

National Council of Educational Research and Training (NCERT)

Proceedings of the 47th meeting of the General Council of NCERT

The 47th meeting of NCERT's General Council was held on 27th November, 2009 at Vigyan Bhavan, New Delhi. In the absence of President, NCERT (Hon'ble Human Resource Development Minister, Shri Kapil Sibal), Hon'ble Minister of State Smt. D. Purandeswari presided over the meeting. A complete list of all the members of the committee and others who participated in the meeting is attached at Annexure – I.

Prof. G. Ravindra, Joint Director, NCERT extended a warm welcome to the Chairperson and members of the Council and gave the details of the agenda items listed for the meeting. Prof. Ravindra invited Smt. Purandeswari to address the gathering.

The Hon'ble Minister Smt. Purandeswari said that education is critical to the growth of any country. It is a driving force of social and economic reform. Education should respond to needs of the country, with dynamism. India is well on the trajectory of progress and education should be central to the need of the country in the context of a changing global scenario. About a hundred and fifty years back a cadre was created using education to serve the colonial regime. But now, in free India we need education for our own progress and growth. Our children need education for holistic development. They need not rote memorize facts and pass examination; rather they need to develop their capabilities to the fullest, excelling in different fields. She expressed her appreciation for NCERT's work which includes curriculum, research, feedback on learning outcomes, and all aspects of education.

The following agenda items were then taken up for discussion:

Agenda 1: Confirmation of the minutes of the 46th meeting of the General Council held on 30th October 2008.

The minutes were confirmed.

Agenda 2: Action Taken Report on the minutes of the General Council held on 30th October 2008.

The actions were noted.

Agenda 3: Overview of activities of NCERT for the current year.

Presenting an overview of the activities of NCERT for the current year, Prof. Krishna Kumar, Director, NCERT informed the house that a brief overview of these activities has already been given in the foreword of the Annual Report (2008-09) of the NCERT. He said that programmes for the year 2008-09 are essentially follow-up activities of the National Curriculum Framework (NCF) – 2005. After the NCF was approved by CIBE in 2005, the thrust was on disseminating its various recommendations in States. The follow-up activities included the development of a new syllabus, textbooks, and teacher



training programmes all of which underlined democratic participation in classroom interaction. It was not merely producing new textbooks, but changing the very idea of a textbook, which would provide opportunities to think, to critically reflect, and bring the five guiding principles of the NCF into the classroom.

Over the years, many States have moved towards NCF. It is heartening to note that, the proportion of children using NCERT textbooks was less than 5% in 2004, and this has risen to almost 35% in 2009. As of now, 15 States have sought copyright permission to reprint NCERT textbooks; Kerala has used NCF as the basis to develop its own child-centered textbooks upto class VIII, and adopted NCERT textbooks for secondary education. Tamil Nadu has revamped its school syllabus in the light of NCF-2005 recently. Bihar has produced its own State Curriculum Framework, and used NCERT textbooks in certain subjects. Many States in the North-East have upgraded their syllabi, and prepared Key Resource Persons to train teachers to transact emerging ideas. SCERTs in particular have attempted to move to curricular reform and exam reform. NCERT is working with CBSE to implement the idea of continuous and comprehensive evaluation. NCERT has attempted to widen the scope of subjects available at +2 level, in order to provide flexible choice for students. Textbooks have been prepared for courses in new areas like Communication Technology, Heritage Crafts, Creative Writing and Translation, Graphic Design and we shortly hope to bring out a textbook on Media Studies. In its attempt to academise vocational courses, and vocationalise academic ones, the NCERT has re-formulated the Home Science course and renamed it as Human Ecology and Family Sciences. The new nomenclature does away with the connotation of gender bias inherent in the earlier name, and makes it a subject suitable for all students; in terms of learning, the course has the same rigour as any other course in Social Sciences.

There has been an unprecedented rise in the sale of NCERT's non-text material such as Teachers' Manuals, Teachers' Handbooks, Laboratory Manuals, as well as supplementary reading materials, reflecting a growing awareness of students' and teachers' needs.

NCERT has expanded its work under SSA to monitor quality, and focus on strengthening early reading ability and early mathematical ability. Work related to SSA has spread to several departments in the NIE, with support provided by RIEs. The Reading Cell of NCERT has developed a series of graded self-reading tiny books in Hindi, entitled 'Barkha'. The latest state to use these books is Uttar Pradesh.

Recently the Department of Teacher Education and Extension (DTEE) has completed a major Evaluative Study of the Centrally Sponsored Scheme of Teacher Education. It forms the basis for developing recommendations for Teacher Education in future.

The Guidance and Counselling Course has become extremely popular and plans are afoot to make it online, thus expanding its scope to cover, along with RIEs, around 500 participants.

The Department of Psychology and Foundations in Education (DEPFE) has completed a study documenting the emotional experience of children's schooling and suggests ways

in which a positive ethos can be evolved, using a national sample of both government and private schools.

DTEE has worked on the development of a new 2 year B.Ed syllabus. We are now planning to develop textbooks for the B.Ed programme – eight textbooks in foundational and pedagogic courses –, which would provide, for the first time, standard textbooks for B.Ed students.

NCERT's vision of education has been recognized by the Government of Afghanistan, which has sent two groups of about 45 students each to RIE, Mysore and NIE, New Delhi to develop their proficiency in English and subjects related to language teaching. Thus, NCERT is involved in international cooperation in education. This international aspect was also reflected in the Seminar on Curricular Policies and Practices among SAARC countries, for which further work with UNESCO is envisaged.

NCERT's efforts to further promote the cause of quality in education are seen in the nine lectures organized in various cities in the memory of educational thinkers of India. The National Doctoral Fellowship has now entered its third year and has had an overwhelming response. Through the TV programme of Gyan Darshan and the radio programme Gyan Vani, CIET is closely working with IGNOU and NIOS for providing opportunities for live interaction.

NCERT is also developing two compact courses for the Kasturba Gandhi Balika Vidyalayas – a Bridge Course and a customized Teacher Training Package. These would facilitate the KGBV teachers, as well as those students who had dropped-out to rejoin the mainstream without feeling disadvantaged. For the North-East, NCERT is developing a teaching-learning package, focusing attention on the problems faced in Science and Mathematics.

Agenda 4: To consider and approve the draft Annual Report of NCERT for the year 2008-09.

Following the presentation on the overview of activities of NCERT for the current year, the draft Annual Report was placed before the General Council for approval.

The Hon'ble Minister of School Education, Arunachal Pradesh said that there is no SCERT in the state. Earlier the state adapted CBSE and NCERT curriculum for few classes and subjects, but from this year the state has adopted NCERT's syllabus for entire school education in the state.

He further suggested that places of historical importance and backgrounds and cultures of the North-East, and particularly Arunachal Pradesh could be included in the textbooks of primary and elementary education prepared by the NCERT. This would lessen the feeling of alienation wherever it exists. He requested that more funds could be provided for more books, and for timely supply of books, and mentioned that remote areas face the greatest difficulty as they have less connectivity.

The Hon'ble Minister of State Smt. Purandeswari said that the NCERT develops model syllabus and textbooks for the whole country, and incorporating culture and history of each and every state will make these books encyclopedic and this will add to curriculum burden of children. It is up to the states to either adapt NCERT's books incorporating their own culture and history or prepare their own textbooks addressing their state specific needs. She agreed that it is important to have an SCERT in the State, and said that the state could initiate the process by sending in a request.

Ms. G. Vinutha from Karnataka, touched upon the fact that there is lack of awareness of concepts like constructivism, Right to Education, etc. at the grass-root level, and this needs to be addressed. She added that there is no common school system in our country. This issue needs attention.

Mr. J.N. Das, Orissa, said that, school education needs to be made realistic. Reading should be developed along with proper usage of the library. Books are children's best friends.

The Hon'ble Minister of State Smt. Purandeswari said that as had been discussed in the Executive Committee meeting, the Reading Cell would be developed into a Department of Early Literacy and School Library.

Ms. S. Chitra, school teacher from Tamil Nadu made a short presentation, on how a solar cooker was made by rural children, through a trial and error process. This presentation focused on teacher's role of a facilitator motivating children for learning by doing and construction of their own knowledge. This presentation displayed students' dismay at little failures, and their sense of achievement when rice was cooked in the solar heater.

Director, SCERT, Tripura said that the state had been following the CBSE syllabus and exam pattern from 2006. He said that they had incorporated more regional elements in state textbooks.

The Hon'ble Minister of School Education, Himachal Pradesh stated that the geographical and social environment is different across states, and so NCERT should involve SCERTs in its work. He requested NCERT for copyright permission for adopting some of the NCERT textbooks. He also requested that CDs and DVDs developed by NCERT should be given to states. Referring to the proportion of central aid received by North Eastern states, he said that his own state receives less aid and that it should be increased.

Ms. Swati Verma, school teacher raised an issue of teacher-pupil ratio i.e. problems of teaching a large class. While the NCF advocates a free/democratic way of teaching, this would be possible in primary classes with less number of students. She also touched upon the issue of in-service training for teachers, which is generally held once in four years. She also brought out the fact before the committee that after the 6th pay commission, college teachers' salaries have increased, but the salary of primary school teachers has not increased very much. Incentives such as salary, and provision for study leave would encourage more to enter the field.

The Hon'ble Minister of State Smt. Purandeswari said that in KVS the norm is 40 students per class. State governments need to address this issue seriously. She also said that other issues raised would also be taken care of.

The Representative of Minister for School Education, Haryana suggested that pre-service teacher education courses such as B.Ed. and D.Ed. need to be revamped for improving the quality of teacher education in India.

The Hon'ble Minister for School Education, Mizoram said that SCERT officers need to be trained for Question Paper setting and textbook writing, and NCERT could help in this regard. He further said that textbooks were being prepared by Mizoram Board of School Education and that the state has not yet adopted the CBSE pattern. The state of Mizoram is making effort to bring reform in education. He opined that vocationalisation of education does not mean that it needs to be terminal rather it should be the medium of preparing students for getting employment.

He pleaded for vertical mobilization of the students who pass the vocational stream; that after class XII they should get employment in government or private or self-employed. These students would have offered subjects such as sericulture, agriculture, fisheries, etc. If they are not employed, they cannot continue their studies because colleges do not grant admission in these subjects. He concluded by saying that to solve employment problem, vocationalisation should be re-thought.

The Minister in-charge Higher Education and Technical Education, Meghalaya spoke about the gap between rural and urban opportunities. The situation regarding textbooks is critical in rural areas, in terms of long-term relevance. There are also associated problems of copyright and translation. She appreciated NERIE for its efforts in working towards translation of these textbooks and bridging gaps between local and general contexts. However, textbooks are translated into local languages, and by the time this happens, the information becomes somewhat severed. Also, some textbooks do not really cater to the kind of syllabus content that is needed. The drop-out rate of students is high. It is also difficult to conduct bridge courses in the state, due to various reasons.

She further added that education is not just literacy, and we need to look further, especially at vocationalisation. She said that NERIE can take the lead to achieve quality education (both primary and secondary). NERIE can also contribute to capacity building in SCERTs, and conduct short courses for its officials and work towards more collaboration with states. She also touched upon the issue of language: classes I-IV are held in local language but at the end of class VII examinations are held only in English.

The Hon'ble Minister of State Ms. Purandeswari said that vocationalisation of education needs urgent attention. States needs to take a decision in this regard. Schools affiliated to CBSE are offering various vocational courses. State boards also need to come forward in this direction.

The Hon'ble Minister for School and Mass Education, Orissa expressed his appreciation to NCERT and Prof. Krishna Kumar in particular for bringing out the NCF - 2005, and subsequently, the renewed syllabus and textbooks. He said that Orissa has revised its

curriculum and developed new textbooks in this regard. Referring to the Right of Children to Free and Compulsory Education, he said that a large number of teachers are required. The SSA and Rashtriya Madhyamik Shiksha Abhiyaan(RMSA) programmes demand a phenomenal expansion in education, and it must be ensured that desired learning takes place. Quality in education is influenced by a number of factors – physical and human – and said that teacher training is very important. The Government has sanctioned 570 DIETs, which indicates the concern for teacher education.

Further, he said that the Director, SCERT has worked on the concept paper for RMSA, and had discussed the same with Principals of various CBSE schools. Majority of them was of the opinion that there is a gap between the syllabi of secondary and higher secondary stages.

The regional office of CBSE was started in Orissa a year ago. He stated that a small working group may be formed to work on the RMSA.

Ms. Hemavathy, Pondicherry said that the ideas of the NCF are yet to percolate in states. An understanding about the NCF is not there in states. NCERT-SCERT linkage needs to be strengthened.

Ms. Rashmi Krishnan, Director, SCERT, Delhi, spoke about the fact that the grant for DIET had not been sanctioned for a year, and added that of the 16 crore rupees required, 2.8 crore had been received. She added that Parity in scales of DIET and SCERT is needed. She requested for early redressal of the problems.

The Hon'ble Minister Ms. Purandeswari suggested that this needs to be discussed with the Secretary.

Director, GCERT, Gujarat also emphasized that NCERT- SCERT linkage needs to be strengthened. He regretted the lack of rapport between teachers and parents.

The Hon'ble Minister Ms. Purandeswari responded that parents do find representation in Parent Teacher Association (PTA) especially in KVS. States also need to come forward for strengthening PTAs.

Prof. L.C. Singhi, Assam said that, while NCERT textbooks are being used in four subjects, there is a problem of translating and adopting. He said that if a circular could be sent to all the regions, that a SCERT/State Board is free to adapt/adopt NCERT textbooks, with a form for copyright permission, and if it could somehow be indicated implicitly that permission would be granted, it would facilitate matters related to copyright.

Director, NCERT responded that there is an approved procedure whereby NCERT gives copyright permission to the states. He stressed that there has not been a single instance where copyright has been refused. It is hoped that States would use the NCERT textbooks as they are, or as a basis to develop their own textbook. He further said that sometimes, when States translate the NCERT textbooks, the meaning gets distorted, and it is NCERT, which faces adverse criticism. Therefore, there is need for maintenance of quality in translation and re-production.

He also spoke about the National Monitoring Committee, a unique mechanism appointed by MHRD, which didn't exist earlier – where some of the best scholars in the country ensure that the textbooks reflect Constitutional values. He suggested that States also need to set up a similar monitoring mechanism to produce each and every textbook very carefully.

Ms. Yetoly Verma, Nagaland said that restructuring and reorganizing of teacher education is needed, particularly in the North-East. He said that Nagaland has the highest number of untrained teachers. He requested for a college of teacher education as well as a DIET for Nagaland.

He also spoke of the need to introduce attractive scholarship scheme to students to attract talent, and mentioned the incentive of one laptop per child.

He added that NCERT publications and CDs be made available to teacher training/education institutes.

The Hon'ble Minister of State Ms. Purandeswari spoke about 'Inspire' a scheme in the Department of Science and Technology. The Department is working on creating a cheap laptop that would cost around \$10, keeping in mind the demographic numbers.

Director, NCERT responded that not just financially, but academically too, providing laptops to students is not recommended. Hands-on experience is better than working on laptops, for it would not contribute to educational growth.

After detailed discussion and deliberation, the Annual Report of the NCERT for the year 2008-09 was approved.

Agenda 5: To consider and approve the Audited Accounts of NCERT for the year 2008-09.

The audited annual accounts of the NCERT for year 2008-09 were approved.

The meeting ended with a word of thanks to the Chair and all the members by the Joint Director, NCERT.

LIST OF MEMBERS AND OTHERS PRESENT IN THE 47th GENERAL COUNCIL MEETING OF THE NCERT HELD ON 27th NOVEMBER, 2009.

1. **Smt. D. Purandeswari**
Minister of State
Department of Education,
Ministry of HRD
Shastri Bhawan,
New Delhi – 110001
2. **Mrs. Anshu Vaish**
Secretary to the Government of India,
Ministry of HRD,
Department of School Education & Literacy,
Shastri Bhawan,
New Delhi-110001
3. **Sh. Bosiram Siram**
Minister for School Education,
Government of Arunachal Pradesh,
Itanagar –791111
4. **Prof. L.C. Singhi**
Commissioner and Secretary,
Education Department, Assam

Representing
Minister for School Education
Government of Assam,
Dispur.

5. **Sh. Nand Kumar**
Secretary of School Education
Chhatisgarh
- Representing**
Minister for School Education,
Government of Chhatisgarh, Raipur

6. **Dr. Celsa Piato**
Director of Education
Panaji Goa
- Representing**
Minister for School Education, Government of Goa,
Panaji-403001

7. **Sh. M.N. Bhad**
Director GCERT

Representing
Minister for School Education,
Government of Gujrat,
Gandhi Nagar.

8. **Sh. Rao Dan Singh**
Chief Parliamentary Secretary,
Haryana

&

Smt. Nirmal Lather
Director, SCERT Gurgaon
Haryana

Representing
Minister for School Education,
Government of Haryana,
Chandigarh-160001

9. **Sh. Ishwar Dass Dhimlan**
Minister for School Education,
Govt. of Himachal Pradesh,
Shimla – 171002.

10. **Ms. M. Ampareen Lyngdoh**
Minister in-charge Higher Education and
Technical Education etc.
Government of Meghalaya,
Shillong-793001

11. **Sh. Lalsawta**
Minister for School Education,
Government of Mizoram,
Aizawal-796001

12. **Ms. Yetoly Verma**
Asstt. Resident Commissioner

Representing
Minister for School Education,
Government of Nagaland,
Kohima – 797001.

13. **Sh. Pratap Jena**
Minister for School and Mass Education,
Government of Orissa,
Bhubaneswar-751001

14. **Sh. S. Sengupta**
Director SCERT,
Govt. of Tripura

Representing
Minister for School Education,
Government of Tripura,
Agartala-799001

15. **Ms. Rashmi Krishnan**
Addl. Director, Education
Delhi, cum Director SCERT

Representing
Minister for School Education,
Government of National Capital Territory of Delhi,
Delhi Secretariat
I.P. Estate
New Delhi.

16. **Prof. Krishna Kumar**
Director, NCERT
New Delhi -110016

17. **Prof. Mridula Mukherjee**
Director
Nehru Memorial Museum & Library,
Teen Murti House,
New Delhi - 110 011.

18. **Mrs. S. Chitra**
B.T. Asst.,
P.U.M. School,
17, Hasthinapuram,
Kattankulathur Block,
Kancheepuram District.

19. **Prof. Gopal Guru**
Centre for Political Studies
School of Social Science
Jawaharlal Nehru University
New Delhi-110067

20. **Ms. G. Vinutha**
Teacher
C/o Lalitha
No.22A SRIKRUPA
Santhoshnagar
I Phase, Attur Layout
Bangalore-64.
21. **Prof. G. Ravindra**
Joint Director
NCERT
New Delhi – 110016
22. **Prof. Santosh Sharma**
Head
Curriculum Group, NCERT
23. **Prof. V.G. Jadhao**
Principal, Regional Institute of Education,
Capt. D.P. Choudhary Marg
Ajmer-305004.
24. **Shri S.C. Khuntia**
Joint Secretary (SE)
(Department of School Education & Literacy),
Shastri Bhawan,
New Delhi – 110001
25. **Shri S.K. Ray**
Financial Adviser
(Department of School Education & Literacy),
Ministry of HRD,
Shastri Bhawan,
New Delhi – 110001
26. **Dr. S.C. Pradhan**
Director
Central Health Education Bureau (DGHS)
Ministry of Health and Family Welfare,
Kotla Road,
New Delhi-110002.
27. **Dr. Jatindra Nath Das**
(Former Chief Librarian Cum Sr. Academic Officer,
Central Library for Schools, B.S.E., Orissa)
Editor, Pathagar Sandesh.
At: Samanta Sahi,
Cuttack – 753001, Orissa

28. **Ms. Jyoti Rathore,**
Educationist and Social Worker,
'Paritosh', Palod Farm,
Phase-1, Baner Road, Baner,
Pune.
29. **Ms. A. Hemavati**
Headmistress,
Govt. Girls Middle School,
Olandakeera Palayam (O.K. Palayam)
Ayyanar Koil Street
Pondicherry-605004.
30. **Ms. Swati Verma**
Teacher,
Kendriya Vidyalaya,
Vigyan Vihar,
NFC, Delhi.
31. **Ms. Beeba Sobti**
Sr. Teacher,
Modern School,
Barakhamba Road,
New Delhi.

SPECIAL INVITEE & OTHER PRESENT

1. **PROF. VASUDHA KAMAT**
Joint Director, CIET (NCERT),
New Delhi.
2. **SHRI R.K. SINGH**
CAO/IFA, NCERT
New Delhi.
3. **PROF. HUKAM SINGH**
Head, DES&M
NCERT, New Delhi
4. **PROF. SAVITA SINHA**
Head, DESSH
NCERT, New Delhi

5. PROF. R.J.R. SHARMA
Head, DOL
NCERT, New Delhi
6. SHRI P. RAJAKUMAR
Head, Pub. Department
NCERT, New Delhi
7. PROF. K.K. VASHISTHA
Head, DEE
NCERT, New Delhi
8. PROF. SUSHMA GULATI
Head, DEPFE
NCERT, New Delhi
9. DR. P.S. KAWATRA
Head, Library
NCERT, New Delhi
10. PROF. NEERJA SHUKLA
Head, DEGSN
NCERT, New Delhi
11. PROF. K. DORASAMI
Head, DTEE
NCERT, New Delhi
12. PROF. AVTAR SINGH
Head, DEME
NCERT, New Delhi
13. PROF. M.S. KHAPARDE
Head, PPMED
NCERT, New Delhi
14. DR. H.O. GUPTA
Head, Workshop Department
NCERT, New Delhi
15. DR. GOURI SRIVASTAVA
Head, DWS
NCERT, New Delhi
16. DR. A.K. SRIVASTAVA
Head, DERPP
NCERT, New Delhi

17. PROF. POONAM AGGARWAL,
Head, IRD
NCERT, New Delhi.
18. PROF. D.K. VAID
Head, DESDP
NCERT, New Delhi.
19. DR. RANJANA ARORA
Curriculum Group
NCERT, New Delhi
20. DR. VARDA MOHAN
DOL
NCERT, New Delhi
21. SHRI R.K. SETHI
Deputy Secretary,
NCERT, New Delhi
22. SHRI M. MAHADEVA SWAMY
Deputy Secretary,
NCERT, New Delhi
23. MOHD. SALIM
Deputy Secretary,
NCERT, New Delhi
24. MS. PIYA THAKUR
Deputy Secretary
NCERT, New Delhi.