and other teaching and learning materials, the reading research project, and improvement in the methods of teaching and evaluation. In addition, the Department will also deal with such special problems of primary education as single-teacher schools and multiple-class teaching, wastage and stagnation, inspection and supervision of primary schools, teacher preparation, etc. This Department, as also the Department of Science Education and the Department of Social Sciences and Humanities, will deal with work-experience and development of values as a part of their work in curriculum development. Further, the Department of Primary Education will also deal with Art Education, Physical Education and Health Education at the primary stage. Corresponding programmes at the secondary stage will be looked after by the Department of Social Sciences and Humanities.

C. Curricula and Textbooks

2.23 The programme of improving curricula and preparing textbooks and other teaching and learning materials will now be looked after, in their respective fields, by all the three academic departments—the Department of Primary Education, the Department of Science Education and the Department of Social Sciences and Humanities.

2.24 We were concerned to find the lack of acceptance of textbooks produced by the Council at the State level. This does not necessarily reflect on the quality of work done, and is due to several factors. A psychological difficulty was created by the over-publicity that was given to the idea of the Council preparing 'model' textbooks which the State Governments were advised to adopt. The Council adopted the higher secondary pattern for preparation of its textbooks and obviously, this had little relevance to States which had not adopted the pattern. Moreover, by the very nature of the case, the Council could prepare textbooks only on the basis of hypothetical curricula which do not exist in any State and hence the adoption of its textbooks also implied a revision of curricula—a measure which many State Governments were not prepared to adopt. The vested interests of some writers and publishers in the different regions have

resisted and may continue to resist any effort at adoption of common textbooks in the country as a whole. A stage has, therefore, come when, in the light of experience gained, the entire strategy for the development of textbook programme may have to be revised.

2.25 In a vast country of this size, the curricula is likely to vary from State to State. It may not be possible, therefore, except in some special cases, to think of common textbooks for the country as a whole. As the Education Commission has recommended, autonomous organisations should be created at the state level for the production and improvement of textbooks. In our opinion, the Council will be rendering a useful service by offering its consultancy services to organisations of this type at the state level.

2.26 We visualise the following assistance in the form of consultancy services and materials which the Council can offer to the State Governments or the special autonomous organisations created at the state level for the production of school textbooks :—

(a) *The Council could assist the State authorities in improving their curricula and textbooks.* A good way to do this would be to request the State Governments to set up appropriate groups of its officers, teachers or specialists with whom the staff of the Council engaged in similar programmes at the national level could engage themselves in a continuous exchange of experiences and ideas.

(b) *The Council could emphasize the preparation of materials for textbooks rather than textbooks themselves.* The State Governments should be free to use these materials, with such modifications as they might deem necessary, for their own textbooks.

(c) *In the light of the experience gained, the Council could evolve norms, criteria, and general principles for textbook production.*

(d) *On a request made by a State Government, the Council should review any textbook which is being prepared by it and offer its expert advice.*

(e) *There should be a regular programme in the Council under which its expert staff should periodically review textbooks recommended for use in the schools, of all States and Union Territories.* Detailed reports should be prepared pointing out their deficiencies and indicating the manner in which they could be improved. Care should be taken to see that these notes are made available to the State Governments confidentially and that they are not utilised for public propaganda.

2.27 These consultancy services will be accepted and be effective in proportion to the close relationship which the Council builds up with the State Education authorities. From this point of view, we recommend that there should be an Advisory Committee under the Chairmanship of the Director, NCERT, and having as its members the Heads of the organisations in the States who are in charge of the

production of textbooks and appropriate staff of the NIE. It may also be desirable to represent printers and publishers in the private sector on this Committee. The functions of this Body will be to advise the Government of India and the State Governments on the criteria and policies to be adopted for (a) improvement of textbooks from the point of view of fostering national integration, subject-matter content, pedagogical presentation and production; (b) distribution, pricing and sale of textbooks; and (c) strengthening the cooperation and collaboration between the Centre, States and other agencies engaged in book-production. This Committee should meet once a year and reports of deliberations and recommendations should be adequately publicized.

2.28 In order to carry out an effective programme on a realistic basis the Council might also take into account the views and opinions which emanate from other areas of state activities such as in health and agriculture both in relation to how they will affect the formulation of the content of school curriculum as well as the way in which education will have an impact on these activities. It may be necessary for the Council to have both within its own organisation and through various *ad hoc* bodies the infusion of such problems and ideas of related fields into the thinking of NIE.

D. Examination Reform

2.29 As in the case of curricula and textbooks, the programme of examination reform will also be developed in their respective fields, by all the three Academic Departments, namely, the Department of Primary Education, the Department of Science Education and the Department of Social Sciences and Humanities.

2.30 The main assumption underlying the programme of examination reform undertaken by the Department of Curriculum and Evaluation is that examinations can and should be used as instruments for bringing about changes in teaching techniques used in the classroom. From this point of view, the Department has tried to impart some knowledge and skills in analysing question papers of the essay type in terms of educational objectives like memory, reasoning, understanding, comprehension, etc., and in preparing objective tests. This has naturally led it into the area of curriculum construction in terms of learning experience of the child, analysis of educational objectives in behavioural terms, preparation of questions with specific behavioural objectives. But mere testing is not examination which has several other important aspects such as standardisation of marks, comparability of marks between different subjects and examinations

conducted by different authorities, the techniques of internal evaluation, etc. These also need attention.

2.31 The efforts of the Department have received a varied response. The State of Rajasthan has gone the longest way in adopting its ideas. States like Maharashtra, Gujarat, Andhra Pradesh, Mysore and Kerala have also shown eagerness to improve the system of their public examinations on the broad lines recommended by the Department. At this stage, *it is necessary for the Department to undertake a cost-benefit study of the programmes that are being developed by it.* The effectiveness of such programmes will be greater and their acceptance by the State Governments easier and quicker if the improvements suggested do not lead to an undue increase in the cost of examination. This is a principle which we are emphasising, not only in this programme, but in almost every programme of the Council.

2.32 As in the case of programmes for the improvement of curriculum and textbooks, a stage has now come when the entire strategy of our approach to the problem will have to be reviewed and re-fashioned. We should concentrate, in future, on developing an appropriate organisation for purposes of examination reform at the state level and for the creation of a suitable machinery at the district level. *The responsibility of the Council should be largely restricted to research, development of new techniques, provision of advanced level training to officials working at state levels, cross-fertilising experience in this field between the States and establishing a continuous dialogue with its counter-part experts at the state level and in the universities. The actual organisation of training programmes should be left to the state-level organisations and should not be undertaken by the Council itself.*

E. Audio-Visual Aids and Materials

2.33 The programme of development of audio-visual materials is located in a department which was originally the National Institute of Audio-Visual Education started in 1959 and transferred to the Council. It has conducted a nine-month course and a large number of workshops, orientation courses and seminars. It also maintains a film library.

2.34 In our opinion, the working of this Department suffers from several weaknesses. *The first is the failure to establish a proper working relationship between it and the other academic departments.* One naturally expects that audio-visual aids and materials should develop side by side with the work on curriculum, textbooks, teacher guides, etc. which are being developed in the Department of Science Education or in the Department of Curriculum and Evaluation. But there is a ten-

gency on the part of this Department to think of its own programme and techniques in isolation and no such relationship seems to have been built up. It is only recently that there has been some emphasis on the production of filmstrips, graphic aids and such other audio-visual materials which are correlated with the curriculum in science and social studies. But, in our opinion, this ought to have been a large part, if not the entire programme of the Department throughout. We also found, from the catalogue of the film library, that it has not been put to use by the States as much as one would like to see. The departmental structure is also weak. It provides for a large number of technicians but very few competent supervisors and experts who could match the corresponding members of the staff of the other departments of the NIE.

2.35 For the reorganisation of this Department, we make the following recommendations :—

(a) *This Department should be regarded as a service Department whose main functions should be to provide services to the academic Departments of the NIE.* This recommendation should not be construed to mean denigration of the importance of its services as an infra-structure. We should also make it clear that there should be, as a rule, no difference in salaries between the academic and service-technical departments. In fact, where necessary, even higher salaries may have to be provided to certain posts in the service-technical Departments.

(b) *The Department should be strengthened with expertise at the senior level.*

(c) *The film library should be reorganised with a view to increasing its use by the State Governments.* A copy of the films in the library should be made available to each State. In addition, duplicates of these films should be maintained at the Regional Colleges. The possibility of preparing duplicates from original negatives maintained in the Central Film Library should also be explored.

(d) *The Department should concentrate its efforts on the production of filmstrips as these have proved to be popular and are in demand.*

CHAPTER III

Programmes of Training and Extension : Regional Colleges of Education

3.01 An important objective of the Council is provision of training facilities and extension services and several references to it are found in the Memorandum of Association and Rules. For instance, Rule 3(b) provides that the Council shall "organise pre-service and in-service training, mainly at an advanced level" and Rule 3(d) prescribes that it shall make arrangements for "advanced training (both pre-service and in-service) of educational administrators, teacher educators and other high level personnel required for education." Similarly, Rule 3(c) (ii) lays down that the Council shall take steps "generally to disseminate improved techniques and practices in educational institutions in the country". There is one aspect of these provisions to which we would like to invite attention. The emphasis here is on training at *an advanced level* which implies that the Council is not expected merely to reproduce what is being done at the state level or in the universities. The original intention in establishing the Council obviously was that it should provide advanced level training which would otherwise not be available in the country.

3.02 The Extension Services of the Council began in 1956 under the All-India Council for Secondary Education. In 1959, it was renamed as the Directorate of Extension Programme for Secondary Education (DEPSE). Under this programme, 56 Extension Centres were established in training colleges in the different parts of the country with the object of providing extension services to the schools in the neighbourhood. They were given technical guidance and financial assistance from the All India Council and later on from the DEPSE which maintained a number of Field Advisers and some administrative staff for the purpose. This entire programme was transferred to the Council in 1961. By 1963, the Council added 13 more extension centres and 23 extension units. It then had the work of these centres and units evaluated and, on the basis of this study, reorganised their work in 1966 and created the Department of

Field Services of the NIE to replace the DEPSE. The Council has also initiated a programme of primary extension centres which function on similar lines. This was looked after by the Department of Basic Education in the first instance and was later on transferred to the Department of Field Services.

3.03 The training programmes of the Council were mostly evolved after 1961. These include: the pre-service training developed in the Regional Colleges of Education; long-term professional training at the advanced level developed at the NIE, either centrally or in its individual departments; short-term programmes for the improvement of knowledge and skills in specific areas for those who are already in service; workshops, seminars and such other training programmes of short duration which are related either specifically to the developmental activities of the NIE or with extension services, and Summer Institute Programmes.*

3.04 In this Chapter we shall first examine the programmes at the Regional Colleges of Education. We shall then consider the training programmes conducted by the NIE at Delhi; and finally, we shall deal with the Extension Service Programmes.**

A. Regional Colleges of Education

3.05 In order to provide teachers of quality to the multi-purpose schools, the Ministry of Education prepared, towards the middle of 1961, a scheme for the establishment of four regional teacher training institutions and four demonstration practising schools at a total cost of Rs. 360 lakhs. It was also decided to introduce an integrated programme of subject-matter competence *plus* teacher training as a measure of qualitative improvement and the entire scheme, which was assisted by the Technical Co-operation Mission of the USA, was given to the Council for implementation. A contract was also signed by the Council with the Ohio State University through USAID for the development of the Regional Colleges by supplying consultants and equipment and providing training for Indians in the USA. Accordingly, the Council established the four colleges at Ajmer, Bhubaneswar, Bhopal and Mysore. They started functioning from 1963-64, except the college in Bhopal which started a year later.

3.06 In the tenth meeting of the Governing Body of the NCERT

* A list of training programmes of the NIE Departments (including workshops, seminars, etc.) is given in Appendix IV.

**The B. Ed. and M. Ed. courses and other training programmes at the Central Institute of Education have not been considered because it has been decided to handover the CIE to the Delhi University.

held on 31st May, 1965, the scope of the Regional Colleges was enlarged to include four-year course in agriculture, commerce, English and one-year course in science, technology, agriculture, commerce and English. The Governing Body also wanted a large enrolment in each college so that each college will have a student population of about 2000 in the regular courses alone as against the original target of 700 only. In the eleventh meeting of the Governing Body held on 11th February, 1966, the Council further directed the Regional Colleges to start summer school-cum-correspondence courses to meet the back-log of untrained teachers. Following these directives, the four-year and one-year programmes as well as summer-cum-correspondence courses were started in the Regional Colleges.*

3.07 The Regional Colleges award a scholarship to every student admitted to its courses and no tuition fee is charged. The award of such scholarship is irrespective of merit and is based on the argument that students of a better calibre cannot be attracted to the teaching profession unless the incentive of such a scholarship is given.

3.08 *Four-Year Courses*: We shall first deal with the four-year integrated courses started in the Regional Colleges. These admit students who have completed the higher secondary stage and provide a training which is equivalent to the first degree in the subject concerned and the first professional degree in education. The main advantages claimed in favour of these courses are they provide a more intensive training in the subject matter and a better professional training and give the institutions a better opportunity to develop proper professional attitudes and values in the trainees. Although some differences on this score have been expressed before us, we do not propose to dispute these claims. One point, however, must be made clear. The courses, as they are developed at present in the Regional Colleges of Education merely add the subject matter part and the professional part which continues to remain separate rather than integrate them as such.

3.09 It has been claimed that the students who come out of the four-year courses are, on the whole, better prepared than those who do their first degree in a university or a college and their first professional degree in a training college in one year. Even if this is conceded, we are not quite sure whether the better quality of the students of the four-year courses is due to the integrated character of the course as such or to the large investments that go into their education, admission of a selected and better type of students, award of a stipend of Rs. 75.00 per month, living in a residential institution for four years,

* An account of the courses, enrolments and expenditure, etc., of the Regional Colleges of Education is given in Appendix V.

a highly favourable staff-student ratio which makes personal contacts and guidance more possible, etc. If the same investments were to be made in a university department, it is very likely that the qualitative results will be much better, especially because the quality of staff, which the university departments (with facilities for post-graduate teaching and research in their special fields) can attract, will always be better than what institutions like the Regional Colleges can have. The main difficulties inherent in the programme of four-year courses, however, are the following.

(a) The cost of the programme is high in proportion to the marginal gains in quality.

(b) The four-year courses are not the answer to the teacher training problem in India. The number of such institutions will be so restricted that, for years to come, teacher training programmes in India will have to be based on the assumption that the student takes his first degree in the subject concerned from a university or a college and then receives a professional training for one year in a training college or University Department of Education. With the limited resources available, therefore, it would be wiser to develop a teacher training programme in which (1) institutions like the Regional Colleges of Education experiment with and develop a better programme of post-graduate professional education of teachers; and (2) the resources available are concentrated on the development of existing training institutions to provide this improved course. We have no objection if as a result of research and development, it is established that the professional training courses for secondary teachers should be of longer duration. The point we would like to emphasise is that the basic assumption of any training programme for teachers of secondary schools should be that it picks up graduates of universities and colleges and then provides them with an intensive professional course.

(c) The Regional Colleges of Education cannot even be considered as a good experiment or pilot project. In our opinion, an experiment or a pilot project which is so prohibitively costly as to be unrepeatable fails as an experiment to start with.

(d) Even if this experiment were to be tried at all, on a limited scale, the proper place for the experiment would be a university with well-established undergraduate department in the subject concerned. In this situation, the costs would be considerably lower and the qualitative returns would be considerably higher. We have therefore no objection, in principle, to the experiment in the four-year course being conducted in such universities on a limited scale. If the U.G.C. desires to experiment in this field, a small sum may be provided for it in the Fourth Plan. But such experiments should

not be tried in non-university institutions of the type of Regional Colleges.

(e) We are also of the view that it is not within the scope of the Council to try to provide science teachers to schools or teachers for multi-purpose schools. It should not also strive to provide pre-service training of a character which merely repeats what can be done elsewhere and perhaps at lesser cost and with better results.

We therefore recommend that fresh admissions to the four-year courses in the Regional Colleges of Education should be discontinued with effect from 1969-70. The resources and facilities thus released should be utilized for research and development of one-year courses, in-service training programmes, extension services, etc., which we have recommended elsewhere.

3.10 We shall now briefly review the different four-year courses in education that have been started in the Regional Colleges. The first of these is the *four-year technology course*. This has been recognised recently by the All-India Council for Technical Education, as equivalent to the engineering diploma. This has serious implications because it renders the product of these courses unfit for occupying positions at a level higher than that of polytechnics. The need for training teachers for the technical stream in the multi-purpose school system is no longer relevant. The schools which have developed technical streams are few and it is not likely that their number will increase in the near future. Therefore, the only place where the products of the four-year technology course can find employment will be either in the engineering industries at the technician level or as an instructor in the polytechnics. This, however, can hardly be the justification for such a costly programme. Admissions to these courses have already been stopped from the current year. *We recommend that no new admission should be made in future and the courses should be discontinued in a period of three years.*

3.11 There is also another reason for our recommendation. The responsibility of training teachers for technical education lies upon the Ministry of Education which is organising Regional Training Institutes for the purpose. We, therefore, see no purpose in the Council also trying to duplicate work in this field. *We recommend that the staff and equipment of this course may be handed over to the Ministry of Education for such use as it can make in its own programme of training teachers of technical education.*

3.12 There is little need for teachers of the four-year Commerce course at the school stage which is the responsibility of the Council. However, some State Governments have established centres of teaching in commerce in accordance with the recommendations of the Rao Committee and teachers will have to be prepared for these

courses. The teachers, produced in the *four-year course in commerce* will not, however, serve the purpose of these centres which function at the level of classes XI and XII. Moreover, the responsibility for the training of teachers for these courses should be assumed by the Ministry of Education which looks after education in commerce under advice of the All-India Council of Technical Education, *We, therefore, recommend that admissions to this course also should be stopped with effect from 1969-70 and the resources and facilities thus released may be utilized for running one-year courses after graduation in commerce or for other developmental programmes.* As in the same case of four-year technical course, the staff and facilities created for this course may be transferred to the Ministry of Education if it has any use for them.

3.13 For the same reasons, we also recommend that *admission to the four-year course in English should be discontinued from 1969-70.*

3.14 *One-year Courses:* 'We recommend that *the Regional Colleges should concentrate on running one-year courses in science, commerce, English, or in any other school subject for which there is an adequate demand.* In running these courses, however, the following general principles should be kept in view:—

(a) The training of teachers for secondary schools is not a responsibility of the Government of India or of the Council. *These one-year courses should, therefore, be run for purposes of research and development or for finding out the proper curricula, methods of teaching and evaluation, organisational practices, etc., for the proper training of teachers.* In other words, this training is to be given, not from the point of view of numbers of teachers to be trained, but for the purpose of doing experimental and pioneer work in the field of preparation of teachers. There is no point in merely reproducing one-year courses that are conducted elsewhere.

(b) *In running these courses, the emphasis should be not only on the development of improved pedagogic techniques, but also on improving the subject-matter knowledge of the trainees.* This latter programme is not equivalent to giving more knowledge or information in the subject concerned. It really implies the re-interpretation of the subject in a manner that will be useful for teaching at the secondary school stage.

(c) There should be a liberal provision of stipends in these courses. But it is not necessary to give a stipend to every student. *It may be desirable to lay down that stipends will be awarded for students with a minimum attainment, say first class.*

3.15 *One-year Course in Agriculture:* We find that the enrolments in the one-year course in agriculture are very low. We are also not sure that the Regional Colleges are the best places to run training courses for teachers of agriculture. Perhaps, these could be deve-

loped, at less cost and with greater efficiency, in Agricultural Universities or in good Agricultural Colleges. *We therefore, recommend that the one-year course in agriculture should be conducted at one of the colleges only if there is an adequate demand. If this does not exist, it may be wound up.*

3.16 Courses for Teacher Educators : At present, the general convention is that any trained graduate, which really means a teacher trained for secondary schools, can become a teacher educator for the primary stage. This is academically absurd. As this teacher educator who was never specially trained for the work of primary schools generally becomes ineffective, it is necessary to evolve proper techniques of preparing teacher educators for the primary stage and to run special courses for them. This is a very important area of educational development which has not received attention from the Council so far. *We, therefore, recommend that, in all the Regional Colleges of Education, there should be programmes for the preparation of teacher educators at the primary stage.* The research and development programmes needed for this purpose should be developed in the training institutions of the region through extension services. In addition, *the conduct of small units for the training of primary teachers in the Regional Colleges of Education for experimental purposes may also be explored. We further recommend that work on similar lines should also be undertaken for the preparation of teacher educators for the pre-primary stage.*

3.17 Other Training Programmes to be Developed at the Regional Colleges of Education : We recommend that *the Regional Colleges should undertake large scale programmes for in-service education of secondary school teachers, especially in science. They should also provide similar in-service education to teacher educators both for the primary and secondary stages.* But this should not include the conduct of such formal courses as those for M.Ed. degree. Whatever work is done in this field should be of a research and developmental character and not a repetition of what is ordinarily provided in Training Colleges or University Departments of Education.

3.18 Production of Materials : Just as the Departments of Primary Education, Science Education and Social Sciences and Humanities will produce curricula, textbooks and other teaching and learning materials and aids, for their own field and also evolve suitable techniques of inspection and supervision *we recommend that it should be the responsibility of the Regional Colleges of Education to perform similar functions for training institutions at the secondary, primary and pre-primary stages.*

3.19 Department of Teacher Education : This Department began as a unit in the Central Institute of Education. Later on, when it received the status of a full department, it did not have a Head for a sufficiently long period to give it shape and character. During the

course of the last four years, there were four Heads of Department. Its leadership has thus been inadequate and fluctuating. These are some of the major reasons for its ineffectiveness. An important programme which was assigned to it in the earlier years was to guide the development of the State Institutes of Education. But unfortunately this was soon retransferred to the Ministry of Education. The achievements of this Department have, therefore, been meagre*.

3.20 Since our recommendation is that research and development programmes in teacher education should be located in the Regional Colleges of Education, there is hardly any need for having this Department in New Delhi. Moreover, as we have indicated above, the functions of this Department would be satisfactorily performed by the Regional Colleges of Education in all respects. *We, therefore, recommend that the Department of Teacher Education should be abolished.* The staff of the Department may be suitably utilised in the re-organised structure of the NIE or the Regional Colleges.

B. Extension Services

3.21 *Department of Field Services*: A brief account of the origin of the programme of extension services by the Council which are now looked after by the Department of Field Services has been given earlier. The present organization of these programmes is as follows—

- (a) The Department of Field Services gives grants to all the extension centres, trains their staff and coordinates their work.
- (b) It encourages school teachers to conduct experiments and gives them small grants for the purposes.
- (c) It collects information about good classroom practices and disseminates it through a periodical.
- (d) It conducts an annual programme of seminar-readings which is a national competition of school teachers who are asked to write essays which are evaluated and for the best of which, cash awards and certificates are given. The Department has published a volume called "Teacher Speaks" incorporating the best essays by the teachers.
- (e) It has recently started work on implementation of research findings, utilization of school libraries and improvement of Central Schools.

3.22 With regard to the future of this Department three main issues arise:

* A note on the work of all Departments of the NIE has been given in Appendix VI.

(a) The first refers to its role. It has been claimed that this Department should look after the extension programmes of all the Departments of the NIE, or act as the middle-man between the academic departments of the NIE and their consumers in the States. This is resented by the other Departments who prefer to establish direct relationships with their consumers and direct contacts with their counterpart experts at the state level. We agree with this view.

(b) The second issue relates to the programme of academic guidance and financial assistance to the Extension Service Centres and Units at the primary and secondary stages. This matter was examined in all its aspects by the Council and a decision was taken, at the end of the Third Five Year Plan, to transfer financial responsibility of these centres to State Governments and to restrict the responsibility of the Council to the provision of academic guidance only. We hold that this was a wise decision and should be implemented as early as possible.

(c) The third issue relates to the other programmes of the Department which are minor. These should really be performed at the state level by the State Institutes of Education. But even to the extent these functions have to be performed at the inter-state level, these are best undertaken from the Regional Colleges of Education.

3.23 We, therefore, recommend that

(a) *This Department should not remain in intermediary between the academic departments of the NIE and their clientele.* Direct contacts should be developed between the Departments of the NIE and their counterpart organisations in the States or schools.

(b) *The programme of extension centres and units, both at the secondary and primary stages, should be immediately transferred to the Ministry of Education, which may negotiate its transfer to the State Governments direct. The Regional Colleges of Education which are better equipped to discharge this responsibility should, however, provide academic guidance to these centres and units.*

3.24 There is one programme of extension services that has been neglected so far, viz., the extension services to the training institutions—secondary, primary and pre-primary. *We recommend that this should be immediately taken up and operated upon from the Regional Colleges of Education.*

3.25 Regional Advisory Committee: In order to facilitate planning and implementation of programmes of the Council and also to serve the needs of the States more adequately, *we recommend that a Regional Advisory Committee should be set up for each Regional College of Education.* The Director of the Council should be the Chairman of this Committee.

Its members should include the Education Secretaries and Directors of Education of the States in the region, Directors of State Institutes of Education in the region, and the Principals of some training institutions and schools in the region. The Committee should advise the Director on the ways and means of popularising programmes of the Council in the region as a whole and will also bring to the notice of the Council the problems in each State or Union Territory within the region which need the assistance of the Council for their solution. This will also make it possible for the Council to base its programmes for the improvement of school education on a more realistic appraisal of the classroom situation.

3.26 Field Units: From the same point of view, *we also recommend that the Council should have one Field Officer in each State* who would be working directly under the Director. This Field Officer should be responsible for the development of the clearing house functions of the Council. He should collect all the documentation within the State needed by the Council and should keep the Council in touch with the educational developments in the State from time to time. On the one hand, he should bring the special problems in the State to the notice of the Council and, on the other, he should act as the information agent of the Council's programme within the State. He should also assist as a liaison officer to the members of the staff of the Council when they are paying a visit to the State and assist them in their programmes to the extent necessary or possible.

3.27 It will be clear from the above discussion that the Regional Colleges of Education will greatly change their present character of independent institutions training secondary school teachers. In the new set-up proposed above, they will really be converted into campuses of the NIE from which its programmes of teacher education and extension services will be operated and closer working relationships will be built with the State and Union Territories within the region concerned. In view of this material change, *we recommend that the Regional Colleges should, in future, be treated as its campuses of the NIE and their name be changed into Regional Institutes of Education. The designation of their Heads may also be suitably changed.*

3.28 Vocationalisation : What should be the role of the Council in the development of programmes of vocationalisation at the school stage ? In view of the attention which the problem has drawn, we feel that it has an important role. To vocationalise secondary education effectively and constructively will require persistent efforts extending over many years—efforts which require a realistic Action-Research Programme. Such a programme will cover among others,

such issues as (a) development concepts and strategies, (b) organisation of studies to evaluate and appropriately utilise experiences in India and abroad, (c) development of experiments and pilot demonstration projects, and (d) preparation of improved instructional materials and methods. *It is this type of a developmental programme that is necessary and the Council may be well advised to concentrate on this with a view to ascertaining the type and extent of opportunities for employment or self-employment that exist for persons who have been educated up to the school standard and the type of training that will have to be developed for them.* We do not think that, at this stage, the Council should assume responsibility for training teachers for vocationalisation. This should be a responsibility of the appropriate Department or Ministry. For instance, the training of teachers for technical and commercial education should be a responsibility of the Ministry of Education and the State Departments of Technical Education; the training of teachers for agricultural education should be a responsibility of the Ministry of Food and Agriculture and the Departments of Agriculture; the training of teachers for institutions for para-medical personnel should be a responsibility of the Ministry of Health and the Departments of Public Health; the responsibility for training teachers for the industrial training institutes should be that of the Ministry of Labour and Employment and the Departments of Labour, and so on.

C. Training and Extension Programme at the NIE

3.29 Long-term Training Programme : When the Council was established in September 1961 it included (a) the Central Institute of Education offering B.Ed. and M.Ed. Courses of Delhi University; (b) Directorate of Extension Programmes for Secondary Education concerned largely with the organisation of short-term in-service training programmes for secondary school teachers in the various parts of the country wherever Extension Centres were located; (c) Central Bureau of Educational and Vocational Guidance which used to offer a nine-month Diploma Course in Guidance and Counselling for state-level workers in this field in the State Bureaus of Guidance as well as in private agencies; (d) Central Bureau of Textbooks Research; (e) National Institute of Basic Education which used to offer a few short-term training programmes largely in arts and crafts; (f) National Institute of Audio-Visual Education offering short-term training courses for audio-visual specialists as well as teachers; and (g) National Fundamental Education Centre offering short-term training to social education organisers in the States. It took some time for the Council to give a shape to the National Institute of Education by establishing

Departments of Science Education, Department of Psychological Foundations, Department of Teacher Education and somewhat later, the Department of Foundations of Education and the Department of Educational Administration. A nine-month training in Research Methodology was instituted in 1963 by the Department of Psychological Foundations which instituted another new course in Early Childhood Education also for the nine months. The Course in Research Methodology, Guidance and Early Childhood Education led to a diploma. Soon the other Departments started offering nine months Diploma Courses, e.g., Teacher Education, Audio-Visual Education. Though these long-term training courses were catering to different groups, there was naturally some amount of overlap in the instructional programmes offered by the various Departments. As the Departments started moving into the campus, the Council reorganised its long-term training courses and instituted what has been called an Associateship Course starting from July 1967. The aim of this course was to improve the functional competence of educational specialists working at the state level. But this aim could not be fulfilled because the States found it difficult to depute their employees for twelve months for training in this course. The course was also organised at the pre-Ph.D. level without considering the fact that a number of workers in the States will not fulfil the qualifications prescribed. Hence the number of trainees admitted to the course last year was only 42 and it was reported to us that the motivation was low and the quality of the students poor.

3.30 Short-term Training: Some of the institutions handed over to the Council by the Ministry of Education in 1961 were conducting short-term training for developmental activities in the field for which the Department or the institution was responsible. These include the training of paper-setters and examiners conducted by the erstwhile Central Examination Unit and later by the Department of Curriculum and Evaluation; the regional workshops on arts and crafts in basic education organised by the erstwhile Department of Basic Education for all the States in India; the ten-week courses offered by the Department of Audio-Visual Education; and courses in programmed instruction. We found that there were a number of short-term training programmes which were not directly related to a developmental activity. We also noticed that, in some of its short-term training programmes, school teachers were being trained, the Delhi teachers naturally predominating in such courses. While it may be necessary to train school teachers in some cases, e.g., in trying out a language laboratory lesson in English or new instructional materials and methods of teaching in science, the NIE cannot assume responsi-

bility for the training of the secondary and primary school teachers in the country. These responsibilities will have to be assumed by appropriate state-level organisations.

3.31 Workshops, Seminars, etc. : There is another category of programmes, usually of not more than ten days duration, which have been organised extensively since the time of DEPSE. Some of the other Departments of NIE have also organised such programmes, usually for purposes of study or research. Two comments may be offered with respect to such programmes:—

(a) Some of the programmes offered by the NIE look redundant because such activities should best be undertaken at the local, state or regional level.

(b) Such short-term programmes do not achieve any real impact unless they are very carefully planned and are conducted on a massive scale.

3.32 Summer Institutes Programmes : Reference has already been made to the Summer Institutes programme. Encouraged by this experience, the Council organised two Institutes in Social Sciences in 1965 in which the UGC also shared a part of the expenditure. This was repeated in 1966. In 1967, the Council organised nine Summer Institutes in Social Sciences and Humanities entirely from its own funds. Except for the five Summer Institutes in History and Geography in which secondary school teachers were involved, the other four Summer Institutes were for teacher educators and other speciallists. As in the case of science programmes, we would recommend a close follow-up and a careful evaluation in this case also.

3.33 Recommendations : For the proper development of these programmes, we make the following recommendations:—

(a) *The NIE should offer very few training courses after a study of the needs at the State level.* In offering any course, the following criteria should be followed:—

- (1) that there is a real need for the course at the state level;
- (2) that the population is small so that within a few years, the training can be completed; and
- (3) that the NIE has developed methods, materials and expertise so as to be able to impart something which is new at a sufficiently advanced level.

(b) *The number of Seminars and Workshops should be drastically reduced.*

(c) *The Associateship Course of the NIE should be discontinued.* It is not possible to provide a course of a uniform duration, say twelve months, for all the different programmes of the different Departments and for all categories of personnel to be trained. Moreover,

such courses inevitably tend to duplicate what is ordinarily done in universities. Instead of the Associateship Course therefore, *the Council should organise in-service training programmes at an advanced level for all functionaries of State Governments and others who need training of a type which cannot usually be provided at the state level.* The duration of the courses should depend upon their purpose and upon the type of personnel for whom it is meant. An elastic approach oriented to the real needs discovered by close contact with the field will yield a much better return than regular course of the type of Associateship Course.

(d) *Summer Institutes should be conducted on the material produced by the Study Groups.* The programme should start with middle school teachers and should later on be extended to high school teachers. This will have to be developed in a big way if an impact on science education is to be made.

3.34 We have already recommended that the Department of Field Services which is now a part of the NIE should be abolished. Each of the academic departments of the NIE, therefore, will be responsible for its own extension programmes.

The National Institute of Education and Publications

4.01 We shall now turn to the examination of the remaining two programmes of the Council: (1) the National Institute of Education at New Delhi whose organisation and work will be largely affected by the recommendations made in the two preceding chapters and (2) publications which is an activity organised directly by the Council but which remains outside the NIE or the Regional Colleges of Education.

I. NATIONAL INSTITUTE OF EDUCATION, NEW DELHI

4.02 One of the earliest decisions on the Report on Post-war Educational Development in India was to establish an apex institution at the national level for study of education in all its aspects. It was partly with this objective and partly for training teachers for the Union Territory of Delhi that the Central Institute of Education, Delhi, was established in 1948. It was affiliated to the Delhi University and its buildings were constructed on the University Campus. In the early years, its main work was to train teachers for Delhi. But plans were soon prepared for developing it into an apex national institute for education. Mention may be made of the elaborate plan for its development prepared by Dr. Butts which proposed to develop it on the broad lines of Teachers' College, Columbia University, New York. For various reasons, however, no action was taken to implement it.

4.03 When the Council was created, the idea of establishing a National Institute of Education on the pattern of the Teachers' College, Columbia University, was again accepted in principle. It was however felt that the CIE with its limited campus may not be capable of being developed into the National Institute of Education as visualised by Dr. Butts, that it might be better to establish it separately on a new campus, and that the CIE, which might continue to discharge

its earlier function of training teachers for Delhi Union Territory, may ultimately be transferred to the Delhi University.

4.04 The first steps towards the establishment of the NIE were, therefore, taken by converting all the Central Institutes transferred to the Council in 1961, except CIE, into Departments of the NIE. For instance, the National Institute of Audio-Visual Education became the Department of Audio-Visual Education; the National Fundamental Education Centre became the Department of Adult Education; and so on. For technical and other assistance for its development, an agreement was signed with the Team from Teachers' College, Columbia University, and a little later, a new site was acquired for its location. From time to time, new Departments were created or existing Departments were re-arranged. It is hardly necessary to go into the history of all these changes and it would be enough to state that, at present, the NIE consists of eleven Departments, namely, (a) Department of Science Education; (b) Department of Curriculum and Evaluation; (c) Department of Field Services; (d) Department of Educational Administration; (e) Department of Psychological Foundations; (f) Department of Teacher Education; (g) Department of Foundations of Education; (h) Department of Audio-Visual Education; (i) Central Science Workshop; (j) Educational Survey Unit; and (k) Department of Adult Education.

4.05 There were two important elements in the concept of the NIE as visualised at this time :

(a) The NIE should be a fairly big teaching institution with a large faculty having expertise in all the different aspects of education. It should conduct two main programmes — a post-graduate programme of high quality, preferably a two-year course for the M.A. degree in Education and a large doctoral programme of good quality. The in-take of the students should be of the order of 200 per year and the students should be selected, on merit, from different parts of the country and provided with adequate stipends. The total teaching faculty should be of about a hundred persons which is probably the minimum size necessary for adequate expertise to be developed in all the major aspects of education. The programme was expected to add to the pool of talent available in the country and make highly trained and competent leadership available to the State Governments to man their Education Departments, Training Institutions for Teachers and Schools selected for development as quality institutions.

(b) The NIE was also expected to focus its attention on problems of school education and to strive, through development of research, training and extension programmes of various types, to improve the

quality of school education in the country as a whole.

The first of these programmes never got underway, the principal difficulty being that it was not possible to start it until the new campus of the NIE was fully developed to bring together all its different Departments and the necessary facilities for staff and students were provided. The NIE, therefore, continued to concentrate only on the second objective. We have already reviewed its achievements in this sector and made our proposals for reform.

4.06 How far is it necessary to continue this old concept of the NIE? We have already suggested in Chapter II that the NIE should develop fairly large doctoral and post-doctoral programmes of the highest quality possible. We have also indicated that it is not desirable for the Council to try to reproduce what is done or can be done in the universities. We are, therefore, of the view that programme of post-graduate teaching in education should not be developed in the NIE, and that these should be organised by the universities, preferably in the Schools of Education whose establishment has been recommended by the Education Commission. The NIE, on its own part, should concentrate on the provision of advanced level training, preferably in-service, for personnel of various categories working in the States for whom such training cannot be provided at any other level, either because its numbers are small, or because the necessary expertise is in scant supply, or because an inter-state cross fertilisation of expertise is necessary. It is therefore desirable to modify this old concept and to regard the NIE at least for the next ten years, as the premier organisation devoted earnestly to the development of programmes for improving the quality of school education in the country.

4.07 We shall therefore look upon the reorganisation of NIE from the point of view of its becoming an effective instrument for promoting qualitative improvement of school education. This will need two main structural and organisational changes, namely (a) the reorganisation of the Departments of the NIE; and (b) provision of adequate leadership.

4.08 *Reorganisation of the Departments of the NIE:* At present the different Departments of the NIE are working on their own programmes in comparative isolation and without working on them as integrated parts of a whole activity and without taking into proper account the interrelations or expertise in other Departments. This leads to considerable dilution of effort and the returns from the resources and expertise available are comparatively meagre. We are also of the view that the number of Departments is too large and that this creates difficulties of coordination and effective action, especially

when the size and programmes of the Department show wide variations as at present. We also feel that the essential differences between Academic Departments which take responsibility for the development of programmes and Technical Departments whose main function is to provide services to the Academic Departments is not properly appreciated. *Our first major recommendation in this context is that the NIE should have two Divisions, Academic and Technical.* The Academic Division should be responsible for the programme of the Council and the Technical Division should be mainly concerned with providing the services needed by the Academic Division. This does not, however, mean that the Technical Division has to play a subordinate role. We would like to make it clear that it can, and should take initiative and offer advice to the Academic Departments in all matters in which it has the necessary expertise. We also do not imply, as stated earlier that the pay scales in the two Divisions should be different or that any difference in status between their workers should be postulated. We visualise the two Divisions as equal in all respects, but joined together in a functional relationship in which the Department mainly responsible for the development of academic programmes is able to draw upon the needed services and expertise.

4.09 Academic Departments: There will be four Academic Departments of the NIE: (a) Department of Science Education which will also include the Central Science Workshop; (b) Department of Social Sciences and Humanities; (c) Department of Primary Education which will be carved out of the present Department of Curriculum and Evaluation; and (d) Department of Educational Psychology which may be carved out of the present Department of Psychological Foundations. The organisation and working of the first three Departments have already been described in Chapter II. The Department of Educational Psychology should be carved out of the existing Department of Psychological Foundations by taking out (a) the Data-Processing Unit and (b) the Psychometric Unit both of which are essentially technical services. Its focus should be on two main themes: developmental psychology and the psychology of teaching and learning. It may also develop programmes of research on the teaching of mentally retarded and abnormal children.

4.10 Technical Departments: There should be three Technical Departments of the NIE, excluding the Central Science Workshop, which, while retaining its autonomy and powers, should become a part of the Department of Science Education and also offer its services, where needed, to the other Departments.

(a) The first is the *Department of Audio-Visual Education* which

has been discussed earlier in Chapter II.

(b) The second is the *Department of Measurement and Evaluation* which should be created by putting together the Psychometric Unit (taken out of the existing Department of Psychological Foundations) and Evaluation Unit (taken out of the Department of Curriculum and Evaluation). This Department should devote itself to the construction of the tools of research and development, preparation of the designs of research and experimentation, formulation of plans for the evaluation of programmes and, in general, to the provision of measurement expertise to other Departments in the NIE as well as outside. It should work with University Departments and other agencies in the country to develop the instruments needed for guidance, evaluation and research in schools. This Department should also take the responsibility of maintaining a comprehensive library of tests and provide consultative services in this respect.

(c) The third, is the *Department of Survey and Data-Processing* which should be created by adding, to the Educational Survey Unit, the Data Processing Unit taken out of the existing Department of Psychological Foundations. The responsibilities of this Department for Surveys will have to be considerably strengthened and it should continuously engage itself in surveys of different aspects of education, on the lines recommended by the Education Commission, These will serve as benchmarks of development and provide the basic data for educational planning and policy formulation.

4.11 An essential service needed by all Departments of the NIE is the maintenance of a good library. At present, the library of the Council is an amalgam of the various departmental libraries. It is not housed properly nor is its work efficiently organised. In order that the NIE can develop as a national centre in educational research, experimentation and development, *we recommend that the library should be organised efficiently as soon as possible.*

4.12 We also recommend that the Council should organise an efficient documentation and information service in education. The object of the Documentation Centre is to collect together, and make available to all concerned, copies of documents relating to developments in education in the States and Union Territories, such as Resolutions of Governments, annual reports of the Departments of Education, Reports of Committees on different aspects of education, etc. The collection of copies of textbooks used in the States and Union Territories at various stages of school education should be an important programme of the Documentation Centre. At present, such documentation is rarely available in one place and it would be a distinct service to education if the NIE were to organise a Documenta-

tion Centre for this purpose. The object of the Information Services is to supply data relating to the educational developments in the States and Union Territories to the Departments of NIE, Ministry of Education, State Institutes of Education, University Departments and others concerned. The staff of this section should be selected keeping in view the fact that documentation will be increasingly in the regional languages and that the textbooks are so even today.

4.13 *The Other Departments:* The creation of four Academic and three Technical Departments as indicated above will cover not only the new responsibilities we have proposed to be undertaken by the NIE, but also the programmes and activities of the six existing Departments, namely (a) Department of Science Education and (b) Central Science Workshop which are combined into one; (c) Department of Curriculum and Evaluation which is split up into two Departments for the secondary stage — Department of Social Sciences and Humanities and Department of Primary Education; (d) Department of Psychological Foundations which becomes the new Department of Educational Psychology and parts of which are added on to other Departments; (e) Department of Audio-Visual Education which remains unchanged; and (f) Educational Survey Unit which becomes the new Department of Survey and Data-Processing. This leaves out five existing Departments, namely (g) Department of Field Services; (h) Department of Teacher Education; (i) Department of Educational Administration (j) Department of Foundations of Education; and (k) Department of Adult Education whose future needs consideration.

4.14 We have already indicated in Chapter III that the Department of Field Services and the Department of Teacher Education should be discontinued. Our proposals regarding the remaining three Departments are as follows :-

(a) *Department of Educational Administration* : This Department is very weak and its achievements have been poor. Moreover, we do not think that the training of educational administrators as such should be undertaken by the Council. This may be done in the Asian Institute of Educational Planning and Administration where an Indian Wing is proposed to be opened. *We, therefore, recommend that this Department should be discontinued.* This does not imply that the Council should neglect the problems of inspection, supervision and school management. We have already suggested that all these problems, in so far as they relate to the primary stage, should be looked after by the Department of Primary Education. At the secondary stage, the problems of inspection and supervision should be looked after, in their respective fields by the Department of Social

Sciences and Humanities and the Department of Science Education. The general problems of supervision and inspection of secondary schools and of school management at the secondary stage should be studied in the Regional Colleges of Education as a part of the programmes of teacher-training. These form an integral part of all training courses for secondary teachers and are also important with reference to the in-service training of inspecting officers and headmasters for which programmes will also be developed in the Regional Colleges.

(b) *Department of Foundations of Education* : This Department, originally known as the Department of Philosophical and Sociological Foundations of Education, is the youngest Department in the NIE. It started working only from the middle of 1966 and naturally does not have very much to show by way of achievement. The question to be decided, therefore, is whether the Department should be continued and developed or be abolished. The importance of research in the areas of sociology, economics or philosophy of education is granted. But it is doubtful whether any effective research in these areas can be developed in the NIE at this stage. Such an effort will need, in the first place, a Department of a fairly large size for which the NIE does not have resources, or for which priority cannot be accorded. Secondly, even if it had such resources, it is not likely that the NIE will be able to attract first rate economists or sociologists for this work and, with second rate persons, the quality of research will be second rate. While we do not rule out the possibility of the NIE developing a Department for these areas at some future date, we feel that NIE should confine itself to a promotional role in these fields by providing grants-in-aid to selected university departments or other institutions, for undertaking research projects in these areas, either individually or in collaboration. The necessary funds for this purpose may be provided in the budget of the NIE, but a separate Department is not required for such promotional activities. *We recommend, therefore, that the Department of Foundations of Education be abolished.*

(3) *Department of Adult Education* : This Department was originally started by the Ministry of Education as the National Fundamental Education Centre in 1956 and was transferred to the Council in 1961. Its integration with the programme of Council has not been adequate so far, mainly because its scope is very different from that of the other Departments and institutions of the Council. In 1963, a Tribal Education Unit was added to this Department for the purpose of studying problems of tribal education. Even this activity has no relevance to the work of the Council. Since our main

recommendation is that the Council should concentrate its activities in the area of school education in which the programme of this Department has no place, *we recommend that it should be transferred to the Ministry of Education*. It may however continue to remain in the Council for some time until a decision on its future is taken. It should, for administrative purposes, be placed directly under the Director but outside NIE. *The Tribal Education Unit may be transferred to the Department of Social Welfare or the Commissioner for Scheduled Castes and Scheduled Tribes.*

4.15 Director : The organisation of Departments indicated above will streamline the functioning of the NIE to a large extent. But the coherence and dynamism of such an organisation will need whole-time leadership of high quality. In our opinion, one of the major weaknesses in the Council has been that it has never had full-time leadership at the top. This weakness has to be remedied without delay. *We therefore recommend that immediate steps should be taken to appoint a full-time Director for the Council.* He should be an eminent educationist with teaching or research and administrative experience and should command respect from the academic community and find acceptance in the States on the basis of his competence and status in the field of education. *We also recommend that his emoluments and status should be similar to that of a Vice-Chancellor of a Central University or the Director of an Institute of Technology. The procedure for his selection and appointment could also be similar.*

4.16 Academic Committee : The Constitution of the Council provides for the creation of a Board of Educational Studies which operates through its standing committees. Its composition does not provide adequate representation to academic people from outside the Council. Moreover, neither the Board nor its Standing Committees meet frequently. There is consequently a heavy Agenda at every meeting and this prevents adequate discussion. Every new proposal is considered first, internally in a Faculty Committee of the NIE, then in the Standing Committee concerned of the Board of Educational Studies and finally by the Board itself. This process is time-consuming and sometimes even frustrating. *We, therefore, recommend that the Constitution of the Council should be amended to abolish the Board of Educational Studies and its Standing Committees. In their place, steps should be taken to create an Academic Committee which will consist of the following :-*

Director of the Council .. Chairman
 Five University Professors or Heads of Departments
 representing Education and other related disciplines;
 Five Directors of State Institutes of Education;
 All Heads of Academic Departments of the NIE;

Four Principals of the Regional Colleges of Education and One Professor/Reader from each of the Academic Departments of the NIE.

The term of the membership of the Committee, except ex-officio members, should be two years and the Directors of the State Institutes of Education and University teachers should be nominated by the Chairman of the Governing Body in such a manner that all States will have membership in rotation. One Professor/Reader from each of the Academic Departments will be nominated by the Director for one term only. The Registrar will be the non-member Secretary of the Committee.

The main function of this Committee should be to assist the Director in developing programmes for the improvement of school education. It should look at the academic aspects of the work of the NIE and ensure a coordinated approach to problems and programmes. It should also help the NIE to develop cooperative research and developmental activities, instead of locating every programme within the NIE itself. In our opinion, it is through this Committee that it will be possible to build up the three-cornered relationship between the NIE, the University Departments interested in school education and state-level organisations like the SIEs.

4.17 Joint Director : There is a provision in the Rules of the NCERT for the post of a Joint Director. We recommend that there should be a whole time Joint Director to assist the Director in effective discharge of his multifarious responsibilities, ensuring proper coordination of various Departments of the NIE, and particularly in view of the development of Regional Colleges as Regional Campuses of the NIE as visualised by the Committee and other recommendations made for maintaining proper contacts and liaison with the States. The Joint Director should be an experienced person in the field of education having both academic as well as administrative experience.

4.18 Dean : An immediate task before the NIE is to plan research and developmental programmes in great detail and with a high level of competence and to implement them with vigour, efficiency and economy. This is a time-consuming job and will make very severe demands on the time and energy of the Director. It is, therefore, absolutely essential to give him adequate academic assistance. *We, therefore, recommend that there should be a Dean, from among the Heads of Academic Departments by rotation, who will help the Director in this programme, coordinate the activities of the four Academic Departments of the NIE and ensure that close and active collaboration is maintained between the Technical and the Academic Divisions of the NIE.*

4.19 Registrar : It is also necessary to reduce the pressure of ad-

ministrative work upon the Director so that he may be able to find adequate time for academic tasks. *We, therefore, recommend that the post of a Registrar should be created. His emoluments should be similar to that of a Head of a Department.* Steps should also be taken to see that all administrative procedures are rationalised under the operation of a single administrative Head, namely, the Registrar, and that duplicating, wasteful expenditure, large and unnecessary overheads are avoided and flexibility of operations is maintained. *It is essential that the Council should appoint its own Registrar at an early date.* The Registrar should be the non-member Secretary of the Council, its Governing Body, Academic Committee, DPI's Advisory Committee, Appointments Committee, Finance Committee and Works Committee.

II. PUBLICATIONS

4.20 The objectives of the publication programme of the Council are in keeping with its aims and objectives and include :

- (a) building up of high quality educational literature;
- (b) carrying out an illustrative and experimental programme of textbook production and preparation of children's literature as model and guide;
- (c) publicising the findings of the educational research studies carried out or sponsored by the Council;
- (d) providing guide material and disseminating ideas on improved techniques in schools and other educational institutions;
- (e) disseminating information about the activities of the Council and that of the Departments of the NIE; and
- (f) building up of the sales of the Council publications so as to provide a source of revenue.

4.21 The publications brought out by the Council fall under the following major categories: (a) Textbooks and Teachers' manuals; (b) Supplementary reading materials; (c) Year-Books (d) Research monographs; (e) Educational Encyclopaedia; (f) Instructional materials; (g) Brochures and pamphlets; (h) Educational journals; (i) Reprints of foreign books; and (j) Hindi translations. During the last five years, the Publication Unit has produced nearly 300 publications which include textbooks, reprints of foreign books, some unpriced publications, teacher's resources materials and other general publications. The details are given in Appendix VII. Besides, it brings out three journals, *School Science*, *Indian Educational Review* and the *NIE Journal*. While the get-up and printing of some of the publications is satisfactory, the quality of some of the research reports,

monographs and quite a few others leaves much to be desired.

4.22 The Publication Unit of the Council, which now looks after these programmes, originated as a small cell within its Secretariat for the purpose of centralising the printing activity of its various Departments. It was intended to be a service unit. At its inception, the Unit appears to have been conceived of as a passive printing agency whose only concern was to receive various categories of manuscripts prepared or commissioned by the Council and to produce them against stipulated deadlines. It was neither equipped nor called upon to exercise any discretion in editorial production matter, nor was it involved in a policy decision in regard to the distribution or publication of books. As the publication activities began to grow, the Unit was expanded and entrusted with large powers. It has since become a full-fledged service agency comparable to a larger Technical Department.

4.23 Besides the Publication Unit, there is a Technical Section in the Council Secretariat consisting of Officer-in-Charge, Section Officer and six Assistants. The Technical Section is formally responsible for finalisation and procurement of manuscripts, for the introduction of Council publications into the States, other promotional activities and allied policy decisions. The Publication Unit contacts the authors and the sales wing contacts the States agencies through the Technical Section. This has created several problems and caused avoidable delay. *We, therefore, recommend the merger of the Publication Unit and the Technical Section whose functions overlap.*

4.24 It is necessary to examine whether the Publication Union should function as a printing agency or a publishing house. A printing agency is merely charged with the responsibility for the good get-up of the book and for its printing against stipulated deadlines. It has nothing to do with sponsoring of publications or screening of manuscripts. A publishing house, on the other hand, often points out, to the authors, the norms which have to be observed in the format, presentation, layout and illustration. It does not actively interfere with the writing of a book, but often gets it reviewed by a third party. It also originates publications and arranges for printing and sale. In view of the wide variety of publications brought out by the Council and partly of the fact that most of these originate internally or are sponsored by the Departments of the NIE, we think that a single agency like the Publication Unit cannot, and need not, assume the responsibility for processing the publications or screening the manuscripts which are the functions of a publishing house. These responsibilities are at present discharged by the different Departments and should continue to be so. *We, therefore, recommend that the Publication Unit should*

continue to be, as it is at present, a centralised printing and sales agency. This will ensure uniformity of quality and standard and efficient production of materials. It will also facilitate sales promotion, publicity and storage.

4.25 It was brought to our notice that some minor publications are still being handled by the different Departments for the reason that the Publication Unit is not adequately staffed to handle all the jobs. This involves waste of resources. *We, therefore, recommend that such ad hoc arrangements should be brought to an end as early as possible and that all publications of the Council should be centralised.*

4.26 Publications Advisory Committee: There are a number of areas in which the Publication Unit needs guidance and these are :—

- (a) Assigning priorities for publications in relation to the capacity and resources of the Publication Unit and the Council.
- (b) Advising the Unit in respect of publicity and sales promotion.
- (c) Advising the Unit on matters such as pricing policy, copyright, regional language editions of the textbooks, etc.
- (d) Periodically reviewing the working of the Unit.

4.27 It was, therefore, decided to appoint an Advisory Committee to assist the Publication Unit. This Committee has undergone several changes and assumed several names in the last few years. The Committee was first set up in 1964 and was supposed to examine the manuscripts received in the Unit from various Departments of the NIE and to advise on their suitability for publication and also to assign priorities. It also advised on other matters such as publicity, sales promotion, and assignment of *inter se* priority to the publications. But certain matters such as (a) Textbooks and instructional materials prepared by the Panels, Editorial Committees, etc. (b) Journals of the Council; (c) Departmental reports were excluded from its purview. To look after these and other allied programmes, separate Committees have been appointed such as Central Committee on Educational Literature for Textbooks, Committee for Supplementary Educational Materials, the Standing Research Committee for Research Monographs and Editorial Boards for the Journals.

4.28 Since this multiplicity of Advisory Committees creates more problems than it solves, *we recommend that there should be a single Advisory Committee to deal with all problems connected with the publications of the Council.* The Committee which should include representatives of Textbooks Corporation in the States, the printing and publishing business and schools, would be in a good position to advise the Director and the Governing Body of the Council in formulating policies regarding pricing, number of copies to be published of the different publica-

tions, methods of distribution and sale and other allied matters. To make the Committee more functional, a small sub-committee may be constituted to deal with technical matters.

4.29 One important question is whether the Publication Unit should continue to function as a Department of the Council or as a Publishing house with a high degree of autonomy within the NCERT complex. At present it is functioning as any other Department. Its staff expenses are on the high side. It has no responsibility to make any special effort for sales promotion or economy on costs: and since no accounts are maintained on a commercial basis, it does not even get an opportunity to review the profit and loss side of its operations. What is worse, the departmental procedures often inhibit its expeditious and efficient functioning. For example, the amount of advance which the Sales Section can have is limited to Rs. 2,000 while, on certain occasions, the despatch of books by Railway or post requires a larger amount. In such cases, sanctions have to be obtained and a good deal of time is lost. There are several other bottlenecks of the same type. *We, therefore, recommend that the Unit should function not as a Department but as a Publishing house with as large an autonomy as is necessary and can be given.* It should maintain accounts on a commercial basis and operate on a rolling fund.

4.30 We appreciate that the Publication Unit cannot be expected to make profits or even to be fully self-supporting. It has to bring out a large number of unpriced publications. Some of its priced publications also have to be subsidised in order to bring them within the reach of teachers and students. It has also deliberately to place emphasis on pedagogical soundness rather than on economy so that its cost of book production often tends to rise. But in spite of all these disadvantages, it is still possible to show a better picture of the financial side of its operations that what the Publication Unit has been able to do so far. This will need attention to three problems:—

- (a) *The costs on staff and other matters should be kept as low as possible.*
- (b) There should be a more realistic pricing policy. To give one instance; the price of a textbook is now computed on the basis of a print order of 1,00,000 copies although, in actual practice, the number of copies printed may be less than 10,000. A good deal of paper is received as a gift, but its value is not always adjusted in pricing the books. While prices have to be kept as low as possible, they should also be realistic and capable of continuation even when the gift of paper has ceased or the size of print order has become smaller.
- (c) *An intensive effort should be made for promotion and sales.* At

present this aspect of the problem is very much neglected. It is possible to push up the sales a good deal under an imaginative programme pursued with vigour.

4.31 Copyright: Considering that school education falls within the purview of the States and the Council's efforts are restricted to production of model textbooks, the number of States who have agreed to adopt/adapt the Council's publications has been increasing slowly. Hindi textbooks prepared by the Council have been quite popular and more and more States will accept Council's textbooks. As time passes, it is the policy of the Council to grant translation and republication rights to State Governments without charging any royalty because the adoption/adaptation of Council's model textbooks is a step in furtherance of its declared objectives. The Council has also assisted the States, wherever possible, with the necessary expertise. With the expansion of the textbooks programme, requests would be received from a number of State Governments and private agencies for adoption/adaptation or translation. Indeed a few requests have already been received from M'S Sharda Prakasan, Poona, as also the Geetha Book House, Mysore. It has become necessary to clarify the Council's policy on copyright. *We recommend that the Council should insist on its permission being taken for adoption or adaptation of its books. But it should not charge any royalties from State Governments. In respect of private publishers, the rates of royalty should be marginal so as not to affect the prices of books adversely.*

Organisation, Administration and Finance

5.01 In the preceding three Chapters we have reviewed the different programmes of the Council and made recommendations for their reorganisation and future development. To carry out these recommendations effectively, certain changes will be needed in the organisation and administration of the Council and adequate financial provision will have to be made for its programmes in the fourth Five Year Plan. This Chapter will be devoted to a discussion of these issues.

I. THE ROLE OF THE COUNCIL IN INDIAN EDUCATION

5.02 In the last three Plans, the principal emphasis was on expansion of educational facilities. While this should continue, the emphasis in the fourth plan will have to be shifted, to the extent possible, to programmes of qualitative improvement. As time passes, this emphasis will continually increase. It is also evident that this effort at the qualitative improvement of education will have to be made at all stages, and especially at the school stage which is the foundation of the entire educational system.

5.03 There are two main aspects to the programme of improvement of standards in school education. The first is largely financial, administrative and organisational. It includes such programmes as improving the status and remuneration of teachers with a view to attracting a better type of persons to school teaching; provision of better facilities in schools such as buildings, equipment, playgrounds, school gardens or farms and workshops; enthusing the local communities for improving the quality of education and bringing them closer to their schools through programmes of mutual support and service; and the provision of adequate guidance and supervision to schools and teachers through a strengthening and reorganisation of the State Education Departments. The other aspect of this programme is pedagogical and includes such programmes as improvement of curriculum, discovery and diffusion of improved methods of teaching and evaluation; production of better textbooks and other teaching and

learning materials; development of new and better techniques of supervision and inspection; and raising the standards of the professional preparation of teachers, both pre-service and in-service. Both these programmes will have to be pursued side by side because one cannot succeed without the other.

5.04 It is with the second programme that we are mainly concerned and, in our opinion, this is essentially a professional job to be undertaken, as a national programme to be developed with a sense of urgency, by subject-matter specialists, educators and others concerned. For its successful execution, it needs five essentials:—

(a) the formation of an organisation at the national level which will bring together groups of competent professional persons who will devote themselves to an intensive study of the different aspects of this problem;

(b) the formation of similar organisations or groups of professional persons at the state level;

(c) the active involvement of universities in programmes of improving school education;

(d) building up of a close collaborative relationship between these three groups of professional workers and institutions; and

(f) close involvement of outstanding school teachers in all these efforts at the improvement of school education.

5.05 It is in this programme that the Council has a crucial role to play as an apex institution, functioning at the national level and devoted mainly to the improvement of school education. It can and should act as a catalytic agent which accelerates and promotes the entire programme and strive to build the highest professional competence within itself and establish close working relationships with all the other agencies or groups concerned. This is both its challenge and its opportunity.

5.06 For the proper discharge of this responsibility the Council has an initial advantage in the fact that it is an autonomous organisation and the Union Education Minister, all the State Education Ministers and eminent educationists in the country are its members. This is a good starting point. It has also laid the foundation for its future development in the programmes that it has been able to develop so far in collaboration with the State Education Departments and universities. But this work is yet in its early stages. If the Council is to rise to the heavy responsibility which is placed upon it, a number of steps will have to be vigorously taken. We indicate some of these below.

5.07 Institution of National Importance : The Regional Colleges of Education of the Council are, at present, affiliated to the universities

within whose jurisdiction they are situated. This creates academic difficulties because the type of experimentation which the NIE must undertake and to which we attach great significance, may not be possible within the role of these colleges as affiliated institutions. These difficulties will increase further when the Regional Colleges will cease to exist as independent institutions and become the campuses of the NIE. If the Council does not have the authority to give degrees, it will not be possible to have experimental programmes and attract the best students to its training and research programmes. It is therefore necessary to find a way under which the Council can grant degrees on its own. This may be done, either by declaring it to be a Deemed University under Section 3 of the UGC Act or by declaring it, by law, as an institution of national importance. We would prefer the latter alternative because it will give the Council the status which is essential for the promotion of its programmes in the different parts of the country. *We, therefore, recommend that early steps should be taken to declare the National Council of Educational Research and Training as an institution of national importance.*

5.08 Relationship with the Ministry of Education : The Council has so far been regarded as a technical wing of the Ministry of Education. The Secretary to the Government of India, Ministry of Education, was its first Director and a Joint Secretary in the Ministry was its first Joint Director. An Officer of the Central Secretariat Service working in the Ministry of Education was appointed as its first Secretary. The vestiges of this early relationship still dominate the scene. It is, therefore, necessary to redefine the relationship between the Council and the Ministry of Education. From this point of view, we make the following recommendations :—

(a) *The Council should be given full autonomy within its constitution.* We were happy to note that an announcement to this effect has been made by the Union Education Minister. The Council should, therefore, be no longer regarded as the Technical Arm of the Ministry. Instead, new relationships of close collaboration should be developed between the Ministry of Education and the Council.

(b) *The Union Education Minister should continue to be the President of the NCERT.* This is essential partly to give it its due official status and partly because all the State Education Ministers are the members of the Council.

(c) *The Secretary to the Ministry of Education should be a member of the Council, ex-officio.*

(d) *All other office-bearers of the Council should be appointed by the Council, on the lines recommended by us earlier, and should be officers of the Council.*

(e) *The Director of the Council should be given adequate status and involved in the appropriate programmes of the Ministry of Education.* For instance, he should be a member of the Central Advisory Board of Education, *ex-officio*. He should necessarily be invited to Conferences of Education Secretaries and the Directors of Education/Public Instruction which the Ministry of Education organises. He should also be associated with educational planning, especially the planning at the school stage.

5.09 Relationship with the States : The State Education Ministers are members of the Council. While this link with the States is useful, it is hardly enough. The Council should therefore establish closer links at various other levels and points with the states. From this point of view, we have already recommended, in Chapter III, that a Regional Advisory Committee should be set up for the Regional Colleges in their new role as the regional campuses of the NIE and that the Education Secretaries, DPIs/Directors of Education and the Directors of State Institutes of Education of the States in the region should also be members of this Committee. This Committee will not only throw up problems to the national level but will also concern itself with the implementation of the programmes at the state level. We have also suggested that, in each state, there should be a Field Officer concerned primarily with the clearing house function with regard to that state but also help in the promotion of Council's activities. In addition, we make the following recommendations:—

(a) *Secretaries to Education Departments in the States should be made members of the Council;*

(b) *There should be an Advisory Committee which will include all Directors of Education/Public Instruction in the States to advise the Director of the Council, who will be the Chairman of this Committee, on the programmes of work and their implementation.* This Committee will look at the problems of school education in the different states as well as in the country in general and will advise the Director regarding the feasibility and the manner of implementation of its programmes at the state level. It may also recommend new plans and programmes or new approaches to be adopted by the Council.

(c) *Six places on the Governing Body of the NCERT should be reserved for Directors of Education/Public Instruction* from six states to be nominated, in rotation, by the President of the Council.

(d) *Directors of Five State Institutes of Education should be represented on the Academic Committee of the NIE,* the representatives being nominated by the Chairman of the Governing Body in rotation from among the states.

(e) *There should be an Advisory Committee for the programme of school*

textbooks on which the NCERT and the organisations concerned with Text-book production at the state level are represented. A similar Committee should also be set up—it already exists in a form—for the programme of examination reform.

(f) The Council would gain strength if it made special efforts to understand the problems and the needs of the actual classroom situation in the various States. To do so, it might have to come closer to the problems that are encountered in the working of the State Education Departments. This would make research, training and extension work of the Council more real. We therefore recommend that, to bring about this contact with the real school situation, the staff of the NIE and the Regional Colleges who are connected with the solution of the pedagogic problems of one kind or another should spend short periods between three to six months once in about three years in actual teaching in typical schools or even in difficult schools. In return, the Council should invite outstanding teachers from schools to work in the appropriate programmes of the NIE or Regional Colleges on deputation for a specified period. Similarly, there should be exchange between the staff of the NIE and the Regional Colleges on one hand and the State Institutes of Education or other state-level organizations for the improvement of school education on the other.

In our opinion, measures of the type indicated above will establish a close relationship between the Council and the State Education Departments and their agencies for improvement of school education. Once such a link is established, it will influence the Council's activities in several ways of which we can mention only two which are of greatest importance *viz.*, (a) it will influence the Council to develop feasible programmes of school improvement within a total national framework, but allowing for differential rates of development in the states; and (b) implementation of policies and programmes at the state level will become much smoother, quicker and more efficient.

5.10 Relationship with Universities : An organisation like the Council which is concerned with the quality of education has to develop an intellectual climate in the NIE in order to save itself from degenerating into a mere office concerned with the day-to-day task of training and development at the state level. We should not think of the NIE as a very large Extension Centre or a Training College or a Bureau of the Ministry of Education. If it is to fulfil its role, the identity of the NIE must be clearly established as an academic body at the highest level concerned with the quality of school education. In order that this may be achieved, it is necessary for the Council to develop stronger links with universities. We are concerned to note that representation of academic people in the various constitutional bodies in the Council was marginal. It will not only help

the NIE to grow in stature by involving University Professors in its work, it will also help the Indian universities to become more interested in the supremely important national task of improvement of school education. In this respect the Committee noted with favour the developments in science education where through the Study Groups and the Summer Science Institutes programme, the Council has aroused a good deal of interest in academic scientists in the universities, some of whom are now actively engaged and concerned with the improvement of the teaching of science in our schools. This experience suggests that in other areas of its work also, and particularly in the social sciences and humanities, a similar development may take place with some effort. The Council has initiated collaborative research involving University Professors in Sociology, Psychology and Education. If this type of activity is to expand and particularly for inter-disciplinary research, it will be important for the Council not to concentrate on research in its own Departments, but to involve more and more professors in the various Indian universities. With the general purpose of strengthening closer links between the Council and the universities therefore, we make the following recommendations :—

(a) As the Education Commission has recommended, *the Universities should make an effort to improve school education through research, improvement of curricula, discovery of new methods of teaching and evaluation, training of teachers, discovery and development of talent and preparation of textbooks and other teaching and learning materials;*

(b) *There should be exchanges of staff between NIE and the University Departments interested in improving school education; and*

(c) *Cooperative and collaborative projects of research and development should be organised between the NIE, University Departments and the State Institutes of Education.*

5.11 Teachers and Teachers' Organisations: One of the major weaknesses in our system of educational administration at present is the non-involvement of teachers. Earnest efforts have, therefore, to be made to involve them actively and continuously in programmes of educational planning and development. The following are some of the major recommendations made by the Education Commission from this point of view :—

(a) The present system of educational planning is top heavy and most of the planning is done at the national and state levels only. It is necessary to decentralise and broad base this planning process and to prepare plans at the institutional, district, state and national levels.

(b) The base of this new planning process will be provided by institutional plans. Efforts should therefore be made to evolve an administrative system which will encourage and assist each institution to plan its own individual development on the best lines possible. Such institutional plans will have two main advantages. The first is that they will emphasise programmes of qualitative improvement which the Council is trying to promote and will thus provide an agency through which the ideas and programmes developed in the NIE can be made to influence the situation in the classroom. The second, and an even more important advantage is that they will provide adequate scope for initiative, creativity, freedom and experimentation by teachers.

(c) The organisations of teachers should be induced to interest themselves in problems of educational planning and development and should be actively associated with the preparation of plans at the district, state and national levels.

(d) The State Institutes of Education should establish subject teachers' organisation which will involve teachers at all stages—from primary to the university. At the national level, the NIE should work in close collaboration with such organisations.

To promote the development of these programmes *we recommend that the Council should establish close liaison with teachers' organisations and outstanding teachers. It should assist the teachers' organisations in all their programmes of planning and improving school education. In particular, it should work in close cooperation with subject teachers' associations. It should take particular interest in the development of a programme of institutional planning which is so essential to broadcast its ideas and practices*: and, as we have recommended earlier, the staff of the NIE should teach in schools from time to time and outstanding school teachers should have opportunities to work in the NIE on deputation terms.

II. ADMINISTRATION

5.1.2 The proposals for the reorganisation of the NCERT made by us will obviously need several administrative changes and amendments in the Constitution of the NCERT. Some of these have been indicated, in their appropriate contexts, earlier. We shall now deal with a few changes that are needed but have not been discussed so far.

5.1.3 Composition of the Council : We have already suggested that the Union Education Minister should continue to be a Member of the Council and the President of the NCERT. We have also suggested that the Secretary to the Government of India, Ministry of

Education, should be a Member of the Council and that all Education Secretaries in the States should also be its Members. In order to make the character of the Council more effectively national and representative of various interests, we make the following recommendations in addition :—

(a) *The representation given to the States and Union Territories should include* (1) all Education Ministers in the States; (2) the Chief Executive Councillor of Delhi; and (3) all Education Ministers in Union Territories which have legislatures.

(b) At present, only the Delhi University is represented on the Council. Instead, *representation should be given to four Vice-Chancellors of Universities one from each zone.*

(c) At present, there is provision for nominating twelve educationists on the Council. This should be modified and *provision should be made to nominate not more than sixteen persons of high academic standing in the fields of agriculture, health, industry, art and letters, social sciences, science and technology.*

(d) The Director of the Council should be an ex-officio member of the Council.

5.14 Governing Body : It has been brought to our notice that the Governing Body, as constituted at present, gives over-representation to Delhi. We, therefore, recommend that the Governing Body of the Council, in future, should consist of:—

- | | |
|--|----------------------|
| (a) An eminent educationist nominated by the President of the Council. | <i>Chairman</i> |
| (b) Director of the Council, <i>ex-officio</i> | <i>Vice-Chairman</i> |
| (c) Six eminent educationists with known interest in school education nominated by the President of the Council | |
| (d) Six Directors of Education/Public Instruction from six States nominated, in rotation, by the President of the Council. | |
| (e) Chairman, U.G.C. | |
| (f) Representative of the Ministry of Finance | |
| (g) Representative of the Ministry of Education | |

The term of office of Members who are not *ex-officio* will be three years.

5.15 Staff: The staffing pattern in the Council is unsatisfactory. We make the following recommendations in this context :—

(a) There are very few senior posts in proportion to a very large number at the lower levels. *It is, therefore, necessary to restore the balance between the senior and junior posts.*

(b) *Where necessary, more than one professor should be appointed to a Department.*

(c) The number of posts in Class III and IV is large in comparison with the academic and higher technical staff. This is so, not only at the NIE but also at the Regional Colleges. The necessity for having all the staff should be examined. *It should be possible gradually to reduce Class III and IV posts by proper rationalisation of office procedures.*

5.16 The Committee noted that in matters of appointment and promotion the procedures for selection in the Council are not sufficiently tight. There were several cases of *ad hoc* appointments. Particularly in the matter of promotions, sufficient consideration needs to be given to merit and seniority. Selection Committees should recommend promotions, as and when vacancies occur, and it should include experts from outside as well as the heads of departments and other senior members of the Council who have the necessary qualifications but who are outside the department concerned. Such procedures for selection and promotion will help to improve the atmosphere and reduce any fear or suspicion of influence and patronage. Even for temporary appointments, there should be a regular procedure and merit and seniority should be given due consideration.

5.16-A The academic atmosphere in the NIE has not developed properly because of status consciousness and hierarchical relationships. We recommend that the senior staff of the Council should make it their particular responsibility to create an atmosphere where communication between different levels and between different departments is easy and not affected by hierarchical considerations.

5.17 Rules and Regulations : We were concerned to find that the Council has not yet been able to frame bye-laws even on several essential matters. The members of the staff of the Council have not yet been confirmed and even Provident Fund Rules are not in operation; *We recommend that early steps should be taken to resolve all such problems and to frame at least all the essential bye-laws.*

III. FINANCIAL ESTIMATES

5.18 In the life of any institution, there is, in the beginning, a rapid rate of expansion, followed by a period of consolidation. We believe that the Council has now to enter this stage of consolidation.

5.19 We have recommended that certain institutions and programmes are to be transferred from the Council. These (inclusive of the transfer of CIE to the Delhi University) will lead to a cut in the Council's budget of Rs. 43.02 lakhs per year as shown below :—

	Rs. (lakhs)
(1) Grants-in-aid to Extension Centres	25.00
(2) Department of Adult Education	6.76
(3) Central Institute of Education	11.26
	Rs. 43.02 lakhs

5.20 The changes proposed by us in the Regional Colleges, and particularly the discontinuance of four-year courses, will lead to a saving of Rs. 51.80 lakhs non recurring (Rs. 32 lakhs on buildings and Rs. 19.80 lakhs on stores, local cost of foreign experts, etc.) and of Rs. 30 lakhs per year recurring (on staff). The staff of the technology, commerce, English and agriculture courses will be surplus, except to the limited extent it can be absorbed in programmes of vocationalization or development. Even the staff on the science side may be surplus to a large extent. *We recommend that the hardship that may thus be caused should be minimised by sending back all deputationists (these are roughly about 30% of the total) unless they are exceptionally good, and by absorbing as many as possible in the new programmes of development in the Regional Colleges as well as in the NIE.*

5.21 In the NIE, we have recommended the abolition of the Departments of Teacher Education, Educational Administration, Foundations of Education and Field Services. This will save about Rs. 8 lakhs per year on programmes. Among the staff, which is small, the deputationists should be sent back unless they are exceptionally good and the remaining may, as far as possible, be absorbed in the new programmes of development. There is no change proposed in building plans of the NIE.

5.22 At present, 308 sanctioned posts have not been filled. The total salary-bill on this account comes to about Rs. 25 lakhs per year. These posts should not be filled unless they are needed for the new programmes to be developed.

5.23 Although there will be a reduction on the side of stipends offered in the four-year courses and in the Associateship programme in the NIE, scholarships and fellowships for doctoral and post-doctoral studies in the NIE will have to be offered as also stipends for one-year Experimental Programmes in Science and other subjects, which may be run in the Regional Colleges. There may not therefore be any appreciable saving on this account.

5.24 As against these savings, we have recommended the development of several new programmes such as the creation of a Department of Primary Education in the NIE, the development of library, Documentation Centre and Information Services, provision of exten-

sion services to training institutions of all categories, preparation of teacher-educators for the primary and pre-primary stages, organisation of consultancy services for textbooks on a large scale and in-service training programme of the various types. The additional funds required for the development of these programmes, as well as some of its staff, will be available from the savings proposed.

5.25 The following table shows our estimates of the probable requirement of funds for the NCERT in the fourth Five Year Plan.*

FINANCIAL ESTIMATES FOR 1969-74

	1964-65	1969-74 (Committed Non Plan)	1969-74 (Plan)	1969-74 Total
(All figures are in lakhs)				
A. RECURRING				
I. NIE/NCERT Staff	244.91	398.10	30.00	428.10
II. Regional Colleges	157.53	286.02	—	286.02
III. Programmes	447.87	235.00	200.00	435.00
IV. Scholarships and Fellowships	66.78	116.80	—	116.00
V. National Science Talent Search Scheme	54.28	208.20	152.47	360.67
VI. Summer Science Institutes	—	115.00	—	115.00
VII. Other Charges (Maintenance and Contingencies)	204.98	225.47	—	225.47
B. NON-RECURRING				
I. Buildings	209.98	—	100.00	100.00
II. Equipment	57.99	—	30.00	30.00
	1,443.56	1,584.59	512.47	2,097.06

*These figures include actual expenditure from 1964-67 and budget estimates for 1967-68 and 1968-69.

*See Appendix VIII:

Statement showing expenditure on the Council as a whole (actual expenditure from 1961-62 to 1966-67 and estimates for the years 1967-68 and 1968-69).

Appendix IX:

Statement showing posts sanctioned, filled and vacant in the NIE/NCERT at Delhi and the Regional Colleges of Education (from Class I to Class IV).

5.26 One explanation is needed with regard to the above estimates. The committed expenditure of the NCERT at the end of 1968-69 would have been roughly about Rs. 400 lakhs per year. The liability on this account during Fourth Plan period would therefore have been of the order of Rs. 2,000 lakhs. But in view of the proposals made by us for (a) not filling up the posts which are now vacant; (b) sending back the deputationists; (c) the discontinuance of the four-year courses and (d) abolition of certain Departments, the total committed expenditure at the end of 1968-69 will be only of the order of about Rs. 317 lakhs. The committed expenditure during the next five years has, therefore, been placed at Rs. 1,584 lakhs. Even in this, we expect a saving gradually to accrue over the next four years as the four-year courses are discontinued. Even allowing for the absorption of the part of the available staff in new programmes, we expect that this saving for the five-year period may be about Rs. 150 lakhs. The provision made by us above for programmes of primary and science education, and particularly for the summer science institutes at the secondary and middle school level, is on the low side on the assumption that these savings will be made available for the development of these programmes on a scale which is needed and is possible. As funds are released through the implementation of these recommendations, therefore, they should be made available for the development of the important programmes of primary and science education.

Main Findings and Recommendations

6.01 In this Chapter, we shall summarise, for convenience of reference, our main findings and recommendations.

6.02 Scope of the Activities of the NCERT: Although the Memorandum of the NCERT visualises a wide range of activities covering all aspects of education at all stages, its programmes have largely been confined, right from the outset, to the improvement of school education. In our opinion, this has been a healthy discipline imposed upon itself by the NCERT and the same policy should be continued over the next ten years. We would also like to suggest that primary education, which has been comparatively neglected in the past, should now receive greater emphasis.

I. REORGANISATION OF THE NIE

6.03 At present, the NCERT has set up five different institutions to implement its programmes, namely, the National Institute of Education or NIE at New Delhi and the four Regional Colleges of Education at Ajmer, Bhubaneswar, Bhopal and Mysore. In our opinion, it would contribute to economy and greater efficiency if the Regional Colleges of Education were deemed as the campuses of the NIE and if the NIE were to be made the single organisation responsible for carrying out the objectives of the NCERT.

6.04 Departmental Organisation of the NIE, New Delhi: At present, the NIE has eleven Departments, namely (a) Department of Foundations of Education, (b) Department of Psychological Foundations, (c) Department of Teacher Education, (d) Department of Educational Administration, (e) Department of Field Services, (f) Department of Curriculum and Evaluation, (g) Department of Science Education, (h) Department of Audio-Visual Education, (i) Department of Adult Education, (j) Educational Survey Unit and (k) Central Science Workshop. In addition, there is a Publication Unit. Whatever the differences in their names, these are all treated as Depart-

ments in practice and the persons in charge are designated as Heads of Departments. In our opinion, the number of Departments is too large and there is a great variation in their size, quality of work, effort and emphasis on school education. Moreover, the difference between an academic department and what is, in effect, a service department has also been generally ignored. We, therefore, recommend that the existing set-up should be reorganised. With a view to improving efficiency, by reducing the number of departments and by clearly enunciating the difference between academic and service departments. From this point of view, we make the following recommendations :—

- (a) *All the Departments of the NIE should be grouped under (1) those that are concerned with academic work and (2) those that are concerned mainly with service and technical assistance.*

The programmes for the improvement of school education will, by and large, be initiated and implemented by the academic departments. The technical and service departments, generally, will provide the essential services for the development of these programmes. The academic departments, however, should encourage initiative by the service and technical departments to suggest improvement of equipment and apparatus as well as ideas they may have on the modification or reinforcement in regard to programmes of school education. It should be the responsibility of the Director to ensure that these two arms of the NIE collaborate smoothly and prestige or hierarchy is not allowed to retard joint efforts.

- (b) *There should be only four academic departments, viz., (1) The Department of Primary Education which is to be newly established; (2) the Department of Science Education which will also include the Central Science Workshop; (3) The Department of Social Sciences and Humanities and (4) The Department of Educational Psychology.*

(c) *The Department of Primary Education will deal with all problems of primary education such as curriculum, textbooks, methods of teaching and evaluation, single-teacher schools, multiple class teaching, inspection and supervision, wastage and stagnation, training of primary teachers, preparation of teacher-educators, physical education and art education for the primary stage.*

(d) *The Department of Science Education will deal comprehensively with programmes of science education at the secondary stage including curriculum, methods of teaching and evaluation, teacher preparation, supervision and inspection. The Central Science Workshop should be a part of this Department. Adequate powers should be delegated to the Head of the workshop with a view to increasing effi-*

cient functioning and its services should be made available, where necessary, to other Departments. The Prototype Design Section of the workshop should be strengthened and its sections on Electronics and Optics should be developed more fully. The section dealing with design and preparation of prototypes and experimentation should be treated as distinct from the section which should devote itself entirely to the production of apparatus in large numbers for an accepted prototype.

(e) *The Department of Social Sciences and Humanities* will deal with curriculum, methods of teaching and evaluation, teacher preparation, supervision and inspection with regard to the social sciences, languages, physical education, and art education at the secondary stage.

(f) Problems relating to work-experience and values will be dealt with by all these three Departments as part of their programmes of curriculum construction, development of improved methods of teaching and evaluation, preparation of teachers and production of textbooks and other teaching and learning materials.

(g) *The Department of Educational Psychology* will focus its attention on all aspects of the teaching and learning processes and on the psychology of the child and the adolescent. It can be developed out of the existing Department of Psychological Foundations by taking out the data-processing and psychometric units.

6.05 The technical and service departments will be (a) Department of Audio-Visual Education, (b) Department of Survey and Data-Processing, and (c) Department of Measurement and Evaluation.

(a) *The Department of Audio-Visual Education* which lacks expertise at the senior level should have a few senior staff to effectively use the large number of technicians at lower levels. It should provide technical and consultative services to the academic departments of the NIE as well as to state-level institutions. The Central Film library may continue to be a responsibility of the Department. A copy of its catalogue and duplicate copies of its educational films should be kept at each of the Regional Colleges of Education for use in the regions concerned. The Department should concentrate in the immediate future on the production of filmstrips and other inexpensive teaching aids and devices.

(b) *The Department of Survey and Data-Processing* will include the existing Educational Survey Unit and the Data-Processing Unit carved out from the existing Department of Psychological Foundations. The Survey Unit will have to be strengthened to carry out periodical surveys on different aspects of educational development as recommended by the Education Commission. These will form bench-mark

data in different sectors and will assist planning and policy formulation. The Data-Processing Unit will also have to be strengthened to cope with the research and other activities of the NIE which we expect to increase considerably.

(c) An examination of the existing Department of Curriculum and Evaluation and that of the Department of Psychological Foundations shows that both have staff having similar qualifications in psychometrics and measurement. The examination reforms work has taken very much the characteristics of objective testing in which the group in the Department of Psychological Foundations concerned with development of tests and psychometrics is also concerned. We, therefore, recommend that a *Department of Measurement and Evaluation* be established. It should incorporate the staff of the Department of Psychological Foundations and the Evaluation Section of the Department of Curriculum and Evaluation who have the necessary qualifications in psychometrics and measurement to work on the development of tools and instruments like questionnaires, aptitude and achievement tests, attitude scales, etc. The Department should take the responsibility of maintaining a comprehensive library of tests and provide consultative services in this respect.

6.06 The present library of the NCERT is an amalgam of the various departmental libraries. It is not housed properly nor is its work efficiently organised. It is of utmost importance that the library should be developed appropriately to serve the NIE.

6.07 A Documentation Centre and Information Services should be organised and an attempt should be made to collect all the necessary educational documents from all the States and Union Territories in India. The Field Officer should be appointed in every State for this purpose as well as for promotional work.

6.08 The Department of Teacher Education has been weak from the start and its achievements have been mediocre. Since the Regional Colleges of Education have to develop as primary centres for research and development in teacher education, the efforts of the NCERT in the years should be directed to this end. The Department of Teacher Education may therefore be abolished.

6.09 The Department of Field Services tends to interfere with the establishment of direct relationship between academicians in the different fields at the national and state levels. Moreover, it would be better to organise such extension services from the Regional Colleges of Education than from New Delhi. The programme of financial assistance to Extension Centres, which is now being operated upon in this department, should be transferred to the Ministry of Education which should negotiate its transfer to the State Governments. The

technical assistance to these Centres should be more conveniently provided from the Regional Colleges of Education. A Field Officer may be posted in each state for liaison and promotion. A Department of Field Services at the centre is therefore not required.

6.10 The training of educational administrators as such is beyond the immediate programme we visualise for the NCERT and should preferably be undertaken by an organisation like the Asian Institute of Educational Planning and Administration. In so far as supervision and inspection is concerned, we have suggested that these problems should be dealt with by the Departments of Primary Education, Science Education, and Social Sciences and Humanities in their respective fields. School management however should be a subject of study at the Regional Colleges of Education along with programmes of teacher education. *The Department of Educational Administration in the NIE should therefore be abolished.*

6.11 It is not possible, within the human and material resources available to the NCERT at present, to build up a really efficient department in the field of Philosophical and Sociological Foundations. For the next few years, efforts should be made to develop research in these fields in appropriate university departments. Although we recognise the importance of inter-disciplinary research, for which this Department was established, we do not rule out the possibility of starting such a department at some future date. We are constrained to recommend its abolition, because it is essential that the NCERT should concentrate, at this stage of its development, on programmes directly related to the improvement of school education.

6.12 There is little or no relationship between the programmes of the *Department of Adult Education* and those of school education under other NIE Departments. We, therefore, recommend that this Department may be transferred to the Ministry of Education as early as possible. We also recommend that the Tribal Education Unit which also forms a part of this Department may be transferred to the Department of Social Welfare in the Government of India or to the Commissioner of Scheduled Castes and Scheduled Tribes.

II. Programmes of the NIE

6.13 We have indicated broadly the programmes to be developed in each of the four academic departments of the NIE. In addition, we make the following suggestions in respect of programmes of the NIE in the fields of research, training and development.

6.14 Research: The Council has developed several programmes of research in the Departments of the NIE. The total quantum of work turned out is fairly large. But there is a great variation in standards from department to department and sometimes even within the same department. Another weakness is that a number of research projects draw their samples only from Delhi. To overcome these weaknesses and also to promote research on a larger scale and in appropriate directions we recommend that—

(a) there should be rigorous screening of departmental research projects both within the departments and by the Academic Committee to ensure proper standards;

(b) the NIE should undertake studies which will serve felt national needs;

(c) the NIE should adopt a policy of developing cooperative research projects with the university departments and other institutions of higher learning; and

(d) in view of the limited resources available, there should be an allocation of priorities for research programmes. The NIE Departments, the Regional Colleges of Education, the State Institutes of Education and University Departments should be involved in the determination of such priorities.

6.15 As a promotional activity, the NCERT operates the GARP scheme of grants-in-aid for research projects under which schemes of individual research scholars are assisted. This scheme will contribute to reinforcing further the cooperative research with universities recommended earlier. In pursuing the scheme the scholars and research workers in the various institutions should be encouraged to consult the NCERT and get such assistance as is necessary. New research proposals for grants-in-aid should come up before the sanctioning authority twice a year at an interval of about six months. The time between the submission of the scheme and its disposal should on no account be more than six months.

6.16 The research projects of a department should be scrutinised and approved by a committee consisting of the Head of the Department and senior staff members. The projects of the NIE as a whole, as well as requests from outside under the GARP scheme should be scrutinised only at one level *viz.*, by the Academic Committee. In each report in a research project, the contribution of every participant should be duly acknowledged.

6.17 The NIE should encourage individual research scholars to work at the doctoral and post-doctoral levels. This is expected to stimulate the members of the staff of the NIE in their own research and help them to develop insight into problems and create an in-

tellectual climate in the Institute.

6.18 Curriculum, Textbooks and Examination Reform : In the Department of Science Education, considerable work has been done on curriculum development and preparation of teachers' guides, instructional material, study kits, etc. There is, however, room for improvement in the direction of reducing costs on equipment and in the pedagogical approach to the content.

6.19 The programme of Summer Science Institutes has created an encouraging climate for improvement of science education in the country. It is necessary to follow this up effectively.

6.20 In the field of social sciences and languages, a considerable volume of textbook and other instructional material has been produced by the Department of Curriculum and Evaluation as well as by the Panels/Editorial Boards appointed by the Central Committee on Educational Literature. This work should be continued.

6.21 There has not been an adequate appreciation of the textbooks produced by the NCERT in the states. More intensive efforts are needed for this purpose. What is even more important, the approach to the curriculum and textbook problems needs to be modified so as to reflect realistically the local needs in individual states and to provide for expert and consultancy services to State Governments. There has also to be a greater emphasis on production of textbook materials rather than on textbooks as such because these will be of greater use in helping the states to produce better textbooks of their own.

6.22 In making the above recommendations, we also feel that the Council should make periodic reviews of the textbooks that are in use in the various states. Through such periodic reviews the Council should attempt to establish norms of textbook production and generally strive to improve their standards. In making these reviews, the Council should carefully consider the textbooks from the point of view of national integration in addition to academic considerations. There should be an Advisory Committee for the Textbooks Programme consisting of the representatives of the State Governments and the organizations in the State producing textbooks. Besides, periodic meetings should be held with authors and publishers of textbooks with a view to influencing their thinking.

6.23 Examination Reform : The work done by the Council in the field of examination reform over the last several years has been largely confined to the training of paper-setters and examiners for the public examinations at the secondary stage in setting objective tests. Except Rajasthan, not much progress has been made in other States. The entire strategy of examination reform, therefore, needs closer review, especially because examination, among other things,

has a social purpose and is wider than just objective testing. A cost-benefit analysis of the reform recommended should also be carried out.

6.24 Training Programmes: We feel that training programmes should not be over-emphasised at the NIE. They can be more appropriately developed at the Regional Colleges of Education. The training programmes to be developed at New Delhi should therefore be few, have a national character and should be restricted to those areas where the NIE has a special expertise and which cannot be satisfactorily developed at regional level.

6.25 The NIE has recently instituted an Associateship Course of one year's duration for improving the functional competence of workers in education. The course has not been popular firstly because it was not possible for the State Governments to depute persons for such a long period of twelve months and secondly because it was not recognised for purposes of promotion or additional qualifications. We therefore recommend the discontinuance of the course. Instead, the NIE should organise a few courses, at an advanced level, for in-service education of workers in the field on the basis of an actual appraisal of needs made from time to time. In all such courses, care should be taken to relate the duration of the course, its content and the qualifications of the trainees to the requirements of the practical situation.

6.26 As state-level organisations for improvement of school education are established and developed, they will take the work of training programmes more and more upon themselves. The responsibility of the NIE and the Regional Colleges of Education in this regard will then be correspondingly reduced.

6.27 Another important general principle which we would like to emphasise is that, in developing training programmes, whether at New Delhi or in the Regional Colleges of Education, a mere duplication of university courses or the organisation of courses which can be more appropriately and economically provided in the universities, should be avoided.

6.28 The present programme of seminars and workshops is very large. Some of them do not appear to be linked closely with the developmental programmes of the NIE. The preparations made are often inadequate and standard maintained often leaves much to be desired. We recommend that the number of seminars and workshops should be considerably reduced so that it becomes possible to link them effectively with the on-going programmes, to make adequate preparations, and to maintain high standards.

6.29 Leadership and Staff: If the programmes of the NIE are to be developed on the lines indicated above, it will be necessary to provide professional leadership of the highest quality. The Director

of the NCERT (who will also be the Director of NIE) should, therefore, be a whole-time officer of the Council with a high degree of competence in educational research as well as in administration. His status and emoluments should be similar to the Vice-Chancellor of a Central University or the Director of IIT and the mode of selection should also be similar. There should also be a Joint Director.

6.30 We recommend that the Director of the NCERT should be relieved of other administrative work, as far as possible, by the appointment of a whole-time Registrar, whose remuneration should be comparable to that of a Head of Department. To provide adequate academic leadership, the Director and the Heads of Academic Departments should act in close concert. The Director should be assisted by one Dean who will be one of the Heads of Academic Departments selected in rotation. The Dean will also be able to help in ensuring prompt and efficient assistance by the Technical Departments to Academic Departments.

6.31 We have recommended closer relation with Universities and state-level organisations. To carry this out there should be effective interchange of staff. If necessary, supernumerary posts should be created for the purpose.

6.32 In view of what has been stated earlier, a proper ratio between senior and junior posts will have to be maintained so that adequate guidance can be provided and supervision exercised. This will also provide avenues of promotion for those who show high qualities.

6.33 The number of class III and class IV posts is large in comparison with the academic and technical staff, both in the NIE and in the Regional Colleges. However, to avoid problems of retrenchment, there should be a gradual reduction through rationalisation, transfer and other procedures.

6.34 The academic atmosphere in the NIE has not developed properly because of status consciousness and hierarchical relationships. We recommend that the senior staff of the Council should make it their particular responsibility to create an atmosphere where communication between different levels and between different departments is easy and not affected by hierarchical considerations.

III. Regional Colleges of Education

6.35 The setting up of the Regional Colleges of Education were motivated by two main considerations : (a) to prepare teachers for the scheme of multipurpose schools and (b) to improve the quality of teachers by adopting the pattern of integrated courses of general and professional education which prevails in the USA. We are not in

favour of this programme for the following reasons, among others:—

(a) This experiment of integrated courses is, and will always be, too costly to be repeated. It can, therefore, only make a marginal contribution to the improvement of teacher-education in India. The large scale allocation of scarce resources to this programme is, therefore, not desirable. If, for reasons of quality, such courses have to be organised, the experiment should be tried in universities with strong under-graduate departments in the subjects concerned and in education. In separate institutions like Regional Colleges, their costs mount up and efficiency tends to decrease.

(b) For years to come, the average teacher of secondary schools in India will be a graduate of a University who receives professional training in a post-graduate course in the Secondary Training Colleges. The efforts of the NCERT should therefore be directed to research and improvement of this training course and towards the professional improvement of teacher-educators at this stage.

(c) The multi-purpose schools are now a thing of the past. It is true that there will be new types of vocational courses corresponding to classes VIII or classes XI-XII. But most of these courses will be provided, not in schools of general education, but presumably in separate institutions which would work in close collaboration with agriculture, craft or industry concerned. The provision of teachers for such courses should be the responsibility of the Ministry or Department concerned. For example, teachers required for agricultural schools or agricultural polytechnics will have to be trained by the Departments of Agriculture and the Agricultural Colleges or Universities. The teachers required for courses in medicine and public health will have to be trained by the Ministry or Department of Health, and so on. The NCERT should not be saddled with the responsibility for the development of such varied courses which require an expertise which is not available in the NCERT set-up.

6.36 We therefore recommend that fresh admissions to the four-year courses should be stopped with effect from the academic year 1969-70. The facilities thus released should be utilized for one-year courses and for expanding the programmes of the Regional Colleges for the training of teacher-educators and extension services and other developmental programmes.

6.37 The responsibility for continuing the course for the next three years will remain with the Regional Colleges because of the students already enrolled. There will be increasingly surplus staff and equipment during the next three or four years as the four-year courses taper off. The Ministry of Education should be apprised of the surplus and the rate at which they will occur so that they can find suitable

alternative use of the staff and equipment.

6.38 We offer the following suggestions regarding the different types of training courses which are now conducted in the Regional Colleges of Education.

(a) The fresh admissions to the technological courses have already been discontinued during the current year. However the responsibilities of continuing the course for the next three years will remain with the Regional Colleges because of the students already enrolled. There will be a gradual surplus in staff and equipment.

(b) The facilities and staff released by the non-admission of students to the four-year courses in science should be utilised for expansion of programmes of science education in the region. Some staff may also be usefully transferred to the Department of Science Education, NIE, New Delhi.

(c) The staff and facilities released by the discontinuance of the four-year course in English may be utilised, to the extent possible, partly for increasing the enrolment in the one-year courses and partly for programmes of in-service education in the region.

(d) The one-year courses in Science, English and Commerce may be continued, if necessary. The emphasis here should be on research and experimentation and not on reproducing what is being done in the Universities or Training Colleges nor should the emphasis be on quantity.

(e) The one-year course in agriculture may be run, at one or two places, so long as there is a demand. It would, however, be preferable to transfer it to the Agricultural Universities or Colleges at any time that they are prepared to take over the responsibility.

(f) The NCERT has not carried out any experimentation so far in respect of preparation of teacher-educator for training institutions for primary and pre-primary teachers. This work should be developed at all the Regional Colleges of Education.

6.39 When the changes recommended by us are carried out, some staff will be released and it will be possible to use some of it in expansion programmes which we have indicated. If any retrenchment becomes necessary, persons who are on deputation should be returned to their original posts, unless there are strong reasons to the contrary. As far as possible, care should be taken to see that members of the staff do not get out of employment.

6.40 The Regional Colleges should in future be regraded as the campuses of the NIE with a free movement of staff and programmes between the Regional Colleges and the NIE. The activities to be emphasised at these campuses will be teacher education, both pre-service and in-service and research and extension programmes. Action

research programmes in vocationalization of education could also be undertaken in these campuses.

IV. Publications

6.41 The Publication Unit has brought out several text books, supplementary reading materials, year-books, pamphlets, journals, and reprints of some foreign books. Its work is naturally expanding. We recommend that this unit should be organised as a self-contained activity of the NCERT conducted largely on commercial lines.

6.42 To improve the efficiency of this Unit, we make the following recommendations :

(1) There is no proper Advisory Committee which supervises the entire function of the Council in the matter of publications and gives guidance to the Publication Unit in all aspects of its publication policy. We recommend that such a Committee should be set up at an early date; and when that is done, the several committees with limited jurisdiction which now exist should be abolished.

(2) Some of the Departments of the NIE still handle some of their publications. This should be avoided and all publications should be centralised.

(3) The present pricing policy needs revision. While the prices of the books should be kept at their lowest level, unnecessary subsidies should also be avoided.

V. Closer Relations with the State Governments

6.43 The main liaison between the NCERT and the States is the Council of which the State Education Ministers are members. But this is hardly enough and one of the reasons why the Council has not been able to make an adequate impact on the States is that it has not yet been possible to build up close working relations with the State Education Departments. We, therefore, recommend that immediate steps should be taken to build a closer relationship between the NCERT and the States by adopting the following measures :—

(a) To bring the Education Secretaries in close contact with the working of the NCERT, they should be made members of the Council. Similarly, the Ministry of Education should allocate definite time for discussion of the NCERT programmes in the periodical conferences of Education Secretaries which it convenes.

(b) The Directors of Education/Public Instruction in the States are the key professional persons who provide leadership to the State Education Departments. A close association between the NCERT

and the Directors of Education/Public Instruction will greatly facilitate the operation of the programmes of the NCERT. We, therefore, recommend that six DPIs/DEs, selected in rotation, should be members of the Governing Body. In addition, there should be an Advisory Committee consisting of all DPIs/DEs and the Director of the NCERT as the Chairman. This Committee will advise the NCERT on programmes of work and their implementation and will recommend research and development programmes to be undertaken to meet the needs of individual States and of the country in general.

(c) There should also be a Regional Advisory Committee for each Regional College of Education or NIE campus. The Director of the NCERT will be the Chairman of all these Committees and their membership will include all Education Secretaries and Directors of Education/Public Instruction in the region; all Directors of State Institutes of Education in the region; Principals of two Training Colleges in the region and a few well-known educationists representing the different States in the region; Principal, Regional College of Education, to be Member-Secretary. These Committees will advise the NCERT on the development of programmes for the College of Education or Campus concerned with a view to matching them with the individual needs of the States in the region. It will also consider ways and means for adopting *nutatis mutandis*, the programmes developed by the NCERT in the different states of the region.

VI. Closer Relations with Universities

6.44 It is essential that the NIE should work in close collaboration with University Departments. This will need effort, on the part of the Central and State Governments, to persuade the universities to take increasing interest in the improvement of school education and the provision of necessary grants-in-aid by the University Grants Commission. We assume that these programmes will be developed on a priority basis. The NIE on its own part should develop collaborative programmes of research or improvement of school education with such universities as show interest in the problems. It should also provide facilities for exchange of staff between the Departments and the Universities.

6.45 The NIE should develop close liaison with outstanding school and university teachers and teachers' organisations.

VII. Amendments to the Constitution

6.46 The NIE as such has no authority to award degrees nor is it

affiliated to any university. The Regional Colleges are, however, affiliated to the universities within whose jurisdiction they are situated. When they are merged in the NIE, it will not be possible, nor desirable to affiliate the NIE to any university. It is therefore necessary to vest the NIE with the authority to grant its own degrees, especially in view of the experimental character of the work which it will undertake. This can be done either by declaring it as a deemed to be a university under section 3 of the University Grants Commission Act, 1956, or by declaring it as an institution of national importance. We would recommend the adoption of the latter course, partly because of its intrinsic value, but mainly because it will increase the status of the NIE and facilitates the dissemination of its ideas and practices in the country as a whole.

6.47 The composition of the Council and the other authorities of the NCERT gives an over-representation to Delhi and does not represent the truly national character of the organisation. It also needs streamlining and building up of closer relations with the State Governments. From these points of view, the following amendments should be made to the Memorandum of Association and Rules and Regulations of the Council:—

(a) *Council* : The Secretary to the Government of India, Ministry of Education, and the Director of the NCERT, should be members, *ex-officio*. Instead of representation to universities being restricted to Delhi, four Vice-Chancellors of Universities, one from each zone, should be nominated as members. Representation should be given to all States, to the Union Territory of Delhi and to such other Union Territories as have legislatures. The number of nominated educationists should be increased to sixteen and they should include persons of high academic standing in the field of agriculture, health, industry art, letters, sciences, social sciences and technology. All Education Secretaries should be members of the Council *ex-officio*.

(b) *Governing Body* : The Governing Body should be reconstituted as follows :

(1) Chairman of the Governing Body should be an eminent educationist, nominated by the President of the Council;

(2) Director of the Council should be the Vice-Chairman of the Governing Body, *ex-officio*;

(3) Six eminent educationists with known interest in school education to be nominated by the President of the Council;

(4) Six Directors of Education/Public Instruction to be nominated by the President of the Council by rotation from among all the States and Union Territories which have representation on the Council; and

(5) Chairman of the U.G.C. and a representative each of the Ministries of Education and Finance.

The term of office of members, other than ex-officio members, should be for a period of three years. But an out-going member should be eligible for nomination for one more term and not more.

(c) *Academic Committee* : At present there is a Board of Educational Studies with two Standing Committees and the procedures of their operation lead to considerable delays. We, therefore, recommend that these should be replaced by an Academic Committee consisting :—

(1) The Director of the NCERT — Chairman

(2) Five University professors or Heads of Departments representing education and other related disciplines nominated by the Chairman of the Governing Body;

(3) Five Directors of State Institutes of Education to be nominated by the Chairman of the Governing Body in rotation from all the States and Union Territories;

(4) Joint Director and all Heads of Academic Departments of NIE;

(5) Four Principals of Regional Colleges of Education; and

(6) One Professor/Reader from each of the Academic Departments of the NIE to be nominated by Directors, NCERT.

The term of membership of the Academic Committee will be for two years.

It will be the responsibility of the Academic Committee to consider all plans, programmes, research proposals, applications for research grants or publication of the thesis, etc., to examine the academic aspect of the work of the NIE and to ensure coordinated approach to its programmes.

(d) *Bye-laws* : We were concerned to note that although the Council was set up in September 1961, it has not yet been able to frame even the essential bye-laws. Members of the staff have not yet been confirmed and even Provident Fund Rules are not in operation. We recommend that very early steps should be taken to regularise these and similar other matters by framing all essential bye-laws.

6.48 The details of the amendments needed to the Memorandum of Association, Rules and Regulations of the Council are given in Appendix X.

6.49 There has been a steep rise in the expenditure of the Council. We feel that the Council has now reached a stage where it is more important to consolidate rather than to expand. The total financial provision of approximately Rs. 20 crores (including non-plan and

Plan) for the next five years should be sufficient to meet the requirements of work as envisaged by the Committee.

New Delhi,
20th August 1968

Sd/-
B.D. NAG CHAUDHURI
Sd/-
G. K. CHANDIRAMANI
Sd/-
A.E.T. BARROW
Sd/-
J.P. NAIK
Sd/.
M.S. GORE
Sd/-
V. G. BHIDE
Sd/-
N.V. SUBBA RAO
Sd/-
L.S. CHANDRAKANT
Sd/-
S.K. MITRA

Appendices

APPENDIX—I

Meetings of the NCERT Review Committee, Visits by the Chairman, Committee Members and discussions with staff members (arranged chronologically)

- 29.1.1968** Appointment of the NCERT Review Committee by the Ministry of Education, Government of India (vide its letter No. F.2-8/67-NCERT dated 29th January, 1968).
- 21.2.1968** First meeting of the Committee.
- 4.3.1968** Visit of Shri A.E.T. Barrow to the Regional College of Education, Bhubaneswar.
- 6.3.1968** Visit of Shri J.P. Naik to the Regional College of Education, Ajmer.
- 8.3.1968** Visit of Dr. Nag Chaudhuri to the Department of Audio-Visual Education.
- 11.3.1968** Visit of Dr. Nag Chaudhuri to the Departments of Science Education, Central Science Workshop, Curriculum and Evaluation, Psychological Foundations and Adult Education.
- 13.3.1968** Visit of Dr. Nag Chaudhuri to the Department of Audio-Visual Education.
- 16.3.1968** Visit of Shri A.E.T. Barrow to the Department of Curriculum and Evaluation and discussion with the Head of the Department and other staff members.
- 22.3.1968** Second meeting of the Committee.
- 1.4.1968** Visit of Dr. Nag Chaudhuri to the Department of Field Services & Educational Survey Unit.
- 1.4.1968** Visit of Dr. Nag Chaudhuri to the Publication Unit of NCERT.
- 4.4.1968** Visit of Prof. N.V. Subba Rao to the Department of Science Education, Central Science Workshop.
- 5.4.1968** Third meeting of the Committee.
- 5.4.1968** Discussion of the Training and Extension Programmes of the NIE Departments between Shri J.P. Naik and Heads of Departments of NIE.
- 6.4.1968** Visit of Dr. V.G. Bhide to the Publication Unit of NCERT.
- 7.4.1968** Fourth meeting of the Committee.
- 9.4.1968** Fifth meeting of the Committee.

- 11.4.1968 Visit of Dr. V.G. Bhide to the Business Wing of the Publication Unit.
- 25.4.1968 Sixth meeting of the Committee.
- 1.5.1968 Visit of Dr. Nag Chaudhuri to the Regional College of Education, Bhubaneswar.
- 1.5.1968 Discussion of Chairman with Director, State Institute of Education and the Secretary, Education Department, Government of Orissa, Bhubaneswar.
- 8.5.1968 Seventh meeting of the Committee.
- 8.5.1968 Meeting of the Committee with senior staff members of NIE in a group.
- 8.5.1968 Meeting of the Committee with the Principals of the Regional Colleges of Education in a group.
- 9.5.1968 Eighth Meeting of the Committee.
- 9.5.1968 Meeting of the Committee with the Heads of NIE Departments individually.
- 10.5.1968 Ninth meeting of the Committee.
- 16.5.1968 Tenth meeting of the Committee with the Governing Body of the Council.
- 14.6.1968 } Visit of Dr. V.G. Bhide to the Regional College of Education, Mysore.
15.6.1968 }
- 29.6.1968 } Visit of Shri J.P. Naik to the Regional College of Education, Bhopal.
30.6.1968 }
- 5.7.1968 Eleventh meeting of the Committee.
- 6.7.1968 Twelfth meeting of the Committee.
- 26.7.1968 Thirteenth meeting of the Committee.
- 7.8.1968 Discussion between Dr. K.L. Joshi, Vice-Chancellor, Indore University and Dr. Nag Chaudhuri.
- 19.8.1968 Fourteenth meeting of the Committee.

Note: The Chairman met about 100 persons individually or in small groups in Delhi. Some of the staff members met the Chairman more than once. Those who desired exclusive interviews were also allowed to do so.

A P P E N D I X—II

List of Research Projects completed/in progress under the Scheme of Grant-in-aid for Approved Research Projects in Education (National Council of Educational Research and Training)

S.No.	Title of the Project & Institution	Amount sanctioned	Amount released	Year of Commencement	Year of Completion
1	2	3	4	5	6
		(in Rupees)	(in Rupees)		
1.	Judicial Review and Education Study in Trends (Compilation of volume on the Supreme Court and State High Courts' decisions relating to educational matters) Indian Law Institute, New Delhi.	7,800.00	7,800.00	1965	1965
2.	An Investigation into the organisational and Administrative Factors which affect Achievement of pupils in Secondary Schools, Department of Education, Kerala Univeristy, Kerala, (Trivandrum).	10,220.00	6,650.07	1963	1964
3.	An Enquiry into the Work Load of Teachers and Conditions of work necessary for Quality Teaching. The S.I.T.U. Council of Educational Research, Madras.	6,000.00	6,000.00	1964	1964
4.	'Construction and Standardisation of Achievement Tests for Class VIII' (Social Studies)—State Bureau of Educational Research, Government of Kerala, Kerala, (Trivandrum).	3,400.00	3,400.00	1964	1966
5.	'Construction and Standardisation of Achievement Tests for class VIII' (Mathematics)—State Bureau of Educational Research, Government of Kerala, Kerala, (Trivandrum).	3,400.00	3,400.00	1964	1966

1	2	3	4	5	6
6.	'Construction and Standardisation of Achievement Tests for Class VIII' (General Science)—State Bureau of Educational Research, Government of Kerala, Kerala, (Trivandrum).	3,400.00	3,400.00	1964	1966
7.	Effectiveness of Board and University Examinations and suggestions for their improvement, Indian Institute of Technology, Kharagpur.	77,978.00	68,228.00	1962	Project in progress
8.	An Investigation into Basic Vocabulary of Elementary School of Standards I to VII of Mysore. State Education Bureau, Mysore.	15,000.00	11,332.11	1963	1964
9.	Experimental Study of the syllabus of Primary Classes grade I to VI in Single Teacher Schools, G.K. Institute of Rural Education, Gargoti.	4,000.00	3,551.78	1962	1964
10.	Construction and Standardisation of Achievement Tests in Hindi for 1st Standard for Marathi speaking Students from Rural Areas of Vidarbha Region-Janta College of Education, Chanda.	7,450.00	7,376.38	1962	1964
11.	Construction and Standardisation of performance tests of Intelligence for age-group 3 to 10 of U.P. K.G.K. College, Moradabad.	10,520.00	10,673.74	1962	1964
12.	A survey of the facilities available to Students and Teachers for study and work in the Higher Secondary Schools of West Bengal, Department of Statistics, Calcutta University, Calcutta.	36,100.00	36,100.00	1962	1965
13.	A Follow-up Service Study of Trainee Teachers. Thiagaraja College of Preceptors, Madurai.	16,000.00	12,665.24	1962	1965
14.	A Psychological Analysis of factors associated with success and failure in University Education. Allahabad University, Allahabad.	9,000.00	9,000.00	1963	1965

1	2	3	4	5	6
15.	A study of the present set-up of the intramural and inter-school competition in games. Government College of Physical Education, Sri Kanteerava Stadium, Bangalore-25.	3,500.00	3,394.80	1963	1966
16.	An Experiment in Continuation Education for Children Leaving grade IV after the Compulsory Age Limit. G.K. Institute of Rural Education, Gargoti.	7,660.00	7,260.00	1962	1965
17.	An investigation into the predictive potentialities of S.S.C.E. Scores and to prepare Selection Tests for various University Courses. Secondary Teachers' Training College, Sardar Vallabha bhai Vidyapeeth, Vallabh Vidya Nagar, Gujarat.	16,790.00	12,168.24	1962	1965
18.	A study of conformity and deviation among adolescents from a socio-psychological stand-pint. Faculty of Education & Psychology, M.S. University Baroda.	7,820.00	6,268.30	1963	1965
19.	To determine the Basic Vocabulary of Children between the age-group 6 to 14 from class I Elementary to Class VIII in Middle schools in eight districts of Vidarbha. University Training College, Nagpur.	10,070.00	9,645.46	1963	1965
20.	To compare the performance of the candidates at the Matriculation level with the corresponding performance at the Intermediate and Degree Level and thereby to study the prognostic value of the School Leaving Examination marks. D.S. Training College for Women, Ferozepur, Punjab.	13,540.00	12,251.16	1963	1966
21.	A Critical Survey of Social Education Programmes and Procedures in Kaira District. Secondary Teachers Training College,				

1	2	3	4	5	6
	Sardar Vallabhbhai Vidyapeeth, Vallabhbhai Vidya Nagar, Gujarat.	10,000.00	7,953.27	1964	1966
22.	Survey of Adults Reading Needs and Interests. Mysore State Adult Education Council, Mysore.	5,000.00	5,000.00	1964	1966
23.	Factors that determine the continuance of Girls Education of the Higher Secondary Level in Meerut District. N.A.S.S. College, Meerut.	8,820.00	8,820.00	1963	1966
24.	A study of Common Language Difficulties (In English) of Secondary School Children. Government Training College, Trivandrum.	9,420.00	1,800.00	1962	1966
25.	Preparation of Thematic Papers on various aspects whereby Sociology can contribute in the Field of Education. Tata Institute of Social Sciences, Bombay.	10,600.00	10,600.00	1965	1967
26.	Construction and Standardisation of a Battery of Differential Aptitude Tests. College of Educational Psychology and Guidance, Jabalpur.	14,980.00	7,808.79	1961	1966
27.	A Conceptual analysis of falling educational standards. Department of Psychology and Philosophy, University of Lucknow, Lucknow.	4,500.00	4,250.00	1963	1966
28.	A diagnostic study of the aptitudes of College Students. University College of Arts and Commerce, Osmania University, Hyderabad.	17,700.00	8,800.00	1963	1966
29.	Caste and Educational Institutions. Department of Sociology, Karanatak University, Dharwar.	9,600.00	7,744.48	1964	1966

1	2	3	4	5	6
30.	An evaluation of the curriculum offered for the B.Sc. (Home Science) course. Lady Irwin College, New Delhi.	28,068.00	16,187.40	1963	1966
31.	An Experiment in Teaching in Single Teacher Schools in Rural Areas. G.K. Institute of Rural Education, Gargoti.	4,000.00	4,000.00	1965	1966
32.	Construction of Diagnostic Test in Arithmetic for VI, VII, VIII classes of Agra Dist. B.R. College of Education, Agra.	12,181.29	12,181.29	1962	1967
33.	Survey of educationally backward children within the age-group of 3 plus to 13 plus years in the schools of Nagpur. University Training College, Nagpur.	13,000.00	12,449.52	1962	Project in progress.
34.	The significant correlates of Secondary School Failure. Gorakhpur University, Gorakhpur.	19,820.00	19,820.00	1963	1966
35.	Standardisation of plan and layout for school buildings with reference to Northern India. University of Roorkee, Roorkee.	5,900.00	5,450.00	1963	Project in progress
36.	A study of the gifted children. A.G. Teachers College, Navarangpura, Ahmedabad.	12,460.00	10,278.00	1963	1966
37.	Study of Child-behaviour and Child-growth and functional vocabulary of pre-school children. The S.I.T.U. Council of Educational Research, Robertsonpet, Raja Annamalaipuram, Madras-28.	10,600.00	10,600.00	1964	1966
38.	A study of the factors which effect motivation for adult learning. Research Training and Production Centre, Jamia Millia Islamia, New Delhi.	10,000.00	10,000.00	1964	Project in progress.
39.	Longitudinal study of educational, social and emotional development of a small group of children. B.M. Institute, Ahmedabad.	18,400.00	12,900.00	1964	—do—

1	2	3	4	5	6
40.	A study of the educational problems of Scheduled Caste. Department of Sociology, Karnatak University, Dharwar-3.	10,000.00	6,000.00	1964	—do—
41.	An Enquiry into the provision of teaching facilities for English (Equipment, Aid, Methodology) at the standard level in Mysore State. M.E.S. Teachers College, Malleswaram, Bangalore.	5,046.00	4,542.88	1964	1967
42.	Construction and Standardisation of Intelligence Tests for age 5 to adult for Telugu speaking population. University College of Education, Osmania University, Hyderabad (7).	18,000.00	5,000.00	1965	Project in progress
43.	Talent Search. Head of the Deptt. of Applied Psychology, University of Bombay, Bombay.	22,700.00	15,000.00	1965	1967
44.	A survey of academic achievement, reasoning ability and memory in relation to achievement in English among High School pupils attending English medium schools in and around Calcutta. St. Xavier's College, Extension, Services Unit, 20, Park Street, Calcutta-6.	15,200.00	15,200.00	1965	1967
45.	Teachers role in the Indian Secondary School System, study as reviewed by parents, pupils, school administrators and teachers themselves in an Indian Town. Sardar Vallabhbhai Vidyapeeth, Vallabh Vidya Nagar, Distt. Kaira, Gujarat.	8,200.00	8,200.00	1965	Project in progress.
46.	Patterns of Social Recruitment and occupational choice in an Apex Educational Institution. Osmania University, Hyderabad.	4,350.00	3,087.46	1965	1966
47.	Research on Examinations. Bureau of Education Research—Dwing Christian College, Allahabad.	18,600.00	18,600.00	1964	1967

1	2	3	4	5	6
48.	An Investigation into the Psychological Determinants of Indiscipline among the school going students of the Calcutta Metropolis Council of Social and Psychological Research, P. 277-287, Bangur Avenue, Calcutta-23.	28,800.00	17,900.00	1966	1967
49.	Identification of gifted adolescents and a study of their characteristics. Education Department, Punjab University, Chandigarh.	20,040.00	9,900.00	1966	Project in progress
50.	Preparation of word-list for Kannada. Mysore State Adult Education Council, Mysore.	23,000.00	21,500.00	1965	1967
51.	Research Project on Sociology of Education. Tata Institute of Social Sciences, Bombay.	2,35,000.00	2,35,000.00	1965	Project in progress
52.	"Examination Reform". Govt. Hr. Sec. School, Dhansa, Delhi.	3,000.00	2,000.00	1965	—do—
53.	The Impact of Bilingualism on the progress of children in Primary Schools. G.K. Institute of Rural Education, Gargoti.	4,000.00	4,000.00	1966	—do—
54.	Socio-economic background of married women students in the University and their educational problems (with special reference to the S.N.D.T. University). S.N.D.T. Women's University, Bombay.	30,200.00	18,500.00	1966	—do—
55.	An experiment on the effectiveness of improved well defined essays over traditional essays in Gujarati Language. The New Arts College, Vallabh Vidya Nagar.	4,885.00	4,500.00	1966	1967

A P P E N D I X—III

List of Research Projects undertaken by the Departments of the National Institute of Education with partial financial assistance from the U.S. Office of Health, Education and Welfare.

(NIE-HEW PROJECTS)

<i>Pro. No.</i>	<i>Title of the Project.</i>	<i>Department responsible</i>	<i>Year of Com— mencement</i>	<i>Duration</i>
1	2	3	4	5
001	A Survey of Secondary Schools in India.	Deptt. of Field Services.	1963	2 years and 10 months.
002	Achievement Motive in High Schools and Training for it.	Deptt. of Psychological Foundations.	1963	3 years.
003	Scholastic Aptitude Test in Hindi at two levels of School Education.	Deptt. of Psychological Foundations.	1963	3 years and 6 months.
004	Evaluative Criteria for Inspection and Supervision of Secondary Schools.	Deptt. of Field Services.	1963	2 years and 9 months.
005	Wastage and Stagnation in Primary, Middle and Secondary Schools.	Deptt. of Educational Administration.	1963	3 years.
006	Survey of Achievement in Mathematics at three levels of School Education.	Deptt. of Psychological Foundations.	1963	3 years and 6 months.
007	A Study of Costs of Education in India during the period 1961-62.	Deptt. of Educational Administration	1963	2 years and 10 months.

1	2	3	4	5
008	Identification and Incidence of Talent in Elementary and Secondary Schools.	Deptt. of Psychological Foundations	1963	3 years and 6 months.
009	Curriculum for Teaching of Mathematics in Higher Secondary Schools.	Deptt. of Curriculum and Evaluation	1963	2 years and 5 months.

Appendix III (Contd.)

List of Research Projects undertaken by the Departments of the National Institute of Education

Educational Survey Unit

1. Second All-India Educational Survey.
2. Survey of Junior Technical Schools.
3. Survey of Institutions Training Instructors for Physical Education.

Department of Curriculum and Evaluation

4. Cost of Education at the Elementary stage as incurred by parents—A pilot study.
5. An evaluative study of correlated lessons developed in Basic Training Institutes.
6. A comparative study of integrated syllabi.
7. An intensive study of the problems of elementary education in the area served by Government Middle School, Misrod (Distt. Sehore) (M.P.)
8. A pilot study of Single Teacher Schools in Rajasthan.
9. An Intensive Study of the Elementary Teachers Training Institutions in West Bengal.

Department of Psychological Foundations

10. Developmental Norms for Pre-School children (2½ to 5 years).
11. A survey of problems of Urban High School Pupils in India.
12. Stabilisation of abilities and interests in Indian students.
13. Critical Review of Allocation Procedures at the End of the Delta Class.
14. Factors Affecting Career Choices of Adolescents.
15. A Study of Class VIII Annual Examination Marks as a Predictor of Success in Higher Secondary Schools.
16. A study of the self-concept of Bright Underachieving High School Males.
17. A Project on Sociometry to demonstrate the utility of sociometric techniques in classroom settings.
18. A survey of Technical Potential at the Delta Class in local schools.
19. A Validation Study in the Selection of Teacher Trainees for the Two-year course in Government Co-educational Teacher Training Institute, Delhi.

20. Development of a Differential Educational Programme for Academically Superior Children.
21. A Case Study of Educational Development in Rajasthan and Gujarat.
22. A Study of Educational Norms and Changing Teacher Behaviours Through Feed back.
23. Socio-economic Background of Pupils in Higher Secondary Examination of the Delhi Board.
24. Studies on Personality Adjustment and Learning among pupils of Higher Secondary Schools.
25. Effectiveness of Programmed Learning in the Context of Correspondence Courses for the B.Ed. Degree; and the Use of the Instructional Material in Geography in Rural Schools.
26. Some aspects of student unrest.

Department of Teacher Education

27. Second National Survey of Teacher Education at the Elementary Level.
28. Second National Survey of Teacher Education at the Secondary Level.
29. Study of Elementary School Teacher (Distt. Bulandshahr) (U.P.) 1965-66 their qualification, competence, etc.
30. A Study of status of teacher educators at elementary and secondary level in India.
31. A Survey of the paucity of trained teachers in the higher secondary schools of Delhi.
32. A Survey of books written by Indian authors and used in training institutions, both at secondary and elementary level.
33. Study of Self-Actualization in Work of Teacher Educators.
34. A study of the Socio-economic status and Motivation for Teaching of the Teacher Trainees at the Central Institute of Education, Delhi.
35. A comparative study of the Evaluation Procedures in Secondary Training Institutions.
36. A study of Wastage and Stagnation in Elementary Teacher Training Course.
37. A Study to Assess the Effectiveness of Teacher Training Programmes.
38. A study of wastage during and after secondary teacher training.
39. A study of the Qualitative Improvement in Secondary Teachers Training Colleges in India during 1966-68.
40. A Review of Researches in Teacher Education in India.

Department of Audio-Visual Education

41. Opinions of Teachers towards the barriers to use of A.V. Aids in Teaching.
42. A comparative study of Observing Surgical Operation through closed circuit Television with Direct Observation.
43. Investigation into factors restricting use of scientific films in schools with special reference to planning filmshows for physics students.
44. A study of comprehension of visual symbols by the children of a primary school.

Department of Adult Education & Tribal Education Unit

45. A Pilot Enquiry on Village Meeting Places.
46. A Study on Village Meeting Places and Community (Social Education) Centres in Mehrauli Block, Delhi.
47. An Assessment of Radio Rural Forums in Delhi State.
48. Reading Interests and Habits of Village People.
49. An Evaluative Study on Television for Social Education.
50. Survey of Living Conditions of Children in Mehrauli Block.
51. Evaluation of Janata College, Alipur, Delhi State.
52. Health Habits of People in Sukhrali Village.
53. A Study of the Coverage of Social Education in Post-Graduate Teachers Training College in India.
54. Collection of Twelve Case Studies in Methods of Working With Village People.
55. Integrated Literacy Method.
56. Determination of Agricultural Education Needs of Out-of-School Rural Youth Engaged in Farming.
57. Identification of Educational Problems of the Sapras of Orissa.
58. Utilization of Financial Assistance Given by the Govt. of India to Tribal Students.
59. An Evaluation of Literacy Programme in Delhi.
60. Evaluation of Agricultural Television Pilot Project—Delhi.
61. Evaluation of Books for New Literates.
62. Survey of Existing Patterns of Approaches to Adult Literacy.
63. Methods of Food Storage in Some Villages in Delhi.
64. An Integrated Comparative Study of the Selected Tribal Communities Living in Contiguous Areas.

65. Developmental Needs of Tribal People.

Department of Educational Administration

66. A Study of the Administrative Organisation of Educational Systems in Different States.
67. Synchronising School Vacations with Sowing and Harvesting Periods of Principal Crops in Different States of the Indian Union.
68. A Comparative Study of Constitution and Functions of Boards of Secondary Education in India.
69. A Pilot Study on the Utilisation of Plan Expenditure for Libraries of Secondary Schools in Delhi.
70. A Comparative Study of Grant-in-aid Rules for Aided Recognised Secondary Schools in Different States.
71. Comparative Study of Compulsory Education Acts.
72. Administrative Organisation of Educational Planning in India.
73. Educational Planning in India—Quality vs. Quantity in School Education during the Third Plan.

Department of Foundations of Education

74. Organizational and administrative aspects of education in U.S.A., U.K., Nepal and India—A Comparative Study.
75. A Study in Unit Cost at School Stage in India (Project No. 1).
76. Historical Survey of Language (Medium of Instruction) Controversy.
77. Major Problems of Indian Education—in Historical Perspective.
78. Pragmatism in Indian Education—Ancient Period.
79. Values in Modern Indian Educational Thoughts.
80. Traditional Values of the Indian Society and College Students.

APPENDIX—IV

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*Training Programmes of the Departments of the National Institute
of Education (including Workshops, Seminars etc.
(1963-68)*

Department of Field Services
Training Programmes

<i>Sl. No.</i>	<i>Title</i>	<i>Purpose</i>	<i>Duration</i>	<i>No. of participants</i>	<i>Category of participants</i>
1	2	3	4	5	6
1963-64					
1.	Training Course for Co-ordinators (Western & Southern Zones)	To orient new Co-ordinators to plan and execute programmes of Extension Centres. To acquaint them with the programmes of various Departments of NCERT	2 weeks	30	New Co-ordinators
2.	Training Course for Co-ordinators of the Northern & Eastern Zones.	—do—	2 weeks	25	—do—
1964-65					
3.	Training Course for Co-ordinators	—do—	2 weeks	30	—do—

1	2	3	4	5	6
4.	A Course for Training Resource Persons for Experimental Projects	To prepare a core of persons who would be useful to Extension Centres as resource personnel in seminars and workshops on Experimental Projects	one week	33	Lecturers from training colleges of the Western and Southern Zones.
5.	—do—	—do—	one week	28	—do— Eastern & Northern zones.
6.	A Course for Training Trainers of School Librarians	To train four or five competent persons in every state who would train the school librarians in turn	10 days	40	Librarians deputed by the State Governments in Western & Southern Zones.
7.	—do—	—do—	10 days	34	—do— Northern & Eastern Zones
1965-66					
8.	A Course for Training Resource Persons in Class room Experimentation (Northern & Eastern Zones)	Same as in Sl. No. 4 on pre-page	One week	33	Lecturers from Training Colleges.
9.	—do— (Western & Southern Zones)	—do—	one week	30	—do— Western and Southern Zones.
10.	Training Course for Co-ordinators	Same as in Sl. No. 1	3 weeks	30	New Co-ordinators from Extension Services Departments.
11.	Refresher Course for Teachers of Central Schools.	To enrich the content background in <i>History</i>	4 weeks	40	History Teachers of Central Schools.

1	2	3	4	5	6
12.	—do—	To enrich the content background in <i>English</i>	4 weeks	40	Teachers teaching English from Central Schools.
13.	—do—	—do— in <i>Economics</i>	—do—	40	Teachers teaching Economics in Central Schools.
14.	—do—	—do— in <i>Hindi</i>	—do—	40	Teachers teaching Hindi in Central Schools.
15.	—do—	—do— <i>Goography</i>	—do—	40	Teachers teaching Geography in Central Schools.
1966-67					
16.	Training Course for Co-ordinators	Same as in Sl. No. 1	3 weeks	40	Coordinators of Primary & Secondary Extension Centres.
17.	Internship Training	To give training to newly appointed Co-ordinators by interning them in a selected Extension Centre where a special programme for schools have been developed for the purpose.	50 days	6	Newly appointed Cordinators.
18.	—do—	—do—	15 days	5	Selected co-ordinators requiring Internship training.
19.	A Course for Training Resource Persons in Class room Experiments	Same as in Sl. No. 4	One week	30	Training College Lecturers and selected Headmasters.

1	2	3	4	5	6
1967-68					
20.	A Course for Training in Educational Extension Workshops.	To provide training in the theory and practice of educational extension to officers in the State Department of Education State Institute of Education, Guidance Bureaus and training colleges engaging some type of extension work.	Two months	39	Officers from the SIEs Guidance Bureaus, Trg. Colleges deputed by the State Governments.
21.	Course for Training Resource Personnel in Class room Experiments	Same as in Sl. No. 4	One week	30	Lecturers from Trg. Colleges.
22.	Training Workshop in the Development of Instructional Material	To train selected persons in the techniques of developing teaching units.	10 days	24	Selected teachers, Trg. College Lecturers and Content Experts.
23.	—do— (Eastern Zone)	—do—	10 days	24	—do—
24.	—do— (Western Zone)	—do—	10 days	24	—do—
25.	Training Course in Motivation	To orient the trainers in motivation training	one week	20	Co-ordinators, Trg. College Lecturers, Officers from SIEs.
26.	Summer Institute in History (Western Zone)	To enrich content background of teachers teaching history and bring it up-to-date.	5 weeks	45	Teachers from Central Schools.
27.	Summer Institute in History (Eastern Zone)	—do—	5 weeks	45	—do—

1	2	3	4	5	6
28.	Summer Institute in Geography (Northern Zone)	—do—	5 weeks	40	Teachers from Secondary Schools.
29.	Summer Institute in Geography (Southern Zone)	—do—	5 weeks	40	—do—
30.	Summer Institute in Economics	—do—	5 weeks	40	—do—

Extension Programmes

<i>Sl. No.</i>	<i>Title</i>	<i>Purpose</i>	<i>Duration</i>	<i>No. of Participants</i>	<i>Category of Participants</i>
1	2	3	4	5	6
1963-64					
1-6	Six State-level Seminars on Intensive School Improvement	i) To help schools involved in developing school improvement plan ii) Help them to understand the leadership role of Principal/Headmaster in School Improvement Programmes iii) Discuss the plans prepared by the schools for school improvement.	On an average 40 per seminar Total: 240		Principals/Headmasters of Schools.
7-8	Two Seminars of Teachers Undertaking Experimental Projects.	To discuss with teachers in detail their plan of implementing the Experimental Projects approved by the departments for financial grant and thereby to improve the quality of class room experimentation	3 days	42 in both Seminars	Teachers in charge of experimental projects.
9.	Seminar-cum-workshop of Inspecting Officers of Secondary Schools of Punjab, H.P., Delhi.	To discuss a proposal of study and investigation in the field of inspection and supervision in the schools.	4 days	17	Inspecting Officers
10.	Seminar on Supervision and Inspection for Inspecting Officers of Delhi Municipal Corporation	To discuss the problems of schools at the elementary level and to discuss the project proposal for the evaluation and supervision of schools (Research Project to be undertaken by NIE)	7 days	32	Inspecting Officers.



1	2	3	4	5	6
11.	Workshop for School Librarians	To develop a programme of improvement of school libraries in Punjab.	6 days	49	Teacher librarians and librarians from training colleges.
12.	Conference on Teacher Education	To discuss the programme of Teacher Education and make recommendations for the improvement of professional preparation of teachers in the country, specially in the fourth five year plan.	6 days	40	Officers from UGC, Planning Commission, Ministry of Education, NCERT. Universities and Training Colleges.
13-16.	Zonal Conferences of Officers of Extension Services Deptts.	To review work done in the course of the year and to plan out the work for the next year.	4 days	180 in all	Hon. Directors and Co-ordinators of Extension Services Deptts. and representatives from the State Deptts. of Education.
17.	National Meet of the Winners in the Programme of Seminar Readings	To bring the winners of the awards together, arrange their meeting with experts in the subjects providing a forum for research workers to meet the classroom teachers and vice-versa and to give recognition to the winners of the awards.	3 days	20	Teachers, Principals of the Schools.
1964-65					
18-23.	Follow-up workshops of Headmasters on intensive school improvement	Review the workdone by the Headmasters on plan discussed in earlier seminar and provide a forum for exchange of experiences.	3 days	203 in all	Headmasters of schools which had undertaken a programme of school improvement.
24-29.	Seminars on Intensive School Improvement	i) Help the schools in developing a plan of school improvement	5 days	235 in all	Principals/Headmasters of schools in Jammu & Kashmir.

1	2	3	4	5	6
		ii) Help them to understand the leadership role of Principals/Headmasters in a programme of School Improvement. iii) Discuss plans prepared for school improvement.			U.P., Maharashtra, Assam, Madras and Madhya Pradesh,
30-35.	Workshops of teachers in-charge of Experimental projects	Discuss plans for implementing experimental projects approved for financial grant (Extension Centres covered; Ferozepur, Poona, Udaipur, Delhi, Baroda and Raipur).		240 in all	Teachers incharge of experimental projects.
36-49.	State level Conferences of Hon. Directors and Co-ordinators. 14 Conferences	i) To review the programmes of Extension Centres at the State-level ii) To coordinate the programmes of Extension Centres with the needs of State Department. iii) To develop a coordinated programme of extension and in-service education in the state.	3 days for each	410 in all	Hon. Directors and Co-ordinators of Extension Services Departments and Officers from State Departments of Education.
50.	Seminar on School Administration	To discuss the role of principal as an academic leader and problems of school administration.	5 days	30	Headmasters/Principals from Schools in Madras State.
51.	State-level Conference of Inspecting Officers of Rajasthan	To discuss the tentative evaluation proforma prepared by DES under the project NIE-HEW 004 Project with the officers of Rajasthan.	2 days	25	Inspecting Officers

(1)	(2)	(3)	(4)	(5)	(6)
52.	All-India Meet of the Winners in the programme of Seminar Readings	Same as in Sl. No. 17	3 days	20	Teachers and Principals of schools.
1965-66					
53-60.	Eight workshops for preparation of Bibliography of supplementary reading material	To prepare bibliography of supplementary reading material		96 in all	Teachers from Secondary Schools.
61-65.	Five Working Groups to develop syllabi for refresher courses in History, Geography, English, Economics and Hindi.	To prepare a syllabus for the summer refresher courses to be organised for the teachers of Central Schools	4 days for each	30 in all	Teachers from Central Schools.
66.	National meet of the Winners in the programme of Seminar Readings	Same as in Sl. No. 17	3 days	30	School teachers
67.	National Convention on Educational Extension	To review the extension work in the country and to develop a theoretically framework in educational extension in India. To strengthen the programme of educational extension in the country.	5 days	200	Hon. Directors and Coordinators of Extension Services Deptts. and representatives of State Deptts. of Education.
1966-67					
68-69.	Follow-up seminars of Headmasters on School Improve-	To i) review the work done, ii) develop a new thinking,	6 days	35	Headmasters of secondary schools where the programme

(1)	(2)	(3)	(4)	(5)	(6)
	ment programme	iii) discuss the role of evaluation and instruments developed by DFS iv) consider the programme of collecting, compiling and disseminating tested practices as related to furtherance for the school improvement programme			of school improvement is going on.
70-72.	Seminars on Intensive School Improvement	Same as under Sl. Nos. 24-29	5 days	90 in all	Headmasters and gazetted inspectors of schools.
73-76.	Zonal Conferences of Hon. Directors of Extension Services Departments.	To discuss the role and responsibility of the Principal of a Trg. College in organising the educational extension.	4 days	40	Hon. Directors of Extension Services Departments.
77.	All-India Meet of the Winners of National Awards in the programme of Seminar Readings.	Same as in Sl. No. 17	3 days	30	School teachers
78.	Seminar on Functional Use of School Libraries	To discuss the plans of improvement of school libraries (Districts of Meerut, Ferozepur and Ajmer)	7 days	40	HMs., teachers, Hon. Directors and Co-ordinators of Extension Centres and DEOs'.
79.	Seminar on Innovations in Education	i) To discuss various studies in the field of diffusion of innovation in India. ii) To discuss the diffusion process in Educational innovations in the field of industry, in the field of agriculture etc. iii) to bring together the thinking of experts in different areas like a griculture	6 days	20	Extension workers from agriculture, industry and education, professors from the departments of psychology and sociology and coordinators of Extension Services Departments.

1	2	3	4	5	6
		extension, extension work in community development etc. and thereby to identify the problems of diffusion of innovations in the field of education.			
80-87. Zonal Conferences of Co-ordinators and Hon. Directors for Primary and Secondary Extension Centres.		To review the work done in the course of the year and to plan out the work for the next year days	5 to 6 days	180 in all	Hon. Directors and Co-ordinators from Primary and Secondary Extension Centres and representatives from State Deptts. of Education.
88-91. Follow-up workshops on Intensive School Improvement.		Same as under Sl. No. 24-29.			
92. Workshop in Instructional material.		To screen the instructional material developed in Extension Centres.	10 days	44	Subject matter experts from University Deptts. trained personnel in the field of preparing instructional material.
93. Seminar on Upgraded Schools		To develop a plan of trying out on an experimental base the integrated unit in an elementary school based on the recommendation of the Education Commission.	5 days	15	Principals of Primary Trg. Schools, Co-ordinators, Inspecting Officers, Members from DSE and DCE.
94. National Meet of Winners of Awards in the programme of Seminar Readings		Same as in Sl. No. 17	3 days	30	School teachers.

Educational Survey Unit

Training Programmes

<i>Year</i>	<i>Sl. No.</i>	<i>Title of the Course</i>	<i>Purpose</i>	<i>Duration</i>	<i>Category of participants</i>
1	2	3	4	5	6
1965-66	1.	Training Course for State Survey Officers	To revise Data of first Educational Survey and to collect data required for preparation of district development plans for education.	10 days.	State Survey Officers.

SEMINAR, WORKSHOPS AND WORKING GROUPS

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|----|--|---|----------|--|
| 2. | Seminar of the State Survey Officers | To discuss the writing of the Report for the Second Educational Survey of the States, to discuss the programme of district development plans for education. | 4 days. | All the State Survey Officer in charge of the Second Educational Survey in the various States and Union Territories. |
| 3. | Workshop for developing District Development Plans for Education at Dhar (Madhya Pradesh) | To work out a comprehensive plan for developing the necessary tools and materials. | 15 days. | Deputy Inspectors of Schools and Block Education Officers. |
| 4. | Workshop for finalizing the questionnaire for the Survey of high/higher secondary/multipurpose schools offering Agriculture stream/group under effective/optional/diversified course at Delhi. | To study the functions of the course. | 6 days | For specialists in the field of agriculture education. |

(1)	(2)	(3)	(4)	(5)	(6)
5.	Workshop for developing the questionnaire for the survey of high/higher Secondary/multipurpose schools offering Technical (Engineering) stream/group under elective/optional diversified course at Vallabh Vidyanagar, Anand.	To study the functions of the course.	6 days		Teaching staff of polytechnic and Junior Technical Schools.
6.	Workshop for developing schedule for the Survey of Junior Technical Schools, at Vallabh Vidyanagar, Anand.	To develop schedule of the survey.	6 days		Teaching staff of polytechnic and Junior Technical Schools.
7.	Workshop for finalising the Survey of the Colleges and Institutes of Physical Education at Mysore.	To have a knowledge regarding the training facilities available in the country for teachers of Physical Education.	6 days		Specialists (Principal and Director) in the field of Physical Education.
8.	Workshop for finalising the questionnaire for the survey of the Institutions for Deaf, Mute and Dumb, at All-India Institute for Hearing and Speech, Mysore.	To investigate into the facilities available in the country for training the Deaf, Mute and Dumb.	6 days		Research and teaching staff of the All India Institute for Hearing and Speech, Mysore.
9.	Workshop for finalising the questionnaire for the survey of the institutions for the Blind at Central Blind School, Dehra Dun.	To investigate the facilities available in the country for training the blind.	6 days		Teaching Staff of the Central Blind School as also the staff engaged in preparing Braille.

Department of Science Education

Training Programmes

<i>Sl. No.</i>	<i>Title.</i>	<i>Purpose</i>	<i>Duration</i>	<i>No. of participants</i>	<i>Category of Participants</i>
1	2	3	4	5	6
1963					
1.	General Science Refresher Course.	To improve the content knowledge of the general science teachers in various branches in which they are deficient.	30 days	46	Secondary school teachers of general science.
2.	General Science Refresher Course.	To improve the content knowledge of the general science teachers in various branches in which they are deficient.	31 days	53	Secondary school teachers of general science.
1966.					
1.	Orientation programmes of experimental school teachers.	To explain the philosophy and objectives of the experimental project of teaching science at the middle level and the method of its implementation.	2 days	30	Graduate teachers of selected secondary schools.
1966-67					
1.	Training of teachers of experimental project in physics, che-	To train the teachers of the experimental schools in the content and	4 weeks	60	Trained graduate science teachers of secondary schools

1	2	3	4	5	6
	mistry, biology and mathematics.	methodology of the new syllabi of science as elective subject in the middle schools.			of Delhi.
<i>Extension Programmes</i>					
1963-64					
1.	Workshop for selected awardees of Science Talent Search.	To give an enrichment programme to the selected scholars under the Science Talent Search Scheme through contact with University teacher and scientists.	10 days	12	Selected awardees of the Science Talent Search Scheme of 1963.
2.	Science Fairs at 80 Extension Service Centres and State level fair at Bangalore.	To support the science club movement.	3 to 7 days		Students and teachers of secondary schools and training institutions.
3.	3 Workshops for Science club sponsors at Lucknow, Ahmedabad and Chandigarh.	To train science club sponsors in the organisation of science clubs and science fairs and in the use of simple equipment.	10 days each	20 in each (Total 60)	Selected teachers and sponsors of science clubs from secondary schools.
1964-65					
1.	Second National Seminar of Science Consultants.	To review the work done by the Consultants in various States during the last two years and to examine their methods and procedures adopted by them on the recommendations of the first Seminar.	1 week	9	Science Consultants from the States.

1	2	3	4	5	6
		To develop a plan for the improvement of science education through the State Consultative machinery.			
2.	Workshops for science club sponsors at Poona, Hyderabad, Udaipur, Mysore and Kalyani.	To help sponsors in the establishment of model science clubs and train them in organising activities for the science clubs.	10 days each	89	Sponsors of selected science clubs of secondary schools.
3.	5 Workshops for Science Talent Search awardees at Delhi, Lucknow, Calcutta, Ahmedabad and Hyderabad.	To provide an enrich programme of science to the selected awardees through contact with University scientists and teachers.	7 days each		Awardees of the Science Talent Search Scheme of 1963 and 1964.
4.	Science Fairs—270 district level, 78 regional level and 2 state level fairs at Chandigarh and Mysore.	To stimulate science club activities.	3 to 7 days		Students of secondary schools.
1965-66					
1.	4 workshops for science club sponsors at Allahabad, Vizianagaram.	To train sponsors of science clubs of various zones in organising science club activities.	10 days each	80	Secondary school Teachers of Science.
2.	Science Fairs—260 district level, 85 regional level and 3 state level at Madhya Pradesh, Gujarat and Mysore.	To promote the activities club at various levels.	2 to 7 days		Secondary school students.

1	2	3	4	5	6
3.	5 Summer schools of Science Talent Scheme awardees at Delhi, Bhubaneswar, Meerut, Hyderabad.	To provide and enrich science programme to the awardees of the Science Talent Search Scheme.	1 month each	—	Selected awardees of National Science Talent Search Scheme of 1963 to 1965.
4.	Workshop on the position of science education at the elementary training school at Mysore.	To study the existing position of science education at the elementary training school and make recommendations for the improvement and preparation of sample teaching materials combining content and methodology for two years' course.	10 days	15	Teachers of training colleges, science consultants and selected secondary school teachers.
5.	Workshop for preparing a guide-book for teaching science at the primary schools level at Poona.	To prepare a guide-book for teaching science content and methods for the elementary school teachers.	10 days	—	Science teachers trained from elementary schools, secondary schools and training colleges.
6.	Conference of Directors of State Institute of Science Education.	To plan the programme of work, the role and functions of the State Institute of Science for the next five years.	5 days	—	Directors of State Institutes of Science/science units.
1966-67					
1.	6 summer schools in physics, chemistry, biology and mathematics at Allahabad, Delhi, Patna, Bangalore, Calcutta and Bombay for the Science Talent Search awardees.	To provide a rich and accelerated programme in the subject areas according to the choice of the awardees at various University Centres under the direction of eminent scientists and University professors.	1 month	—	Awardees of the Science Talent Search of 1963-66.

1	2	3	4	5	6
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1967-68

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|----|---|--|---------|---|---|
| 1. | 15 Summer schools at different University Centres in Physics, Chemistry, Biology, & Mathematics for Science Talent Search awardees. | To provide accelerated programmes to different categories of Science Talent Search awardees in accordance with their subject specialisation. | 1 month | — | Awardees of National Talent Search Scheme from 1963-67. |
|----|---|--|---------|---|---|

Department of Curriculum and Evaluation

Training Programmes: A. (Curriculum Development Programmes)

1963-64

Sl. No.	Title	Duration	No. of participants	Category of participants
1	2	3	4	5
1.	A Training Course in 'Reading'	One Month	22	Teachers training college lecturers AID consultants.
2.	Training programme for orienting teachers in the use of Reading Project materials (for class I).	5 days	40	Teachers supervisory staff.
3.	Short term course on textbooks writing, production, editing and research	One month	30	Lecturers from training colleges and state institute of Education, Textbook officers.
4.	—do— (for Bihar) for classes I-V	4 days	60	Teachers supervisory staff.
5.	—do— (for Delhi, M.P. and Bihar)	14 days		—do—
6.	Training programme for orienting teachers in the use of Reading Project materials (for Bihar) class I-V	10 days		Teachers supervisory staff.
7.	Training programme for introducing social studies materials	10 days	63	Teachers, Principals, Supervisory staff.
8.	Language Laboratory Workshop	13 days	30	In-service English teachers of secondary schools in Delhi (Private schools)
9.	Language Laboratory Workshop	13 days	29	In-service English teachers of secondary schools of Delhi Administration.

1	2	3	4	5
10.	Language Laboratory Training Course	7 days	24	In-service English teachers of middle classes Delhi Administration schools.
11.	Language Laboratory Training Course	7 days	22	In-service English teachers of middle classes private schools in Delhi.

Extension Programmes

Sl. No.	Title	Objectives	Duration	No. of Participants	Categories of persons who participated
1	2	3	4	5	6
1963					
1.	All India seminar in History.	To discuss the syllabus in History and format at teachers' Hand-book.	6 days	26	Teachers, training college lecturers and university lecturers.
2.	A seminar in social studies.	To review the existing position of social studies in various states of India.	7 days	25	—do—
3.	Work of Hindi teachers and Lecturers of training colleges.	To discuss the problems about the level of attainment in various linguistic abilities of higher secondary students.	10 days	20	Teachers and Lecturers from training colleges.
4.	Seminar on the implication of change-over to metric system of weights and measures in the teaching of mathematics.		10 days	17	Teachers and training college lecturers.
5.	All-India social studies workshop	To discuss the syllabus in social studies.	7 days	25	Teachers, training college lecturers, university lecturers.
6.	Seminar on reading.	(i) To compile pupils' reaction spoken vocabulary. (ii) To orient teachers in the new methods of teaching mother-tongue.	3 days	40	Teachers, training college lecturers, U.S., A.I.D. consultants.

1	2	3	4	5	6
7.	In All India Workshop in connection with Young Readers Guide to India.	(i) To review the understandings likely to be developed among children. (ii) To finalise the list of content. (iii) To draw conclusions regarding the directions to be given to authors.	4 days	15	Headmasters and training college and university lecturers.
8.	Workshop for determining the expected level of attainment of linguistic abilities.	(i) To finalise the list of linguistic abilities for middle classes. (ii) To prepare the plans for the try-out.	4 days	15	Training college and university lecturers.
9.	All-India History Workshop.	To consider the draft syllabus in History at the Higher Secondary level.	6 days	20	Teachers, training college lecturers and university lecturers.
10.	All India workshop for the preparation of an illustrated childrens' constitution of India.	(i) To scrutinize the draft prepared by the Department and suggest suitable illustrations.	4 days	20	Teachers, training college lecturers and university lecturers.
11.	All India workshop on Childrens' literature.	(i) To locate deficiency in regard to childrens' literature in Hindi. (ii) To develop a criteria for writing for children.	4 days	15	Teachers, authors of Children's books.
12.	All-India social studies workshop.	To review determined syllabus in social studies.	7 days	25	Teachers, training college and university lecturers.
13.	Workshop on Childrens' literature project.	To discuss and finalise books for children and item criteria.	5days	15	Teachers, authors of children's books training college lecturers.

1	2	3	4	5	6
14.	All-India Workshop on Young Readers Guide to India project.	To discuss the sample chapters prepared at the Department.	4 days	17	Lecturers from colleges, training colleges.
15.	Workshop in connection with the project on Linguistic Abilities of students.	To discuss the replies received in response to the questionnaires sent to teachers.	8 days	20	Training college lecturers.
16.	Two conferences in connection with the project on class-size and effective teaching.	To discuss the problems of large class.	3 days	15	Teachers, inspectors of schools.
17.	The Second All-India History Workshop.	To discuss the final draft of the syllabus and handbook.	7 days		Training college lecturers.
18.	The Fourth All-India social studies workshop.	To prepare a detailed curriculum guide on the syllabus for classes IX to XI.	9 days	20	Teachers, training college and college lecturers.
19.	Workshop on Curriculum in Mathematics.	To discuss the concepts of objective of general mathematics.	10 days	20	Teachers, Principals, Training college lecturers.
1965					
20.	Workshop on Curriculum in Mathematics.	To discuss the foundations of mathematics curriculum.	10 days	15	College and Teacher Training college lecturers.
21.	Workshop of Curriculum in Mathematics	To discuss the content its, selection, Organization, and scope.	10 days	20	Teachers, College and teacher training college lecturers.
22.	Workshop on Teaching of English.	Discuss the problems of teaching English.	3 days	18	Teachers of Delhi schools.

1	2	3	4	5	6
23.	All India Workshop on handbook for History teachers.	To review the chapters of Handbook in History for H.S. School.	16 days	16	Teachers, training college lecturers.
24.	Workshop on the preparation of language textbooks.	To discuss the principles and procedures for writing the language textbooks. To orient participants with the new methods and approach in writing language textbooks.	8 days	20	State Institute of Educations and Departments of Education representatives, college lecturers.
25.	Workshop on the preparation of handbook in social studies for teachers of primary classes.	To discuss and finalise the content and format of the handbook developed in the department.	10 days	20	Teachers training college and college lecturers.
26.	Workshop on 'Children's literature.'	To review Children's books available in Hindi in order to prepare an annotated Bibliography of good books.	7 days	15	Teachers.
27.	—do—	—do—	9 days	17	Teachers.
28.	Seminar on problems of Textbook writing, production etc.,	(i) To discuss problems of Textbook writing, production etc., (ii) To prepare guidelines for the promotion of national integration (iii) To finalize course content for short term course on textbooks.	7 days	25	Textbook officers, Principals, Textbook Bureau Staff.
29.	All India Workshop on the Preparation of Instructional Materials in History, Geography, Civics, Economics and Social Studies.	(i) To train resource persons in the preparation of Teaching Units. (ii) To finalise the units prepared in the department.	10 days	50	University lecturers, Training College lecturers, teachers.

1	2	3	4	5	6
30.	Seminar for the discussion of the script of Regional Geography textbook prepared for the panel.	(i) To finalise the textbook on Regional Geography. (ii) To orient persons from States.	6 days	33	University lecturers, training college Lecturers, teachers.
31.	Workshop for determining the Linguistic abilities of children at middle and H.S. Level.	To determine the expected level of attainment in linguistic abilities of pupils at H.S. Level.	10 days	15	Training College lecturers.
32.	Workshop on Children's Literature.	To review children's books and prepare annotated bibliography.	7 days	12	Teaching authors of childrens' books.
33.	Workshop on the preparation of instruction materials in Maths, & English.	(i) To train resource persons in the preparation of teaching Units in Maths. & English. (ii) To prepare sample Teaching Units.	7 days	28	College lecturers. Training College Lecturers, Teachers.
34.	Workshop to develop a preservice training programme in Social Studies for primary classes.	To prepare a syllabus for preservice training programme of social studies teachers.	7 days	19	Teachers, training College lecturers.
35.	Workshop to discuss the final draft of Teachers Manual of Class VI textbook in Hindi.	To discuss and finalise the draft of the manual.	7 days	6	Authors of textbook teachers lecturers.
36.	Review group for class VII Hindi textbook.	To review and finalise the Hindi Text book for class VII.	7 days	6	Teachers Review group members.
37.	Workshop on the preparation of Instructional Materials for middle classes in Social Studies History, Geography Civics and Hindi.	(i) To train resource persons in the preparation of Teaching Units.	15days	50	Teachers, College lecturers, Training college lecturers.

1	2	3	4	5	6
		(ii) To prepare sample Teaching Units.			
38.	Workshop on the preparation of Instructional Materials for middle classes in Maths, Physics, Chemistry and Biology.	—do—	15 days	50	—do—
39.	Review group for Social Studies books in English.	(i) To discuss the drafts of the Chapters. (ii) To discuss the approach to the Lessons.	3 days	8	Teachers Directorate of Education—Delhi-Staff.
40.	Review group for Hindi Textbooks for class VIII	To discuss and finalise the draft of the textbook.	4 days	1	Reviewer appointed
41.	Workshop for the preparation of Teaching Units in mathematics for primary classes.	i. To train persons in preparing Teaching Units. ii. To prepare sample Teaching Units.	10 days	18	Teachers, Training College Lecturers.
42.	Workshop to review the social studies text-books (Eng.) for classes III & IV.	To discuss and finalise the draft of the manuscripts.	10 days	8	Teachers; appointed reviewers.
43.	Workshop for the training of Resource persons in the preparation of Instructional Materials. (Held at Patna).	i. To train persons in the preparation of Teaching Units. ii. To prepare sample Teaching Units.	10 days	47	Teachers.
44.	Workshop for the development of handbook in Social Studies.	i. To discuss the plan of handbook. ii. To prepare sample units on content and methodology for handbook.	10 days		Teachers, lecturers in training colleges.

1	2	3	4	5	6
1968					
45.	Workshop for determining linguistic abilities for H.S. School pupils.	To determine the linguistic abilities.	4 days	13	Training college lecturers.
46.	Workshop for the training of Resource persons in the preparation of Instructional Materials (held at Kurnool).	i. To train persons in the preparation of Teaching Units. ii. To prepare sample units.	10 days		Teachers, Inspectors of Schools.

Training Programmes: B. Examination Reform Programmes

<i>S. No.</i>	<i>Title</i>	<i>Purpose</i>	<i>Duration</i>	<i>No. of Participants</i>	<i>Category of Participants</i>
1	2	3	4	5	6
1.	Training Course of State Evaluation Officers.	i) To bring about co-ordination in the work of the State Evaluation Units. ii) To orientate the personnels in the techniques of evaluation.	10 days	12	Directors and Evaluation Officers.
2.	Training Course in Educational Evaluation.	To develop a nucleus of trained persons in evaluation.	2 months	43	Training college Lecturers, State Evaluation Officers, Persons from Departments of Education, Officers from Army Education Corps.
3.	Training Course for Paper setters.	To train the paper setters of different Boards.	23 days	48	Paper setters.
4.	Training Course in Educational Evaluation.	To develop a nucleus of trained personnel in the country.	2 months	34	Training College Lecturers/ State Evaluation Officer personnel, personnel from Boards, officers from Army Education Corps.
5.	—do—	—do—	2 months	43	—do—

I. Extension Programmes

<i>S.No.</i>	<i>Title</i>	<i>Purpose</i>	<i>Duration</i>	<i>No. of Participants</i>	<i>Category of Participants</i>
1	2	3	4	5	6
1963					
1.	Workshop for the paper setters of Social Studies and General Science, Maharashtra Board held at Panchgani.	a) To orientate present and prospective setters in the concept and techniques of evaluation. b) To train them for preparing improved questions and question papers. c) To prepare sample evaluation material.	9 days	44	a) Present and Prospective paper setters. b) Senior moderators.
2.	Workshop for the paper setters and Senior moderators of Social Studies and General Science Maharashtra Board held at Karad.	—do—	8 days	16	—do—
3.	Workshop for the paper setters of Elementary Maths., General Science and Social Studies Rajasthan Board held at Ajmer.	—do—	8 days	67	—do—
4.	Workshop for the paper setters of General Science, Social Studies and Elementary Maths., Gujarat Board at Anand.	—do—	10 days		

1	2	3	4	5	6
5.	Workshop for the paper setters and Moderators in General Science, Social Studies and Elementary Maths., Rajasthan Board held at Ajmer.	a) To orientate present and prospective paper setters in the concept and techniques of evaluation. b) To train them for preparing improved questions and question papers. c) To prepare sample evaluation material.	6 days	45	a) Present and prospective paper setters. b) Senior moderators.
6.	Workshop for the paper setters in General Science, Social Studies and Elementary Maths., Gujarat Board held at Surat.	—do—	6 days	25	—do—
7.	Workshop for paper setters and Sr. Moderators in Social Studies, Maths., and General Science Maharashtra Board held at Aurangabad.	—do—	6 days	63	—do—
1964					
8.	Workshop for Paper setters and Sr. Moderators of Maths., General Science, Social Studies Mysore Board held at Bangalore.	i) To orientate present and prospective paper setters in the concept and techniques of Evaluation. ii) To train them for preparing improved questions and question papers.	10 days	53	Present and prospective paper setters, Senior Moderators.

1	2	3	4	5	6
9.	Workshop for Paper setters and Sr. Moderators of General Science, Maths., and Social Studies Gujarat Board held at Anand.	—do—	6 days	60	—do—
10.	Second Workshop for paper setters, Deptt. of Education Mysore, at Belgaum.	To prepare brochure and sample question paper circulation to Schools and to finalize its brochure of unit tests.	10 days	56	Present and Prospective paper setters and Senior moderators for schools and colleges.
11.	1st Workshop for paper setters Board of Secondary Education, Rajasthan, at Udaipur.	a) To orientate present and prospective paper setters and senior moderators. b) To provide practical training in preparing evaluation material. c) To prepare unit test.	10 days	61	—do—
12.	1st Workshop for paper setters S.S.C.E. Board Gujarat, at Anand.	—do—	7 days	33	—do—
13.	Working Group for the preparation of Evaluation Material, S.S. C.E. Board Gujarat, at Anand.	To finalize evaluation material for being printed and circulated.	7 days	33	—do—
14.	1st Workshop for paper setters Vidarbha Board of Secondary Education, Nagpur.	a) To orientate present and prospective paper setters and Senior Moderators. b) To provide practical training in preparing evaluation material. c) To prepare unit test.	10 days	58	—do—

1	2	3	4	5	6
15.	1st Workshop for paper setters Punjab University, Chandigarh.	a) To orientate present & prospective paper setters & senior moderators b) To provide practical training in preparing evaluation material. c) To prepare unit test.	8 days	30	Present and Prospective paper setters and Senior Moderators for schools and colleges.
16.	1st Workshop for paper setters S.S.C.E. Board, Maharashtra, at Panchgani.	—do—	10 days	56	—do—
17.	IIInd Workshop for paper setters Board of Secondary Education, Rajasthan.	To prepare brochure & sample question paper for circulation to Schools and to finalize the brochure of Unit test.	10 days	56	—do—
18.	IIInd Workshop for Paper setters S.S.C.E. Board Maharashtra, Khandala.	—do—	10 days	34	—do—
19.	IIInd Workshop for paper setters S.S.C.E. Board Gujarat, Ahmedabad.	—do—	7 days	35	—do—
20.	IIInd Workshop for paper setters Vidarbha Board of Secondary Education, Nagpur.	—do—	10 days	45	—do—
21.	1st Workshop for paper setters Board of Secondary Education, M.P., Bhopal.	a) To orientate present and prospective paper setters and senior moderators.	10 days	60	—do—

1	2	3	4	5	6
		b) To provide practical training in preparing evaluation material. c) To prepare unit test.			
22.	Workshop for middle school paper setters Punjab Education Deptt., Chandigarh.	a) To orientate present and prospective paper setters and senior moderators. b) To provide practical training in preparing evaluation material. c) To prepare unit test.	7 days	54	Present and prospective paper setters and Senior Moderators for schools and colleges.
23.	Working group of paper setters for finalization of specimen papers, Board of Secondary Education, Rajasthan, Ajmer.	To finalize evaluation material for being printed and circulation.	3 days	9	—do—
24.	—do—	—do—	3 days	14	—do—
25.	Working group of paper setters for finalization of specimen papers, Gujarat S.S.C.E. Board, Baroda.	—do—	7 days	17	—do—
26.	Working group of paper setters for finalization of specimen papers, Maharashtra S.S.C.E. Board, Poona.	—do—	10 days	16	—do—
27.	Working group of paper setters for finalization of specimen papers, Board of Sec. Education, Rajasthan. Aimer.	—do—	5 days	12	—do—

1	2	3	4	5	6
28.	Working group of paper setters for finalization of specimen papers, S.S.C.E. Board, Maharashtra, Poona.	—do—	5 days	19	—do—
1965					
29.	Workshop for paper setters in Eng., Maths., Physics, Chemistry, History and Geography, Vidarbha Board held at Nagpur.	To prepare personnel who may assume local leadership and assist the various educational agencies of the state in implementing examination reform.	10 days	40	Present & Prospective paper setters.
30.	Workshop for paper setters, Rajasthan Board held at Udaipur.	—do—	10 days	55	—do—
31.	Workshop for paper setters in Eng., Hindi, Social Studies and General Science, M.P. Board held at Bhopal.	To prepare brochures of sample question papers for circulation to schools and to finalize brochure on unit tests.	10 days	55	—do—
32.	Workshop for paper setters in English and Hindi, Rajasthan Board held at Ajmer.	—do—	10 days	44	—do—
33.	Workshop for paper setters for middle class in Maths., General Science, Social Studies, Hindi and English, Punjab Education Department held at Chandigarh.	—do—	9 days	38	—do—

1	2	3	4	5	6
34.	Workshop for paper setters for Directorate of Education, Delhi.	—do—	8 days	72	—do—
35.	Workshop for paper setters for middle class in Eng., Hindi, Urdu, Maths., General Science, Social Studies, Directorate of Education, Delhi.	i) To orientate in the concept & techniques of Education Evaluation ii) To provide practical training in preparing Evaluation material. (iii) To prepare unit test.	11 days	70 ³⁸	Present and prospective paper setters.
36.	Workshop for Paper setters of English, Hindi, Gujarati, Gujarat Board held at Aliabada.	—do—	7 days	36	—do—
37.	Workshop for paper setters of English and Hindi, Rajasthan Board held at Ajmer.	—do—	10 days	55	—do—
38.	Experiment on practical Examination Rajasthan Board held at Ajmer.	To improve the programme and practices involved in practicals.	3 days	57	—do—
39.	—do— at Udaipur.	—do—	4 days	12	—do—
40.	Working Group Rajasthan Board held at Ajmer.	To plan question paper in Elementary Maths. for Class X.	2 days	3	—do—
41.	—do—	To plan question papers in Maths. and Biology.	2 days	10	—do—
42.	Working Group in Eng., Marathi, Hindi, Maths., Social Studies, Maharashtra held at Poona.	To finalise evaluation material for being printed.	2 days	3	Present and prospective paper setters.

1	2	3	4	5	6
43.	Working Group for Maths, Biology, General Science, Physics and Chemistry, Rajasthan Board held at Ajmer.	—do—	10 days	26	—do—
44.	Workshop on Internal Assessment, Rajasthan Board held at Ajmer.	—do—	8 days	65	School Teachers
45.	—do—	—do—	4 days	60	—do—
46.	First Workshop for Paper setters, Board of Secondary Education, Rajasthan.	Training the paper setters in History, Geography, Civics & Economics.	10 days	56	Paper setters, present and prospective.
47.	—do— Board of Secondary Education, M.P.	—do—	10 days	51	—do—
48.	—do— State Deptt. of Education, Kerala.	Training of paper setters in Malayalam, Hindi, English, Social Studies, Maths., Science.	10 days	61	—do—
49.	—do— State Deptt. of Education, Andhra Pradesh.	Training of paper setters in Social Studies, Maths, Physical Science, Biological Science.	10 days	46	—do—
50.	First Workshop for paper setters, State Department of Education, Madras.	Training of paper setters in English, Tamil, Maths., History, Geography, General Science.	10 days	61	Paper setters, present and prospective.

1	2	3	4	5	6
51.	Second Workshop of paper setters, Board of Secondary Education, M.P.	Training the paper setters in History, Geography, Civics, Economics & Preparation of Sample Brochures on question papers & Unit tests.	10 days	38	—do—
52.	Second Workshop of paper setters, State Department of Education, Andhra Pradesh.	Training of paper setters in Social, Studies, Physical & Biological Science, Maths. & Preparation of Sample Brochures.	10 days	34	—do—
53.	—do— Board of Secondary Education, Rajasthan.	Training of paper setters in History, Geography, Civics & Economics & preparation of sample brochures on question papers & Unit tests.	10 days	57	—do—
54.	—do— State Deptt. of Education, Kerala.	Training for paper setters in Malayalam, Hindi, English, Social Studies, Science & Maths.	10 days	58	—do—
55.	Workshop on Internal assessment, Board of Secondary Education, Rajasthan (Exp. Project).	To train project personnel in the techniques of assessment and preparation of tools.	3 days	112	Teachers and Principals involved in the project.
56.	Workshop on Internal assessment, Board of Secondary Education, Rajasthan (Exp. Project).	To train project personnel in the technique of assessment and preparation of tools.	6 days	122	Teachers and Principals involved in the project.
57.	—do—	—do—	3 days]	140	—do—
58.	—do—	—do—	3 days	57	—do—

1	2	3	4	5	6
59.	Working Group of Paper setters, Punjab University.	To prepare & compile brochure on Test material for printing & then circulation among schools in subject of Social Science, English, Maths. & General Science.	5 days	19	Present and prospective paper setters.
60.	—do—	Finalizing the brochure	7 days	19	—do—
61.	Working Group of Paper setters for Middle School Exam., Punjab Education Department.	To prepare brochures on Sample question papers in English, General Science, Maths. & Social Studies.	6 days	21	—do—
62.	Working Group for Science Practicals, Board of Secondary Education, Rajasthan.	To develop scheme for improved practical examination & prepare necessary tools.	4 days	11	Present and prospective paper setters and examiners.
63.	Working Group of Paper setters, Board of Secondary Education, Rajasthan.	To prepare & finalise brochures on sample question paper & Unit tests in Physics, Chemistry, Biology, Maths Hindi, Advanced Hindi, English (Comp.) & advanced English.	5 days	43	—do—
64.	Working Group on Paper setters Central Board of Secondary Education, New Delhi.	Paper setting in English, Hindi, Maths., Science, History, Geography, Civics, Economics.	5 days	15	Paper setters
65.	—do—	—do—	5 days	14	—do—
66.	—do— Board of Secondary Education, Gujarat.	Preparation of Brochures on Sample Question Papers & Unit test in Gujarati.	5 days	5	—do—

1	2	3	4	5	6
67.	Third Paper setters workshop, Board of Secondary Education, Rajasthan.	To train resource persons for evaluation in English & Hindi.	10 days	35	—do—
68.	Workshop for development & instruction material on evaluation approach.	To paper sample instructional material on Evaluation approach and trained personnel for the purpose.	8 days	45	Paper setters, Training college lecturers & Head Master.
1967-68					
69.	Workshop on Oral Examination in English and Hindi, Central Board of Secondary Education, New Delhi.	To train persons in the technique of conducting oral exams.	7 days	40	Prospective examiners
70.	Third Paper setters workshop Department of Education, Kerala State.	To train resource persons in the subjects of English, Hindi, Malayalam, Maths, General Science & Social Studies.	10 days	59	Paper setters
71.	Third Paper setters workshop, Board of Secondary Education, Rajasthan.	To train resource persons in History, Geography & Civics.	10 days	48	Paper setters.
72.	First Paper setters workshop, Board of Secondary Education, Rajasthan	To train paper setters in commerce, Home Science, agriculture & fine arts.	16 days	58	Paper setters
73.	Working Group of paper setters in Hindi, Board of Secondary Education, Rajasthan.	To prepare brochures and sample question papers in Hindi.	6 days	8	Paper setters

(1)	(2)	(3)	(4)	(5)	(6)
74.	Working Group of Paper setters, Rajasthan Board of Secondary Education.	Preparation of Sample Test Material in English.	5 days	9	—do—
75.	Second Paper setters workshop, Directorate of Secondary Education, Madras.	Preparation of Sample test material in Tamil, English, Maths, Science, History & Geography.	10 days	53	—do—
76.	Working Group, Rajasthan Board of Secondary Education.	Preparation of Sample test material in compulsory & advance Hindi.	5 days	12	—do—
77.	Workshop for improvement of Practical Examination, Rajasthan Board of Secondary Education.	Orientation of examiners of Biology.	4 days	50	—do—
78.	First Paper setters workshop, S.S.C.E. Board of Gujarat.	Training of paper setters in preparation of test material in Maths, Biology Physics, and Chemistry.	10 days	47	Paper setters
79.	—do— Directorate of Higher Education, Andhra Pradesh.	Training of paper setters in Telugu, Hindi, Urdu, English & composite Maths.	10 days	50	—do—
80.	Working Group, Rajasthan Board of Secondary Education.	Preparation of sample question paper in House-Hold Management.	5 days	5	—do—
81.	Workshop for training in practical examinations, Rajasthan Board of Secondary Education.	Training the Practical examiners in the subject of Physics.	4 days	48	Examiners

1	2	3	4	5
82. First Paper setters workshop, Board of Secondary Education of Assam.	Training in paper setting in Physics, Chemistry, Biology & Maths.	10 days	53	Paper setters
83. First Paper setters workshop, Mysore Board of Education & Exam., Bangalore.	Training in paper setting in Biology, Physics, Chemistry, Maths, History, Geography.	10 days	48	—do—
84. Second paper setters workshop Directorate of Public Instruction, Hyderabad.	Preparation of sample test material in 4 languages and composite Maths.	10 days	37	—do—
85. Workshop in Practical examination, Board of Secondary Education, Rajasthan.	Training of examiners in practical examination of Science subjects.	4 days	158	Examiners
86. Working Group of Paper Setters, Central Board of Secondary Education.	Setting of papers in Geography & Civics in Hindi & English.	6 days	6	Paper setters
87. —do—	—do—	8 days	3	—do—
88. —do—	Setting of papers in Maths. & Physics	8 days	3	—do—
89. —do—	Setting of Papers in Biology.	8 days	2	—do—
90. —do—	Setting of Papers in History.	6 days	3	—do—
91. —do—	Setting of Papers in Chemistry.	8 days	3	—do—
92. Workshop on Practical Examination, Board of Secondary Education. Rajasthan.	Training of practical examiners in Physics and Chemistry.	4 days	80	Examiners

1	2	3	4	5	6
93.	Seminar on Curriculum development & Evaluation, South Gujarat University.	Improvement of Curriculum & Evaluation at University stage.	3 days	30	Examiners
94.	Second Paper setters workshop, Board of Secondary Education, Gujarat.	Preparation of question papers in Physics, Chemistry, Maths. & Biological Sciences.	10 days	26	Paper setters

II. Orientation Programmes

1963

1.	Workshop on Evaluation held at Meerut.	To orientate in the concept and techniques of Evaluation.	5 days	25	Secondary School Teachers
2.	—do—held at CIE, Delhi.	—do—	4 days	45	—do—
3.	Workshop on Evaluation for the teachers of Municipal Corporation, Delhi.	—do—	5 days	25	—do—
4.	—do—	—do—	5 days	36	—do—
5.	—do—	—do—	4 days	28	—do—
6.	—do—	—do—	4 days	14	—do—
7.	—do—	—do—	4 days	14	—do—
8.	Workshop on Evaluation for the teachers of Municipal Corporation, Delhi.	To orientate in the concept and techniques of Evaluation.	4 days	31	Secondary School Teachers

1	2	3	4	5	6
9.	Workshop on Techniques of constructing objective type test items. Directorate of Education, Delhi.	—do—	3 days	42	—do—
10.	—do—	—do—	3 days	41	—do—
11.	—do—	—do—	3 days	36	—do—
12.	—do—	—do—	3 days	43	—do—
13.	—do—	—do—	4 days	40	—do—
14.	—do—	—do—	4 days	36	—do—
15.	—do—	—do—	4 days	47	—do—
16.	—do—	—do—	4 days	61	—do—
17.	Workshop on Techniques of constructing objective type test items, Directorate of Education, Delhi.	To orientate in the concept and techniques of Evaluation.	3 days	40	Secondary School Teachers.
18.	—do—	—do—	3 days	45	—do—
19.	—do—	—do—	3 days	84	—do—
20.	—do—	—do—	3 days	42	—do—
21.	Training in Evaluation course at Lady Irwin Higher Secondary School, Delhi.	—do—	2 days	45	—do—

1	2	3	4	5	6
22.	Workshop for the teachers in the technique of objective item test by Directorate of Education, Delhi.	—do—	3 days	40	—do—
23.	—do—	—do—	3 days	56	—do—
24.	—do—	—do—	3 days	39	—do—
25.	—do—	—do—	3 days	25	—do—
26.	Evaluation Seminar by Directorate of Education, Delhi.	To orientate in the concept and techniques of Evaluation.	5 days	35	Headmasters of Secondary Schools.
27.	Workshop on Evaluation by the Municipal Corporation, Delhi	Preparation of lesson plan & writing test items.	3 days	25	Middle School Teacher
28.	—do—	—do—	4 days	18	—do—
29.	—do—	—do—	4 days	18	—do—
30.	Workshop on Evaluation at Extension Centre, Ajmer.	Preparation of lesson plan & writing test items.	6 days	22	High School, Intermediate teachers & College lecturers.
31.	Workshop on Evaluation at Evaluation Unit, Chandigarh.	—do—	2 days	17	Principals of Higher Secondary Schools.
32.	Workshop on construction of test items.	—do—	8 days	15	Higher Secondary School Teachers.
33.	Evaluation workshop for teachers at C.I.E. Delhi.	—do—	1 day	22	—do—

1	2	3	4	5	6
34.	Second round of P.G.T. workshop by Directorate of Education, Delhi	—do—	3 days		—do—
35.	Second round of P.G.T. workshop by Directorate of Education, Delhi	Preparation of lesson plan & writing test items.	3 days	23	Higher Secondary School Teachers
36.	—do—	—do—	3 days	20	—do—
37.	—do—	—do—	3 days	28	—do—
38.	—do—	—do—	3 days	20	—do—
39.	—do—	—do—	3 days	16	—do—
40.	—do—	—do—	3 days	40	—do—
41.	—do—	—do—	3 days	12	—do—
42.	—do—	—do—	3 days	21	—do—
43.	—do—	—do—	3 days	23	—do—
44.	Second round of P.G.T. workshop by Directorate of Education, Delhi.	Preparation of lesson plan & writing best items	3 days	—	Higher Secondary School Teachers.
45.	—do—	—do—	3 days	18	—do—
46.	Evaluation workshop for teachers at E.S.D. Bikaner.	—do—	6 days	17	—do—
47.	P.G.T. Workshop by Directorate of Education, Delhi	—do—	3 days	31	—do—
48.	—do—	—do—	3 days	24	—do—

1	2	3	4	5	6
49.	—do—	—do—	3 days	23	—do—
50.	—do—	—do—	3 days	21	—do—
51.	Evaluation workshop at E.S.D. Kolhapur.	—do—	6 days	16	—do—
52.	Workshop on Evaluation at C.I.E., Delhi.	—do—	3 days	14	Heads of Delhi Science Schools.
53.	Workshop for the Development of Instructions & Evaluation Material, Evaluation Unit, Bihar.	—do—	5 days	36	Higher Secondary School Teachers.
54.	Evaluation Workshop at E.S.D., Jaunpur.	Preparation of lesson plan & writing test items.	5 days	25	Higher Secondary School Teachers
55.	Workshop for preparing test material, S.E.U., Bihar.	—do—	4 days	10	—do—
56.	Training Course on Evaluation for construction of test items by E.S.D., Ajmer.	—do—	2 days	25	—do—
57.	Orientation Workshop for the teachers at Delhi.	To orientate in the concept and techniques of Educational Evaluation	1 days	16	Teachers
58.	Orientation Workshop for Science teachers in Bihar.	—do—	1 days	16	Science Teachers
59.	Summer School on Examination reform held at Vallabh Vidyanagar.	—do—	10 days	18	Lectures from Training College

1	2	3	4	5	6
60.	Training Courses for Asstt. Inspectors of Schools held at Solan and Seminar of the Principals.	—do—	2 days	30	Asstt. Inspectors & Principals
61.	State Level Orientation Workshop in General Science.	—do—	2 days	38	Teachers
62.	Seminar of Headmasters held at Surat.	—do—	7 days	17	Headmasters
63.	Workshop for Teachers held at Meerut.	—do—	7 days	45	High School Teachers, Intermediate teachers
64.	Orientation Workshop held at Ajmer.	To orientate in the concept and techniques of Educational Evaluation.	5 days	28	Teachers
65.	Orientation Workshop held at Delhi.	—do—	4 days	14	Teachers
66.	Orientation Workshop held at Poona.	—do—	5 days	22	Secondary School Teachers
67.	Orientation Workshop held at Jammu.	—do—	5 days	38	Teachers
68.	Orientation Workshop held at Mangalore.	—do—	5 days	31	Teachers
69.	Evaluation Workshop held at Ajmer.	—do—	3 days	100	Secondary School Teachers
70.	Evaluation Workshop held at Delhi.	—do—	4 days	105	Teachers

1	2	3	4	5	6
71.	Evaluation Workshop held at Lucknow.	—do—	6 days	62	Secondary School Teachers
72.	Evaluation Workshop held at CIE, Delhi.	—do—	2 days	112	Teachers
73.	Evaluation Workshop held at ESD, Allahabad.	—do—	2 days	28	—do—
74.	Paper setters Workshop for Anglo Indian Schools held at Calcutta.	To orientate in the concept and techniques of Educational Evaluation.	6 days	26	—do—
75.	Orientation Course held at CIE, Delhi.	—do—	2 days	40	—do—
76.	Seminar of Principals of Central Schools.	To orientate in the concept and techniques of Educational Evaluation.	2 days	—	Principals
77.	Orientation Workshop held at ESD, Meerut.	—do—	5 days	32	High School Teachers & Lecturers of Intermediate Colleges
78.	Orientation Workshop held at ESD, Meerut.	To orientate in the concept and techniques of educational evaluation.	5 days	24	—do—
79.	Follow up orientation workshop held at I.T. College, Lucknow.	To prepare and finalize the evaluation sample material.	6 days	14	—do—
80.	Seminar of Headmasters of D.M.P. Schools.	To orientate in the concept and techniques of educational evaluation.	4 days	8	Headmasters
81.	Orientation Workshop (follow up) for Headmasters at CIE, Delhi.	To prepare and finalise the sample evaluation material.	6 days	33	—do—

1	2	3	4	5	6
82.	—do— for Zone No. 4	—do—	3 days	80	—do—
83.	Working group for preparing evaluation material.	To prepare and finalize the sample evaluation material.	6 days	33	Teachers
84.	Orientation Workshop for the teachers of Sardar Patel Vidyalaya, Delhi.	To orientate in the concept and techniques of evaluation.	2 days	40	—do—
85.	Seminar on student teaching and evaluation.	To orientate in the concept and techniques of evaluation.	2 days	60	Lecturers 2 pupil-teacher
86.	Orientation Workshop	—do—	6 days	27	Teachers.
87.	Orientation Workshop held at Delhi.	—do—	3 days	240	Teachers of Middle Schools
88.	—do—	—do—	3 days	200	—do—
89.	Workshop for teachers of Anglo-Indian Schools of West Bengal.	—do—	6 days	30	Teachers

Orientation Programmes

1.	Orientation Programme for the Resource Persons, Directorate of Education, Delhi.	Orientation of the Resource Persons.	1 day	15	Principals & Lecturers.
2.	Orientation Workshop	Orientation of the teachers in English, Social Studies, Hindi, Maths. General Science.	3 days	175	Teachers

1	2	3	4	5	6
3.	—do—	—do—	3 days	175	—do—
4.	—do—	—do—	3 days	175	—do—
5.	Workshop for paper setters in English, Social Studies, General Science and Maths, held at A.G. Teachers College, Ahmedabad.	Orientation in the improved techniques of paper-setting	5 days	60	Headmasters
6.	Headmasters' Training Course at CIE, Delhi.	Orientation of Headmasters in the concept of Evaluation.	4 days	40	—do—

III. All India Workshops/Seminars

1.	Working Group on Assessment of non-scholastic traits.	To identify traits and develop tools to assess them.	5 days	6	Training College Lecturers
2.	All India Workshop for the Development of Test Materials.	To get the evaluation material screened and finalized, prepared in other workshops.	10 days	32	Persons Oriented in Evaluation which includes, Training College lecturers, School Teachers, paper-setters etc.
3.	—do—	—do—	10 days	38	—do—
4.	—do—	—do—	10 days	34	—do—
5.	Seminar on Textbooks of English.	To discuss the problems in textbook planning.	3 days	30	Persons from Central Institute of English, Regional College.
6.	Seminar for Principals of Secondary Teacher Colleges of Southern Zone.	To discuss the problem in Evaluation in the Training College .	5 days	—	Principals of Training Colleges

1	2	3	4	5	6
7.	All India Seminar on Student Teaching and Evaluation.	To evolve scheme for improved evaluation practices.	2 days	—	Teacher Educators
8.	Seminar on Student Teaching and Evaluation for All Training Colleges.	—do—	—	—	—do—
9.	Workshop on Diagnostic Testing	Preparation of material for diagnostic testing and remedial teaching.	10 days	40	Persons trained in Evaluation

IV. All India Conferences

1.	5th Conference of the Chairmen & Secretaries of Boards of Secondary Education.	To take stock of the work done by the Boards to view their future plan of action, to discuss important questions related to examination and to pass worth while recommendations.	4 days	14	Chairman, Secretaries, non-official members and academic officers of the Boards, officers of the State Evaluation Units, representatives from the Ministry of Education
2.	6th All India Conference of Chairmen & Secretaries.	—do—	4 days	15	—do—
3.	7th Conference of Chairmen and Secretaries of the Boards.	—do—	4 days	38	—do—
4.	8th Conference of Chairmen and Secretaries of the Board.	—do—	4 days	46	—do—
5.	All India Conference of State and Central Evaluation Units.	To co-ordinate the activities of the SEU and CEU relating to the Exam. Reform and to view their future plans of action.	4 days	10	State Evaluation Officers and Directors of the SEU

1	2	3	4	5	6
6.	—do—	—do—	4 days	12	—do—
7.	—do—	—do—	4 days	27	—do—
8.	All India Conference of State and Central Evaluation Units.	To co-ordinate the activities of the SEU and CEU relating to the Examinations Reform and to view their future plans of action.	6 days	20	—do—
9.	Joint meeting of the Programme Advisory Committee and Standing Committee of Chairmen and Secretaries of Boards of Secondary Education.	To review the work of Central Examination Unit and to approve the plan of action.	1 day	8	Chairmen & Secretaries of the Boards & eminent educationists.
10.	—do—	—do—	1 day	11	—do—

Field Work with Training Colleges

1.	Evaluation Workshop for pupil teachers held at Delhi.	(i) Orientation in the concept and techniques of evaluation. (ii) To enable the training college to incorporate the evaluation approach in the programmes and practices of the training colleges.	5 days	40	Pupil-teachers
2.	Evaluation Workshop for lecturers, held at Mysore.	—do—	6 days	35	Lecturers and Pupil-teachers

1	2	3	4	5	6
3.	Evaluation Workshop for pupil teachers & lecturers held at Bangalore.	—do—	4 days	12	—do—
4.	Evaluation Workshop for pupils teachers and lecturers held at Akola.	—do—	4 days	74	—do—
5.	Evaluation Workshop for lecturers at Allahabad.	(a) To orientate in the concept and techniques of Evaluation. (b) To enable the training college to incorporate the evaluation approach in the programmes and practices of the training colleges.	10 days	22	Lecturers & Pupil-teachers.
6.	Evaluation Seminar for training college, Ahmedabad.	—do—	4 days	35	—do—
7.	Evaluation workshop for lecturers, Bombay.	(a) To orientate in the concept and the techniques of Evaluation. (b) To enable the training colleges to incorporate the evaluation approach in the programmes and practice of the training colleges.	16 days	74	Lecturers & Pupil-teachers.
8.	Evaluation workshop for lecturers at Nagpur.	—do—	3 days	100	—do—
9.	Evaluation workshop for lecturers of training colleges, held at Poona.	—do—	16 days	53	Lecturers

1	2	3	4	5	6
10.	Evaluation workshop for lecturers and pupil-teachers, held at Bikaner.	—do—	4 days	155	Lecturers and Pupil-teachers
11.	Workshop on Intensive improvement of Teacher Education (I.T.E.P.)	Improvement of Teacher Education.	8 days	67	Staff of training colleges of Kerala
12.	Seminar for college of nursing, Delhi.	Orientation of staff in the concept of Evaluation.	4 days	30	Staff of the college
13.	Seminar for training colleges of Eastern Zone.	Improvement of educational and evaluation practices in training colleges.	4 days	7	Principals of training colleges
14.	—do—	—do—	3 days	15	—do—
15.	Seminar for training colleges of Western Zone.	—do—	2 days	35	Principals and Staff

Department of Curriculum and Evaluation

(Basic Section)

Extension Activities : (Workshops, Seminars etc.) April 1963—March 1968

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<i>Sl. No.</i>	<i>Title</i>	<i>Purpose</i>	<i>Duration</i>	<i>Number of participants</i>	<i>Category of persons who participated</i>
1	2	3	4	5	6
1.	First Regional Workshop on Arts and Crafts Education.	To spell out the objectives of teaching Arts & Crafts in operational items.	10 days	20	Art & Craft Educators from the States of Assam, Tripura, Manipur, West Bengal, Bihar and Orissa.
2.	Second Regional Workshop on Arts & Crafts Education.	—do—	10 days	11	Art & Craft educators from the States of Punjab, Kashmir, U.P. and Rajasthan.
3.	Third Regional Workshop on Arts and Crafts Education.	—do—	10 days	16	Art and Craft educators from the States of Kerala, Mysore, Maharashtra, Gujarat, Andhra Pradesh.
4.	National Conference of Principals of P.G.B.T. Colleges and officers-in-charge of Basic Education in the States	1. To re-examine Basic education and to define the characteristics of a typical Basic School. 2. To formulate the guide lines of Basic Education programme in relation to administration and supervision.	6 days	26	Principals of P.G.B.T. Colleges and State Officers from A.P., Assam, Gujarat, Kerala, Madras, Rajasthan and West Bengal.

1	2	3	4	5	6
5.	Workshop on Crafts Education.	Follow up of the previous training courses.	10 days		
6.	4th Workshop on Arts and Crafts Education.	To prepare curriculum guides in I Card Board modelling and book craft, II. Metal Crafts, III Agriculture, IV. Home Craft	10 days	19	Art and Craft educators from States of Punjab, Delhi, H.P., Maharashtra Mysore, Bihar, U.P., and Tripura.
7.	Fifth Workshop on Arts and Crafts Education.	To prepare curriculum guides in I. Wood Craft, II. Sp. Weaving, III, Cane and Bamboo	10 days	20	Art and Craft educators from the States of Maharashtra, Gujarat, Punjab, Rajasthan, Delhi H.P., Bihar, Orissa, West Bengal and Assam.
8.	Conference for Developing Model Syllabus of Agriculture] for Basic Trg. Schools.	1. Improvement of Teacher Training 2. Evolving syllabus and listing physical facilities necessary for its implementation.	7 days	20	Teachers from all the States.
9.	Conference of the Teachers of the three Associated Schools of Delhi	1. Improvement of the schools 2. To review the work done last year and prepare new plans for the current year.	3 days	50	School Teacher.
10.	Workshop on Arts and Crafts Education	Preparation of syllabus and curriculum guides in art education	6 days	20	Art and craft educators from different States.
11.	Workshop on associated schools	To formulate the programmes of try-out of the curriculum guides prepared by the Deptt.	6 days	10	Crafts Teachers from the selected associated schools.

1	2	3	4	5	6
12.	Study group meeting to re-examine Basic Education	To re-examine Basic Education in the light of the recommendation of Education Commission	5 days	23	Selected Faculty Members from various Deptts. of the NIE and Specialist (Education), Planning Commission, and Edn. officer, DMC, Delhi.
13.	Seminar on work-experience	To formulate the concept of work experience and spell out the guide lines of curriculum work experience.	4 days	27	Selected Educationists from different States and members of the different departments of NIE.

Department of Psychological Foundations

Training Programmes

<i>Sl. No.</i>	<i>Title</i>	<i>Purpose</i>	<i>Duration</i>	<i>No. of Participants</i>	<i>Category of Participants</i>
1	2	3	4	5	6
1963-64					
1.	A Career-masters training course organized by the State Bureau of Guidance, Govt. of Agartala, Tripura.	To train teachers to work as career-masters in schools.	3 weeks	16	Secondary schools teachers.
2.	A three-week career masters training course organized at Dev Samaj College, Ferozepur.	To train teachers to work as career-masters in schools.	3 weeks	35	Secondary schools teachers.
3.	A three-week career masters training course organized at Extension Centre of the Vidya Bhawan Training College Udaipur.	To train teachers to work as career-masters in schools.	3 weeks	26	Secondary school teachers.
4.	An Orientation course in Educational & Vocational guidance organized by the Vidya Bhawan Teachers College, Udaipur.	To Orient the participants to certain basic ideas about guidance.	6 days	25	Secondary school teachers.
1964-65					
5.	A career-masters training course organized by the State Bureau of Educational & Vocational Guidance, Chandigarh.	To train teachers to work as career-masters in schools.	3 weeks	40	Secondary school teachers.

1	2	3	4	5	6
6.	A content—cum—research methodology course (Delhi).	To provide basic knowledge of probability and statistics.	5 days	About 40	Teachers who were teaching statistics to the higher secondary classes.
7.	In—service Training Programme in Statistics.	To provide the basic knowledge of probability and statistical methods including practical and computational work involving the computational machines.	2½ months.	8	Research assistants from different departments of NIE.
8.	Career Masters Training Course organized by the State Bureau of Educational & Guidance, Manipur, Imphal.	To train teachers to work as career masters in schools.	3 weeks	16	Secondary school teachers.
1965-66					
9.	Summer School in Psychology (Psychology of Learning) Motivation Group Processes) Regional College of Education, Mysore.	To deepen the understanding of teachers in the subjects they are teaching in training colleges.	5 weeks	29	Lecturers in Training Colleges and University Departments of Education.
10.	Summer School in Psychology (Educational and Psychological Measurement), Regional College of Education, Bhubneshwar.	To deepen the understanding of teachers in the subjects they are teaching in training colleges.	5 weeks	28	Lecturers in Training Colleges and University Departments of Education.
11.	Introductory Course on Programmed Learning (Delhi).	To introduce the techniques of programmed learning.	2 weeks	25	Lecturers of Training Colleges/ Universities.
12.	Research Methodology Training for SIE Staff (Bhubneshwar).	To familiarise the participants with Survey Methods, Interviews & Questionnaires as used in Research.	4 weeks	24	Research staff of the State Institutes of Education.

1	2	3	4	5	6
13.	Career-Masters Training Course at State Bureau of Educational & Vocational Guidance, Chandigarh. (May-June, 65).	To train career-masters for Secondary Schools.	3 weeks	42	Teachers of Higher Secondary Schools.
14.	Motivation Training Programme—Jaipur.	To train the participants in the programme for Motivation Development	10 days	14	Secondary school teachers.
1966-67					
15.	Careers-Masters Training Course, Organised at Chandigarh (March, 1967).	To train teachers to work as career-masters.	10 days	40	Secondary school teachers.
16.	Career-Masters Training Course held at State College of Education, Patiala (Nov. 1966).	To train teachers to work as career-masters.	10 days	40	Secondary school teachers.
17.	Career-Masters Training Course at Dev Samaj College [for Women, Ferozepur.	To train teachers to work as career-masters.	10 days	8	Secondary school teachers.
18.	Career-Masters Training Course at Dev Samaj College for Women, Ferozepur.	To train teachers to work as career-masters.	10 days	18	High school teachers.
19.	Introductory Course on Programmed Instruction (Delhi).	To acquaint the trainees with the method and the role of Audio-Visual Education in the total system	10 days	15	Trainees of the Courses on Audio-Visual Education.

1	2	3	4	5	6
		of education developed on the basis of principles of programmed instruction.			
20.	Career-Masters Course at Mysore.	To train career-masters for demonstration Schools.	4 weeks	12	Teachers of Multipurpose Schools of Regional College of Education.
21.	Research Methodology Course at Udaipur.	To familiarise the participants with Survey methods, interviews, and Questionnaires as used in Research.	4 weeks	21	Staff of State Institute of Education, Udaipur.
22.	Summer School in Learning, Motivation and Group Processes at Poona.	To deepen the understanding of teachers in the subjects they are teaching in training colleges.	5 weeks	27	Lecturers in Training Colleges and University Departments of Education.
23.	Summer School in Educational and Psychological Measurements at Trivandrum.	To deepen the understanding of teachers in the subjects they are teaching in training colleges.	5 weeks	28	Lecturers in Training Colleges and University Departments of Education.
1967-68					
24.	Motivation Development for Educational Growth (Patna).	To train trainers in the area of Motivation Development Programme.	6 days	22	Lecturers of training colleges, coordinators and Counsellors of Bihar State.
25.	Career-Masters Course Organised by Extension Services Department of the CIE.	To train career-masters for Secondary Schools.	3 weeks	48	Teachers of Secondary Schools, Delhi.
26.	Course in Research Methodology at SIE, Poona.	To familiarise the participants with Survey methods, Interviews and Questionnaires as used in Research.	4 weeks	24	Staff of State Institute of Education, Poona.

1	2	3	4	5	6
27.	Course on Research Methodology at SIE, Udaipur.	To familiarise the participants with Survey methods, Interviews and Questionnaires as used in Research.	2 weeks	15	Staff of State Institute of Education, Udaipur.
28.	Summer school on Learning, Motivation and group processes at Narendrapur, West Bengal.	To deepen the understanding of teachers in the subjects they are teaching in training colleges.	5 weeks	33	Persons from Training Colleges and Universities.
29.	Summer School on Educational and Psychological Measurement at Coimbatore.	To deepen the understanding of teachers in the subjects they are teaching in training colleges.	5 weeks	32	Persons from Training Colleges and Universities.

Extension Programmes

1.	A Workshop on Practical activities for Nursery Schools.	To give experience in selecting and working on suitable practical activities for nursery school children.	12 days	15	Persons from the Nursery teacher training institutes of five States.
2.	Seminar on teaching of guidance in training colleges.	To discuss objectives, Syllabi, and materials for the B Ed. and M.Ed. courses in guidance.	4 days	19	Persons teaching guidance at B.Ed. and M.Ed. level.
3.	Seminar on recent trends in the use of Psychological Tests in guidance.	To acquaint counsellors with recent trends in the use of tests in guidance.	6 days	20	Persons from the State and Private Bureaus of guidance.

1964-65

4.	Workshop for Practical Activities in Nursery Schools (Mysore).	To acquaint with the suitable and interesting activities for children, like story telling, music rhymes and rhymical games etc.	13 days	11	Nursery school teachers and nursery training college staff.
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1	2	3	4	5	6
5.	Workshop for Practical Activities in Pre-Primary School organised by Govt. of Punjab, Chandigarh.	To give experiences in selecting and working on suitable practical activities for nursery school children.	1 week	35	Circle supervisors and Mukhya Sevikas from all the Community Development Blocks in Punjab.
6.	Seminar on Guidance for Gifted Boys.	To orientate persons to the need for providing guidance to the gifted and discuss with them problems relating to methods and techniques.	4 days	15	Heads of the state and private bureaus of guidance.
7.	Seminars for the Guidance of Slow Learners.	To provide in-service education.	4 days	20	Consellers from state and private bureaus of guidance.
1965-66					
8.	Seminar on Educational Research Feb. 1966. Convened by D.P.F. at the instance of Indian Education Commission.	To discuss problems of Educational Research.	3 days	23	Professors, Readers & Lecturers of the Departments of Education in the Universities.
9.	Orientation Programme for Vocational Guidance Officers.	To acquaint the Vocational Guidance Officers of Employment Exchanges with the techniques & problems of educational guidance.	5 days	20	Vocational Guidance Officers of D.G.E. & T under training.
1966-67					
10.	Workshop on Programmed material in Mathematics, Physics and Chemistry.	To prepare programmed material in Mathematics, Physics and Chemistry.	Sequential; 14+15 days	16	Lecturers of Training; College / Universities and persons deputed by Industries and Naval Head Quarters.

1	2	3	4	5	6
1967-68					
11.	Workshop on programmed learning material. (Chandigarh & Poona).	To train educators for the development of programmed learning material.	6 weeks.	21	Persons from State Institutes of Education and Universities.
12.	Seminar on Educational Technology. (Delhi).	To deepen the understanding of the concepts underlying Educational Technology.	2 days.	86	Persons incharge of training in Educational, Industrial and Defence Organisations.
13.	Seminar-cum-Workshop on Sociometric techniques at SIE Chandigarh.	To acquaint the Participants with Sociometric techniques and their application in classroom situations.	4 days.	15	Secondary school teachers of Chandigarh.
14.	Seminar-cum-workshop on Sociometric Techniques and their use in class-room. (Delhi).	To acquaint the Participants with Sociometric techniques and their application in class-room situations.	4 days.	13	Secondary school teachers, Delhi.
15.	Seminar-cum-workshop on Sociometric Techniques and their use in Class room. (Delhi).	To acquaint the participants with Sociometric techniques and their application in class-room situations.	4 days.	9	Secondary school teachers, Delhi.
16.	Seminar on Guidance at SIE. Delhi.	To discuss and develop minimum guidance programme for Secondary Schools.	3 days,	50	Principals of Higher Secondary Schools, Delhi.
17.	Seminar on Programmed Learning organised by Govt. of Maharashtra.	To acquaint the trainees with the method and the role of Audio-Visual education in the total system of education developed on the basis of principles of programmed instruction.	1 week.	15	High School teachers and SIE Staff.

1	2	3	4	5	6
18.	Seminar on Programmed Learning (Delhi).	To acquaint the trainees with the method and the role of Audio-Visual education in the total system of education developed on the basis of principles of programmed instruction.	1 week.	12	Trainees of Diploma Course in Audio-Visual Education.
19.	Seminar on Research Methodology at SIE Udaipur.	To develop research proposals on problems pertaining to the training colleges.	15 days.	15	Lecturers of training colleges.

Department of Teacher Education

Training Programmes

<i>Sl. No.</i>	<i>Title</i>	<i>Purpose</i>	<i>Duration</i>	<i>No. of Participants</i>	<i>Category of Participants.</i>
1	2	3	4	5	6

1967-68

	Three months In-Service Course for the Principals of Ele. Teacher Education Institutions-Pilot Course.	<ol style="list-style-type: none"> 1. To give the principals a clear understanding of (a) the job they were undertaking and the philosophy behind the preparation of Ele. Teachers (b) the problems of qualitative improvement and quantitative expansion of Ele. Education. 2. To create an awareness of the need for experimentation and inculcating understanding of methods of researches. 	3 months	11	Principals of Elementary Teacher Education Institutions.
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Extension Programmes

1963-64

1.	Meeting of the Syllabi Committee.	To prepare a model syllabus for Elementary Teacher Education Programme.	Nov., 63 May, 1964 Aug., 1964 Sept., 1964	10	Eminent Educationists.
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1	2	3	4	5	6
2.	Workshop for the Principals and Vice-Principals of SIEs.	To prepare a detailed programme for each SIE.	1½ months	29	Principals and Vice-Principals of SIEs.
3.	First-Half-Yearly Conference of SIEs.	1. To take an account of work done in SIEs. 2. To discuss administrative problems relating to SIEs. 3. Improvement of programmes of SIEs.	5 days	19	Principals and Members of Staff of SIEs.
1965					
4.	Seminar for Extension Workers of SIEs.	To make them understand the meaning, purpose and techniques of extension work and guide them to plan the same.	2 weeks.	19	Extension Workers of SIEs.
5.	Second-Half-Yearly conference of SIEs.	As per item 3	5 days	21	As per item 3
6.	Third Half-Yearly Conference of SIEs.	—do—	5 days	17	—do—
1966					
7.	Seminar for Publication Workers of SIEs.	To equip them with the latest techniques in preparation of manuscripts, printing and distribution.	2 weeks	15	Publication Workers of SIEs.
8.	Meeting to evolve a syllabus for Teacher Education at M.Ed. level.	To evolve a syllabus for Teacher Education at M.Ed. level.	2 days	7	Eminent Educationists.
9.	Fourth-Half-Yearly Conference of SIEs.	As per item 3	5 days		As per item 3

1	2	3	4	5	6
1967-68					
10.	Seminar on Student Teaching and Evaluation (a) ITEP (b) Student Teaching held at Allahabad.	1. To improve Student Teaching Programme. 2. To discuss various ways of organising student teaching and supervise student teaching programme. 3. To acquaint with the development of various concepts of student teaching.	1 week	21	Members of the Staff of Training Colleges.
12.	—do— Bhubaneshwar	—do—	1 week	15	—do—
13.	—do— Baroda	—do—	1 week	35	—do—
14.	—do— Chandigarh.	—do—	1 week	16	—do—

Department of Audio-Visual Education

Training Programmes

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<i>S.No.</i>	<i>Title</i>	<i>Purpose</i>	<i>Duration</i>	<i>No. of Participants</i>	<i>Category of Participants</i>
1	2	3	4	5	6
1.	5th Short-term Training Course in Audio-Visual Education.	(i) To develop the elementary theoretical and psychological aspects of Audio-Visual Education involving the use of Audio-Visual materials and utilisation production, Evaluation and Administration of these materials.	10 weeks	30	Teachers, Lecturers and A.V. Workers.
2.	6th Short-term Training Course in Audio-Visual Education.	(ii) To create an awareness about the preparation and utilisation of Audio-Visual materials with emphasis on inexpensive aids in teaching-learning situations to enrich the curriculum.	10 weeks	22	—do—
3.	Short-term Training Course for the Coordinators of Primary Extension Services Centres.	(iii) To select properly Audio-Visual Aids for improving and revitalising, curriculum.	4 weeks	19	Coordinators from Primary Extension Services Centres of India.
4.	Training Course in Audio-Visual Education for the staff of Regional Colleges of Education.	(iv) To develop skill in the maintenance and operation of Audio-Visual Equipment.	6 weeks	16	Lecturers, Artists from Regional Colleges of Education (NCERT).

1	2	3	4	5	6
5.	Audio-Visual Training Courses for Lecturers from Post-Graduate Teachers Training Colleges.	(v) —do—	1 week	22	Lecturers from Post-Graduate Teachers Training Colleges of India.
6.	Training Course in Projected Aids.	(vi) —do—	6 weeks	12	Lecturers, Teachers and persons from Audio-Visual Units.
7.	Short-term Training Course in Audio-Visual Education.	(vii) —do—	3 weeks	30	Post-Graduate teachers from State Institute of Education, Patna (Bihar).

Extension Programmes

1.	Audio-Visual Workshop for the commissioners of Bharat Scouts and Guides.	(i) To create an awareness about the preparation and utilisation of Audio-Visual Materials in varying situations.	2 weeks	30	Bharat Scouts Commissioners.
2.	Audio-Visual Workshop for Extension Services Centres, Kurukshetra.	(ii) To develop skills in the operation of various types of Equipments.	3 days	40	Teachers of Secondary Schools.
3.	Workshop for Headmasters and Teachers.	(iii) General ability in integrating various suitable Audio-Visual materials in Social Education and Instruction.	1 week	30	Headmasters and Teachers of Himachal Pradesh.
4.	Workshop for the leaders of Bharat Scouts and Guides.	(iv) To develop professional readiness to select specific Audio-Visual Aids for improvements in varying situations.	2 weeks	23	Leaders of Bharat Scouts and Guides.

1	2	3	4	5	6
5. Audio-Visual Workshop for trainees of A.E.C. Centre, Pachmarhi.	(v)	—do—	1 week	16	Trainees from A.E.C. Centre, Pachmarhi.
6. Audio-Visual Workshop for trainees of Diploma Course in Teacher Education Deptt.	(vi)	—do—	10 days	21	Trainees of Diploma Course in Teacher Education Deptt.
7. Aids and Library Science Workshop.	(vii)	—do—	3 days	90	Lecturers from Extension Centres and Librarians from Agricultural Universities and Colleges.
8. Audio-Visual Workshop at Regional College of Education, Bhubaneshwar.	(viii)	To develop professional readiness to select specific Audio-Visual Aids for improvements in Varying situations.	12 days.	40	Headmasters and Asstt. Teachers of Extension Services Centre, Bhubaneshwar.
9. Audio-Visual Workshop in the operation of Equipment.	(ix)	—do—	5 days.	58	Teachers of Hr. Sec. Schools of Delhi.
10. Audio-Visual Workshop for the Masters of Public Schools.	(x)	—do—	2 weeks.	20	Asstt. Masters from Public Schools of India.
11. Workshop in Creative Drama and Puppetry.	(xi)	—do—	10 days.	20	Teachers of Nursery, Primary Schools of Delhi.
12. Short-term Training Course for Army Medical Officers.	(xii)	—do—	6 weeks.	10	Army Medical Officers.

(1)	(2)	(3)	(4)	(5)	(6)
13.	Seminar in Audio-Visual Aids for Social Studies Teachers.	(i) To integrate Audio-Visual materials in various teaching subject-matters.	6 days.	100	University and local teachers of Aligarh.
14.	Seminars in Audio-Visual Aids for B.Ed. students of Ajmer.	(ii) To create an awareness about the existence of Audio-Visual Aids for correlating with the curriculum and other special areas.	7 days.	120	B. Ed. Students of Ajmer.
15.	Seminar in Audio-Visual Education	(iii) To demonstrate methods for the preparation of low cost materials and to make the teachers; participants conscious of these materials.	2 days.	150	Teachers of Hr. Sec. Schools of Delhi.
16.	Seminar in Audio-Visual Education for the teaching of English.	(iv) —do—	3 days.	135	Teachers from Delhi Schools resource personnel from USIS, (NCERT), National School of Drama.
17.	Audio-Visual Seminar for Delhi Municipal teachers.	(v) —do—	1 week.	35	Teachers from Delhi Municipal Corporation.
18.	Audio-Visual Seminar for Extension Services Centres.	(vi) —do—	3 days.	20	Co-ordinators from Extension Services Centres of India.
19.	Seminar for Teachers.	(vii) —do—	2 days.	70	Teachers from Springdales School, Delhi.

(1)	(2)	(3)	(4)	(5)	(6)
20.	Audio-Visual Seminar for Trainees of Adult Education Department. (viii)	—do—	10 days.	6	Trainee-Officers from the Deptt. of Adult Education, NCERT.
21.	Audio-Visual Seminar at Allahabad. (ix)	To demonstrate methods for the preparation of low cost materials and to make the teachers/participants conscious of these materials.	8 days	30	Teachers of Allahabad.
22.	Audio-Visual Orientation Programme (x)	—do—	3 days	25	Supervisors of Social Studies curriculum Directors from U.S.A.
23.	Audio-Visual Seminar at Patiala. (xi)	—do—	6 days	38	Teachers of Patiala.
24.	Audio-Visual Seminar at Kanpur in collaboration with Audio-Visual Association. (xii)	—do—	3 days	70	Teachers of Hr. Secondary Schools.

Programmes of Mobile Cinema Unit

<i>Year</i>	<i>Categories</i>	<i>Objective Purpose</i>	<i>No. of film shows arranged</i>	<i>Total number of shows during one year</i>	<i>Total number of films shown</i>
1963-64	(a) Classroom shows in educational institutions.	(a) Integrating educational instructional film in class room situations in relation to the curriculum.	105		
	(b) Social and general shows to various cultural and social organization.	(b) General education and publicity purpose.	219	324	1024
1964-65	—do—	—do—	(a) 114 (b) 164	281	921
1965-66	—do—	—do—	(a) 166 (b) 84	250	1149
1966-67	—do—	—do—	(a) 147 (b) 33	180	717
1967-68	—do—	—do—	(a) 90 (b) 48	138	500

Department of Adult Education

Inservice Training Courses of less than three month's duration from March, 1963 to March, 1968

<i>S.No.</i>	<i>Purpose</i>	<i>No. of Participants</i>	<i>Duration</i>	<i>Categories of persons who Participated</i>
1	2	3	4	5
1963-64				
1.	Training Course for Adult Literacy Instructors of the Central Border Police Force, Govt. of India.	20	8 days	Adult Literacy Instructors of the Central Border Police Force.
2.	—do—	20	6 days	—do—
3.	—do—	20	8 days	—do—
4.	—do—	20	8 days	—do—
5.	—do—	25	6 days	—do—
6.	Training Course in Educational Methods.	15	10 days	Education Officers of the Central Board of Worker's Education from the States.
7.	Orientation Course in Adult Education.	1	4 days	Participant from Indonesia.
8.	—do—	1	6 days	Participant from Ceylon.
9.	—do—	1	10 days	—do—

1	2	3	4	5
1964-65				
10.	Orientation Course in Adult Education.	1	12 days	Participant from Aanganyka.
11.	—do—	1	11 days	Participant from Phillipines.
1965-66				
12.	Training Course for Adult Literacy Instructors of the Central Border Police Force, Govt. of India.	20	12 days	Adult Literacy Instructor of the Central Border Police Force.
13.	—do—	20	11 days	—do—
14.	—do—	20	11 days	—do—
1966-67				
15.	Course on 'Problems encountered in Adult Education'.	1	7 days	Participant from Mauritius.
16.	Training Course for Adult Literacy Instructors of the Central Border Police Force.	20	33 days	Adult Literacy Instructors of the Central Border Police Force.
17.	—do—	19	25 days	—do—
18.	—do—	20	25 days	—do—
19.	—do—	16	25 days	—do—
20.	Orientation in Adult Education.	1	5 days	Assistant Director, Department of Adult Education, University of Rajasthan, Jaipur.

1	2	3	4	5
21. Course in Adult Education for Teacher Educator.	13	16 days	Teacher Educators from Training Institutions in Himachal Pradesh.	
22. Training Course for Supervisors in the Farmers' Education and Functional Literacy Project.	18	13 days	Supervisors in Farmer's Education and Functional Literacy Project from the States of U.P., Punjab and Mysore.	

A Report on the Extension Activities of the Department from April, 1963 to March, 1968

<i>S.No.</i>	<i>Activity</i>	<i>Duration</i>	<i>Purpose</i>	<i>No. of Participants</i>	<i>Categories of participant</i>
1	2	3	4	5	6
1.	Seminar on Research and Publication in Social Education.	1 week	To consider the problems of Research and Publications in Social Education.	32	Representatives of Ministries of Education, Community Development and Cooperation, NCERT and Department of Adult Education, Universities and Non official organizations, representatives of State Government Departments of Education and USAID (CUTU) Consultants.
2.	A National Study Group on Adult Literacy and Adult Education.	1 week	To consider and discuss plans for initiating a massive campaign for liquidation of illiteracy from India.	36	Representatives of Union Ministry of Education, Min. of C.D. & Coop. NCERT, Planning Commission State Govts. Three Union Territories, Two Universities, a few non-official organisations four UNESCO Consultants.
3.	Panel discussion on "Social Education in Panchayati Raj."	1 day	To demonstrate the method of organising Panel discussion to discuss the subject for the benefit of District Social Education Officers undergoing Training.	40	District Social Education Officers, and special invitees from the Ministry of C.D. and Coop. Indian Institute of Public Administration, and Central Institute of Training and Research in Panchayati Raj.
4.	Symposium on "Problems of Tribal Education in India."	1 days	To demonstrate the method of organising symposium and to consider the Problems of Education.	30	The District Social Education Officers, Special invitees from Delhi University and Social Security Deptt. Ministry of Home Affairs.

1	2	3	4	5	6
5.	Panel Discussion on "Role of Social Education in Economic and Social Development."	1 day	To demonstrate the method of organising Panel discussion on the subject.	30	District Social Education Officers and special invitees.
6.	Seminar on "Provision of Reading Materials for Neo-Literates and organization of Literary services."	5 days	To consider the different aspects of provision of reading materials and organization of literacy services.	46	Delegates representing the Central Government, State Govts. autonomous organizations, Non-official organizations, Universities Libraries and Publishing Agencies.
7.	National Seminar on Tribal Education in India.	6 days	To consider various aspects of Tribal Education.	71	Delegates representing Central Government Institutions, State Governments, Tribal Research and Training Centres, Universities Department of Anthropology, Non-official organizations.
8.	Writers' Workshop.	25 days	To contribute to the preparation of an appropriate type of defence oriented literature for neo-literates.	8	Trained Writers with considerable experience of writing literature for neo-literates.
9.	Symposium on "Role of DSEO in the changing Society."	1 day	To demonstrate the method of organising symposium and to discuss the subject for the benefit of DSEOs.	35	The District Social Education Officers.
10.	"Study Group on Polyvalent Centres'.	2 days	To consider out-line of the Polyvalent Centres its organisation, name, courses and staff needs.	39	Thirty six participants representing the Directorate General of Employment and Training (Ministry of Labour, Govt. of

1	2	3	4	5	6
					India), Central Board of Worker's Education, Employment, Labour and Social Planning Division of Planning Commission, Directorate of Education, Delhi, Indian Adult Education Association, Indian National Trade Union Congress, International Confederation of Free Trade Unions, Asia Trade Union College, Asian Institute of Educational Planning and Administration, Bombay City Social Education Committee, Bombay.
11. Symposium on "Functional Literacy as a Factor in Social and Economic Development".	1 day	To demonstrate the method of organising symposium.	35	District Social Education Officers.	
12. Writer's Workshop.	26 days	To produce manuscripts for books for increasing agricultural production.	12	Writers.	
13. Seminar on the Role of a University in Adult Education.	2 days	To consider the Role of a University in Adult Education continuing education and Professional development of Adult Education.		Invitees from Delhi University, Asian Institute for Educational Planning and Administration, Foundation Indian Adult Education Association, Directorate of Education Delhi Administration, UNESCO Consultant and Director, University Education, University of Auckland, New-zealand.	
		Education, University of Auckland,			

1	2	3	4	5	6
14.	Working Group in Farmers' Education and Functional Literacy Project	3 days	To consider the functional literacy.	25	Representatives of the Education Departments of the States of Mysore, Punjab and Uttar Pradesh alongwith the representatives of the Mysore State Adult Education Council, Literacy House, Lucknow, and Punjab Agricultural University, Ludhiana.
15.	Panel discussions on "Adult Education as a Profession".	1 day	To demonstrate the method of Organising Panel and to discuss the subject.	30	Teacher-Educators from Himachal Pradesh.

Department of Foundations of Education

<i>Sl. No.</i>	<i>Title</i>	<i>Purpose</i>	<i>No. of</i>		<i>Category of participants</i>
1	2	3	4	5	6
1.	Seminar on Measurement of cost, productivity and of efficiency Education.	To evolve cost reduction studies at State level.	6 days	39	Economists, Econometricians & Educationists.
	1966-67				
2.	Seminar on major problems of Indian Education in Historical perspective.	Waking a historical analysis of the four crucial problems of Indian Education (i) State control of education (ii) Religion and Education (iii) Social Restrictions in Education (iv) Problem related to Medium of Instruction.	6 days	29	University teachers in (i) History (ii) Education (iii) Philosophy (iv) Sociology
	1967-68				
3.	Historical Survey of Language (Medium of Instruction) controversy".	To judge historically the factors that did not allow so far regional languages to be widely used as medium of instruction.	6 days	31	University teachers in (i) History (ii) Education (iii) Sociology (iv) Linguistics
4.	Seminar on philosophy of Education—place of values in Indian Education.	—	6 days	14	Teachers from Philosophy Deptts. of Universities.

1	2	3	4	5	6
5. Seminar on advancement and provision of secondary education in U.K., U.S.S.R., Nepal, Ceylon and India.	To assess recent major trends in secondary education in both advanced and developing countries. To review the Indian scene in the light of data.	9 days	10	—	
6. Sociology of the teaching profession in India.	To discuss various aspects of the teaching profession at the school state in India.	6 days	28	Sociologists, Teacher and Social Scientists.	Educators

Department of Educational Administration

Training Programmes

<i>S. No.</i>	<i>Title</i>	<i>Purpose</i>	<i>Duration</i>	<i>No. of Participants</i>	<i>Category of persons who participated</i>
1	2	3	4	5	6
1965-66					
1.	A Training Course for Principals of Secondary Teachers Colleges, Taradevi (Simla).	To acquaint the Principals with the latest trends in teacher training, educational administration, the principles which should guide them in the improvement of their own institutions.	2 weeks	33	Principals of Secondary Teachers Colleges.
1966-67					
2.	A Training Course for Principals of Secondary Teachers Colleges (Southern Zone) Trivandrum.	—do—	2 weeks	39	Principals of Secondary Teachers Colleges.
1967-68					
3.	A Training Course for Principals of Secondary Teachers Colleges (Eastern Zone), Bhubaneswar.	—do—	2 weeks	24	Principals of Secondary Teachers Colleges.

1	2	3	4	5	6
4.	A Training Course in Research Techniques on Wastage and Stagnation. (Vallabh Vidyanagar).	To acquaint the participants with the research Techniques of ascertaining the extent of wastage and stagnation, and develop tools.	1 week	19	Research personnel of State Institutes of Education and Coordinators of some of the selected Primary Extension Services Centres.
5.	Summer Institute in Educational Administration (Simla).	To orient towards the latest developments in their field of specialisation.	3 weeks	37	Lecturers of University Departments of Education and Secondary Teachers Colleges.

Extension Programmes

1966-67

1.	A seminar for Principals of Central Schools.	(i) To discuss teaching and teachers quality; (ii) improvement in instruction, and (iii) administrative and organisational problems.	1 week	35	Principals of Central Schools.
2.	Workshop on Educational Administration.	(i) To map out research areas in educational administration, and (ii) to develop syllabi for in-service education of educational administrators of various categories.	2 weeks	19	Professors of educational administration and educational administrators.
3.	Workshop Inspectors of Schools of Delhi Municipal Corporation.	(i) To develop evaluative criteria; and (ii) to devise the supervisory proforma.	1 week	43	Inspectors of Schools of the Municipal Corporation of Delhi.

*Training Programmes of the Departments of National Institute
of Education having duration of three Months or more*

<i>Sl. No</i>	<i>Title</i>	<i>Purpose</i>	<i>Duration</i>	<i>No. of partici- pants</i>	<i>Category of participants</i>
1	2	3	4	5	6
Department of Psychological Foundations					
1.	Educational and Vocational Guidance	To train specialists in the field of Educational and Vocational guidance.	9 months	16	
2.	(1964-65)	—do—	—do—	21	
3.	(1965-66)	—do—	—do—	25	
4.	(1966-67)	—do—	—do—	11	
5.	Course in Research Methodology (1963-64)		—do—	17	
6.	(1964-65)		—do—	23	
7.	(1965-66)		—do—	24	
8.	(1966-67)		—do—	10	
9.	Early childhood Education at Delhi (1963-64)		—do—	14	
10.	(1964-65)		—do—	11	

1	2	3	4	5	6
11.	(1965-66)		—do—	12	
12.	(1966-67)		—do—	9	
13.	Course in Early Childhood Education at Ghandigram (1965-66)		—do—	18	
14.	(1966-67)		—do—	14	
Department of Teacher Education					
15.	NIE Diploma in Elementary Teacher Education (M.Ed. Level)	Re-train the Elementary Teacher Educators in the Philosophy, Curriculum, Methodology and organisation of practical activities in the training of primary teachers in India.	9 months	22	Instructors of Teachers' Training Institutions preparing teachers for elementary schools.
Department of Audio-Visual Education					
16.	Diploma Course in Audio-Visual Education (1966-67)	To provide leadership training to the professional personnel in the field of Audio-Visual Education who could impart further training in their centres in the various skills in preparing simple and inexpensive Audio-Visual aids.	9 months	10	Heads of A.V. Units in States, officials of State Institute of Education. Staff of University concerning A.V. aids, Training College etc.

1	2	3	4	5	6
Department of Adult Education					
17.	Training Course for District Social Education Officers. (1964)	To equip the District Officers in-charge of Social Education with the knowledge and skills necessary to function effectively as a District Level Officers Incharge of Social Education.	6 months	12	District Officers in charge of Social Education.
18.	(1964-65)	—do—	—do—	4	—do—
19.	(1965-66)	—do—	—do—	10	—do—
20.	(1966-67)	—do—	—do—	6	—do—
Department of Foundations of Education					
21.	Economics of Education and Educational Planning	To develop and train specialists in the field of Economics of Education and Educational Planning	One year		One Lecturer One Class II Officer from the Ministry of Education, Govt. of India, One Sr. Teacher from a Secondary School.
22.	N.I.E. Associateship Course— 1967-68	To equip potential associates with professional competence in selected areas of education at the level of post-graduate study.	10½ months	35	Teachers, lecturers in Training Colleges and those who were fresh Post-Graduate degree holders.

APPENDIX V

Regional College of Education, Ajmer

Enrolments of students course wise/year wise (This includes fresh admission also)

<i>Course</i>	1963-64	1964-65	1965-66	1966-67	1967-68
1. 4-Year Course in Science	—	45	73	117	172
2. 4-Year Course in Technology	60	108	135	150	133
3. 4-Year Course in English	—	—	—	—	—
4. 4-Year Course in Commerce	—	—	—	—	—
5. 1-Year Course in Science	49	44	33	39	34
6. 1-Year Course in Agriculture	12	12	22	22	26
7. 1-Year Course in Commerce	—	20	15	25	27
8. 1-Year Course in Home Science	—	17	8	7	9
9. 1-Year Course in Fine Arts	—	—	—	—	—
10. 1-Year Course in Industrial Crafts	—	—	—	—	—
11. 2-Year Degree Course in Industrial Crafts	—	13	29	15	—
12. 3-Year Diploma Course in Industrial Crafts	—	23	34	31	25
13. 2-Year Diploma Course in Industrial Crafts	—	—	—	—	13
14. Master's Course	—	—	—	—	—
Total:	121	282	349	406	439
Summer School-Cum-Correspondence Course	—	—	—	172	312

Regional College of Education, Bhopal

Enrolment of Students Course-wise year (This includes fresh admissions also)

Course	1963-64	1964-65	1965-66	1966-67	1967-68
1. 4-Year Course in Science	—	44	40	116	151
2. 4-Year Course in Technology	—	—	26	48	55
3. 4-Year Course in English	—	—	—	31	60
4. 4-Year Course in Commerce	—	—	—	—	22
5. 1-Year Course in Science.	—	10	15	20	39
6. 1-Year Course in Agriculture	—	—	12	11	29
7. 1-Year Course in Commerce	—	13	13	14	25
8. 1-Year Course in Home Science	—	—	—	—	—
9. 1-Year Course in Fine Arts	—	—	8	7	1
10. 1-Year Course in Industrial Crafts	—	—	—	—	—
11. 2-Year B.Ed. Course in Industrial Crafts	—	13	6	5	—
12. 3-Year Course in Industrial Craft	—	—	—	—	—
13. 1-Year Diploma Course in Fine Arts	—	—	—	6	11
14. Master's Course	—	—	—	—	9
Total:	—	80	120	258	402
Summer School-cum-Correspondence Course	—	—	—	115	217

Regional College of Education, Bhubaneswar

Enrolment of Students: Course-wise and Class-wise

		1963-64	1964-65	1965-66	1966-67	1967-68
1. B.S.C. & B (SC)	Part-I	18	78	33	62	62
	Part-II	—	13	55	28	51
	Part-III	—	—	10	48	26
	Part-IV	—	—	—	10	48
2. B.S.C. & B. Ed. (Tech.)	Part-I	25	32	31	34	33
	Part-II	—	18	25	29	25
	Part-III	—	—	17	20	25
	Part-IV	—	—	—	15	20
3. B.A. & B.Ed. (English)	Part-I	—	—	—	36	35
	Part-II	—	—	—	—	33
	Part-III	—	—	—	—	—
	Part-IV	—	—	—	—	—
4. 3 Year Diploma in Industrial						
	Crafts-I	—	18	17	19	17
	II	—	—	10	14	8
	III	—	—	—	10	12
5. B. Ed. (Sc.) (1 year)		31	70	51	67	73
B.Ed. (Com.)		—	21	14	11	15
B.Ed. (Agril)		—	6	3	9	8
Total:		74	256	266	412	491
SS/CC-1st Year		—	—	—	157	140
2nd Year		—	—	—	—	138
Total:		—	—	—	157	278

N.B. Other courses mentioned in the proforma do not exist in this College.

Regional College of Education, Mysore

Enrolment of Students: Course-wise

(This includes fresh Admissions also)

<i>Course</i>	1963-64	1964-65	1965-66	1966-67	1967-68
1. 4-Year Course in Science	—	—	57	54+49	68+47* 47**
2. 4-Year Course in Technology	—	—	54	40+31*	35+33* 10**
3. 4-Year Course in English	—	—	—	27	38+27*
4. 4-Year Course in Commerce	—	—	—	41	44+39*
5. 1-Year Course in Science	42	113	62	48	60
6. 1-Year Course in Agriculture	5	10	6	10	9
7. 1-Year Course in Commerce	21	32	25	24	14
8. 1-Year Course in Home Science	—	—	14	20	15
9. 1-Year Course in Industrial Crafts	—	31	—	—	—
Total:	68	186	218	309+80	431+146* 57**
Grand Total:	68	186	218	344	486

Summer School-cum-Correspondence Course.

— — — 45 148

*refer to students studying in the second year course.

**refer to students studying in the third year course.

*Statement showing students admitted—Course-wise
Regional College of Education, Bhopal
Session—1964-65.*

<i>S. No.</i>	<i>Course</i>	<i>Minimum qualifications for admission</i>	<i>Total number of students admitted</i>	<i>First Division</i>	<i>Second Division</i>	<i>Third Division</i>	<i>Pass Division</i>
1.	Four-year B.Sc. B.Ed. 1st Yr.	Higher Secondary good second class or first class with Science subjects	48	35	12	—	1
2.	One-Year B.Ed. (Science)	Graduate in Science	10	—	5	5	—
3.	One-year B.Ed. (Commerce)	Graduate in Commerce	14	—	5	9	—
4.	Two-Year B.Ed. (Industrial Crafts) 1st Year.	Any University Degree	13	—	5	8	—

N.B. The Statement indicates total admissions.

*Statement showing students admitted—Course-wise
Regional College of Education, Bhopal
Session—1965-66*

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<i>S.No.</i>	<i>Course</i>	<i>Minimum qualifications for admission</i>	<i>Total number of students admitted</i>	<i>First Division</i>	<i>Second Division</i>	<i>Third Division</i>	<i>Pass Division</i>
1.	Four-Year B.Sc., B.Ed., 1st Year.	Higher Secondary good second class or first class with science subjects	40	22	18	—	—
2.	Four-Year B. (Tech.) Ed.	Higher Secondary or its equivalent with Science or Technology	26	15	11	—	—
3.	One-Year B.Ed. (Science)	Graduate in Science	15	—	6	7	2
4.	One-year B.Ed. (Commerce)	Graduate in Commerce	15	—	7	8	—
5.	One-Year B.Ed. (Agriculture)	Graduate in Agriculture	13	2	11	—	—
6.	One-year B.Ed.,(Fine Arts)	1. Graduate with Fine Arts as one of the subjects	8	2	4	1	1
7.	Two-year B.Ed. (Industrial Crafts)	Any University Degree	6	—	2	2	2

*Statement showing students admitted—Course-wise
Regional College of Education, Bhopal
Session—1966-67.*

<i>S.No.</i>	<i>Course</i>	<i>Minimum qualifications for admission</i>	<i>Total number of students admitted</i>	<i>First Division</i>	<i>Second Division</i>	<i>Third Division</i>	<i>Pass Division</i>
1.	B.Sc., B.Ed., (Four-year) 1st Year	Higher Secondary, good second class or first class with Science Subjects.	55	21	34	—	—
2.	B.(Tech.) Ed. (Four-Year) 1st Year	Higher Secondary or its equivalent with Science or Technology	29	19	10	—	—
3.	Four-Year B.A., B.Ed.— 1st Year	Higher Secondary or its equivalent	32	13	16	3	—
4.	One-Year B.Ed. (Science)	Graduate in Science	20	—	11	5	4
5.	One-Year B.Ed., (Commerce)	Graduate in Commerce	14	—	5	7	2
6.	One-Year B.Ed. (Agriculture)	Graduate in Agriculture	11	—	8	3	—
7.	One-Year B.Ed. (Fine Arts)	Graduate with Fine Arts as one of the Subjects	8	—	4	4	—
8.	One-Year Diploma Courses in Fine Arts	Matric/Higher Secondary preferably Teacher teaching the subject	5	—	1	3	1

*Statement showing students admitted—Course-wise
Regional College of Education, Bhopal
Session—1967-68*

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Four-Year B.Sc., B.Ed. 1st Year	Higher Secondary, good second class or first class with Science Subjects	64	23	41	—	—
2.	Four-Year B. Ed. (Tech.) Course 1st Year	Higher Secondary or its equivalent with Science or Technology	39	13	25	1	—
3.	Four-Year B.A. B.Ed. in English 1st Year	Higher Secondary or its equivalent	38	5	28	4	1
4.	Four-Year B.Com., B.Ed.(1st Year)	Higher Secondary or its equivalent	25	8	17	—	—
5.	One-Year B.Ed. (Commerce)	Graduate in Commerce	24	1	12	11	—
6.	One-Year B.Ed. (Agriculture)	Graduate in Agriculture	29	1	27	1	—
7.	One-Year B.Ed. (Science)	Graduate in Science	38	1	20	14	3
8.	One-Year B.Ed. (Fine Arts)	Graduate with Fine Arts as one of the subjects	1	—	1	1	—
9.	One-Year Diploma in Fine Arts	Matric/Higher Secondary preferably teacher teaching the subject	11	—	3	8	—
10.	M. Ed.	Graduate with B.Ed. in second class	9	—	6	3	—

N.B. The statement indicates total admissions.

*Statement Showing the Qualifications of the Admitted Trainees to
Summer School Cum-Correspondence Course
Regional College of Education, Bhopal
Session—1966-67*

<i>Qualifications</i>	<i>No. of trainees secured 1st Div.</i>	<i>No. of trainees secured 2nd Div.</i>	<i>No. of trainees secured 3rd Div.</i>	<i>Remarks</i>
B.A.	—	26	65	
B.Sc.	1	7	16	
M.A.	—	9	26	Kovid—5
M.Sc.	—	4	4	Vinit—4
S.T.C.	—	3	30	Visharad—7
Diploma in Teaching	—	4	3	LL.B.—2
Sahitya Ratna	—	4	4	
Diploma in Education	1	1	2	
Declared successful in B.Ed., S.S.C.C.	10	66	10	

Total applications received for admission : 447

Total candidates admitted : 115

*Statement Showing the Qualifications of the Admitted
trainees to Summer School-cum-Correspondence Course,
Regional College of Education, Bhopal
Session 1967-68*

<i>Qualification</i>	<i>No. of trainees Secured 1st Div.</i>	<i>No. of trainees secured 2nd Div.</i>	<i>No. of trainees secured 3rd Div.</i>	<i>Remarks</i>
B.A.	1	17	60	
B.Sc.	2	7	15	Vishara—9
M.A.	2	10	18	Bhasa Ratna—4
M.Sc.		7	2	Kovid—5
S.T.C.		5	18	Vinit—3
Sahitya Ratna		5	2	L.L.B.—3
Dip. in Teaching	1	6	1	Acharya—1
Dip. in Education	1	1		Shastri—2

Total applications received for admission : 397

Total admitted : 102

N.B. The statement indicates total admission.

Divisions of students admitted to Regional College of Education, Bhubaneshwar.

S. No.	Course	Minimum Qualification For admission	Total No. of students admitted					1963-64			1964-65			1965-66			1966-67			1967-68			
			63-64	64-65	65-66	66-67	67-68	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	
1.	B.Ed. (Science)	B.Sc.	31	70	51	67	73	—	6	25	—	10	60	1	15	35	—	14	53	—	9	64	
2.	B.Ed. (Commerce)	B.Com	—	21	14	11	15	—	—	—	—	10	11	2	5	7	—	3	8	—	5	11	
3.	B.Ed. (Agriculture)	B.Sc. (Ag.)	—	6	3	9	8	—	—	—	—	5	1	1	2	—	—	3	6	—	5	3	
4.	B.Sc. & B.Ed.(Scn.)	P.U. Sc./Higher Secondary	18	78	36	62	62	2	10	7	2	36	32	1	19	16	2	29	31	8	28	26	
5.	B.Sc.& B.Ed.(Tech.)	P.U.Sc./Higher Secondary	25	32	31	33	33	2	19	4	1	15	16	1	23	7	2	17	14	2	12	19	
6.	B.A. & B.Ed.	P.U.Arts/P.U. Sc.	—	—	—	36	35	—	—	—	—	—	—	—	—	—	—	1	12	23	3	18	14
7.	Diploma in crafts	High School Certificates	—	18	17	19	17	—	—	—	—	6	12	—	11	6	—	6	13	—	5	12	
Total			74	225	152	237	243	4	35	36	3	82	132	6	75	71	5	84	148	13	82	149	

N.B. The statement indicates total admission.

Regional College of Education, Mysore-6

Statement of Admissions

1963-64

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Sl. No.	Course	Minimum Qualification for Admission	Total No. of Students admitted	Divisions		
				I	II	III
1.	B.E.d. Science	B.Sc.	43	1	13	29
2.	B.Ed. Commerce	B. Com.	23	—	2	21
3.	B. Ed. Agriculture	B.Sc. (Ag.)	6	—	3	3
1964-65						
1.	B. Ed. Science	B. Sc.	114	2	27	85
2.	B. Ed. Commerce	B. Com.	31	—	1	30
3.	B. Ed. Agriculture	B. Sc. (Ag.)	10	—	6	4
ONE-YEAR COURSES: 1965-66						
1.	B. Ed. Science	B. Sc.	65	2	25	38
2.	B. Ed. Commerce	B. Com.	29	—	—	29
3.	B. Ed. Agriculture	B. Sc. (Ag.)	8	—	4	4
4.	B. Ed. Home Science	B. Sc. (H. Sc.)	15	1	3	11
FOUR-YEAR COURSES						
<i>(In percentage)</i>						
1.	B. Sc. Ed.	P.U.C. or Hr. Secondary	53	19	49	32
2.	B. Tech. Ed.	—do—	49	28	44	28

1	2	3	4	5	6	7
---	---	---	---	---	---	---

1966-67

ONE-YEAR COURSES:

1. B. Ed. Science	B. Sc.	51	—	22	29
2. B. Ed. Commerce	B. Com.	24	—	—	24
3. B. Ed. Agriculture	B. Sc. (Ag.)	11	—	3	8
4. B. Ed. Home Science	B. S.c (H. Sc.)	20	1	5	14

FOUR-YEAR COURSES:

(In percentage)

1. B. Sc. Ed.	P.U.C. or Hr. Sc. Or Equivalent Exam:	54	9	56	35
2. B. Tech. Ed.	,,	40	35	48	18
3. B. Com. Ed.	,,	26	—	48	52
4. B.A. Ed.	With suitable subjects.	35	12	23	65
5. Summer School-cum Corres- Pondence Course	Bachelor's Degree with 5 years' experience.	45	<i>Number</i> 1	6	38

1967-68

ONE-YEAR COURSES:

1. B. Ed. Science	B. Sc.	60	3	36	21
2. B. Ed. Commerce	B. Com.	14	—	—	14
3. B. Ed. Agriculture	B. Sc. (Ag.)	9	—	6	3
4. B. Ed. Home Science	B. Sc. (H. Sc.)	18	2	3	13

1	2	3	4	5	6	7
FOUR-YEAR COURSES:					<i>(In percentage)</i>	
1.	B. Sc. Ed.	P.U.C Hr. Sec. or Equivalent Exam.	67	22	57	21
2.	B. Tech. Ed.	—do—	37	32	51	16
3.	B. Com. Ed.	—do—	38	18	58	24
4.	B. A. Ed.	With suitable subjects.	45	7	40	53
5.	Summer School-cum-Correspondence Course.	Bachelor's Degree with 5 years' Experience.	146	3	21	122

These are total admission.

Regional College of Education, Ajmer

Details of Actual Expenditure (including both Plan and Non-Plan)

Head	<i>PLAN</i>				<i>NON-PLAN</i>				<i>Budget Estimates 1967-68</i>	
	1963-64	64-65	65-66	66-67	<i>Budget Estt. '67-68</i>	1963-64	64-65	65-66		66-67
Pay & Allowances	106925.24	319435.52	499518.44	39398.75	182000.00	—	—	—	624532.48	667000.00
Other Charges	42605.02	112500.00	137500.00	Nil	94000.00	—	—	—	226139.12	159000.00
Scholarship	70879.03	178069.07	215161.25	70572.50	261000.00	—	—	—	287986.40	293000.00
Equipment, Furniture and Books	276505.31	367000.00	500000.00	434829.73	373000.00	—	—	—	—	—
Programme	—	—	3794.47	62472.95	195000.00	—	—	—	—	—
Repair of Buildings	—	15000.00	45000.00	—	—	—	—	—	50000.00	40000.00
Total	496914.60	992004.59	1400974.16	607273.93	1105000.00	—	—	—	1188658.00	1159000.00
“*” Buildings Expenditure incurred upto 31-3-66	—	—	3786199.91	460000.00	9710000.00	—	—	—	—	—
	496914.60	992004.59	5187174.07	1067273.93	2076000.00	—	—	—	1188653.00	1159000.00

“*” Note:— Funds released directly by the N.C.E.R.T. except Rs. 96,000/- released by the College during the year 1966-67.

Regional College of Education, Bhopal

Details of Actual Expenditure (including both Plan and Non-Plan)

<i>Head</i>	1963-64	1964-65	1965-66	1966-67	<i>Budget Estimate 1967-68</i>
1. Pay and Allowances	16,823.22	1,28,196.95	3,99,123.94	7,18,013.62	10,05,000.00
2. Other Charges	13,961.76	51,438.63	1,01,020.11	2,34,247.55	2,53,000.00
3. Scholarships	—	47,236.20	1,04,645.35	1,86,398.75	3,71,000.00
4. Equipment, Furniture and Books	1,15,725.05	6,60,440.39	4,44,932.77	5,06,112.01	5,00,000.00
5. Buildings (including repairs & Maintenance)	---	---	34,21,000.00	7,55,000.00	8,90,000.00
6. Less 5% cut for probable saving	---	---	---	---	57,000.00
TOTAL	1,46,513.03	8,87,312.17	44,70,722.17	23,99,771.93	29,67,000.00

Regional College of Education, Bhubaneswar

Details of Actual Expenditure (Including both Plan and Non-Plan)

<i>Sl. No.</i>	<i>Head</i>	1963-64	1964-65	1965-66	1966-67	1967-68
1.	Pay and Allowances	1,05,083.85	2,87,169.91	4,65,029.48	6,62,538.17	11,28,798.00
2.	Other Charges	91,385.67	1,79,011.50	1,47,082.45	1,85,264.24	2,49,925.00
3.	Scholarships	40,212.94	1,42,294.92	1,78,240.71	3,23,237.06	4,46,469.00
4.	Equipment, furniture and books including purchase of buses.	2,85,730.08	4,42,635.25	4,21,389.56	3,90,835.09	3,50,000.00
4.	Programme		87,647.37*			
5.	Programme				53,393.73	1,38,000.00
6.	Building (including repairs and maintenance)	35,01,000.00		3,01,000.00	7,76,714.00	
				40,000.00 "	48,960.00 "	10,65,000.00
Total		40,23,412.54	11,38,758.94	15,52,742.20	24,40,992.29	33,781,92.00

* The figure shows purchase of buses.

" The figures show expenditure on repair and maintenance.

Regional College of Education, Mysore

Details of Actual Expenditure (including both Plan and Non-Plan)

Sl. No.	Head	1963-64	1964-65	1965-66	1966-67	1967-68	
						Budget	Estimates Revised
1.	Pay and Allowances	1,00,243.00	2,79,033.00	4,12,455.00	6,40,122.00	8,15,000.00	8,15,000.00
2.	Other Charges	67,579.00	1,63,039.00	1,26,760.00	1,99,703.00	2,55,000.00	2,06,000.00
3.	Scholarships	34,991.00	1,15,305.00	1,51,000.00	2,60,903.00	4,70,000.00	4,52,000.00
4.	Equipment, Furniture and Books	2,76,888.00	5,91,555.00	5,71,329.00	7,65,098.00	5,60,000.00	4,80,000.00
5.	Buildings (as per State P.W.D. statements)	15,96,604.00	8,87,621.00	5,95,285.00	3,56,686.00	6,00,000.00	5,00,000.00

Register of Results of Annual Examinations, Regional College of Education, Ajmer

<i>Sl. No.</i>	<i>Course</i>	1963-64		1964-65		1965-66		1966-67	
		<i>Appeared</i>	<i>Passed</i>	<i>Appeared</i>	<i>Passed</i>	<i>Appeared</i>	<i>Passed</i>	<i>Appeared</i>	<i>Passed</i>
1.	4-Year Technology	—	—	—	—	—	—	40	39
2.	4-Year Science	—	—	—	—	—	—	—	—
3.	1-Year B. Ed. Science	49	47	45	44	33	31	38	33
4.	1-Year B. Ed. Commerce	—	—	20	20	15	15	24	23
5.	1-Year B. Ed. Agriculture	12	12	12	10	22	22	21	20
6.	1-Year B. Ed. Home Science	—	—	17	14	8	6	7	5 (One result withheld)
7.	2-Year Degree (B. Ed. Craft)	—	—	—	—	13	13	15	15
8.	3-Year Diploma (Ind- Craft)	—	—	—	—	—	—	9	9
9.	2-Year Diploma	—	—	—	—	—	—	—	—
10.	Summer School-cum-Correspondence Course	—	—	—	—	—	—	162	139 (One result withheld)

Regional College of Education, Bhubaneswar : Results Analysis Examinations.

<i>Sl. No.</i>	<i>Course</i>	1963-64		1964-65		1965-66		1966-67	
		<i>Appeared</i>	<i>Passed</i>	<i>Appeared</i>	<i>Passed</i>	<i>Appeared</i>	<i>Passed</i>	<i>Appeared</i>	<i>Passed</i>
1.	4-Year Technology	—	—	—	—	—	—	15	15
2.	4-Year Science	—	—	—	—	—	—	10	10
3.	1-Year Science	31	29	60	57	48	45	68	64
4.	1-Year Commerce	—	—	20	20	14	14	11	11
5.	1-Year Agriculture	—	—	5	5	3	3	7	7
6.	3-Year Diploma (Industrial Crafts)	—	—	—	—	—	—	11	9
7.	D.M. School, Secondary School Exam. of the CBSE, New Delhi. (Part — III)	Nil	Nil	Nil	Nil	Nil	Nil	18	14

Register of Results of University Annual Examination
Regional College of Education, Mysore-6

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<i>S.No.</i>	<i>Course</i>	1963-64		1964-65		1965-66		1966-67	
		<i>Appeared</i>	<i>Passed</i>	<i>Appeared</i>	<i>Passed</i>	<i>Appeared</i>	<i>Passed</i>	<i>Appeared</i>	<i>Passed</i>
1.	Science	41	31	118	112	67	63	51	45
2.	Commerce	21	15	34	34	26	26	23	22
3.	Agriculture	5	4	11	11	6	6	10	10
4.	Home Science	---	---	---	---	14	13	21	19
5.	B. Lo. (Summer School cum-correspondence course)	---	---	---	---	---	---	41	38
Total		67	50	163	157	113	108	146	134

Regional College of Education, Ajmer

Statement showing the Position of Placement

Sl. No.	Name of Course	Duration of Course	1963-64		1964-65		1965-66		1966-67	
			No. of Passed	No. of Employed	No. of Passed	No. of Employed	No. of Passed	No. of Employed	No. of Passed	No. of Employed
1.	B. Ed. (Science)	1 year	47	40	44	40	31	24	34	25
2.	B. Ed. (Agriculture)	—do—	12	10	10	8	22	17	21	13
3.	B. Ed. (Commerce)	—do—	—	—	20	18*	15	12	23	13
4.	B. Ed. (Home Science)	—do—	—	—	14	11	6	5	10	8
5.	2-Year B. Ed. (Craft)	2 years	—	—	—	—	13	8	15	8
6.	3-Year Diploma (Industrial Crafts)	3 years	—	—	—	—	—	—	9	2
7.	B. Tech. Ed.	4 years	—	—	—	—	—	—	39	35**

* 18 students were already employed before admission in college.

** Two students are studying in M.A., M.Ed. Information of 15 students were not verified officially but figures were collected at a personal level by an ex-student.

Regional College of Education, Bhopal

Showing Employment Position of Students Trained under one-year B.Ed. Programmes

<i>S.No.</i>	<i>Course</i>	<i>Year from to</i>	<i>Number De- clared success- ful*</i>	<i>Number ** employed as teachers</i>	<i>No. employed in allied jobs.</i>	<i>No. employed in non- teaching</i>	<i>No. of re- ported un- employed</i>
1.	One-Year B. Ed. (Sc.)	1964-67	45	44	—	—	—
2.	One-Year B. Ed. (Ag.)	1965-67	18	16	2	—	—
3.	One-Year B. Ed. (Com.)	1965-67	30	24	2	2	2
4.	One-Year B. Ed. (F.A.)	1965-67	10	8	—	—	2
5.	Two-Year B. Ed. (Industrial crafts)	1964-67	15	1	77	4	3
6.	One-Year Diploma in Fine Arts.	1966-67	6	2	—	—	4

* From 1964 to 1967, twenty-three teachers could not qualify in the Final University Examination.

** This also includes 34 teachers who were deputed for teacher training by the M.P. State Department of Education.

Regional College of Education, Bhubaneswar
No. of Successful Students and the Position of Placement

Sl. No.	Course	1963-64		1964-65		1965-66		1966-67	
		Number Passed	Number Employed	Number Passed	Number Employed	Number Passed	Number Employed	Number Passed	Number Employed
1.	4-Year Course (Sc.)	—	—	—	—	—	—	10	10
2.	—do— (Tech.)	—	—	—	—	—	—	14	14
3.	—do— (English)	—	—	—	—	—	—	—	—
4.	—do— (Commerce)	—	—	—	—	—	—	—	—
5.	1-Year Course (Sc.)	29	29	57	57	45	45	64	—
6.	—do— (Ag.)	—	—	5	5	3	3	7	—
7.	—do— (Commerce)	—	—	20	20	14	14	11	—
8.	—do— (Home Science)	—	—	—	—	—	—	—	—
9.	—do— (Fine Arts)	—	—	—	—	—	—	—	—
10.	—do— (Crafts)	—	—	—	—	—	—	—	—
11.	2nd-Year Crafts	1	—	—	—	—	—	—	—
12.	3rd-Year Crafts	—	—	—	—	—	—	8	—
13.	Summer School-cum-Correspondence Course	—	—	—	—	—	—	—	—
14.	Master's Course.	—	—	—	—	—	—	—	—

Regional College of Education, Mysore

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Placement

<i>Sl. No.</i>	<i>Course completed</i>	<i>Number admitted</i>	<i>Number passed</i>	<i>Number Employed in Teaching</i>	<i>Number Employed other ways</i>	<i>Number un-Employed</i>	<i>Remarks</i>
1.	B. Ed. (Agriculture) (1963-67)	31	30	27	3		
2.	B. E.d (Commerce) (1963-67)	101	98	88	12	1	
3.	B. Ed. (Home Science) (1965-67)	34	33	14	4	11	Higher Studies—2 No. Information—2
4.	B. Ed. (Science) (1965-67)	265	256	204	4	11	Higher Studies 15 Number information 22

Note: All the students admitted to the Summer Schools-cum-Correspondence Course are working teachers and so they go back to their own schools except in a few cases where they may seek appointments in other schools.

APPENDIX VI

Work done by the NIE Departments (List of Programmes Undertaken)

The Departments of the National Institute of Education submitted a Report on their programmes of work since the inception of the departments. As the research and training programmes are given separately in Appendix II and III, only a summary of the reports is given below :

A. DEPARTMENT OF FIELD SERVICES

This Department started as an All-India Council for Secondary Education in 1955. In 1959, it was renamed as Directorate of Extension Programmes for Secondary Education and in 1966 its name was changed to Department of Field Services of the National Institute of Education.

One of the primary purposes for which the Department was originally set up was to develop extension work throughout the country through a network of Extension Centres and Units. During 1955-59, 54 Extension Centres were established. During 1959-61, two more were added. When the Council was formed in September 1961 and the DEPSE became a part of the Council, these 56 Extension Centres came under the control of the Council. During 1961-63, 13 more Extension Centres were opened and 23 Extension Units were opened. In addition 45 Extension Centres in primary training institutions were also started. After the reorganisation of work in 1966 when the Department of Field Services started with new aims and objectives as a Department of the NIE, a proposal to start Field Units of the NIE at the State-level was initiated and accepted. In pursuance of this three Field Units were started. Giving grants of these Extension Centres, training their staff and coordinating their work has been one of the main functions of the Department.

The programmes of work of the Department are:—

1. Implementation of Research Findings.
2. Development of Instructional Materials by teachers.
3. Encouraging teachers and schools to conduct experiments.
4. Dissemination of good class-room and other school practices.
5. Conducting a programme of Seminar Readings for teachers.
6. Assisting in the utilization of school libraries.
7. Assistance to Central Schools Organisation.

B. EDUCATIONAL SURVEY UNIT

The Second All India Educational Survey, organised at the request of Ministry of Education and the Planning Commission, was completed in 1967 and the report was published. An Advisory Committee, with Dr. V.K.R.V. Rao, the then Member (Education), Planning Commission, as the Chairman, had guided the work of this survey. In addition, the Department has completed a survey of junior technical schools and a survey of the institutions of instructors for physical educa-

tion. It is assisting the State Governments in preparing their plans for location of schools at the district level. The Department has undertaken intensive study of a few selected blocks in the country. The Department is providing services to those engaged in the preparation of District Developmental Plans in education.

C. DEPARTMENT OF SCIENCE EDUCATION

1. *General Science Project (for primary schools)*

This programme was initiated before the Department of Science Education was set up as an independent unit in 1963 and while it was functioning as a unit of Directorate of Extension Programmes for Secondary Education. A detailed syllabus of general science for classes I to VIII was first developed in a workshop and further refined and published in the form of a book. This was followed by the development of *A Handbook of Activities for Classes VI to VIII* based on this syllabus.

2. *The Experimental Project for the Improvement of Teaching Science and Mathematics at the Middle Level*

This programme was developed as a result of the decision of the NCERT to implement some of the recommendations of the UNESCO Planning Mission which visited this country in 1963-64. One of the major recommendations was that in place of general science, subject disciplines of Physics, Chemistry and Biology should be taught after the primary stage. This was also later recommended by the Indian Education Commission in 1965-66. With the assistance of the Unesco, a programme of improved instruction in Science at the middle level on the basis of subject disciplines was initiated as an experimental project in selected school of Delhi. The programme included preparation of syllabi, textbooks (in English and Hindi), teachers' guide and curriculum guide (in English) and specialised equipment needed to teach the courses.

3. *Comprehensive Scheme for the Improvement of Science Education (Study Groups)*

A Conference of Scientists and Educators was held in Delhi in April 1966 to discuss the question of improving science education in schools and to think ways and means of drawing up plans for the same. It was strongly felt that the curriculum in Science had to be revised and analysed and books with guide materials prepared as early as possible. With a view to identify the basic concepts of various sciences and to present them in a logical way the NCERT decided to associate scientists at the universities and higher centres of learning and educators to establish a number of Study Groups in Physics, Chemistry, Biology and Mathematics at various University Centres. 20 such study groups (6 in Maths, 4 in Physics and 5 each in Biology and Chemistry) are functioning at various university centres and are at present engaged in producing curricular materials needed for the first level of secondary schools and after finishing this will develop materials for the higher level of secondary schools. These study groups are mainly developing the course of compulsory science meant for all the students as contemplated by the Education Commission. The materials will be tried out by the Groups on an experimental scale in selected schools with the help of school teachers and then revised for final printing and dissemination to the States.

4. *Textbook Panels*

Some model textbooks for the secondary stage have been produced and some others are in preparation,

5. *National Science Talent Search Scheme*

This is a project initiated by the Council in 1963 on a pilot basis. It became operative for the whole country from 1964. Under this scheme an examination is held annually for the selection of students at the end of higher secondary school or equivalent and a scholarship is awarded to each student thus selected for the study of basic sciences upto the Ph.D. level. Each scholar is placed at a selected institution and is provided as far as possible individual guidance and help in academic matters by a university or college teacher.

6. *Science Clubs*

Organisation of Science Clubs in schools provides an opportunity to actually do things and learn the principles of science involved in them. To encourage this activity financial assistance was given to selected higher secondary schools and teacher training colleges to purchase necessary tools and equipment to establish a science club. The programme started before 1961 in DEPSE.

7. *Laboratory Equipment*

In collaboration with the Central Science Workshop, the department has been developing prototype of new and simple science equipment and also laboratory furniture suitable for class room-cum-laboratory use. Some of these equipments are being produced in limited quantity for use in experimental schools for trial and improvement. It is proposed to make available these proto-types to State Governments for mass duplication and supply to their institution. Some simple kits have also been developed from indigenous materials for teaching specific subjects.

In addition, the Department has conducted short training programmes and a few studies.

D. CENTRAL SCIENCE WORKSHOP

The Central Science Workshop was established in December 1963 in accordance with the recommendations of the Unesco Planning Mission. The Workshop was first located in the Ram Roop Vidya Mandir Higher Secondary School, Shakti Nagar, until June 1965 when one hall was made available in the NIE Campus. Simultaneously, machinery which was made available by the Unesco was being received and the same was gradually shifted to the hall. The Workshop commenced its activities when some electric power was available in August September 65, and a modest project on MODEL CLASS ROOM FURNITURE was taken on hand. This project was completed during June/July '66 and some work was also started on the UNESCO SECONDARY SCIENCE TEACHING PROJECT, simultaneously. The Central Science Workshop is concerned with the preparation of demonstrational classroom apparatus in the subjects of Physics, Chemistry, Mathematics and Biology. The first phase of the Project deals with classes VI, VII and VIII.

The PHYSICAL SCIENCES STUDY KIT PROJECT was started during January 1967. This is a set of 29 experiments in Physics, for classes IX, X and XI based on American practices. The CSW is supplying 100 kits to the University Grants Commission for their Summer Institute programmes in 1968.

The CSW has initiated a modest project on **WORK EXPERIENCE** crafts pertaining to traditional crafts (bamboo and wood). The tools and guide materials required for these crafts are well underway and it is intended to try these in the various states by sending a few sets to each State. A plan on **ELEMENTARY WORKSHOP PRACTICE** has also been drawn up with students exercises and guide lines, for a possible try out in the States. These activities are in accordance with the recommendations of the Education Commission, on work experience.

E. DEPARTMENT OF CURRICULUM AND EVALUATION

The history of this Department goes back to 1954 when the Ministry created the Central Bureau of Textbook Research. In 1956 the National Institute of Basic Education was created and in 1958 a Central Examination Unit was set up in the All India Council for Secondary Education. In 1966 the Central Examination Unit was merged with the Central Bureau of Textbook Research to become the Department of Curriculum and Evaluation. In 1967, the Department of Basic Education was merged in this Department.

Programmes of the Department

- (i) Social Studies including Geography, History and Economics.
- (ii) Reading Project.
- (iii) Hindi Textbook and Language Laboratory.
- (iv) Arts and Crafts.
- (v) Instructional Materials.
- (vi) Examination Reforms.
- (vii) Total School Curriculum.

The Social Studies project was initiated in 1963. A draft syllabus for classes I to XI has been prepared. 8 textbooks for classes I to V have been brought out and are being used in Delhi schools. Books for classes I to V in English are under preparation. Textbooks in History for classes VI and VII and a Constitution of India for young readers in India have been published. A large number of other books and guides are under preparation. Three books on geography have been published.

The Reading Project was initiated in 1962. In this project a Hindi primer and three books in series, two work books, three manuals and three handwriting books have been published as also Reading Readiness Tests and instructional aids like Reading Readiness Kit. Delhi, Bihar and Madhya Pradesh have expressed interest in this project and are in various stages of acceptance. In the Hindi textbook programme three books prepared by the Hindi Panel have been published and have been well received.

In the language laboratory a remedial course in English has been developed consisting of 66 lessons. The material developed are being extensively used by other institutions concerned with English language-teaching.

In the examination reform area, the targets of the programme are to improve external examination and to improve school evaluation. In order to do this, the Department has undertaken studies of various procedures and facts about external examination and internal assessment obtained in the different Boards of Secondary Education. It has analysed the reasons for failure, the difficulties in the marking system and so on.

The main effort of the Department in examination reform has been concentrated on the training of paper-setters, examiners and resource persons in short-term inservice programmes in the various States. The Boards of Secondary Education have been closely associated with all such work. Simultaneously the Department has produced sample text materials for written examination, practical examination, and oral examination. It has also developed a test library and a test item pool, unit tests and diagnostic tests. Sample question papers, unit tests have been printed by different State Boards with the help of the Department. The Department has also increased its area of work from the secondary stage to the primary stage, as also in teacher education and the university stage.

F. DEPARTMENT OF PSYCHOLOGICAL FOUNDATIONS

This Department was started in 1963 by merging in it the Central Bureau of Educational and Vocational Guidance, the Psychology Wing of the Central Institute of Education, both of which had been in existence for a number of years and the Psychometric Unit and the Child Study Unit, which had been started just before the merger.

It has offered three training programmes (1) Research Methodology (2) Guidance and Counselling and (3) Early Childhood Education, each of nine month's duration.

In research, the Department initiated the first cooperative research in the Council with a basic study in Developmental Norms for pre-school children between 2-1/2 to 5 years. This has been a very large undertaking and the results are not yet out. The Department worked on four NIE-HEW projects, one of which is on a survey of Achievement in Mathematics at the primary, middle and high school levels. This was a sample survey conducted all over the country in all the languages. It was a very large undertaking and only the first part of the report has been submitted. Another NIE-HEW Project was on the Achievement Motivation of high school boys. This study was completed last year and the report is in the press. Another NIE-HEW Project was on the development of Scholastic Aptitude Test for purposes of guidance. The report has been written and is being finalised for the press. Another NIE-HEW Project was on Identification of Talented Pupils in the middle and high school stages for the Hindi Speaking area.

The Department has initiated work in programmed learning and several studies have been conducted and training offered. The Department is working on two other cooperative research projects in collaboration with university professors in the area of test development. One is on intelligence and the other is on interests. A small beginning has been made in research on learning and adolescence. Some studies in guidance have been conducted.

The Department has published a number of bulletins for occupational information and guidance. It has published two books in research, one on Mental Measurement and the other on Child Development.

G. DEPARTMENT OF TEACHER EDUCATION

The Department of Teacher Education was set up as a Unit in the Central Institute of Education in December 1963 with the Principal of the Central Institute as its Head. It had its full time head from June 1966. The aim of the Department is to bring about the qualitative improvement of teacher education at all levels.

The Department provides consultative services to agencies engaged in teacher education and seeks to coordinate their work. It has conducted national surveys of teacher education at the elementary and secondary level and has studied various problems of teacher education both pre-service and inservice *e.g.*, Content analysis of B.Ed., Syllabus, Teaching of languages in elementary training institutions, Wastage and Stagnation in elementary teacher training course etc. It has offered a nine-month Diploma course for Elementary Teacher Educators and has developed a course of three months for Principals of Elementary Teacher Education Institutions.

H. DEPARTMENT OF AUDIO-VISUAL EDUCATION

The Department of Audio-Visual Education, till recently known as National Institute of Audio-Visual Education, is an old department of the National Institute of Education. This Department symbolises the development of Audio-Visual Education at the national level. Originally the Department, being the National Institute of Audio-Visual Education, was founded in 1959. This institute grew out of the Audio-Visual Education Unit of the Ministry of Education. Its emphasis has been on developing short-term training courses, seminars and workshops for the training of leaders and key personnel in education. Nine major courses, one nine-month Diploma Course, 20 two-week workshops and scores of seminars, workshops and orientation programmes have been developed. The production programme has been gradually developing. During the past years there has been an increased emphasis on the production of curriculum materials in the form of filmstrips, flannelgraph packages, slip charts, printing materials, instructional folders, etc.

The programmes of work of the Department are:—

(1) *Teacher Training in Audio-Visual Materials*

Short courses and workshops are organised for lecturers in training colleges, Coordinators of Extension Centres and Audio-visual specialists at the State level.

(2) *Production of Audio-Visual Curriculum Materials for Science and Social Studies Curriculum*

As the textbooks, teacher guides and other instructional materials are being developed in the Departments of Science Education and of Curriculum and Evaluation, it is necessary to develop audio-visual aids like film strips, charts etc. The aim of this programme is to develop such audio-visual materials in collaboration with the two Departments concerned.

(3) *Research in the Production and Utilization of Audio-Visual Aids*

The aim of this programme is to test in actual classroom situations in expensive audio-visual aids being developed in the Department.

(4) *Extension Programmes*

(a) Central Film Library

The Department manages a large library of educational films which are borrowed by the institutions all over the country.

(b) Publications, brochures and folders are occasionally issued by the Department to disseminate information on audio-visual education.

Besides the above Department provides consultancy and other services like dubbing of films, arranging exhibition, etc.

I. DEPARTMENT OF ADULT EDUCATION

The National Fundamental Education Centre, now the Department of Adult Education was established in 1956 by the Union Ministry of Education, Government of India with the following objectives :—

- (i) to train the key personnel of Social Education such as District Officers In-charge of Social Education;
- (ii) to carry out research and evaluation in the field of social education;
- (iii) to conduct experiments in production of better types of instructional material and equipment for Social Education; and
- (iv) to act as a clearing house of ideas and information pertaining to the field of social education.

It has conducted a number of studies on village meeting places, Radio rural forums, Reading habits and interests of village people, Agricultural Education needs of out-of-school rural youth engaged in farming, identification of educational problems of the Saoras of Orissa, Evaluation of Literacy Programme in Delhi, Evaluation of Books for new literates etc. It has organised several training courses, symposia and seminars, adult literacy, problems of tribal education, Poly-valent Centres etc.

J. DEPARTMENT OF EDUCATIONAL ADMINISTRATION

The Department started functioning from 1964 and undertook a study of the wastage and stagnation in primary and middle schools in India (NIE-HEW) as its first major research work. Later at the request of the Education Commission at factual report on the administrative organisation of educational systems in the various States was undertaken. A few other studies were also conducted at the request of the Ministry of Education, Directorate of Extension Programmes for Secondary Education etc. The Department organised zonal training courses for principals of secondary training colleges and a summer institute for the Principals of Central Schools. Two workshops were organised for the Inspectors in Delhi Municipal Corporation and the other was to develop syllabus and areas of research in educational administration.

K. DEPARTMENT OF FOUNDATIONS OF EDUCATION

This Department was originally known as the Department of Philosophical and Sociological Foundations of Education. It started working from the middle of 1966 only. It has five units:—

- (i) Comparative Education
- (ii) Economics of Education
- (iii) History of Education
- (iv) Philosophy of Education
- (v) Sociology of Education

The aims of the Department are

- (a) to conduct researches, seminars and study conferences to explore the values accepted by Indian education in different phases of history and to elucidate the social, economic and organizational dimensions of education,
- (b) to train up, in collaboration with other departments of the National Institute of Education, the expertise in the core course of the problems of Indian education at Master and Doctorate levels;
- (c) to bring original research publications in the related areas of education; and
- (d) to establish contact with organizations and institutes carrying on activities in identical fields within India and abroad.

The Department is engaged in a comparative study of organisational and administrative aspects of education in U.S.A., U.K., Nepal and India; a study in unit cost at school stage in India; historical survey of language (Medium of instruction Controversy); values in modern Indian educational thoughts school teacher as an agent of social change in India etc. It has developed a few studies like war and emergency, Pragmatism in Indian education---ancient period.

It has conducted several seminars in the areas of its research like Economics of education, Sociology of education, etc., in addition to teaching in the NIE Associateship Course.

APPENDIX VII-A

List of Publications by NCERT as on February 15, 1968

TEXTBOOKS

Science

1. Biology: A Textbook for Higher Secondary Schools (Seven Sections)
2. Biology: A Textbook for Higher Secondary Schools—Hindi (Sec. I and II)
3. PSSC Physics (Reprint)
4. BSCS Biological Science: An enquiry into Life (Reprint)
5. Chemistry: An Experimental Science (Reprint)
6. Biology Textbook (Hindi), Class VI
7. Physics Textbook (Hindi), Class VI
8. Physics Textbook (English), Class VI
9. Biology Textbook (English), Class VI
10. General Science for Primary Schools—Book I
11. General Science for Primary Schools—Book II
12. Physics: A Textbook for Secondary Schools

Mathematics

13. Algebra: A Textbook for Secondary Schools—Parts I and II
14. SMSG Mathematics for Junior High Schools (Reprint) (SIXTEEN TITLES)
15. Geometry Textbook (Hindi), Class VI
16. Geometry Textbook (English), Class VI
17. Arithmetic Algebra Textbook (English), Class VI
18. Arithmetic Algebra Textbook (Hindi), Class VI

Social Studies

19. Class III Textbook (Hindi)
20. Class IV Textbook (Hindi)
21. Class V Textbook (Hindi)
22. Charts of Social Studies for Classes I and II

History

23. Ancient India: A Textbook for Middle Schools
24. Medieval India: A Textbook for Middle Schools

Geography

25. Practical Geography: A Textbook for Secondary Schools
26. Economic Geography: A Textbook for Secondary Schools
27. Physical Geography: A Textbook for Secondary Schools

Technology

28. Engineering Drawing: A Textbook for Technical Schools
29. Elements of Electrical Engineering: A Textbook for Technical Schools

30. Elements of Mechanical Engineering: A Textbook for Technical Schools
31. Workshop Practice, Part I: A Textbook for Technical Schools;
32. Workshop Calculations through Practical Problems

Hindi

33. Kavya Sankalan: A Textbook for Higher Secondary Schools
34. Gadya Sankalan: A Textbook for Higher Secondary Schools
35. Hindi Primer
36. Hindi Reader for Class I
37. Hindi Reader for Class II
38. Hindi Reader for Class III
39. Ekanki Sankalan: A Textbook for Higher Secondary Schools
40. Kavya Ke Ang: A Textbook for Higher Secondary Schools
41. Rashtra Bharati Part I: Hindi Reader for Class VI

Teacher's Manuals, Handbooks and Pupils Workbooks

1. PSSC Physics—Teacher's Resource Book & Guide Part I
2. PSSC Physics—Teacher's Resource Book & Guide—Part II
3. PSSC Physics—Teacher's Resource Book & Guide Part III
4. PSSC Physics—Teacher's Resource Book & Guide—Part IV
5. PSSC Physics—Teacher's Laboratory Guide
6. General Science: A Handbook of Activities for Class VI to VIII
7. Chemistry: An Experimental Science—Teacher's Guide
8. Chemistry: An Experimental Science—Laboratory Manual
9. Biological Science: An inquiry into life—Teacher's Manual
10. Biological Science: An inquiry into life—Teacher's Manual for Students Laboratory Guides
11. Biological Science: An inquiry into life—Teacher's Manual for Student's Laboratory Guides
12. Units on Electricity
13. Internship in Teaching
14. Hindi Handwriting Book No. I
15. Hindi Handwriting Book No. II
16. Hindi Handwriting Book No. III
17. Social Studies Teacher's Manual for Classes I and II (Hindi)
18. Teacher's Manual for Hindi Primer
19. Teacher's Manual for Hindi Reader I
20. Teacher's Manual for Hindi Reader II
21. Workbook for Hindi Primer
22. Workbook for Hindi Reader I
23. Workbook for Hindi Reader II
24. Teacher's Manual for Hindi Reading Readiness Kit
25. General Science Handbook of Activities for Classes I to V—Vol. I
26. Teacher's Manual for Hindi Reader VI
27. Teacher's Manual for Physics—Class VI
28. Teacher's Manual for Biology—Class VI
29. Teacher's Manual for Arithmetic Algebra—Class VI
30. Teacher's Manual for Geometry—Class VI
31. Curriculum Guide for Physics—Class VI
32. Curriculum Guide for Biology—Class VI
33. Curriculum Guide for Arithmetic Algebra—Class VI
34. Curriculum Guide for Geometry—Class VI

Yearbooks

1. First Yearbook of Education—A Review of Education in India (1947-61) (Revised) pt. 1
2. Second Yearbook of Education—Elementary Education
3. Third Indian Yearbook of Education—Educational Research

Research Publications

1. Child Development: A Symposium
2. Educational Investigations in Indian Universities (1939-61)
3. Teaching Reading: A Challenge
4. Research in Education
5. Educational Statistics District-wise-1960-61
6. Education in Japan
7. Report of the Education Commission (1964-66): Summary of Recommendations
8. Educational Wastage and Stagnation in India
9. Education in New York
10. Second All-India Educational Survey
11. Sociology of Education in India
12. A Study of Integrated Syllabi
13. The First Mental Measurement Handbook of India

Supplementary Reading Materials

1. The Romance of Teaching
2. Ustad Banne Ke Maza (Urdu)
3. Shikshan Ki Manoharita (Hindi)
4. The Constitution of India for the Young Reader
5. The Faces of Courage
6. Weapons: Old and New
7. The Universe

Guidance

1. Training Facilities and Occupational Opportunities for Secondary School Leavers in Delhi
2. Officers in the Making
3. A Survey of School Guidance Services
4. The National Cadet Corps
5. Hamare Swasthya Rakshak (Hindi)
6. Guidance Movement in India
7. Guidance Services in Schools
8. Hamare Vayavaasi (Hindi)
9. Guidance of the Gifted
10. Handbook for Counsellors
11. Yatayat Karamchari (Hindi)

Basic Education

1. Elementary Doll Making
2. Craft Education in the Indian School System
3. Elementary Bamboo Work

4. Basic Education and the New Social Order
5. Buniyadi Shalaon Ka Nirikshan (Hindi)
6. Buniyadi Shiksha Mein Yogyata Ka Mulyankan (Hindi)
7. Buniyadi Schoolon ke Liye Pathyacharya ka Nirman (Hindi)
8. Buniyadi Shiksha Aur Navin Samaj Vyavastha (Hindi)
9. Tyohar Aur Shiksha (Hindi)

Audio-Visual Education

1. Film Appreciation—The Art of Five Directors
2. Film as an Art and Film Appreciation
3. Displays and Exhibits for National Emergency
4. Effective use of Display Material in Schools
5. A.V. Aids in Community Development
6. Simple Visual Aids for Social Education
7. Preparing Graphic Aids
8. Audio-visual Handbook

Evaluation

1. The Concept of Evaluation in Education
2. Evaluation in General Science
3. Evaluation in Social Studies
4. Evaluation in Mathematics
5. Optional Questions in Tests and Examinations
6. Short-Cut Statistics for Teacher-made Tests
7. Making the Classroom Tests—A Guide for Teachers
8. Multiple—Choice Questions—A Close Look

Social Education

1. Working with Village People
2. Organizing A Village Library
3. Rural Discussion Groups
4. Sahayak Pustak: A Handbook for Adult Education Teachers (Hindi)

Teacher Education

1. Social Studies—A Draft Syllabus for Classes I to XI
2. Our Plan and Plan Projects—Social Studies Source Book for Basic School Teacher Series-I
3. The Problem of large Classes
4. Learning Process—NIE Series for Teachers

Other Publications

1. Organizing Social Studies Circle
2. Organizing Agriculture Circle
3. Organizing Young Technician Circle
4. Organizing Commerce Circle
5. Organizing Science Circle
6. Organizing History Circle
7. Scheme of Grant-in-aid for Research and Publications in the Fields of Social Education and Libraries
8. Scheme of Grant-in-aid for Approved Research Projects in Education

9. Stagnation and Wastage in Primary Schools
10. Scientists of Tomorrow
11. Science Talent Search—A Pilot Project
12. The Teaching of English in India
13. Essays in Science
14. Proceedings of the Fourth Conference of Secretaries of State Boards of Secondary Education
15. Improved Science Teaching in Schools
16. Bibliography of periodicals
17. Teacher and National Emergency (Reprint)
18. Radio Listening Group (Reprint)
19. Symbols of Unity and Freedom (Reprint)
20. Position of Social Studies in India
21. Position of History in India
22. Position of Mathematics in India
23. Vishavakosh-Kya, Kyon aur Kaise (Hindi)
24. Education and Economic Development
25. Metric System in Secondary Schools
26. Education of the Backward Child
27. Proceedings of the All-India Workshop on Long-range Planning in the Testing Field
28. Science and Mathematics Education in India
29. Physical Education in Delhi Schools
30. Teacher Speaks, Vol. I
31. Teacher Speaks, Vol. II
32. Teacher Speaks, Vol. III
33. Teacher Speaks, Vol. IV
34. Citizenship in Peace and Emergency
35. Essays by Young Scientists
36. Ganit Manoranjan (Hindi)
37. Bharat Ke Prachin Shastra/Straaur Yudhkala (Hindi)
38. Science in Our Schools
39. A Psychological Analysis of Some Factors associated with success and failures in University Education
40. Our India: A Study Kit
41. Symbols, Units and Nomenclatures in Physics (Reprint)
42. The Collective Quest
43. School on the Food Front
44. Improvement of Art Education in our Schools
45. Understanding Classroom Behaviour
46. Bal Sahitya Suchi, Parts I and II (Hindi)
47. NCERT Annual Report 1963-64
48. NCERT Annual Report 1963-64 (Hindi)
49. NCERT Annual Report 1964-65
50. NCERT Annual Report 1964-65 (Hindi)
51. NCERT Annual Report 1965-66
52. NCERT Annual Report 1966-66 (Hindi)
53. NCERT Annual Report 1966-67
54. NCERT Annual Report 1966-67 (Hindi)

Journals

1. School Science: A Quarterly Journal for Secondary Schools
2. Indian Educational Review: A Half-yearly Research Journal
2. Indian Educational Review: A Half-yearly Research Journal
3. N.I.E. Journal: A Bi-monthly Journal of the National Institute of Education
4. NIE Newsletter: Quarterly

APPENDIX VII-B

List of Unpublished Reports and Papers of the Departments of the National Institute of Education

<i>Year</i>	<i>Department</i>	<i>Title of the report</i>
1	2	3
1958	Department of Adult Education	1. Report of the first Training Course for District Social Education Officers
1961	Department of Curriculum and Evaluation	1. Frame work of Correlated Syllabus. 2. Principals of undergraduate Basic Training Institutes and the problems of correlated teaching
1962	Department of Curriculum and Evaluation.	1. An Intensive Study of the Problems of Elementary Education in the area served by the Government Middle School, Misrod. 2. The Teaching of Mother-tongue in the first three grades of the elementary schools of Delhi.
1963	Department of Audio-Visual Education.	1. An Investigation into Factors Restricting use of Scientific Films in Schools with special reference to Planning Film Shows for Physics students.
1964	Department of Curriculum and Evaluation	1. Specimen Test Items for Secondary Schools:— i) Biology. ii) English. iii) Mathematics. iv) Physics and Chemistry. v) Social Studies 2. Specimen Unit Tests In:— i) English. ii) Mathematics. iii) Science and iv) Social Studies. 3. Examination Abstracts (No. 2) 4. An Evaluative Study of the Correlated Lesson Plans prepared in Basic Training Institutions.

1	2	3
Department of Psychological Foundations		1. Local Norms on DAT Abstract Reasoning Text.
Department of Field Services.		<ol style="list-style-type: none"> 1. A Comparative Study of State wise variations in rates of fees levied in Government Schools. 2. Educational Structure in the States. 3. An Analysis of the programmes for the professional preparation of secondary teachers.
1965 Department of Adult Education.		<ol style="list-style-type: none"> 1. A Paper on "The Process of Socio-Economic Development": Adult Literacy as a means for change. 2. Statistics on Tribal Education in India — Vol. I 3. A Paper on Adult Education for National Development.
Department of Audio-Visual Education.		1. Evaluation of Flannelgraph as a teaching Aid—A Research Study.
Department of Educational Administration.		<ol style="list-style-type: none"> 1. A Review of Researches on Wastage and Stagnation in India. 2. Incidence of Wastage and Stagnation in the Elementary Schools in India. 3. Administration and Organisation of Teachers Training Institutions. 4. Administration of Education in Kerala State. 5. National Income, Per-capita Income and Educational Expenditure in India and Abroad. 6. Wastage and Stagnation in the Elementary Schools in India—An Interim Report. 7. Constitution and Functions of Boards of Second Education in India. 8. Administration of Education in Uttar Pradesh. 9. Administration of Education in West Bengal. 10. Synchronising School Vacations with Sowing and Harvesting Periods of Principal Crops in Different States of Indian Union—A Study.

1	2	3
Department of Psychological Foundations	of Psychological Foundations	<ol style="list-style-type: none"> 1. A Successive Different Co-variance Statistics. 2. Reliability Estimation for Mental Testes. 3. Selection of Teacher Trainees for the Two Year Course in Government Co-Educational Teachers Training Institute, Delhi—A Validation Study. 4. Opinion About Standard. 5. Job Satisfaction. 6. Local Norms on the Revised Minnesota Papers from Board Test. 7. Local Norms on NIIP Test 70/23 8. Available Technical Potential at the Delta Level. 9. Social Status of Pupils and some of its Correlates
Department of Curriculum & Evaluation	of Curriculum & Evaluation	<ol style="list-style-type: none"> 1. Report presented by the Working Group on Curriculum for the Indian Education Commission.
1966 Department of Curriculum & Evaluation	of Curriculum & Evaluation	<ol style="list-style-type: none"> 1. Examination Abstracts (No. 3) 2. An Evaluation Study of orientation Programme at the School level.
Department of Psychological Foundations	of Psychological Foundations	<ol style="list-style-type: none"> 1. A Note on Differences in Response Patterns on SATS by various groups
Department of Educational Administration.	of Educational Administration.	<ol style="list-style-type: none"> 1. Administration of Education in Madhya Pradesh. 2. Administration of Education in Bihar. 3. Administration of Education in Gujarat. 4. Administration of Education in Mysore. 5. Administration of Education in Andhra Pradesh. 6. Administration of Education in Rajasthan.
Educational Survey Unit	of Educational Survey Unit	<ol style="list-style-type: none"> 1. Survey of Colleges and Institutes of Physical Education training teachers of Physical Education in India.

1	2	3
1967 Department of Curriculum and Evaluation		1. Examination Abstract (No. 4)
Department of Psychological Foundations.		2. Sample Unit Tests: Prepared at: Second State--Level Workshop of Paper--Stetters, held at Madras. 1. Achievement Motive in High School Boys. 2. Development of a Battery of Selection Tests. 3. Social Skills of Popular Neglected and Rejected students. 4. Problems of Urban School Pupils of India 5. Stabilization of Abilities and Interests in the Adolescent Period (Cross sectional study) 6. Developmental Norms of Indian Children 2½ to 5 years. (Pre-publication draft)
Department of Educational Administration Foundations		1. School Buildings—A Review of Researches, Regulations and Identification of Problem Areas. 2. Administration of Education in Jammu & Kashmir. 3. Wastage and Stagnation in Primary and Middle Schools in India—Summary of Project Report. 4. Wastage and Stagnation in Primary and Middle Schools in India—Final Report. 5. Utilisation of Library Funds and library Potential in Higher Secondary Schools of Delhi. 6. Administration of Education in the Municipal Corporation of Delhi. 7. Administration of Education in Madras. 8. Benefit—Cost Analysis of Educational Projects—A Review of Research. 9. Research in Education Administration. 10. Administration of Education in Himachal Pradesh.

1	2	3
Department of Adult Education		<ol style="list-style-type: none"> 1. A Comparative study of observing surgical operation through closed Circuit T.V. with direct observations. 2. A paper on "Research in Adult Literacy". 3. A paper on "Differential Attitude of Rural People towards Some Aspects of Planned Change".
1968 Department of Psychological		<ol style="list-style-type: none"> 1. Research Abstracts of Studies Done on Programmed Learning from 1963-67. 2. Report on a Study of Some Aspects of Student Unrest. 3. Report of Pilot Study on Students Perception of Elders. 4. Self Concept of Bright Under-achieving High School Male Students. 5. All India Maths. Achievement Survey at Primary, Middle and High School Stages of School Education.
Department of Educational Administration		<ol style="list-style-type: none"> 1. A Study of Accounting Procedures in the Primary and Middle Schools of Delhi.
Department of Audio-Visual Education		<ol style="list-style-type: none"> 1. A critical Review of the studies done in the field of A.V. Education (1939-63) 2. Evaluation in Audio-Visual Education. 3. Utilisation of Films as a Medium of Instruction in Madras State. 4. Educational Television. 5. Educational Closed Circuit Television and a Research Study on its effectiveness.
Department of Field Services		<ol style="list-style-type: none"> 1. Evaluative Criteria for Inspection and Supervision of Secondary Schools (Instrument with Manual 1966) —A Report. 2. A sample survey of Secondary Schools in India.
Department of Adult Education		<ol style="list-style-type: none"> 1. A poly valent approach to Education of Workers,

APPENDIX VII-C

List of Manuscripts in Press As on August I, 1968

Textbooks

Science

1. General Science for you
2. Chemistry Textbook for Secondary Schools
3. Chemistry Textbook-Part I for Class VII (Hindi)
4. Physics Textbook—Part I for Class VI (First reprint edition)
5. Physics Textbook—Part II for Class VII (Hindi)
6. Biology Textbook—Part I for Class VI (First reprint edition)
7. Biology Textbook—Part II for Class VII (Hindi)
8. Biology Textbook for Secondary Schools—Section III (Second reprint edition)
9. Biology Textbook for Secondary Schools—Section III (Hindi)
10. Biology Textbook (Part I) for Class VII (Trial edition)
11. Biology Textbook (Part II) for Class VII (Trial edition)
12. Biology Textbook (Part III) for Class VIII (Trial edition)
13. Chemistry Textbook (Part I) for Class VII (Trial edition)
14. Chemistry Textbook (Part II) for Class VII (Trial edition)

Mathematics

15. Arithmetic—Algebra Textbook—Part I for Class VI (First reprint edition)
16. Arithmetic—Algebra Textbook—Part II for Class VII (Hindi)
17. Geometry Textbook—Part I for Class VI (First reprint edition)
18. Algebra: A Textbook for Secondary Schools—Part I (Third reprint edition)
19. Algebra: A Textbook for Secondary Schools—Part II (Second reprint edition)
20. Plane Trigonometry: A Textbook for Secondary Schools
21. First Course in Modern Algebra

Social Studies

22. Social Studies Textbook for Class III (English edition)
23. Social Studies Textbook for Class IV (English edition)
24. Social Studies Textbook for Class V (English edition)

25. Social Studies Textbook for Class III (Hindi edition)
26. Social Studies Textbook for Class IV (Hindi edition)
27. Social Studies Textbook for Secondary Schools (English edition)
- Technology*
28. Reading Blueprints and Sketching: A Textbook for Technical and Vocational Schools
29. Workshop Practice: A Textbook for Technical Schools —Vol. II
- English*
30. English Textbook for Class III
31. English Textbook for Class VI (General Series)
32. English Textbook for Class IX (General Series)
33. English Textbook for Class VI (Special Series)
34. English Textbook for Class IX (Special Series)
- Commerce*
35. Elements of Book-Keeping and Accountancy. A Textbook for Secondary Schools
- Hindi*
36. Ekanki Sankalan (First reprint edition)
37. Hamara Desh Bharat—Part I
38. Hamara Desh Bharat—Part II
39. Kahani Sankalan (Second reprint edition)
- History*
40. Ancient India: A Textbook of History for Middle Schools (Hindi)
41. Medieval India: A Textbook of History for Middle Schools (Hindi)
- Geography*
42. Africa Aur Asia (Hindi) for Class VI
43. Africa and Asia (English) for Class VI
44. Economic and Commercial Geography of India: A Textbook for Secondary Schools (English)
- Instructional Materials**
45. Teacher's Guide to Biology (Part I) for Class VII (Trial edition)
46. Teacher's Guide to Biology (Part II) for Class VII (Trial edition)
47. Teacher's Guide to Biology (Part III) for Class VII (Trial edition)

48. Teacher's Guide to Chemistry (Part I) for Class VII (Trial edition)
49. Teacher's Guide to Chemistry (Part II) for Class VII (Trial edition)
50. Laboratory Manual—Chemistry (Part I) for Class VII (Trial edition)
51. Laboratory Manual—Chemistry (Part II) for Class VII (Trial edition)
52. General Science for Primary Schools: A Textbooks hand-book of Activities
—Vol. III
53. General Science for Primary Schools: A Teacher's Hand-book of Activities
—Vol. I (Hindi)
54. General Science for Primary Schools A Teacher's Hand-book of Activities
—Vol. II (Hindi)
55. General Science for Primary Schools: A Teacher's Hand-book of Activities
—Vol. III (Hindi)
56. Teacher's Manual for Hindi Textbook for Class III
57. Teacher's Manual of Insight into Mathematics for Class I
58. Teacher's Manual for Social Studies Textbook (English) for Classes I and II
59. Teacher's Manual for English Textbook for Class III (General Series)
60. Teacher's Manual for English Textbook for Class VI (General Series)
61. Teacher's Manual for English Textbook for Class IX (General Series)
62. Teacher's Manual for English Textbook for Class VI (Special Series)
63. Pupil's Workbook (Hindi) for Class IV
64. Pupil's Workbook for English Textbook for Class III (General Series)
65. Pupil's Workbook for English Textbook for Class VI (General Series)
66. Pupil's Workbook for English Textbook for Class VI (Special Series)
67. Pupil's Workbook (Hindi) for Class V
68. Meri Sulekh Pustika—Part I (Reprint)
69. Meri Sulekh Pustika—Part II (Reprint)
70. Meri Sulekh Pustika—Part III (Reprint)
71. Teaching Home Science

Supplementary Reading Materials

72. Raja Rammohun Roy
73. Gautama Buddha
74. Zarathushtra
75. Moses
76. Lal Bahadur Shastri

77. Akbar
78. Sir Syed Ahmed Khan
79. Freedom Movement in India
80. Jesus Christ
81. Legends of India
82. Raja Rammohun Roy—Path Maker of Modern India
83. The Finger on the Lute
84. India—the India and the People
85. The School and the Community
86. Tagore

Research Monographs/Studies

87. Wastage and Stagnation in Primary, Middle and Secondary Schools
88. Achievement Motive in High School Boys
89. Evaluative Criteria for Inspection and Supervision of Secondary Schools
90. Survey of Secondary Schools in India—Part I
91. Survey of Secondary Schools in India—Part II
92. Survey of Secondary Schools in India—Part III
93. Survey of Secondary Schools in India—Part IV
94. Scholastic Aptitude Tests for Grades VIII and IX
95. Curriculum and Teaching of Mathematics in Higher Secondary Schools
96. A Study in Costs of Education in India during the period 1951-61
97. Field Studies in Sociology of Education (Nine Titles)

Other Publications

98. You and Your Future
99. Guidance in Schools
100. Teaching Units in Mathematics (Ten titles in the Series)
101. Articles on Educational Administration
102. Annotated Bibliography in Inspection and Supervision
103. Scheme for Assistance for Projects and Experiments in Secondary Schools
104. Catalogue of Films.

APPENDIX VIII

Statement of budget provision and actual expenditure from 1961-62 to 1966-67 and budget provision for 1967-68 and 1968-69 of National Council of Educational Research and Training

Rupees in Lakhs

Year	Non-Plan		Plan		Total	
	Budget provision	Actual expenditure	Budget provision	Actual expenditure	Budget provision	Actual expenditure
1.9.61 to 31.3.62	18.52	13.02	—	—	18.52*	13.02*
1962-63	21.75	22.26	117.30	112.75	139.05	135.01
1963-64	24.00	25.43	124.00	117.18	148.00	142.61
1964-65	26.50	27.91	135.00	139.54	161.50	167.45
1965-66	29.50	33.19	210.00	204.38	239.50	237.57
1966-67	141.60	139.94	156.65	150.75	298.25	290.69
1967-68	150.30	150.30	225.19	225.19	375.49	**375.49
1968-69	180.41	180.41	227.15	227.15	407.56	**407.56
Total:	592.53	592.46	1195.29	1176.94	1787.87	1769.40

* In 1961-62 the budget provision and expenditure was not shown separately for 'Non-Plan' and 'Plan'.

** These figures are the budget provision itself as the actual expenditure figures are not available for 1967-68 and 1968-69.

APPENDIX IX

Statement showing posts sanctioned, filled and vacant in the NIE/NCERT at Delhi and the Regional Colleges of Education (from Class I to IV) as on 1-4-1968

<i>Class of post</i>	<i>N.I.E.</i>			<i>R.C.E.</i>		
	<i>Sanctioned</i>	<i>Filled</i>	<i>Vacant</i>	<i>Sanctioned</i>	<i>Filled</i>	<i>Vacant</i>
Class I	271	185	86	284	221	63
II	95	59	36	8	4	4
III	586	530	56	246	218	28
IV	202	180	22	256	243	23
Total	1154	954	200	794	686	108

These figures do not include the posts in the Central Institute of Education.

APPENDIX X

Proposed amendments to the Memorandum of Association and Rules of the National Council of Educational Research and Training

Rules of the National Council of Educational Research and Training

Rule 2(i) Delete and substitute by the following :

The 'Chairman' shall mean the Chairman of the Governing Body nominated by the President of the National Council of Educational Research and Training.

Rule 3 *Members of the Council*—The amended rule should read as follows :

The Council shall consist of the following members:—

- (i) The Minister for Education who shall be the *ex-officio* President of the Council.
- (ii) The Minister for Education of each State Government and Union Territories having a legislature or his representative.
- (iii) Chief Executive Councillor of Delhi or his representative.
- (iv) The Education Secretary of each State Government and of Union Territory having a legislature.
- (v) The Secretary to the Government of India Ministry of Education; *ex-officio*.
- (vi) Four Vice-Chancellors of Universities—one from each zone to be nominated by the President of the Council.
- (vii) All other members of the Governing Body.
- (viii) Not more than sixteen persons of high academic standing in the fields of agriculture, health, industry, art, letters social sciences, science and technology, nominated by the President of the Council.
- (ix) The Director of the Council.

Rule 7 The amended rule should read as follows :

Members appointed by the President of the Council shall hold office for such period as may be specified by the President at the time of their appointment or at any time thereafter.

Rule 13 Should be amended to read as follows:—

The officers of the Council shall be the President, the Chairman of the Governing Body, the Director/Joint Director/Secretary and such other persons as may be designated as such by the Governing Body.

Rule 23 The amended rule will read as follows:—

The affairs of the Council shall be administered, directed and controlled subject to rules and regulations and orders of the Council by a Governing Body which shall consist of the following :

- (a) Chairman shall be an eminent educationist nominated by the President of the Council;

- (b) Vice-Chairman shall be the Director of the Council;
- (c) Six eminent educationists with known interest in school education nominated by the President of the Council;
- (d) Six Directors of Education, Public Instruction from six States nominated, in rotation, by the President of the Council;
- (e) Chairman, University Grants Commission;
- (f) A representative of the Ministry of Finance;
- (g) A representative of the Ministry of Education.

Rule 25(b) In place of 'President' and 'Vice-President' read 'Chairman' and 'Vice-Chairman' respectively.

Rule 30 Replace the words 'President' and 'Vice-President' by 'Chairman' and 'Vice-Chairman'.

Rule 34 Replace word 'President' by 'Chairman'.

Rule 35 Replace the word 'President' by 'Chairman'.

Rule 47 The head 'BOARD OF EDUCATIONAL STUDIES' may be deleted and the entire paragraph in Rule 47 may be replaced by the following:

There shall be an Academic Committee whose main function shall be to assist the Director of the Council in developing programmes for the improvement of school education. It shall consider the academic aspects of the work of the National Institute of Education and ensure a coordinated approach to problems and programmes.

Rule 48 Delete.

Rule 49 May be replaced by the following:—

The Academic Committee shall consist of the following members:

- (i) The Director (Chairman)
- (ii) Five University Professors or Heads of Departments representing education and other related disciplines nominated by the Chairman.
- (iii) Five Directors of State Institutes of Education, nominated by the Chairman, in rotation, from all the States and Union Territories;
- (iv) Joint Director and all Heads of Academic Departments of the National Institute of Education;
- (v) Four Principals of Regional Colleges of Education;
- (vi) One Professor Reader from each of the Academic Departments of the National Institute of Education nominated by the Director of the Council.

Rule 49(a) Replace the word 'three' by 'two'.

Rule 50 Delete.

Rule 63 (v) Add the following:—
'referred to it by the Governing Body'.