

PROCEEDINGS
OF
THE SECOND MEETING
OF
THE NATIONAL COUNCIL
OF
EDUCATIONAL RESEARCH AND TRAINING

PACHMARHI

MAY 7 and 8 1963



NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

PROCEEDINGS
OF
THE SECOND MEETING
OF
THE NATIONAL COUNCIL
OF
EDUCATIONAL RESEARCH AND TRAINING

PACHMARHI

MAY 7 and 8 1963



NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

55—C—4

Published by :

Publication Unit

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

114, SUNDER NAGAR, NEW DELHI-11

PRINTED AT NAVIN PRESS, 6, FAIZ BAZAR, DELHI-6

**NATIONAL COUNCIL OF EDUCATIONAL
RESEARCH AND TRAINING**

**Second Meeting—Held at Pachmarhi on
May 7 and 8, 1963**

RESUME OF PROCEEDINGS

Present

1. Dr. K.L. Shrimali, Union Education Minister,
(President of the Council).
2. Shri P. N. Kirpal, Educational Adviser to the Govern-
ment of India, (Vice-President of the Council).

Representatives of State Governments

3. Shri L. N. Gupta, Education Secretary,
Andhra Pradesh.
4. Shri D. K. Barooah, Education Minister, Assam.
5. Shri S. Sahay, Education Secretary, Bihar.
6. Smt. Indumati Chimanlal, Education Minister,
Gujarat.
7. Shri Shanker Dayal Sharma, Education Minister,
Madhya Pradesh.
8. Shri M. Bhaktavatsalam, Education Minister, Madras.
9. Shri S. R. Kanthi, Education Minister, Mysore.
10. Shri Shanti Lal H. Shah, Education Minister,
Maharashtra.
11. Shri Pabitra Mohan Pradhan, Education Minister,
Orissa.
12. Sardar Pratap Singh Kairon, Chief Minister, Punjab.
13. Shri G. P. Pandey, Education Secretary, Uttar Pradesh.

14. Shri Niranjan Nath Acharya, Deputy Education Minister, Rajasthan.
15. Shri Rai Narendra Nath Chaudhri, Education Minister, West Bengal.
16. Shri R. C. Chiten Jamir, Education Minister, Nagaland.

Other members

17. Shri M.M. Begg, Principal, Delhi College, Delhi.
18. Shri P. C. Bhattacharyya, Joint Secretary, Ministry of Finance, Government of India.
19. Shri J. P. Naik, Adviser, Primary Education, Ministry of Education, Government of India.
20. Dr. Mohan Sinha Mehta, Vice-Chancellor, University of Rajasthan, Jaipur.
21. Shri S. Natarajan, President, South Indian Teachers Union, Madras.
22. Miss S. Panandikar, Principal, College of Education, Karnatak University, Dharwar.
23. Shri Raja Roy Singh, Joint Director of the Council.
24. Shri P. N. Natu, Secretary of the Council.

The meeting was inaugurated by Dr. K. L. Shrimali, President of the Council. Addressing the members, he said :

Friends,

It gives me great pleasure to welcome you to the second meeting of the National Council of Educational Research and Training.

The first meeting, you will recall, was held at Jaipur in January, 1962. The members had in that meeting expressed the wish that more time should be given to the annual meeting of the Council, and to make this possible it should be held independently of any other conference. We were planning accordingly but, because of the national emergency, we have had to convene it with the meeting of the Central Advisory Board of Education. I hope that our next

meeting will be in accordance with the wishes expressed by the members.

The Council is now a little over a year old. Its progress during even this brief period has been gratifying. You have before you two reports on the work and activities of the Council. The first report covers the period from 1st September, 1961, when the Council was formally established, to March 31 1962, and the second is the draft annual report for the period 1st April, 1962, to March, 31, 1963. These reports present an account of the projects and programmes that the Council has taken in hand. I need not, therefore, describe them in detail. I should, however, like to mention broadly the directions in which the efforts of the Council are being developed.

In working out the programmes, it is the Council's endeavour to secure the continuing association and advice of other educationists and specialists. As a department for programme gets organisationally set up, a Programme Advisory Committee is constituted which not only scrutinises the schemes of the department but also reviews their implementation from time to time. So far, Programme Advisory Committees have been formed for the Department of Science Education, Examination Reform, and the Institute of Basic Education. Programme Advisory Committees will shortly be set up for the Department of Psychology and the programme of Child Study Unit. I have referred to this arrangement to emphasise the basic policy that the Council's work must be carried on not in the isolation of an institution inbreeding itself but in active association with other individuals and organisations. In pursuance of the same aim, it is proposed in the coming years to create increasingly more opportunities for the research workers of the Council, educationists and specialists of disciplines allied to education to get together to study and investigate problems of common interest.

Not only in research but in the field of training also this policy is being actively followed. The Council and the Univer-

city Grants Commission are currently collaborating in organising four vacation courses or Summer Institutes for science teachers of secondary schools. In these Institutes or courses, university teachers of science and mathematics are helping the secondary school teachers drawn from the states to follow modern developments in the teaching of science. These courses have been organised regionally, for physics in the Delhi University, mathematics at Udaipur, chemistry at Poona, and biology at Madras.

In my address at the annual meeting last year I had emphasised the need for research and training to be oriented to the practical problems with which we are faced. I do not wish to minimise the importance of fundamental or basic research, of advancing the frontiers of knowledge in the science of education. But at our present stage of development, I believe that it would be fatal not to give first priority to the practical problems of better instruction, better educational administration and better planning. These problems are so multifarious and the need to get to grips with them is so urgent that they cannot but be the central focus of attention. The Council will, however, collaborate with and assist university departments and other organisations in the pursuit of basic research.

One of the functions of the Council is to organise training at advanced levels for educational workers. The shortage of adequately trained personnel has been keenly felt. In the course of organising the departments of the National Institute of Education of the Council and assembling the staff for them, this problem has come to be recognised as much bigger in magnitude than was estimated earlier. Some of the State Governments have been good enough to lend us the services of their officers on deputation, but it is obvious that we do not solve the problem of short supply by shifting its incidence from one area to another. In spite of the Council drawing on the State Departments, universities and other research organisations, the authorities of the Council have had to leave a

substantial proportion of research places unfilled as suitably qualified candidates were not available. The tasks of educational development and reconstruction call for cadres of workers with skills and specialisation developed over as wide a range as that required in any other field of human endeavour. They need men of knowledge and scholarship trained in the use of tools that advancement in educational science has produced. It is, therefore, essential that the Council should organise advanced courses of training as early as possible. A beginning has been made in the National Institute of Education with a nine-month course in research methodology. Much more will have to be done in the coming years.

As urgent is the need for inservice education of teachers and inspectors. It is to be borne in mind that the newly trained people who enter the profession form at any moment but a small proportion of those who are already in it. Whatever improvement in schools we wish to make has, therefore, to be secured through the agency of those already in service. Hence the vital importance of inservice education. The extension centres in training colleges for secondary school teachers were designed with this end in view. By and large, they have been very successful, though in a few states, their possibilities for good work remain only partially realised because of lack of sufficient support or purely procedural difficulties. Encouraged by the overall success of these centres, the Council has started similar centres in thirty training institutions for primary school teachers. I should like to emphasise that the extension centres are not something apart from the training colleges or training institutions. If inservice education is to become a lever for school improvement, it must become an important element of the training institution's responsibility. I believe that nothing will be more conducive to breaking down the isolation in which teacher training institutions tend to live than their direct responsibility for and involvement in the inservice education of teachers and the improvement of schools in their area.

Last year I had mentioned to the Council the proposal to prepare textbooks for secondary schools. I am glad to say that very satisfactory progress has been made in this regard. Since preparation of textbooks and other educational literature is a matter of the highest importance, the Governing Body of the Council decided to constitute a Central Committee for Educational Literature and delegate to it the necessary financial and administrative powers to formulate and carry out schemes for preparing textbooks. The Central Committee has on it representatives of the Governing Body and some eminent scholars. In the first meeting of the Central Committee it decided to invite distinguished specialists to form panels for different subjects and formulate schemes for the preparation of textbooks. So far, panels have been formed for physics, chemistry, biology, general science, mathematics, history, Hindi and geography. I am particularly gratified to report that the response of the scholars who were invited to serve on the panels was uniformly favourable and, in the discharge of the task, they are giving their best in collaboration with school teachers. Considerable progress has been made in preparing the curricula and textbooks for physics, biology, mathematics, history and Hindi, and we hope to receive the first drafts within the next few months. The work in chemistry and geography is also expected to begin during the course of this month. We are negotiating with suitable institutions for preparing textbooks in agriculture, commerce and technical subjects. It is proposed that the first drafts of the textbooks will be published in a limited experimental edition and will be made available to selected schools and training colleges all over the country. The final drafts will be prepared in the light of the suggestions that may be received from them. I hope that the State Departments of Education will make full use of these books when they come out.

I am also glad to report very satisfactory progress on another important project, namely, the establishment of the Regional Colleges of Education. When we met last year, the

sites for these colleges had just been selected. We are now in a position to start some of the courses in at least three colleges from July, 1963. I wish to express my gratitude to the State Governments where these four colleges are located for the special support that they have given us and for getting the construction of buildings under way in record time. The detailed academic courses which will be provided in these colleges have been worked out. The notices for admission to three colleges have been issued. Apart from the training courses that will be provided in these colleges, there is a special feature to which I should like to draw your attention. These colleges will serve more than one state. The student body who will be resident in the colleges will be drawn from different states in the region. To meet the opportunity for professional workers in the field of education in different states to work together in one institution is a development of great significance. While in the first phase of development these colleges must necessarily concentrate on training teachers in those subjects where there is an acute shortage, their role in setting the pace for improvement of teacher education as a whole is even more important. To begin with, two of the colleges are providing four-year integrated courses for teachers of science and of technology. The other two colleges will also, at a subsequent stage, introduce these four-year courses. In due course, I hope that these Regional Colleges will provide four-year courses in all school subjects so that they may set the pattern along which we may move rapidly to regular professional training for teachers, of a standard and quality which should not be inferior to the professional training in any other field. As you would be aware, we are receiving technical assistance for these colleges from the U.S. Agency for International Development and for the Science Department of these colleges from Unesco under the Expanded Technical Assistance Programme. We are grateful to these bodies for the interest they have shown in this project.

The Council has been giving particular attention to promote science education at the school stage. A Department

of Science Education has already been established and it is carrying out studies in improved science curricula, methods of teaching, etc. To establish means of communication with the schools, the National Institute of Education of the Council has started a quarterly journal called *School Science*. So far, three numbers have come out and the journal is receiving good welcome from a widening circle of readers. The Ministry of Education has entered into an agreement with Unesco for the supply of technical assistance to the Department of Science Education of the Council. It is proposed to set up a Central Science Workshop with the help of Unesco. The workshop will work out designs for inexpensive and low-cost laboratory equipment for the schools and prepare prototypes. The traditional laboratory apparatus costs a considerable amount of money and this holds up rapid expansion of science facilities in the schools. It is our aim to produce apparatus of high instructional value but at low cost, using indigenous material. Construction of the building for the workshop is likely to begin in the next few months and we hope to be able to start the work by the end of this year.

The Council has also started an experimental project in the Union Territory of Delhi which aims at identifying the scientifically gifted pupils at the school stage and to provide them with the incentives for further education in science. It is proposed to extend the scheme to the other states in the light of the experience that may be gained in the experimental try-out in Delhi.

Of the new schemes which the Council proposes to take up in the near future or with which a beginning has already been made, I may refer to a selected few.

The National Institute of Education is developing a series of studies centred round three main themes. In order to measure scholastic achievements it is necessary to have appropriate tools. It is proposed to prepare these tools and

carry out a national survey of achievements at the school stage, particularly in subjects such as mathematics, languages, science and social studies. A study is also being undertaken to develop evaluative criteria for inspection of secondary schools.

One of the most disconcerting features of our educational system is the incidence of wastage and stagnation. A comprehensive study on wastage and stagnation both at the primary and the secondary stage is being designed. Another study is concerned with education of the gifted pupils.

A subject of immediate and practical importance is to analyse the costs of education and to study not only the structure of educational finance but also to identify the elements where the present methods fail to secure the maximum returns from the investment. In this connection, it is also proposed to carry out a scientifically designed survey of secondary schools in the country. While we have statistical data regarding the enrolment, types of management, etc., we have no data which would indicate the efficient working of the secondary schools, the problem of the optimum size, the teaching load, staff and equipment utilisation, etc. The survey is designed to secure these essential data without which much of planning becomes a matter of conjecture. A questionnaire for the survey was prepared a few months ago and was discussed with groups of secondary school teachers and principals. It is also being pre-tested in a few selected schools. I realize that it is, at times, somewhat burden some to have to fill in questionnaires and reports but I would strongly urge that, considering the importance of these data, the State Department of Education may give their full support and help to the project.

In the last meeting of the Council, some of the members had suggested that the Council should undertake a study of school buildings. The Council has accordingly set up a study group under the chairmanship of Dr. C. D. Deshmukh, Vice-

Chancellor, Delhi University, and a member of the Governing Body, which is looking into the question of construction of school buildings and the economic utilisation of space. The group includes educationists as well as engineers and architects and the study will cover educational buildings of different types.

Before I conclude I should like to make a reference to the work of the Council in the National Emergency. As soon as the Emergency arose, the National Institute of Education engaged itself in considering how best the Council can serve the schools in playing their part in the National Emergency. It prepared and submitted to the Ministry of Education a scheme called the School Defence Corps Programme, which was designed to systematise out-of-school activities and integrate them with the curricular work so that the pupils may acquire a more intelligent understanding of the issues involved and prepare themselves for the tasks arising out of the Emergency. The Programme was approved by the Ministry of Education and has been recommended to all the State Governments. I am glad to say that some of the State Governments have already introduced it in the schools and I hope that this programme will become a part and parcel of the work of our secondary schools all over the country. The National Institute of Education also prepared and published 38 pamphlets bearing on different aspects of the Emergency. These pamphlets have been distributed to the State Departments of Education, the Training Colleges and Extension Centres. The demand for some of these pamphlets has been so high that they have had to be reprinted. The Council is in a position to supply the pamphlets as widely as they may be needed. I wish to express my appreciation of the work that the staff of the National Institute of Education has done in this connection.

I have set out in brief some of the work that the Council has been doing or proposes to do. I am very happy to say that in all its programmes the Council has received the utmost

measure of cooperation from the State Departments of Education and its officers. The Council is essentially a joint enterprise and it is in this spirit that the association between it and the State Departments has grown and is growing.

A general discussion followed the President's address and the following suggestions were made :

- (1) High priority should be given to the proposed study on wastage and stagnation at the primary and secondary levels.
- (2) Attention needs to be given to the teaching of mathematics and English where the largest number of failures at the secondary stage occur.
- (3) The Council should explore in due course the possibility of having some research organisations associated with its work at the regional level.
- (4) The textbooks that are being prepared by the Council should, in the first instance, be tried out in different parts of the country before the final version is prepared.
- (5) The Council should give attention to preparing attractive books for children which could then be brought out in different regional languages with common illustrations.

The Council then proceeded to consider individual item of the agenda.

Item No. 1 : *To receive for confirmation the minutes of the first annual meeting of the Council held at Jaipur on January 2, 1962.*

The minutes of the first annual meeting of the Council were confirmed.

Item No. 2 : *To receive a report on the action taken on the proceedings of the last meeting of the Council held at Jaipur on January 2, 1962 [Appendix A].*

The report on the action taken on the proceedings of the last meeting of the Council was received.

Item No. 3 : *To adopt resolutions to amend certain rules of the Council. (Namely Rules 62, 63, 64, 65 and 70) [Appendix B].*

The following resolutions to amend Rules 62, 63, 64, 65, and 70 of the Rules of the Council were adopted :

Rules 62 and 63 : "Resolved that in Rule 62 and 63 of the Rules of the National Council of Educational Research and Training, the term 'Finance Sub-Committee' wherever it occurs may be replaced by 'Finance Committee'."

Rule 64 and 65 : "Resolved that the existing Rules 64 and 65 shall be replaced by the following :

Rule 64 : For each Regional Institute including Central Institute of Education, Delhi, at the time considered appropriate by the Governing Body, there shall be appointed a Management Committee responsible for the general supervision of the Regional Institute/ Central Institute of Education within the framework of Rules and Regulations and directives issued from time to time by the Governing Body.

Rule 65(a) : The Management Committee for each Regional Institute shall consist of the following members :

- (1) The Vice-Chancellor of the University to which the College is affiliated and when the Vice-Chancellor is not available for membership, the Director or his nominee ; (Chairman).
- (2) Head of the Regional Institute concerned ;
- (3) Financial Adviser to the Council or his nominee .

- (4) Two persons nominated by each State Government and one person nominated by each of the Administrators of the Union Territories in the Region concerned ;
- (5) Two persons nominated by the Ministry of Education ; and
- (6) Such other persons as the Statute of the University may require to be members of the Management Committee.

Rule 65(b) : The Management Committee for Central Institute of Education shall consist of the following members :

- (1) Director or his nominee; (*Chairman*)
- (2) Financial Adviser or his nominee ;
- (3) Secretary of the Council ;
- (4) Two representatives of the Delhi University ;
- (5) Principal and two members of the teaching staff of Central Institute of Education ;
- (5) Two representatives of the Board of Educational Studies ;
- (7) Director of Education, Delhi ;
- (8) Chief Education Officer of the Delhi Corporation ;
- (9) Principals of two training colleges not affiliated to Delhi University ; and
- (10) Chief Accounts Officer, National Council of Educational Research and Training.

Rule 70 : “Resolved that, in sub-rule (ii) of Rule 70, after the words ‘The accounts of the Council shall be audited annually by the Comptroller and Auditor General’ *insert* ‘or any other person appointed by him in this behalf’.

in sub-rule (iii) of Rule 70, after 'The Comptroller and Auditor General' insert 'or any other person appointed by him in this behalf'.

in sub-rule (iv) of Rule 70, after 'The accounts of the Council as certified by the Comptroller and Auditor General' insert 'or any other person appointed by him in this behalf'.

Item No. 4 : *To receive the first report for the period September 1, 1961 to March 31, 1962 and the accounts therefor.*

The annual report of the National Council of Educational Research and Training for the period September 1, 1961 to March 31, 1962 together with the accounts for the same period was received.

Item No. 5 : *To receive the draft annual report of the Council for the year April, 1962 to March, 1963, on the activities and programmes of the Council and the budget estimates as approved by the Governing Body for the year 1963-64.*

The draft annual report for the period April, 1962 to March, 1963 and the budget estimates for the year 1963-64 were received.

The Council accepted the suggestion made by Dr. Mohan Sinha Mehta, Vice-Chancellor, University of Rajasthan that whenever any proposal for a research project is finally accepted, a copy of the same may be sent to the members of the Council to keep them in touch with the research programmes of the Council.

Item No. 6 : *To receive a report on the progress of certain selected schemes of the Council.*

(a) REGIONAL COLLEGES OF EDUCATION [Appendix C(a)]

The Council received the progress report on the establishment of Regional Colleges of Education at Ajmer, Bhubaneswar, Bhopal and Mysore.

It was agreed that under Rule 65 (a) (5) (as amended) the Ministry of Education should as a matter of good convention nominate persons to the Management Committees of the Regional Colleges of Education who are members of the Governing Body of the Council, to ensure close liaison between the Governing Body and the Management Committees.

(b) NATIONAL INSTITUTE OF EDUCATION [Appendix C(b)]

The progress report on the establishment of National Institute of Education was received.

(c) PREPARATION OF TEXTBOOKS [(Appendix C(c)]

The progress report on the preparation of textbooks was received. The Council accepted the following suggestions in connections with the preparation of the textbooks :

- (i) Teachers should be enabled to co-operate actively in the preparation of textbooks to enable them to make their contribution in this important task.
- (ii) Besides textbooks, supplementary books for students and teachers should also be prepared.

Item No. 7 : *To receive a report on the schemes of the Third Five-Year Plan transferred to the Council from Ministry of Education.*

(a) EXTENSION SERVICES CENTRES IN TRAINING INSTITUTES FOR PRIMARY TEACHERS [Appendix D (a)]

The report was received.

(b) EXAMINATION REFORM-CENTRAL UNIT [(Appendix D (b)]

The report was received.

(c) PUBLICATION OF EDUCATIONAL RESEARCH CONDUCTED IN INDIAN UNIVERSITIES [(Appendix D (c)]

The report was received.

It was clarified that the Council had requested the Registrars of all the Universities to furnish to the Council summaries and dissertations of M. Ed. and Ph. D. theses in Education.

Vote of thanks

Shri M. M. Begg proposed a vote of thanks to the Madhya Pradesh Government and the Education Minister (Madhya Pradesh) for all the arrangements they had made for the meeting of the Council and the stay of the delegates.

On behalf of the Government of Madhya Pradesh, Dr. S.D. Sharma, Education Minister, thanked the National Council of Educational Research and Training for holding the second meeting of the Council at Pachmarhi.

It was agreed that the Council should meet at the time of the Education Ministers' Conference and not at the time of the meeting of the Central Advisory Board of Education.

The meeting concluded with a vote of thanks to the Chair.

APPENDIX A

(*Vide* item 2 of Agenda)

REPORT ON THE ACTION TAKEN ON THE PROCEEDINGS OF THE
LAST MEETING OF THE COUNCIL HELD AT JAIPUR ON
JANUARY 2, 1962.

The report is presented in two parts. Part I deals with the action taken on the decisions of the Council, and Part II covers action taken on the suggestions which were made by members of the Council during the course of their observations.

PART I

Item 2 : *Receiving a report on the meetings of the Governing Body—*

No further action needed.

Item 3 : *Receiving a report on the Institutes that have been transferred to the Council—*

No further action needed.

Item 4 : *Proposal to establish a National Institute of Education—*

A report on the progress made in establishing National Institute of Education is being presented separately. (appendix c(b)).

PART II

(a) Production of children's literature and scientific literature for children.

The Council proposes to make a small beginning by carrying out a survey of children's literature available

n the Indian languages and to identify the gaps that exist so that the preparation of children's literature may be directed to removing these deficiencies.

The Council has under preparation about a dozen books on scientific subjects designed for pupils of the age group 11-14. These books present simple scientific explanations of common phenomena that a child sees around him.

A book has already been prepared and will shortly be going into print, dealing with mathematical concepts which a child can learn through simple devices involving the use of nothing more elaborate than a pair of scissors and paper and mathematical puzzles.

(b) Establishing a link between the National Institute of Education and the educational work in the States and the Universities.

The Council is giving financial grants to State Departments of Education for research projects. It is also undertaking publication of the summaries of theses presented to the Universities for a post-graduate or doctoral degree. It is proposed to convene periodical conferences of research workers, including not only those who are engaged in research in education but also those who are engaged in research in the allied disciplines like sociology, economics, anthropology, etc. The purpose of these conferences is to bring together research workers of various disciplines so that problems of common interest may be examined and discussed.

(c) Research in educational administration.

The Council proposes to establish a Department of Educational Administration during the course of the current year. It has already begun work on two projects relating to analysis of the cost of education.

(d) Preparation of textbooks and instructional materials on language teaching.

A textbook on language teaching is intimately connected with the problems of reading. It has, therefore, been decided that a research project on the problems of reading should be undertaken and a beginning has already been made. In the first instance, the problems of reading at the primary stage are being investigated with reference to the teaching of reading in the mother tongue. In the light of the findings, further steps will be taken to prepare appropriate instructional material, including textbooks and teacher's guides.

(e) Inclusion of pre-primary education in the scope of the Council's work.

The Council has made a beginning by establishing a Child Study Unit. The Unit, though started only a few months ago, has completed a survey of pre-primary education in Delhi and is now extending the survey to other parts of the country. Studies in the developmental patterns of children are also being undertaken. It is proposed to start a course for the training of trainers of pre-primary teachers.

(f) Organising short condensed courses in different school subjects.

The Council has been organising a number of seminars and short-term courses and these are being oriented more and more to specific school subjects. During the current year, the Council, in collaboration with the University Grants Commission, is organising four summer institutes in physics, mathematics, chemistry and biology, at the universities of Delhi, Poona and Madras. Secondary school teachers will be participating in these courses which are designed to acquaint them with the latest developments in their

respective subject areas. In addition, two vacation courses are being organised for the teachers of general science, one at Dehra Dun and the other at Hyderabad. The number of these vacation courses will be increased in subsequent years, in the light of the experience gained during the current year.

A special training course has been organised at Mysore for the coordinators of extension centres.

APPENDIX B

(Vide item 3 of Agenda)

RESOLUTIONS TO AMEND CERTAIN RULES OF THE COUNCIL AS RECOMMENDED BY THE GOVERNING BODY :

Under Rule 73 of the Rules of the Council, an amendment to the rules may be made with the sanction of the Government of India by a Resolution passed by a majority of the members of the Council present at any meeting of the Council. In terms of the above rule, the following proposals for amendment to the rules of the Council are submitted to the Council :

(a) To amend Rule 62 :

Rule 62 provides for the appointment of a Finance Sub-Committee.

The Governing Body has recommended that the appropriate term would be 'Finance Committee'. This would facilitate the Finance Committee appointing any Sub-Committees that it may consider necessary for the scrutiny of financial proposals. The following resolution is submitted :

“Resolved that in Rules 62 and 63 of the Rules of the National Council of Educational Research and Training the term 'Finance Sub-Committee' wherever it occurs may be replaced by the term 'Finance Committee'.”

(b) To amend Rules 64 and 65 :

The Governing Body in its meeting held on 30.4.1963 approved the proposal to provide for a Management Committee for the Central Institute of Education, Delhi, and to make certain changes in the composition of the Management Committees of the Regional Institutes. The following draft resolution is submitted :

“Resolved that existing Rules 64 and 65 shall be replaced by the following :

Rule 64 : For each Regional Institute including Central Institute of Education, Delhi, at the time considered appropriate by the Governing Body, there shall be appointed a Management Committee responsible for the general supervision of the Regional Institute/CIE within the framework of Rules and Regulations and directives issued from time to time by the Governing Body.

Rule 65(a) : The Management Committee for each Regional Institute shall consist of the following members :

- (i) The Vice-Chancellor of the University to which the College is affiliated and when the Vice-Chancellor is not available for membership, the Director or his nominee : (*Chairman*) ;
- (ii) Head of the Regional Institute concerned ;
- (iii) Financial Adviser to the Council or his nominee ;
- (iv) Two persons nominated by each State Government and one person nominated by each of the administrators of the Union Territories in the Region concerned ;
- (v) Two persons nominated by the Ministry of Education ; and
- (vi) Such other persons as the statutes of the University may require to be members of a Managing Committee.

Rule 65(b) : The Management Committee for Central Institute of Education shall consist of the following members :

- (i) Director or his nominee : (*Chairman*) ;
- (ii) Financial Adviser or his nominee ;

- (iii) Secretary of the Council,
- (iv) Two representatives of Delhi University ;
- (v) Principal and two members of the teaching staff of Central Institute of Education ;
- (vi) Two representatives of the Board of Educational Studies ;
- (vii) Director of Education, Delhi ;
- (viii) Chief Education Officer of the Delhi Corporation ;
- (ix) Principals of two training colleges not affiliated to Delhi University ; and
- (x) Chief Accounts Officer, National Council of Educational Research and Training.

(c) To amend Rule 70 of the Rules :

Rule 70 of the Rules of the Council lays down as follows:

- (i) The Council shall maintain proper accounts and other relevant records and prepare an annual statement of accounts including the balance sheet in such form as may be prescribed by the Government of India in consultation with the Comptroller and Auditor-General of India.
- (ii) The accounts of the Council shall be audited annually by the Comptroller and Auditor-General and any expenditure incurred in connection with the audit of accounts of the Council shall be payable by the Council.
- (iii) The Comptroller and Auditor-General shall have the same rights, privileges and authority in connection with the audit of accounts of the Council as the Comptroller and Auditor-General has in connection with the audit of Government accounts and, in particular, shall have the right to demand the production of books, accounts, connected

vouchers and other documents and papers, and to inspect any of the offices or institutions of the Council.

- (iv) The accounts of the Council as certified by the Comptroller and Auditor-General together with the audit report thereon shall be forwarded annually to the Government of India and the Government shall cause the same to be laid down before the House of Parliament.

2. In his letter No. 2003-Admn. III/475-61 dated 5.1.62 the Auditor-General has suggested that it would be advisable to amend this rule so as to provide for an appointee of the Comptroller and Auditor-General. Thus sub-rules (ii), (iii) and (iv) of rule 70 would need to be amended. The amendment is recommended by the Governing Body and the following draft Resolution is submitted :

“Resolved that,

in sub-rule (ii) of Rule 70 of the Rules after the words “The accounts of the Council shall be audited annually by the Comptroller and Auditor-General” *insert* “or any other person appointed by him in this behalf”.

In sub-rule (iii) of Rule 70 after “the Comptroller and Auditor-General” *insert* “or any other person appointed by him in this behalf.”

In sub-rule (iv) of Rule 70 after “The accounts of the Council as certified by the Comptroller and Auditor-General” *insert* “or any other person appointed by him in this behalf.”

APPENDIX C(a)

(*Vide* item 6(a) of Agenda)

REPORT ON THE PROGRESS IN THE ESTABLISHMENT OF REGIONAL COLLEGES OF EDUCATION

Location and Buildings

In consultation with the State Governments the Council had decided to establish four Regional Colleges of Education— at Ajmer for the northern region, at Bhubaneshwar for the eastern region, at Bhopal for the western region and at Mysore for the southern region. The colleges will prepare teachers for the multipurpose Secondary Schools in particular and for the Higher Secondary Schools in general. Each College will have a Demonstration School attached to it.

The State Governments concerned have provided over 100 acres of land free of cost for the establishment of these colleges.

The construction of the college buildings has been entrusted to the State Public Department after the plans and estimates prepared by the State Architects were scrutinized by the Works Committee set up by the Council for the purpose. Each building is estimated to cost about Rs. 34 lakhs. The total plinth area in each College is about 1,50,000 sq. ft.

The work of construction of the buildings is well in progress at Ajmer, Bhubaneshwar and Mysore. The initial set of buildings is expected to be ready by July, 1963.

Curriculum

A series of Committees were set up in the various subject areas, particularly, in Technology, Agriculture, Commerce, Home Science, Fine Arts, Science and Pedagogy to examine

the existing practices and to develop suitable courses of study in teacher education for the colleges and the demonstration schools attached to them. The Programme of work that has been drafted for these colleges envisaged the provision of the following programme in the Colleges :

- (a) Four-year integrated programme of content-cum-pedagogy in Science and Technology in two out of the four Colleges, leading to a B.Sc., B. Ed. and B.Sc. (Tech.), B. Ed. degrees or their equivalent ;
- (b) One-year teacher education programme in all the four colleges for graduates leading to B. Ed. degrees ;
- (c) One or two year teacher education programmes for craft teachers leading to a diploma ; and
- (d) In-service programmes for teachers and other Educational Workers of the different subjects in the Secondary Schools in the region.

The courses of study and the programme drawn up for the college have been examined, and reviewed by several committees. The final review was made by a Committee under the Chairmanship of Shri A.C. Deve Gowda, Director of Public Instruction, Mysore, on 1st, 2nd and 3rd May, 1963.

Special Features of the Programme

The four-year programme is designed to be an integrated course of general content and professional education. The courses of instruction in science are so planned that the student will have (i) an integrated and unified approach to science subjects, (ii) specialization in one area and (iii) sufficient competence in other sciences to enable him to handle general science in the secondary schools.

The general education part of the four-year programme includes English, regional language with particular reference to scientific terminology, social sciences, health and physical education and recreation. Sufficient flexibility is allowed in

the programme to make provision for independent study, discussion, conferences and co-curricular activities.

The professional programme begins from the second year and continues up to the end of the fourth year.

A special feature of the one year programme is that the afternoon block of time has been so planned that besides giving the student the technique of teaching, he will be encouraged to strengthen and deepen proficiency in his own special area. This will be done on individual basis according to the needs of each student and through formal and informal instruction.

Craft Programme

The craft programme includes three composite areas, namely, agriculture crafts, house-hold crafts and industrial crafts. A student will opt for any two areas, following it up by an advanced study in one of the two crafts. The course also includes principles of craft education, methods of teaching and teaching practice.

Extension Services

Each college will develop Department of Extension Services, which will help to coordinate the in-service programmes and field services of Extension Centres and Units in the region covered by the college, as well as organise in-service programme for teachers of multipurpose schools, headmasters and educational workers.

Affiliation

Applications have been forwarded to the Universities of Rajasthan, Utkal and Mysore for affiliation of the Regional Colleges of Education at Ajmer, Bhubaneshwar and Mysore respectively. The Inspection Team of the Rajasthan University has inspected the college site at Ajmer and a similar inspection by the Utkal University is scheduled at Bhubaneshwar on the 29th and 30th of April, 1963. The University of Rajasthan has indicated its willingness to give tentative affilia-

tion for two years. In the meanwhile, the University is arranging review of the proposed courses of study by the various University bodies.

Starting of the Colleges

It is planned to open colleges at Ajmer, Bhubaneshwar and Mysore in July, 1963. To begin with, the following courses are proposed to be started in these colleges :

Regional College of Education, Ajmer.

1. Four-year integrated programme in technology.
2. One-year programme of teacher education in agriculture.

Regional College of Education, Bhubaneshwar.

1. Four-year integrated programme in science.
2. Four-year integrated programme in technology.
3. One-year programme of teacher education in science.

Regional College of Education, Mysore.

1. One-year programme of teacher education in agriculture.
2. One-year programme of teacher education in commerce.
3. One-year programme of teacher education in science.

The Regional College at Bhopal will not be able to start regular pre-service programmes from 1963-64 but will organise in-service programmes for administrators and for teachers of selected subjects from the mid-year onwards.

Beginning in July, 1963, the College at Ajmer will enroll 155 students, that at Bhubaneshwar 200 students and the one at Mysore 100 students. In the fourth year of the colleges when the four-year programme will be in full operation, the enrolment is estimated to be as follows :

Ajmer : 630 ; Bhubaneshwar : 645 ; Bhopal : 350 ;
Mysore : 350.

Staff

Detailed estimates of staff were worked out on the basis of the programme to be provided in the colleges and the enrolment contemplated.

The project provides for the training of 21 participants in U.S.A. of these, the first batch of 7 participants, 5 in the areas of technology, and one each in commerce and agriculture, has already gone to the U.S.A. The participants will be returning in June, 1963 and assigned to the four colleges. The second batch of participants will be going to the States in November, 1963.

The Principals of the four colleges will go to their respective headquarters in the first week of June, 1963. They will make all the necessary arrangements to start the regular session in July, 1963.

The Demonstration Schools

The plan and the instructional programme of the Demonstration Schools attached to the four colleges are being worked out. This work, it is hoped, will be completed in three or four months. Admission to the VI, VII, VIII and IX classes of the Demonstration Schools will start in July, 1964.

APPENDIX C(b)

(*Vide* item 6(b) of Agenda).

PROGRESS IN THE ESTABLISHMENT OF THE NATIONAL INSTITUTE OF EDUCATION

The Council had in its meeting held at Jaipur on January 2, 1962 approved establishment of a National Institute of Education.

In pursuance of this decision the offices and institutes which were transferred to the Council by the Ministry of Education, function as the departments of the National Institute. The programmes of all these departments are being reorganized and their staff suitably strengthened so that each department will not only undertake research, but also participate in the advanced level training courses, which are to be provided by the National Institute.

The National Institute of Basic Education is being strengthened so that it may deal also with elementary education and the extension services in the training institutions for primary school teachers.

The Central Bureau of Textbook Research is being reorganized as department of Curriculum, Textbooks and methods of teaching.

The National Fundamental Education Centre is being strengthened so as to take up research work in the techniques of adult literacy and provide advanced training courses in it. A special unit is proposed to be established during the current year for the study of educational problems in the tribal areas of the country.

The National Institute of Audio-Visual Education is being recognised so that it may be able to prepare audio-visual aids related to the school needs.

New Departments :

The following new departments will be established during the course of this year :

- (i) Department of Psychology which will include the Psychometric Unit, the Child Study Unit (both these units have already been established), the Central Bureau of Educational & Vocational Guidance, and the Psychology wing of the Central Institute of Education.
- (ii) Department of Educational Administration.
- (iii) Department of Foundations of Education (sociological, economical, philosophical, historical and comparative).

Courses : Committees of Experts have been at work throughout the year drawing up the courses of studies at the post-graduate level. So far the first draft of the courses in psychology, educational administration, sociological and philosophical foundations and comparative education have been prepared.

An advanced course of nine months' duration in research methodology has been instituted and is currently in progress.

An advanced course in pre-primary education for the trainers of pre-primary school teachers has been prepared and will be introduced from the beginning of the next academic session.

A special programme has been prepared relating to the education of the backward child. A short course in the subject is being designed to be offered as an optional at the B.Ed. level and an advanced course for lecturers of training colleges.

Campus : The National Institute of Education will be a residential institute. A 60-acre plot has been acquired in the

suburbs of Delhi and possession has been taken. The plan for the building of the Institute, the hostels and residential quarters has been prepared by the architect. In the current year it is proposed to take up the construction of the Department of Science Education and the Central Science Workshop. Thereafter the construction of the remaining building will be taken up.

APPENDIX C (c)

(Vide item 6(c) of Agenda)

REPORT ON THE PREPARATION OF TEXTBOOKS

Considering that up-to-date textbooks are essential for an effective educational process and that the production of such books is an important aspect of applied educational research, the Governing Body of the National Council of Educational Research and Training resolved, in terms of Rules 45 and 46 of the Council, that a special committee to be called the Central Committee on Educational Literature, should be set up to undertake this important task. Accordingly the committee came into being on 9.1.62 with the following members :—

1. Dr. K. L. Shrimali (*Chairman*)
2. Dr. D. S. Kothari
3. Shri P. N. Kirpal
4. Shri P. C. Bhattacharyya
- *5. Dr. D. C. Pavate
- *6. Dr. A. C. Joshi
- *7. Dr. Tara Chand
- *8. Dr. B. N. Ganguli
9. Shri Raja Roy Singh
10. Shri T. K. N. Menon
- *11. Dr. S. P. Chatterji,
- *12. Shri Hazari Prasad Dwivedi

2. The Central Committee has so far held three meetings, of which two were during the year 1962-63. The Committee has laid down some general principles for the guidance of the authors who will be invited to write the textbooks and the other instructional materials namely : (i) to begin with, textbooks may

*Co-opted.

be prepared for the higher secondary classes ; (ii) they should be prepared co-operatively by professors, teachers and illustrators ; (iii) they should be up-to-date in content and scientific in approach ; and (iv) they should serve as models for authors, foster national integration and mould the minds of the younger generation along the proper lines.

3. To carry through its comprehensive programme of producing textbooks, the committee has set up 8 subject panels for Physics, Chemistry, Biology, Geography, Mathematics, History, Hindi and General Science. Negotiations to set up three more panels for Technology, Commerce and Agriculture are in progress. The panels will lay down the objectives of the courses of study in their respective fields and undertake the preparation of textbooks, supplementary materials and teachers' manuals in the various subjects. The expectation is that the first drafts of the textbooks for the higher secondary stage will be available during the course of 1963-64.

4. The progress of work done by each panel is given below :

(i) *Physics* : (Chairman—Dr. D. S. Kothari ; Budget Provision—Rs. 61,816.00)

The draft syllabus has been prepared and circulated to the members of the Panel for their comments. The work of writing individual chapters of the textbook has been assigned to eminent professors, who will be assisted by school teachers. The first draft of the book will be ready by May 20 and the final draft by the end of July, 1963.

(ii) *Chemistry* : (Chairman—Dr. J. C. Bardhan)

The Panel has been constituted and its first meeting was held on 19-20 April, 1963.

(iii) *Biological Sciences* : (Chairman—Dr. P. Maheshwari ; Budget Estimate—Rs. 75,495.00)

The draft syllabus has been prepared and circulated for comments and suggestions. The first meeting was held on 28-2-1963.

- (iv) *Geography* : (Chairman—Dr. George Kuriyan ; Budget Estimate—Rs. 28,532.00)

The Panel has met twice and allotted the work of writing textbooks for the higher secondary classes to different authors. The first draft of the books should be ready by September 1, 1963.

- (v) *Mathematics* : (Chairman—Dr. Ram Behari ; Budget Estimate—Rs. 65,602.50)

The Panel has drafted syllabuses for the primary and middle stages and begun its work on the syllabus for the higher secondary classes. Manuscripts of books for primary classes have been invited through an open competition. The final drafts of the books for the five primary classes will be prepared on the basis of four or five books selected as the best. A board of four authors has been constituted to prepare the books for the middle classes. The board has already taken up the work.

- (vi) *History* : (Chairman—Dr. Tara Chand ; Budget Estimate—Rs. 55,657.50)

The Panel has worked out syllabuses and budget estimates for all the three school stages. It has also worked out class-wise contents for textbooks and specifications for authors. A list of illustrations and a bibliography for the primary class textbooks are ready. The manuscripts are expected to be ready by August, 1963.

- (vii) *General Science* : (Chairman—Dr. A. C. Joshi)

A budget estimate of Rs. 1,71,627 for three years has been prepared and submitted to the Committee for

approval. The Committee has expressed the desire to discuss the plan with the Chairman before finalising it.

(viii) *Hindi* : (Chairman—Dr. Nagendra ; Budget Estimate —Rs. 19,962.30)

The Panel has finalised two textbooks for class IX, one each in prose and poetry. The press copy is under preparation and necessary illustrations are being collected. Drafts of the prose and poetry books for classes X and XI will be ready by the end of June, 1963.

APPENDIX D(a)

(Vide item 7(a) of Agenda)

EXTENSION SERVICES IN TRAINING INSTITUTIONS FOR PRIMARY TEACHERS

During the Third Plan the emphasis has been laid on providing free, compulsory and universal education for the age group of 6 to 11 and to develop a programme of basic education in the context of this decision. It is also desired to bring about an all-sided educational development for the age group 6 to 14, and to make an intensive effort by studying the problems involved in a scientific manner so that the necessary training and experience available in such intensive studies may prove useful in the Fourth and later Plans for the development of elementary education. With this aim in view, it has been decided to develop a programme of extension services in training institutions for primary teachers. The work of organising the programme has been entrusted to the National Institute of Basic Education.

A similar programme is already in implementation at the secondary level where 54 Extension Services Centres have been established in selected post-graduate teacher-training institutions with assistance from the Ford Foundation and T. C. M. and have been in function for varying periods in the Second Plan. Each Centre serves about 50 to 100 secondary schools in its neighbourhood and carries out a comprehensive programme of in-service training through seminars, conferences and workshops, audio-visual, library and advisory services and publications. The experience of the past five years has shown that these Centres constitute a most dynamic agency for carrying new educational ideas and practices to the secondary schools

and also for stimulating the pre-service training programme in the colleges to bring it closer to the actual needs of the secondary schools. The project has, in fact, been so successful that it is proposed to extend it to more training colleges in the Third Plan.

Organising Extension Services

- (i) The project may be described as the Extension Services Project for the primary teacher training institutions with the main object of helping the staff of the training institutions to initiate, plan and organise work for the in-service training of teachers in the areas in which they are located.
- (ii) As has been indicated above, the major function of this programme is to work with the staff of the training institutions in the initiation, planning and development of field activities. These might be generally classified as follows :
 - (a) To encourage primary schools in the surrounding areas to improve themselves (*viz.* the effectiveness of teacher-school—community relations, details of the syllabus and their implementation etc.) through the provision of consultative resources and grants. This major purpose makes it clear that general orientation of the project should emphasise the experimental and consultative approach rather than the dogmatic and directive approach. The statement of this purpose also makes it clear that most of the actual consultative services are to be provided by the staff of the training institutions. The major responsibility of the coordinator is to *coordinate* and provide necessary guidance and grants.
 - (b) To facilitate the vitalisation of the teacher training curriculum by means of closer association with schools.

One of the serious criticisms made of teacher-training institutions is the isolation of the institution from the real

situations in which the schools function and in which the trainees will be called upon to work. One of the indirect but nevertheless important functions of offices being established would be to facilitate the more intimate association of members of the training school staff with the purposes and activities of primary schools.

- (c) To coordinate field studies and research designed to determine, analyse the reasons for, and improve the quality of the primary school programmes.

These field studies might be of two general types. Group one would be the continuous kind of study that is necessary in order to provide consultative services. The second type might represent studies that are initiated by NIBE but require the close collaboration of field agents for the accumulation of data. Problems of study may well refer to wastage and stagnation, incentives for free and compulsory education, improvement on basic education lines, etc.

(iii) *Implementation of purposes* : These three major purposes of improvement of schools, improvement of teacher-training programmes, encouragement and co-ordination of field and research—will direct the activity of the ESPS. Their main work will consist of helping teachers to develop a programme of improvement in their schools. For this purpose, the Extension Services Centres will take up a group of schools as a unit and for each unit the concerned training institutions will prepare a developmental programme for a specified period of time. This developmental programme will be carried out in various ways, some of which are suggested below :

- (a) *In-Service Training* : Through seminars and refresher courses for headmasters and teachers of the primary schools and for community leaders. This will pertain to school subjects, teaching methods, general information, production of simple aids and equipment, craft work and school-community relations.

- (b) *Dissemination and Discussions* : Through publication of guidebooks etc., lectures and consultation by experts, demonstrations, workshops and conferences, exhibitions, etc.
- (c) *Visits and Consultations* : By members of the staff of the training institutions and ESP, inter-school visits by teachers and similar activities.

These activities are only suggestive.

- (d) *Evaluation of ESPS* : The evaluation of the various projects would be continuous and designed to determine the degree to which each Extension Services Project fulfils its functions.

- (e) *Relation of ESP to NIBE* : The relationship of the Extension Services Project to NIBE will be somewhat similar to the relationship that exists at present between the Extension Services Centres and the DEPSE, of course suitably modified and adapted to the special requirements of the primary school teacher whom it is expected to serve. The Directorate at present maintains an advisory and supervisory control over the Extension Centres, guides them in organising their programmes from year to year, coordinates their activities with the needs of the secondary school as well as with the larger programmes in secondary education initiated by the Directorate and carries out periodic assessments of the work of the Centres. Similarly, the NIBE will have to shoulder responsibility for the initiation, development and coordination of the functions of the Extension Departments. It will also have to provide periodic training to the personnel of these projects and also prepare 'package' material which may be used at conferences, demonstrations, workshops etc. These materials would, it is expected, provided the coordinators with necessary instruments for implementing in-service programmes.

The estimated cost for each ESP is worked out below :

Recurring :	Rs.
(a) Staff.	4,800
(b) Grant-in-aid.	5,000
(c) T.A. and Honorarium.	7,500
(d) Organisation of in-service programmes, seminars, workshops, etc., @ Rs. 2/- per day for 200 teachers on an average of 10 days in a year.	4,000
(e) Exhibition and Audio-Visual Services.	500
(f) Contingencies.	2,000
	<hr/>
Total Recurring	17,050
<i>i.e.</i>	17,000
Non-Recurring :	10,000
<i>Total expenditure for the Plan period</i>	Rupees in Lakhs
(a) Non-recurring expenditure for 60 institutions @ Rs. 10,000 each.	6.00
(b) Recurring expenditure @ Rs. 17,000.	28.05
	<hr/>
Total	34.05
	<hr/> <hr/>
<i>Budget estimates for the Central Unit at NIBE.</i>	
D.A.	60,980
T.A.	22,000
Training Programmes.	1,25,000
Contingencies.	67,500
	<hr/>
Total	2,75,000
	<hr/> <hr/>
Total estimated cost of programme	Rs. 36,80,000
	<hr/> <hr/>

APPENDIX D(b)

(Vide item 7(b) of Agenda)

EXAMINATION REFORM—CENTRAL UNIT

The programme of examination reform at the secondary level has been in implementation since January, 1958, when an Evaluation Unit was set up in the Directorate staffed with officers who had been specially trained for the purpose. This programme seeks to improve the existing system of examinations in a period of 10 years, working in stages to achieve certain specific goals, namely :

- (i) The introduction of objective-based questions in the external examination in a phased manner and for this purpose define specific objectives of learning in each subject.
- (ii) Bringing about a corresponding change in the internal examination.
- (iii) Giving weightage to internal assessment.
- (iv) Bringing about necessary improvement in methods of teaching so that the objectives of teaching each subject are realized.
- (v) Improving the curriculum in order to align it with the objectives of teaching.

Work Achieved in the First Phase

During the past three years the Examination Unit has accomplished the following part of this programme :

- (i) Brought out test pools on two objectives in 4 subjects of the core and 4 subjects of the elective curriculum.
- (ii) Oriented over 7,000 secondary school teachers to the concept and technique of evaluation.

- (iii) Worked with about 50 training colleges in intensive and extensive programmes in order to introduce the lecturers and pupil teachers to the need and technique of the new reform.
- (iv) Brought out relevant literature on the subject and distributed them to Secondary School Boards, State Departments of Education, secondary schools, Training Colleges and other educationists.
- (v) Organised training courses for State Evaluation personnel so as to provide each State with a minimum unit of trained persons for future implementation of the programme at the State level.
- (vi) Made studies on internal assessment as practised by selected Boards.
- (vii) Conducted seminars on research in evaluation so as to form the basis for further research work in the subject.

Targets in the Third Plan

The work that has just been accomplished completes what may be called the first phase of the programme and has prepared the ground for the introduction of the more intensive aspects of the reform in subsequent years. During the Third Five Year Plan it is proposed to push the reform forward over its next phase in such a manner that the major part of the reform would have been covered. The work that lies ahead in the next 5 years includes :

- (i) Specifying more objectives in each of the subjects of the secondary school curriculum.
- (ii) Preparing illustrative test material for the guidance of State Evaluation Units and Boards.
- (iii) Analysing question papers, answer scripts and syllabi of the different States in order to guide the State Boards and State Education Departments in framing question papers and in specifying objectives more precisely while drawing up syllabuses.

- (iv) Carrying out intensive studies in internal assessment.
- (v) Involving the remaining 150 training colleges in the programme so that they play their full role in introducing the new evaluation approach in their own work as well as in preparing learning experiences and in orienting secondary school teachers.
- (vi) Giving guidance to Boards of Secondary Education in introducing the new type of questions in the external examination in gradual stages.
- (vii) Initiating research in evaluation on a large-scale through training colleges, secondary schools and State Evaluation Units.
- (viii) Training key personnel in evaluation required for State Evaluation Units, training colleges and State Departments.
- (ix) Providing consultative services to State Boards, State Evaluation Units, and State Departments in implementing the reform.
- (x) Producing literature on evaluation and related aspects.
- (xi) Ensuring co-ordination of work at all levels.
- (xii) Undertaking study of the syllabuses in the different subjects in order to bring about modifications and revisions based on the objectives of teaching and testing.

Need for Expansion of the Central Examination Unit

The successful implementation of this programme as detailed above requires that the Central Examination Unit should be strengthened and enlarged suitably. This augmentation falls under two aspects :

- (i) The strengthening of the staff required for the field services and training.
- (ii) The setting up of a Psychometric Unit which will assist the Unit in trying out tests, analysis, adaptations, standardisation of tests, research studies etc.

I. Strengthening of the Central Examination Unit

Experience of the past few years has shown that State Boards, Training Colleges and State Education Departments require continuous and constant guidance in understanding and implementing the various phases of the reform. The programme envisaged in the Third Plan call for such a continuous guidance service in an even more accentuated manner. It is, therefore, proposed to deal with the country in 4 regions so far as this programme is concerned, allotting a team of 6 evaluation officers to each region, each team consisting of subject specialists somewhat of the following composition :

Languages	...	2
Sciences	...	2
Mathematics	...	1
Social Studies	...	1

II. Psychometric Unit

The work of the Examination Unit has reached a stage when its further studies require the assistance of a body of psychometricians and statisticians. This Psychometric Unit will help the Examination Unit in its programmes of research, training and development of tests. The major functions of the Unit will be as follows :

- (i) To undertake programmes related to the standardisation of achievement tests, analysis of question papers, study of problems related to scrutiny, scaling of internal and external examinations etc.
- (ii) To undertake and provide technical assistance in the construction of intelligence, personality and aptitude tests, interest inventories and other psychological tests, and their standardisation.
- (iii) To give technical advice and assistance in designing research and collecting data for different studies.
- (iv) To analyse, tabulate and summarise statistical data pertaining to research studies undertaken by the Examination Unit as well as other agencies.

- (v) To undertake problems of research related to the measurement and evaluation such as those connected with the prediction and selection, validation and other aspects of test construction.
- (vi) To assist in assessing the adequacy and significance of statistical aspects involved in research studies received from other sources.
- (vii) To provide research and training services on subjects related to psychometrics and statistics.
- (viii) To give guidance wherever necessary on studies having a direct bearing on psychological measurement, educational statistics and other statistical aspects of research work.

Estimate of Cost

The programme detailed above is estimated to cost Rs. 23.88 lakhs as shown in the abstract below :

I. Central Examination Unit :

	Rupees in lakhs
Pay and allowances of officers	6.55
Pay and allowances of establishment	3.23
Other expenditure on programmes, contingencies, furniture, equipment etc.	7.63
Total	17.51

II. Psychometric Unit

Pay and allowances of officers	3.70
Pay and allowances of establishment	1.41
Library, equipment and contingencies	1.26
Total	6.37
Total for expansion of Examination Unit	23.88

APPENDIX D(c)

(*Vide* item 7(c) of Agenda)

PUBLICATION OF EDUCATIONAL RESEARCH CONDUCTED IN INDIAN UNIVERSITIES

At present, a large number of educational studies—some of which are very good—are conducted in Indian Universities in connection with M.Ed. and Ph.D. degrees. Students desiring to appear for the Ph. D. degree are expected to submit a thesis of a very high quality which has to be a contribution to knowledge. Students can take the M. Ed. degree in two ways. In some universities, they can submit a thesis of a fairly high order in full satisfaction of the requirements of the degree. In others, they are required to submit a dissertation in partial satisfaction of the requirements for the degree, the dissertation being equal to one or two papers. The estimate now is that, till the end of December 1961, there would be about 75 Ph. D. theses, 110 M. Ed. theses, and 2700 M. Ed. dissertations approved by the Indian Universities.

2. Since very little of this research has been published, the Ministry of Education undertook a scheme for its publication last year and included it in the Third Five Year Plan. This has now been transferred to the National Council of Educational Research and Training and the total financial allocation for this scheme is Rs. 50,000.

3. The scheme is divided into two parts. The object of the first part is to publish a brief account of educational studies carried out so far, *i.e.*, till the 31st of December, 1961.

For this purpose, information has been collected from all the Indian Universities regarding the Ph. D. and M. Ed. theses

and dissertations in education approved by them. This information has been received for the period ending June, 1960 and further information for the period ending 31st December, 1961 is being collected and is expected to be in our hands by the end of January, 1961.

A volume has been prepared giving a complete list of theses and dissertations in education approved by Indian Universities till June, 1960. The list is arranged according to universities and gives the names of the student, the subject of the investigation, the degree for which it was approved and the year in which it was approved. Indices have also been prepared according to authors and also according to subjects.

The second volume in the series will cover the period from June, 1960 to 31st December, 1961.

4. It has also been decided to prepare brief synopsis of these investigations. The average length of the synopsis of an M.Ed. dissertation would be 400 to 500 words; that of an M.Ed. thesis would be 1,000 words and that of a Ph.D. thesis would be about 2,000 words. About one-third of this work has already been completed and it is expected to complete the remainder during the next six to nine months. When fully published, it may require four or five volumes and these are proposed to be brought out before the end of 1962.

5. The second part of the scheme relates to the future. Universities were requested through the University Grants Commission, to amend their rules in such a way that every student who submits a thesis or a dissertation for the M.Ed. or Ph. degree, will also submit along with it a brief synopsis of his work. This synopsis also will be approved by the examiners of the thesis. If the thesis is accepted and the degree given, copy of the synopsis will be forwarded by the University to the Ministry of Education (now to the National Council of Educational Research and Training). This procedure is being accepted by most of the Universities. It is, therefore, hoped that with effect from the year 1962, brief synopsis of theses or

dissertations in education approved by Indian Universities would be automatically available to the National Council of Educational Research and Training. It is, therefore, proposed to bring out the volume containing all these summaries every year.

6. It is also proposed that, in case of outstanding work, longer synopsis of thesis would be prepared and published separately in the series, 'Educational Studies and Investigations',

7. The Ministry of Education had also adopted a scheme under which grants-in-aid would be given to students for the publication of Ph.D. thesis of approved merit. The amount of grant-in-aid would be 50 per cent of the cost of production or Rs. 2,000 whichever is less. The total financial allocation for this scheme is Rs. 25,000. This scheme also has been transferred to the National Council of Educational Research and Training.
