

# **ANNUAL REPORT**

## **1970-71**



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## CONTENTS

<b>INTRODUCTION</b>	<b>Page</b> 3
<b>ANNUAL REPORT (1970-71)</b>	11

### *APPENDICES*

1 Membership of the Council and its Committees	29
2 Fourth Five-Year Plan Allocations	38
3 Receipts and Payments Account for 1970-71	48
4 Curriculum Development	49
5 Crash Programme for Evaluation of School Textbooks	57
6 National Science Talent Search Scheme	62
7 National Integration Project	65
8 International Education Year (1970) Programmes Undertaken by the Council	67
9 Grants to Professional Educational Organisations	69
10 Research Studies, Investigations and Surveys	70
11 Grants-in-Aid for Approved Research Projects (GARP)	82
12 Training Programmes	84
13 Extension and Field Services	93
14 Collaboration with the States and Union Territories	102
15 Collaboration with the Ministry of Education and Youth Services	107
16 International Collaboration	110
17 Publications	115

# *Introduction*

## INTRODUCTION

1. The National Council of Educational Research and Training, popularly known as the N.C.E.R.T., was established on 1st September, 1961 as an autonomous organisation under the Societies Registration Act, 1860. On its establishment, it took over the Central Institute of Education (1947), the Central Bureau of Textbooks Research (1954), the Central Bureau of Educational and Vocational Guidance (1954), the All-India Council for Secondary Education (1955), the Directorate of Extension Programmes for Secondary Education (1955, 1959), the National Institute of Basic Education (1956), the National Fundamental Education Centre (1956) and the National Institute of Audio-Visual Education (1959). All these organisations had been set up by the Government of India with a view to providing facilities for the improvement of school education. After taking over these organisations, the Council reorganised its work so that it could function in an effective manner.

2. The Council is financed entirely by the Government of India. It functions as the academic wing of the Ministry of Education and Youth Services and assists the Ministry in the formulation and implementation of its policies and major programmes in the field of school education. Broadly, the functions of the Council are :

- (a) To undertake studies, investigations and surveys relating to school education;
- (b) To organise pre-service and in-service training, mainly at an advanced level;
- (c) To organise extension services;
- (d) To disseminate improved educational techniques and practices; and
- (e) To act as a clearing-house for ideas and information on all matters relating to school education.

3. In order to carry out such functions effectively, the Council works in close cooperation with the Education Departments in the States and the universities and generally with all institutions set up in the country for furthering the objectives of school education. In addition, the Council maintains close contact with similar international and national organisations throughout the world. In order to make the results of its investigations available to the public, it undertakes the publication of books, journals and other literature.

4. To fulfil its objectives, it has set up several institutions for organising training and extension programmes and for carrying out and promoting research activities. It maintains a close liaison with all the State Governments through its network of offices of Field Advisers.

The Council has its headquarters in New Delhi.

5. At New Delhi, the Council has its National Institute of Education. This Institution is primarily concerned with research, short-duration training, etc. The National Institute of Education has several Departments like the Department of Pre-Primary and Primary Education, the Department of Textbooks, the Department of Teacher Education, the Department of Social Sciences and Humanities, the Department of Educational Psychology and Foundations of Education, the Department of Science Education, the Department of Teaching Aids, the Data Processing and Educational Survey Unit and the NIE Library, Documentation and Information Services. Each one of the Departments is concerned with projects assigned to it. In addition, a certain amount of fundamental work necessary for the fulfilment of the Council's objectives is also undertaken. But, by and large, most of the investigations undertaken are of an applied character and are expected to be of an immediate utility value.

6. The Central Institute of Education which offers a one-year B.Ed. and post-graduate courses is run by the Council as a centre of excellence and is affiliated to the University of Delhi.

7. The Council runs four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore. These institutions are campus colleges with extensive laboratory, library and residential facilities. They run a content-cum-pedagogy course of four years' duration leading to the B. Sc., B. Ed. in Science and the B.A., B. Ed. in languages. These courses have been fashioned taking into account the prevailing views in certain other countries of the world. It is generally believed in several countries that education should be treated as a professional subject like engineering, medicine, etc., and students must be trained in the subjects and in pedagogy simultaneously. The four-year courses run in the Regional Colleges are meant to implement this view. In addition, the Regional Colleges run some one-year B.Ed. courses. Of special significance among such one-year courses are those pertaining to agriculture and commerce. To the extent possible, the students undertaking training are afforded opportunities for acquiring work-experience so that they could inject the same into school teaching when they become teachers at schools. These Colleges are also developing their post-graduate wings and run both in-service and pre-service programmes for the teachers of their respective regions. The Regional Colleges are being developed to function as models or centres of excellence for the four regions of the country. They work in close collaboration with the

universities and institutions in the regions and also the State Departments of Education.

8. The Council has a Publication Unit which looks after the printing of educational literature produced by the various constituent units of the Council. The literature falls into the following major categories :

- (a) Textbooks and teachers' manuals
- (b) Supplementary reading materials
- (c) Yearbooks
- (d) Research monographs
- (e) Instructional material
- (f) Brochures and pamphlets
- (g) Educational journals
- (h) Reprints of foreign books, etc.

9. The General Body of the Council has the Union Minister of Education and Youth Services as its President. All the Ministers of Education in the States of the Union and in Union Territories having legislatures, and the Chief Executive Councillor, Delhi, are ex-officio members of the Council. In addition, the Chairman of the University Grants Commission, four Vice-Chancellors of the universities and 12 nominees of the Government of India among whom are four teachers, and all members of the Executive Committee are members of the Council. The Secretary to the Government of India in the Ministry of Education and Youth Services is an ex-officio member. With such a constitution, it becomes possible to take policy decisions at the highest level and in a mutually agreed manner. It is against this background that the Government of India has requested the NCERT to function as the National Board of School Education.

10. The administration of the Council is vested in an Executive Committee consisting of the President of the Council, the Director and the Joint Director of the Council, the Chairman of the University Grants Commission, representatives of the Union Ministry of Education and Youth Services and the Ministry of Finance, two teachers, three members of the Faculty of the Council and two eminent educationists. This Executive Committee takes decisions on all matters concerning the affairs of the Council. In order to assist the Executive Committee in taking decisions on academic matters, the Council has a Programme Advisory Committee which scrutinizes and initiates the academic programmes and which has representatives from University Departments and State Institutes of Education in addition to the Faculty of the Council. A Finance Committee advises the Executive Committee on all matters having financial implications, while the Establishment Committee renders assistance on establishment matters. A Management Committee has been set up for each of the four Regional Colleges of Education with the Vice-Chancellor of the University to which the institution is affiliated, as its Chairman. This Management Committee tenders

advice to the Executive Committee on matters of direct interest to the institution concerned.

11. In addition, the Executive Committee generally appoints standing committees to deal with a variety of specific issues with representatives of the Council and experts in the field from different parts of India. Thus, problems pertaining to study groups in science, problems pertaining to UNESCO/UNICEF-aided projects for the improvement of science education in the country, the national science talent search scheme, etc. require handling, in the first instance, at the level of acknowledged experts.

12. The Ministry of Education and Youth Services itself sets up several committees or boards. The Council is generally represented on such boards and, wherever necessary, it provides the required expert advice in addition to collaborating with such boards and committees in their day-to-day work. Thus, the Council works in close cooperation with the Central Advisory Board of Education, the National Board of School Textbooks, etc. The link between the Ministry of Education and Youth Services and its committees, etc. on the one hand and the Council on the other is so continuous and so close that it becomes impossible to define in precise terms either this link or the manner in which the Council functions distinctly as a separate entity. Such a close tie-up conduces to the effective functioning of the Council and assists its work to a remarkable degree, particularly in the implementation of whatever it formulates.

13. The Council has already made a significant impact on school education and teacher education throughout India. It has published a variety of model school textbooks which have attracted the attention not only of educationists in the country but outside also. It has assisted several State Boards of Secondary Education in designing examination questions mainly for the objective-based achievement tests. It has developed, with the assistance of the UNESCO-UNICEF, a considerable amount of science teaching material. This equipment has been distributed to several primary and middle schools throughout the country. In addition, the science books published under the UNESCO-UNICEF pilot project have been translated into several regional languages. The Council conducts an all-India competition to select talented students in the field of science. This national science talent search scheme has become extremely popular and provides an opportunity to students coming from even poor families to pursue their studies un-interrupted and free from financial worry up to the highest level in education, viz., the Ph.D. The examinations for this scheme are now being conducted in all the languages of the Union and the entire procedure is kept constantly under review to effect improvements.

14. The Council has evaluated and is continuously evaluating textbooks prepared by different organisations from a variety of standpoints. There are continued requests to the Council to evaluate books even at the manuscript



stage from several State organisations.' The Council's scheme of giving grant-in-aid to research projects has enabled many university departments, teacher training colleges, research institutions, etc. to embark on research of significant value. Some of the results of these researches have already had an impact on school education. The Council assists financially the publication of outstanding researches in the field of education. In addition, it provides financial assistance to professional educational organisations operating at national/regional levels for the improvements of school education. In order to assist promising young research scholars, the Council offers junior and senior fellowships of the monthly value of Rs. 300/- and Rs. 500/- respectively and provides facilities for their growth.

15. The Council has embarked on a special project to clear the backlog of untrained teachers through its constituent units. In this scheme, intensive vacation-cum-correspondence instruction is provided to employed teachers in order to assist them to qualify for the B. Ed.

16. A normal feature of the work of the Council is the organisation of a variety of summer institutes to provide facilities and opportunities of growth to school teachers and teacher educators. Further, in order to make its work meaningful, the Council provides financial assistance and academic guidance to 95 extension services centres spread throughout the country in the field of secondary education and 45 such centres in the field of primary education. In addition, the Council organises seminars and workshops to train resource personnel and teachers and other experts drawn from all parts of India. There is a continuous and unending demand for the experts employed by the Council from most of the States in India and several organisations interested in school education including the State Boards of Education, etc.

17. In order to infuse in the minds of children the concept of national integration and the basic unity of India, the Council publishes literature of value and organises a variety of camps of students and teachers. Some of the textual material, community singing material, etc. developed by it has attracted special attention.

18. The above description gives a broad picture of the way in which the work of the Council is organised and administered as also the various activities in which the Council is engaged.