

ANNUAL REPORT 1975-76



National Council of Educational Research and Training

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1. NCERT : ITS FUNCTIONING AND ROLE

1.1 INTRODUCTION

The National Council of Educational Research and Training (NCERT) was established on 1st September, 1961 encompassing the functions of more than half a dozen institutions set up by the Government of India in the post-independence era for the purpose of transformation of education, especially school education. It did not, however, remain static. It has been responding to new challenges from time to time and growing and reshaping itself in the light of new national needs and aspirations.

The NCERT is an autonomous body registered under the Societies Registration Act (Act XXI of 1860). Its Memorandum of Association lays down that :

- (i) The objects of the Council shall be to assist and advise the Ministry of Education and Social Welfare in the implementation of its policies and major programmes in the field of education, particularly school education.
- (ii) For the realisation of these objectives, the Council may undertake any or all of the following programmes and activities :
 - (a) To undertake, aid, promote and coordinate research in all branches of education ;
 - (b) To organize pre-service and in-service training mainly at an advanced level ;
 - (c) To organize extension services for such institutions in the country as are engaged in educational research, training of teachers or provision of extension services to schools ;
 - (d) To develop and/or to disseminate improved educational techniques and practices in schools ; *et al.*

1.2 STRUCTURE

In order to achieve these objectives effectively, the Council has been structured as in Table I. Broadly speaking, there are two wings ; the Secretariat responsible for coordination and servicing ; and various constituents charged with the improvement of specific aspects of school education.

Among the constituents, the National Institute of Education occupies a prestigious position. It has been established for the development of

research; advanced training and the provision of extension services. It is an institute devoted to the improvement of the quality of school education in the country in all aspects. It is composed of a number of departments and units (Table I).

Another set of constituents under the NCERT comprises four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore. Their main area of responsibility is teacher training, both in-service and pre-service. They are trend-setters in the country in this field. Not only did they initiate an integrated approach to teacher training but have also started certain unconventional courses.

The Centre for Educational Technology, which has the status of a Regional College of Education, is the youngest constituent unit of the NCERT. It is working in the area of educational technology in all its ramifications. It collaborated actively with the Satellite Instructional Television Experiment (SITE).

The constituents which provide the vital link between the NCERT and State educational agencies are the Field Advisers' offices. There are eighteen of them at present. They aid and promote NCERT policies and programmes in the States and send back necessary feed-back for evaluation and improvement.

1.3 FUNCTIONING

The functioning of the NCERT is patterned on democratic lines. The decision-taking machinery consists of a number of committees as shown in Table II. The highest body is the Council with Union Minister of Education as its President and Ministers of Education from the States/ Union Territories as members. It meets at least once a year. Nevertheless, the affairs of the NCERT are administered through a smaller governing body called the Executive Committee. The President of the Council is the ex-officio President of the Executive Committee. It generally operates through a number of Standing Committees and Programme Advisory Committee. The lists of members of these Committees are given in Appendix A.

The Programme Advisory Committee is the main academic body to oversee all programmes of the Council and to lay down broad guidelines and decide priorities for various programmes in the Council. In the light of the guidelines set up by the Programme Advisory Committee, the programmes of the Council are processed by a number of other Committees and Boards. The first level of consideration and approval lies with the Departmental Advisory Board of each Department/Unit of the NIE. After the DAB of a Department has approved the programmes of work proposed by the members of staff, the Academic Committee/Coordination Committee/Educational Research and Innovations Committee consider the same for a

TABLE I
Structure of NCERT

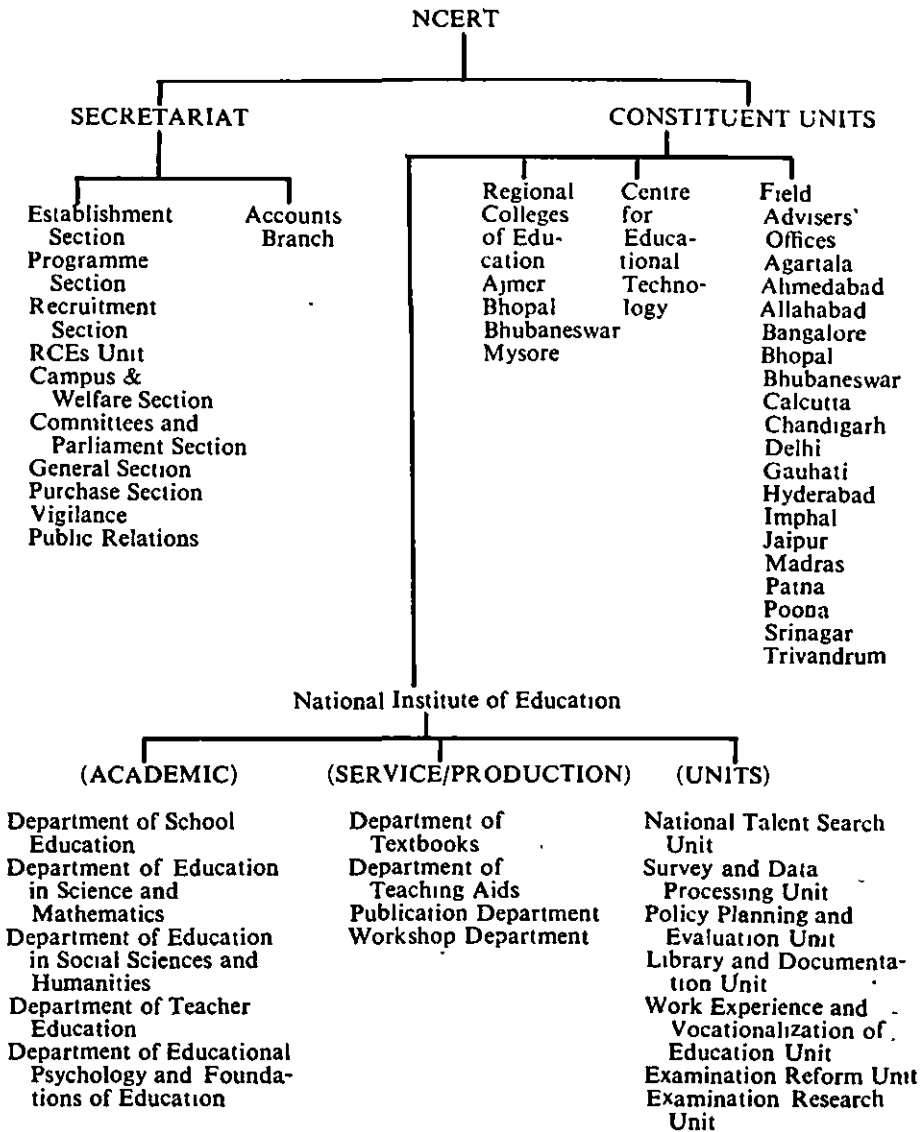
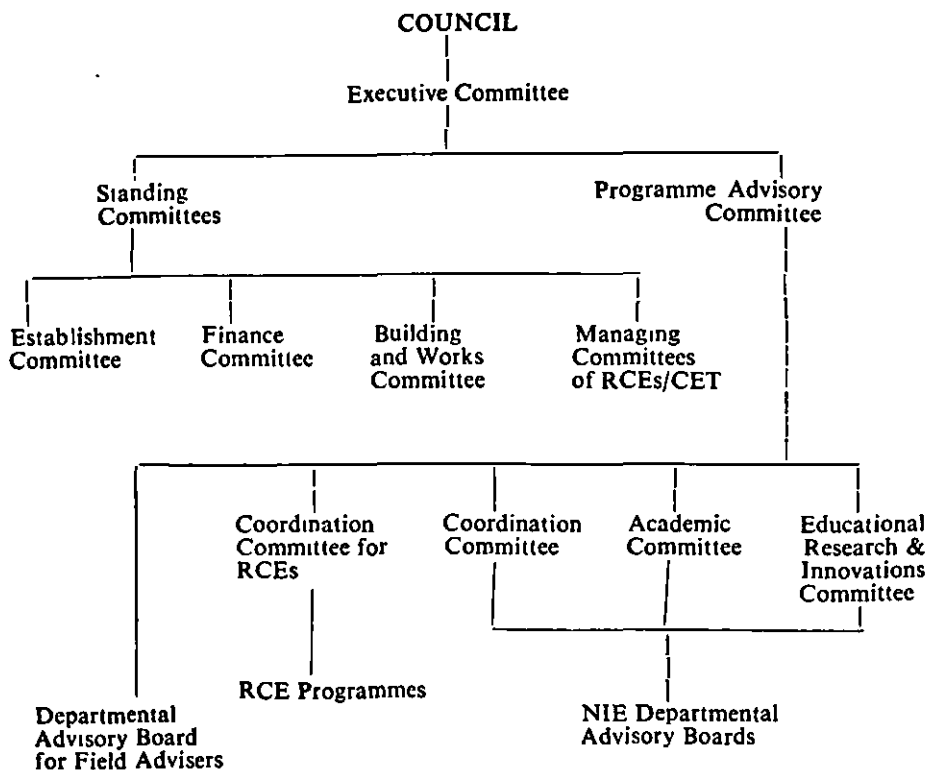


TABLE II

Functioning of NCERT



second level of approval with a view to inter-departmental coordination and appraisal in terms of the priorities of the Council. All the research programmes are put up to the Educational Research and Innovations Committee under the Chairmanship of Dean (Research) which approves research proposals received from outside as well as inside the Council for academic approval and financial assistance. The Academic Committee under the Chairmanship of Dean (Academic) considers the other programmes like those concerned with development and training of the academic departments, while the Coordination Committee under the Chairmanship of Dean (Coordination) considers the programmes of service/production departments. There is a Coordination Committee under the Chairmanship of Dean (Academic) for the Regional Colleges of Education as well to coordinate the programmes of the Colleges.

1.4 STAFF

The NCERT has a large body of academic and non-academic staff. The academic staff are governed more or less on the lines of the central

universities whereas the non-academic staff are governed by the Rules drawn up on the lines of the Central Ministries. During 1975-76, the following were the principal functionaries of the Council :

<i>Director</i>	: Professor Rais Ahmed
<i>Joint Director</i>	: Professor Shib K. Mitra
<i>Secretary</i>	: (Mrs.) J. Anjani Dayanand, IAS

DEANS

1. <i>Research</i>	: Professor Shib K. Mitra
2. <i>Academic</i>	: Professor P.K. Roy
3. <i>Coordination</i>	: Professor R.G. Misra

1.5 ROLE

The NCERT is uniquely situated to play a very important role in school education in India. By working out suitable educational materials and conducting programmes of teacher orientation, the Council makes it possible for educational policies initiated by the CABE to be implemented. Over the years it has come to acquire a status of its own and has developed expertise in various fields of school education.

The NCERT's role in Indian education has acquired added significance at the present juncture when the country has shifted its emphasis from quantitative expansion to qualitative improvement of school education. The Council is primarily responsible for stimulating and accelerating transformation of education in the country and has launched upon a revision of curricula to suit the needs of 10+2 pattern of school education with the aim of making education more relevant to the needs of the society and geared to the attainment of national objectives.

Educational research is obviously an important component of this qualitative improvement. This has already been accepted as one of the principal objectives of the NCERT. In addition to the research done in the departments of the NIE, the Council has been giving financial assistance through Educational Research and Innovations Committee (ERIC) to research projects from outside the Council. Outside research projects approved and financed by the Council during 1975-76 are given in Appendix B. Research projects of the NCERT, are however, covered under the sections on the work done by different constituents.

In the field of educational development NCERT stands out prominently. It has produced quality textbooks, developed original conceptual literature, and brought out science kits. Thrust in this direction continues unabated. In fact, it has acquired a renewed vigour in the present context of new curriculum.

Training and extension activities through which NCERT carries innovations to practising teachers are certainly not the least important. The work done by various constituents of the Council in the field of training

and extension, as also in research and development is mentioned under relevant sections.

Besides taking up the improvement of school education itself, the Council also assists professional educational organizations in the country which undertake work related to school education. The Council has been operating this scheme of financial assistance for the past few years. The financial assistance provided by the Council during 1975-76 to various professional educational organizations is given in Appendix C.

NCERT is also one of the implementing agencies for bilateral cultural exchange programmes signed by the Govt. of India with governments of other countries. It thus regulates a two-way flow of educational ideas with foreign countries by sending delegations to other countries to study specific educational problems relevant to our requirements and arranging training for foreign nationals from developing nations. This is also done under the sponsorship of Unesco, and other international agencies. The Council also deposes its officers to various international seminars/conferences as also receives foreign visitors. Details of such international exchanges are given in Appendix D.

2. HIGHLIGHTS DURING 1975-76

The year 1975-76 is significant in the sense that the NCERT intensified its efforts at qualitative improvement of school education by invigorating the implementation of new curriculum. It undertook a large number of programmes and activities in connection with this and other aspects of education. Before detailed reports are given constituentwise, some of the highlights of the year under report are given below.

2.1 IMPLEMENTATION OF NEW PATTERN OF SCHOOLING

The main thrust of the NCERT during 1975-76 was implementation of new pattern of schooling. The Council had earlier prepared a draft approach paper on new curriculum. This was widely circulated so as to involve as large a participation as possible. The Field Advisers' offices organized meetings, conferences, seminars and discussion groups involving teachers, teacher educators, educationists and others concerned with school education to get their views in the matter. Finally, it culminated in a National Conference organized at Delhi on August 18-19, 1975. It was inaugurated by the Union Minister of Education and Social Welfare and was attended by nearly 200 delegates from all over India representing the State Governments, Boards of Secondary Education, Universities, Educational Associations, etc., and included many prominent educationists. Based on the national concensus that emerged at the Conference, the final version of the framework for the 10-year schooling was prepared. This is being translated in all the regional languages for wide distribution. The Council also plans to organize orientation courses for the teachers in collaboration with State Governments.

The Central Board of Secondary Education had decided to introduce the new pattern of education from 1975-76. The NCERT collaborated with it in the development of necessary curricula and textbooks. During the year, textbooks in the areas of Biology, Chemistry, Physics and Mathematics were developed for the +2 stage. The Geography textbook for class X both in English and Hindi was prepared.

At the same time the Council went ahead with its own curriculum development and textbook preparation. A number of editorial boards (12 in social sciences including psychology and 10 in science and mathe-

matics) were set up with the object of finalizing the syllabus which has been initially drafted, visualizing the textbooks or units as well as the supplementary readers necessary, assigning the work to an author or authors after discussing the character and content of each book or unit and finally reviewing the manuscripts and approving them for publication.

On the basis of the framework for 10-year schooling, a strategy for examination reform at the school stage was also developed by the Council aiming at direct involvement of teachers in the process of evaluation and delinking school examinations from the selection requirements for jobs and higher studies.

In connection with development of framework for higher secondary education and its vocationalization the Council undertook the responsibility of conducting a vocational survey in Mathura district with a view to introducing suitable vocational courses in the selected higher secondary institutions when 10+2+3 pattern is implemented. Vocational surveys in four more districts were also initiated with the assistance of the Regional Colleges of Education.

2.2 UNIVERSALIZATION OF PRIMARY EDUCATION

Until recently the programme of universalization of primary education was based on a simple model only. This envisaged expansion of schooling facilities, i.e. opening of new schools, supply of mid-day meals, supply of uniforms and textbooks, etc. It was felt that this uni-dimensional model was not enough. Accordingly, the Council undertook to work in the area of non-formal education on the one hand and participation of teachers and the community on the other. It was recognized that universalization of primary education in a vast country like India is possible only if the programmes have an in-built multiplier effect. Accordingly, during the period under review an orientation programme of primary teacher representatives of the professional associations was undertaken. Under this programme 2000 primary teacher representatives belonging to professional associations of teachers were oriented in the techniques of universalization of primary education and transformation of education in the light of the framework for the 10-year schooling. They were also oriented regarding integrated approach to education by relating education to health, agriculture, nutrition, social welfare and family planning besides the school subjects. In November 1975 a massive convention attended by about 1 lakh primary teachers was organized at Delhi with "Education for Social Change" as the theme. It was addressed by the Prime Minister and other Ministers and experts from the field of education, agriculture and health. It is hoped that the convention will facilitate universalization of primary education as also its transformation.

2.3 SATELLITE INSTRUCTIONAL TELEVISION EXPERIMENT

The NCERT collaborated with the Satellite Instructional Television Experiment (SITE) which commenced from 1st August, 1975. The Council worked as a coordinating agency for educational programmes for the SITE for children in the age-group 5-12. Among other activities relating to SITE, the Council organized a multi-media package programme for the in-service training of primary school teachers in science. It was a 12-day training programme in which more than 22,000 primary teachers were trained using a judicious mix of personal contact and mass-media. The evaluation of the programme indicated that the programme was received very well by the participants and that their knowledge of science has gone up.

2.4 IMPROVEMENT OF TEXTBOOKS

Improvement of textbooks is a major programme of NCERT which also assists and advises the state textbook agencies in the matter. As mentioned above, high priority was given to it during 1975-76 especially in relation to the new curriculum. The Council organized the Fourth National Conference on School Textbooks at Delhi from October 27 to November 9, 1975. The theme of the conference was "Curriculum Change and Textbook Development in the Context of 10+2 Pattern of Schooling". It made wide ranging recommendations which were circulated to all the concerned textbook agencies.

2.5 COLLABORATION WITH UNESCO

The Council has been accepted as one of the national centres for cooperation with Unesco in undertaking studies of various kinds. During the year the Council continued with the following two studies :

1. Cooperative Development Learning Units in Population Education
2. National Source Book on Population Education

In collaboration with Unesco the Council has prepared an inventory of innovations in education on the basis of information collected from different parts of the country. In this connection it is also proposed to organise a National Seminar on educational innovations in April 1976. (See also Department of School Education.)

3. NATIONAL INSTITUTE OF EDUCATION

3.1 ACADEMIC DEPARTMENTS

3.1.1 Department of Teacher Education

During the year 1975-76 the Department continued working on programmes for the improvement of teacher education besides providing a secretariat to the National Council for Teacher Education (NCTE) and its standing committees and also looking after the implementation of 10+2+3 pattern of schooling.

(a) MAJOR ACHIEVEMENTS

The following are the major achievements of the Department for the period under review :

(i) *Implementation of 10+2+3 Pattern of Schooling*

The Head of the Department Prof. R.C. Das was mainly responsible for looking after the implementation of 10+2 pattern of schooling. The work done by the NCERT in this connection has been reported in an earlier section.

(ii) *National Council for Teacher Education*

The various Standing Committees of the NCTE met either once or twice during the year. They reviewed the position of teacher education programmes in various States and made many recommendations especially for the development of teacher training institutions in the States. Specialized B. Ed. and M. Ed. (elementary education) courses have been developed and are recommended for introduction in the Universities. The NCTE has also developed a programme of pre-school teacher education for preparing teachers for teaching children in the age-group of 3-8 years. B. Ed. (early childhood) course has also been developed for preparing teacher educators for pre-school teacher training institutions and supervisors of pre-school education.

(iii) *Third National Survey of Secondary Teacher Education in India*

The survey was conducted through a questionnaire sent to all the 381 secondary teacher training institutions in the country to collect data for the years 1968-69, 1969-70, 1970-71 with regard to various aspects of

teacher education. It attracted a response of 68 per cent. The report is being finalized.

(iv) *Annual Conference of Directors of SIEs*

The annual conference of Directors of SIEs was organized by the Department at Delhi from March 8-10, 1976. The main theme of the conference was "The Role of the State Institutes of Education in the Implementation of 10+2+3 Scheme of Education". The conference was attended by 32 participants from State Institutes of Education and State Departments of Education. Besides other things the conference recommended that each State Government should immediately set up a high level committee to plan and implement the new curriculum and work out a phased programme of action with responsibilities assigned to appropriate agencies.

(b) DEVELOPMENTAL PROGRAMMES

(i) *Intensive Teacher Education Programme at Secondary Level*

The Department conducted a number of workshops, conferences and seminars in different parts of the country for intensive teacher education programme at the secondary level.

A workshop for teacher educators of Utkal, Sambalpur, Berhampur and Burdwan Universities was organized at Regional College of Education, Bhubaneswar from March 31 to April 4, 1975 for revising the B.Ed. curriculum. An orientation course on teaching of geography was organized for the method masters in geography in the above universities at the Regional College of Education, Bhubaneswar from October 22-31, 1975.

The conferences of secondary teacher educators of Rewa and Raipur Universities were organized at Government College of Education, Bilaspur from May 6-8, 1975 and October 20-23, 1975 respectively.

A conference of the Principals of the Elementary Teacher Training Institutions of North Eastern Hill States was organized from January 5-10, 1976 at Basic Training College, Imphal with a view to working intensively for the qualitative improvement of these training institutions. Participants from Arunachal Pradesh, Manipur and Meghalaya participated in this programme.

(ii) *All-India Conference for the Development of M.Ed. and B.Ed. Courses in Elementary Teacher Education*

An all-India conference was organized at Delhi from July 3-5, 1975 for the finalization of B.Ed. and M.Ed. courses in elementary teacher education. The main objective of these courses is to provide for specialized preparation in problems and methods of elementary education.

(iii) Workshop on Methods and Materials on Teacher Education

The Department conducted a workshop for teacher educators of elementary teacher training institutions of Haryana, Punjab and Himachal Pradesh at Solan from August 25-30, 1975. The main purpose of the workshop was to evolve a procedure for using 'methods, materials, media and man' for the improvement of elementary teacher education. A good number of teaching aids were also produced during the workshop.

(iv) Workshop on Development of Programmed Material for Teacher Education

With a view to developing programmed material for teacher educators, a workshop of trained programmers was organized at Delhi from June 16-28, 1975. The programmes developed were tried out and modified in another workshop organized at the Regional College of Education, Mysore from December 15-29, 1975.

(v) In-service Course for Elementary Teacher Educators

On the recommendation of the NCTE, a meeting of the panel of experts was organized from October 8-10, 1975 for developing outlines of an in-service course for elementary teacher educators in different subjects. These courses will be run by the Regional Colleges of Education and State Institutes of Education either through regular contact programmes or by correspondence.

(vi) Experimentation Micro-teaching

The Department conducted an experiment on micro-teaching to study its effect on training time and effectiveness of teacher training.

(c) TRAINING AND EXTENSION PROGRAMME

(i) Seminar Readings for Teacher Educators

As an annual feature of the programmes of the Department, 9 papers at the secondary level and 15 papers at the elementary level were selected for award and a certificate of merit on the basis of evaluation. Shri D.P. Yadav, Union Deputy Minister of Education distributed the awards and certificates of merit on March 11, 1976.

(ii) Improvement of Student Teaching at the Elementary Level

A seminar was organized at State Institute of Education, Gurgaon from December 16-20, 1975. Fifteen elementary teacher educators were given general orientation on different aspects of student teaching especially the implications of new pattern of education on elementary teacher education.

(iii) Improvement of Evaluation Practices at the Secondary Level

A seminar on improvement of evaluation practices was organized at St. Ann's College of Education for Women, Hyderabad from February

16-21, 1976. Thirty two secondary educators from the universities of Andhra, Srivenkateswara and Osmania participated in it.

(iv) Refresher Course on Appreciation of Fine Arts

During the year under review, the Department organized three refresher courses on the Appreciation of Fine Arts. These courses had been sponsored by the Ministry of Education and S.W. (Department of Culture) under their scheme "Propagation of Culture Among College and School Students". More than 100 teacher educators from colleges of education from all over India were oriented in all aspects of fine arts and culture of India and were also given some practical training in producing material on fine arts.

3.1.2 Department of School Education

The following are the important programmes undertaken by the Department of School Education during 1975-76.

(i) Universalization of Primary Education

This has already been reported in an earlier section.

(ii) Community Participation and Non-formal Education

At the instance of the Ministry of Education and Social Welfare, the NCERT has launched a programme of non-formal education. Initially, a non-formal education centre was set up at Bhumiadhar in U.P. on an experimental basis for the age-group 6-14. The emphasis was mainly on community participation. The programme was developed in consultation with the members of the community, teachers, agriculture experts, health experts, harijan social welfare officers, etc.

On the basis of experience gained at Bhumiadhar the programme was extended to Kalpa district in Himachal Pradesh in collaboration with Himachal Pradesh University and State Department of Education there. Work has also been initiated in Naswadi (Gujarat), Gumma (Orissa) and a slum area in Delhi. With the financial assistance of UNICEF it is proposed to start similar programmes in 15 States with two centres in each.

(iii) Primary Education Curriculum Renewal

The Department undertook a project on primary education curriculum renewal with the assistance of UNICEF. The major objective of this project is to develop innovative curricula which can meet the educational needs of children living in rural, tribal or urban-poor areas and to increase the relevance of primary education through gradual infusion of certain innovative ideas. The curriculum will be in line with the 10+2+3 pattern introduced in the country. The project is being implemented in Andhra Pradesh, Assam, Bihar, Delhi, Gujarat, Himachal Pradesh, Karnataka,

Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Orissa, Rajasthan, Tamil Nadu and Uttar Pradesh.

A Working group meeting of the Directors of State Institutes of Education and representatives of the Directors of Education of the participating States was organized by the Department. The State level working group meetings were also organized in all participating States except Andhra Pradesh.

An integrated approach to primary curriculum was also tried out in 20 schools in Rajasthan. This programme envisages the teaching of environmental studies in the primary schools.

(iv) *Innovations in Education*

The Department has prepared an inventory of innovations in education on the basis of information collected from different parts of the country. Sixteen innovation centres whose write-ups were accepted were visited by teams of experts and innovators and NCERT officials. Case studies of these 16 centres have been conducted in order to find out the aims and objectives of these centres and to find out how far the multiplier effect of these innovations is possible. The work is of an on-going nature.

(v) *Training and Extension Programmes*

The Department conducted several orientation courses for primary teachers belonging to professional organizations from Bihar, Punjab, Andhra Pradesh, Gujarat and Uttar Pradesh in order to motivate them for transformation of education in the light of programmes of universalization of primary education, non-formal education and education for productivity, etc.

In a training programme organized exclusively for the education officers working in tribal areas the participants were oriented for the school improvement programme in tribal areas. Also two orientation programmes were held exclusively for women teachers wherein emphasis was laid on the leadership role of women teachers for raising the status of women and eradicating the social evils

(vi) *National Integration Programme*

The Department continued to work in the field of promoting national integration. Four student camps were organised at Poona, Kisangarh (Rajasthan), Hyderabad and Ootacamund. In each camp 75 students and 15 different States participated. National Integration Camps for girls were also organized at Pondicherry, Rajkot, Panipat, Bhubaneswar and Pasighat (Arunachal Pradesh) on the same pattern as for boys. A drama book in Hindi on the theme of National Integration was prepared by the Department. Draft manuscripts pertaining to folk tales, legends, folk

songs, proverbs and riddles of santhal, were also prepared. A brochure on Play-way Activities of grades I and II in the area of languages, social studies and arithmetic was also brought out and sent to State Institutes of Education for rendering it into regional languages.

(vii) Study to Determine the Impact of Reading on the Achievement of Pupils in Different School Subjects

During the year under report pilot reading tests for grades I and II were tried out on 250 children of Hindi speaking states. Five tests for grade I and three tests for grade II were finalized. Seventeen investigators were oriented in the administration of these tests which were later administered to about 5,000 pupils of grades I & II.

(viii) Seminar on Problems of Girls Education

A national seminar on problems of girls education was organized to celebrate the International Women Year. The recommendations of national seminar were further discussed at the State level seminars.

3.1.3 Department of Education in Social Sciences and Humanities

During the year 1975-76 the Department was mainly busy with the development of new curricula and instructional materials for the 10+2+3 pattern of education. It undertook the following programmes.

(a) RESEARCH PROJECTS

The Department undertook the following research projects in the areas of social sciences and humanities :

- (i)* Development of teaching of history in India since Independence.
- (ii)* Learning history through original sources
- (iii)* Position of teaching history in the schools of Delhi
- (iv)* Phonological variations in Standard Hindi in its dialectical areas
The Report is being prepared.

(b) DEVELOPMENTAL PROGRAMMES

- (i)* The Department brought out a supplementary reader "Amir Khusro" in Hindi and Urdu in connection with the 7th Centenary of the poet.
- (ii)* Experimental edition of the first Hindi Reader "Bal Bharati Part I" to teach Hindi to class I was finalized and is being tried out in 100 schools of Delhi and other areas.
- (iii)* The Department took up the work of preparing a supplementary reader "Indian Women Through Ages."
- (iv)* Draft syllabus in population education for being incorporated in the elementary teacher training institutes was developed through workshops organised in Rajasthan and Gujarat.
- (v)* The Department finalized and published a National Bibliography

on population education as part of the International bibliography on the subject—a project undertaken on behalf of UNESCO.

- (vi) A supplementary reader 'Panoramic View of Population Situation in India' was prepared.

(c) TRAINING AND EXTENSION PROGRAMMES

- (i) The Department organized an orientation camp for about 40 history teachers of the eastern region at Calcutta from February 2-14, 1976
- (ii) The 4th Zonal Orientation Course in history for teacher educators of secondary training colleges of northern zone was organized at Chandigarh from March 10-23, 1976.
- (iii) The Department conducted 2 summer institutes, one in Applied Linguistics and Language Teaching and the other in Population Education at Hyderabad and Poona respectively.
- (iv) Two courses for method masters, each of one week duration, were conducted by the Department at the NIE language laboratory during February and March 1976 respectively. The main purpose of the courses was to acquaint the second foreign language teachers with the techniques of the operation and maintenance of language laboratory systems as well as the preparation of software for the same.
- (v) Two orientation courses in Population Education were also organized at Ahmedabad and Ajmer from January 15-18, 1976 and March 24-27, 1976 respectively.

(d) NATIONAL PRIZE COMPETITION FOR CHILDREN'S LITERATURE

The Department conducted the 20th National Prize Competition for Children's literature. During the year, the scheme was slightly modified. Among other things, it was decided to invite entries for children books in English also. The result of the 20th National Prize Competition is given in the table on page 17.

(e) NATIONAL ESSAY COMPETITION FOR SCHOOL CHILDREN

The Department conducted a national Essay Competition for School Children in connection with the third centenary of Chhatrapati Shivaji. The topic for this essay competition was "Relevance of Shivaji to Present Times."

(f) COLLABORATION WITH STATES/OTHER AGENCIES

The Department provided consultancy to various education authorities/organizations. Special mention may be made of collaboration with Sikkim, Rajasthan, Haryana, Bihar, Punjab and Delhi.

3.1.4 Department of Education in Science and Mathematics

The main thrust of the Department during the year 1975-76 continued

**Result of the XX National Prize Competition in Children's
Literature 1975-76**

<i>Sl. No.</i>	<i>Name of the Language</i>	<i>Name of the Book</i>	<i>Name of the Author</i>
1.	Assamese	Bhugalar Chirijan Bikhyati	Mohan Choudhry
2.	Bengali	Sumanta	Khagendra Nath Mitra
3.	English	I See, I Think, I Sing	Deepak Mankar
4.	Hindi	Mera Sathi Ghora	Sri Prasad
5.	Hindi	Dadi Amma Mujhe Batao	Bal Swaroop Rahi
6.	Kannada	Baba Kuva Bayaks	D.N. Belagali
7.	Malayalam	Kathamaduri	E.K.R.P. Nair
8.	Marathi	Satav Wadicha Lahanya	S B. Prabhu
9.	Sindhi	Vigyan Jyoti	B. Parumal
10.	Telugu	Bal Vigyan Kadhanidi	A.V S. Rama Rao
11.	Urdu	Paudon aur Janwaron ki Duniya	Athar Parvez

to be the development of curricular materials for the new pattern of school education. The major programmes undertaken by the Department are given below.

(a) SIGNIFICANT RESEARCH COMPLETED/PUBLISHED

- (i) Under the project for the development of scientific creativity test, a monograph giving the details of test design for the identification of creative talents in the field of science was prepared.
- (ii) The Department conducted survey of research conducted in science and mathematics education at M.Ed. and Ph.D. levels up-to 1972. The gaps and problems have been identified in areas such as curriculum, teaching methods, physics education, biology education, chemistry education, primary science education, supervision, pre-service and in-service training of teachers at primary and secondary levels. The report has been published as a monograph entitled "Research in Science and Mathematics Education."

(b) DEVELOPMENTAL PROGRAMMES

- (i) In collaboration with the Central Board of Secondary Education, the Department developed syllabi in the areas of biology, chemistry, physics, and mathematics through 4 workshops for the +2 stage under the new pattern of schooling.
- (ii) The teachers' guide and test items for textbooks in the areas of biology, chemistry and physics was prepared through 6 workshops.

- (iii) Mathematics textbook for class X, both in English and Hindi, was brought out.
- (iv) The integrated syllabus for the teaching of middle school science was developed. This, in the present context, is in pursuance of the Unit approach and an attempt to avoid duplication of topics in different subject areas. Similarly, the syllabus for Middle School Mathematics was prepared.
- (v) The Department developed the syllabi for Environmental Studies for classes I and II as also for classes III, IV & V.

(c) TRAINING AND EXTENSION

(i) *Summer Institutes*

The Department conducted 112 summer science institutes during the year under review with the main focus on the orientation of teachers for the implementation of 10+2+3 pattern of education.

The subject-wise break-up of summer institutes with number of teachers trained (in parenthesis) is given below :

<i>Subject</i>	<i>Total No. of Summer Institutes</i>
1. Physics	25(961)
2. Chemistry	27(1068)
3. Biology	24(942)
4. Mathematics	33(1471)
5. Science	2(90)
6. Project Technology	1(30)
	112(4562)

(ii) *National Science Exhibition*

As an annual feature of the programmes of the Department, a National Science Exhibition was organized from November 11-20, 1975 in collaboration with Jawaharlal Nehru Memorial Fund. About 500 students and teachers from different parts of the country participated in the exhibition. Nine similar state level exhibitions and 18 district level exhibitions were also organized under the joint collaboration of State Governments, NCERT and Jawaharlal Nehru Memorial Fund. The state level exhibitions were held at the Jawahar Bal Bhavans at Trivandrum, Bangalore, Pondicherry, Allahabad, Madras, Bombay, Ahmedabad, Rajasthan and Calcutta.

(d) UNICEF ASSISTED SCIENCE PROJECTS

The Department continued working on the three important components of the UNICEF assisted science projects, namely, curriculum development, training programmes and supplies. Under curriculum development a curriculum guide was developed with a view to serving 5 regional centres which have been set up in (i) Bihari Lal Home Science College, Calcutta; (ii) Agricultural University, Ludhiana; (iii) Department of Home Science, Avinashlingam College, Coimbatore; (iv) State Institute of Science Education, Jabalpur; (v) Home Science College, Baroda. Under the training programme, a mobile laboratory van project has been launched to train teachers, method masters and science supervisors at selected training centres and to explore the effectiveness of this project for non-formal education of the village folk. The trials of this innovation were started in Haryana in collaboration with the State Institute of Science Education, Karnal. 579 key teacher training institutions had already received science laboratory equipment/hand tools/audio-visual aids and educational books on science. During the year under review, 210 packages of scientific equipment containing 5 microscopes were supplied to 210 teacher training schools in the country. In addition, about 2,500 packages and 1,515 sets of equipment were also sent to different State headquarters for distribution to teacher training colleges and schools. 693 metric tonnes of printing/cover paper was distributed to various State Governments for the purpose of printing of science textbooks, teachers' guides, etc. for primary schools.

(e) COLLABORATION WITH STATES

The Department collaborated with the States of Rajasthan, Madhya Pradesh, Himachal Pradesh and Manipur in curriculum development, revision of syllabus and teacher training programmes. It also assisted the Govt. of Sikkim in the orientation of primary school teachers. The Department also assisted the education Department, Sikkim in the organization of summer institute from July 6-15, 1975.

3.1.5 Department of Educational Psychology and Foundations of Education

During the year 1975-76, the Department undertook the following major programmes.

(a) MAJOR RESEARCHES COMPLETED/PUBLISHED/UNDERTAKEN

(i) *Cooperative Research on First Generation Learners*

The project is designed to investigate various psychologically significant variables which characterise the first generation learners and to study the inter-relationship among them. Planning and preparation for the project have been completed and the selection of sample for the first phase of the project has been finalized.

(ii) *Development of Science and Mathematics Concepts in Children of Primary Grades*

The study was carried out in schools located at Delhi and Khiroda and Pal (Palgaon district, Maharashtra). It was aimed at finding out the differences between urban and rural children as also the effect of language development in the acquisition of science and mathematics concept. The report is under preparation.

(iii) *Development Norms Project*

The project aims at studying the effect of environmental process variables on the school achievement of children. Out of 7 centres where the project was carried out, the reports from Bombay, Bangalore, Varanasi and Hyderabad centres have been received.

(iv) *Study of Scholastically Superior Boys*

Analysis of data regarding the study of problems of scholastically superior boys was finalized. Report of the Interest Patterns has already been finalized. The draft report of Adjustment Patterns of scholastically superior boys has also been prepared.

(v) *Study of Homework in some Delhi Schools*

The Department conducted a survey in 6 Delhi schools belonging to different socio-economic groups. The report has been finalized.

(vi) *Study of the Nature and Functions of Group Process to Motivate Children*

Apart from Delhi, this project is being carried out through collaborating centres located at Calcutta and Trivandrum. During 1975-76, instrumentation for the project was completed.

(vii) *A Longitudinal Research Project on "Cognitive Factor Changes During Adolescence"*

The Department undertook this project for the purpose of studying psychological factors related to school achievement in different streams of study available in 10+2 pattern of schooling.

(b) DEVELOPMENTAL PROGRAMMES

(i) *Programmed Learning Materials in Science for Remedial Instruction in Primary and Secondary Grades*

As a part of this project, programmed learning material on 2 units in physics and a multi-media programmed package on another unit in physics were prepared.

(ii) *Identification of Talent*

The battery of tests for the identification of talent was revised and standardized for use in schools of Hindi speaking areas. The battery

consists of tests in the areas of verbal scientific, mechanical and social science and is suitable for grades VI to XI.

(iii) *Adolescent Personality Inventory and Scale for Adolescent Attitudes Towards Authority*

The Department developed these two tools for the use of teacher-researchers and teacher educators. Both of them can be used for assessing the students' behaviour growth, personality growth and attitudes towards authority.

(iv) *Manuscripts Under the Pupils Guidance Series and "Vyavasaya Parichayamala"*

Under this series, 8 manuscripts were finalized and sent for publication.

(v) *Intervention Programme at the Nursery Schools of the Municipal Corporation at MMTC Colony and Adhchini*

One year intervention programme in two Municipal Corporation Nursery Schools at MMTC Colony and Adhchini was completed and an evaluative study of the same was conducted.

(vi) *Prototype of a Correspondence Course for Career Masters*

Work on the development of three lessons for correspondence course for carrier masters was carried out during the year 1975-76.

(c) TRAINING AND EXTENSION PROGRAMMES

(i) *Diploma Course in Educational and Vocational Guidance*

As an annual feature, the Department organized the diploma course for the year 1975-76. Twenty-seven persons from different States/Union Territories attended the course.

(ii) *Orientation Course in Programmed Learning*

An orientation course in programmed learning was held at Calcutta from October 27 to November 1, 1975. The course was attended by 35 participants representing the States of West Bengal, Orissa, Bihar, Assam and Manipur.

(iii) *Summer Institute on Personality Adjustment*

With a view to acquainting the participants with the latest trends in personality research as related to education, a summer institute on personality adjustment was held at Jaipur from June 5 to July 2, 1975. The programme was attended by lecturers from different universities and training colleges.

(iv) *Autumn Institutes in Pre-school Education*

This institute was organized for teacher educators from 11 States to

orient them about new methods and latest developments in the field of pre-school education.

(v) *Third Workshop on Teacher Behaviour Patterns and their Impact on Students' Academic Achievements*

The workshop was held at Calcutta and was attended by 16 participants from West Bengal and Orissa. The participants were trained in Flanders Interaction Analysis System and evaluation of school programmes for subsequent follow-up of the knowledge gained through the workshop.

(vi) *Training Programme on Flanders Interaction Analysis*

A group of 18 senior and junior research assistants was trained in various aspects of Flanders Interaction Analysis System. The programme was held at Ahmedabad under the auspices of ISRO.

(d) **COLLABORATION/COORDINATION PROGRAMMES**

An all-India conference of State Bureaus of educational and vocational guidance was held at NIE from March 9-11, 1976 with a view to reviewing the development of guidance services and spelling out the role of guidance programmes especially in the context of the new curriculum.

3.2 SERVICE/PRODUCTION DEPARTMENTS

3.2.1 Department of Textbooks

(a) **MAJOR PROGRAMMES**

During the year 1975-76 the Department undertook the following major programmes.

(i) *Evaluation of Textbooks from the Standpoint of National Integration*

Under this programme the Department arranged the evaluation of textbooks used in English medium schools in the country in the subjects of History, Geography, Civics, Social Studies, Sanskrit, Hindi, English, Tamil, Oriya, Kannada, Marathi, Punjabi, Urdu and Moral Science from the standpoint of national integration. Each book was evaluated by two independent evaluators whose evaluation reports were finally screened by an Expert Committee. On the basis of the evaluation, 32 textbooks have been recommended to be withdrawn from the schools and another 101 to be suitably modified.

(ii) *Comprehensive Evaluation of School Textbooks*

The Department developed a programme of comprehensive evaluation of textbooks. Under this programme the nationalized textbooks of Tamil Nadu in the subjects of Science, Mathematics, History, Geography, Tamil and English were evaluated. So were the textbooks of Jammu and Kashmir.

(iii) Fourth National Conference on School Textbooks

Already reported in an earlier section.

(iv) All-India Essay Competition

The Department held an All-India Essay Competition in all Indian languages to celebrate the 4th centenary of Ram Charit Manas. The contest was organized in collaboration with SIE's and Field Advisers' Offices. In all about a thousand entries were received from different states and 123 prizes were awarded in different languages.

(b) SIGNIFICANT RESEARCHES COMPLETED

The Department completed the following research studies during the year under report :

- (i)* A detailed study of textbooks in English as a foreign language for middle schools in Maharashtra to determine how far the content of textbooks and its presentation takes into account latest trends in the teaching and learning of English.
- (ii)* A study regarding the position of English in the States/Union Territories.
- (iii)* A comparative study of mother-tongue textbooks for primary level.
- (iv)* A study on the position of nationalised textbooks in the States/ Union Territories. (An interim report of the study was prepared for circulation in the 4th National Conference on School Textbooks in October, 1975).

(c) DEVELOPMENTAL PROGRAMMES

The Department undertook the following developmental activities during the period under report :

- (i)* Three bibliographies on children's literature namely Bal Sahitya Suchi, Kishore Sahitya Suchi and Tarun Sahitya Suchi meant for children of primary, secondary and higher secondary classes respectively.
- (ii)* Drafting a brochure on "Principles and Procedures of the Preparation and Evaluation of Textbooks in Civics", and preparing a tool for comprehensive evaluation of civics textbooks.
- (iii)* Tools for the evaluation of auxiliary reading materials in English.
- (iv)* Work regarding the principles and procedures for preparation and evaluation of grammar textbooks.

(d) COLLABORATION WITH STATES

The Department collaborated with the States of Madhya Pradesh, Tamil Nadu and Nagaland in training their evaluators and authors of textbooks and also in developing a programme of try out.

3.2.2 Department of Teaching Aids

The Department undertook the following programmes during 1975-76 for the improvement of audio-visual education in the country.

(a) TRAINING PROGRAMMES

(i) *Training Course in Graphic Aids*

The Department conducted a four-week training course in Graphic Aids for 18 teacher-educators from post-graduate teacher training colleges all over India from September 15 to October 10, 1975. The course was conducted with a view to develop a general awareness and appreciation of fundamentals of art and display, which are involved in the selection, utilization and preparation of graphic material. The trainees were imparted training in the latest techniques of preparing graphic aids and the preparation of in-expensive teaching aids.

(ii) *Training Course in Audio-visual Education*

The Department conducted a six-week training course in audio-visual education for teacher educators from the post-graduate teacher training colleges of India from December 3 to January 9, 1976.

(iii) *Training Course in Audio-visual Education at SIE, Tamil Nadu*

This was a four-week training course in audio-visual education organized in collaboration with the State Education Department, Tamil Nadu from February 3-27, 1976 for 20 teachers/headmasters of Tamil Nadu. Besides theoretical discussions on various aspects of audio-visual education the participants were also imparted training in the handling of A.V. equipment like 16 mm film projectors, 35 mm filmstrip-cum-slide projectors, tape-recorders, etc.

(b) COLLABORATION WITH STATES/EDUCATIONAL AGENCIES

(i) *Assistance to the Birla Education Trust, Pilani*

The Department assisted the Birla Education Trust, Pilani, in conducting a one-week workshop in audio-visual education from May 5-11, 1975.

(ii) *Assistance to the Directorate of Education, Gangtok (Sikkim)*

The Department rendered assistance to the Directorate of Education, Sikkim in organising a crash programme for the training of primary and middle school teachers, from January 6 to Feb., 27, 1976. The programme trained about 700 teachers from all over Sikkim.

(iii) *Assistance to Border Security Force Academy, Tekanpur, (Gwalior)*

The Department also assisted Border Security Force Academy, Tekanpur (Gwalior) in organizing a training course in audio-visual education.

(c) OTHER PROGRAMMES

(i) *Films*

The following films have been produced by the Department :

1. Know Your Chemistry Kit
2. Teaching of Science Through Environment :
Rocks and Soils.

A film entitled "Teaching Elementary Physics" produced by the Department was sent in the 3rd International Educational Film Festival held at Beirut, Lebanon.

The Department participated in the 12th International Educational Film Festival held in Iran in September, 1975. The film, "Teaching Elementary Physics" was entered.

(ii) *Dubbing of Films in Hindi Language*

The following nine films produced by the Department have been dubbed in Hindi :

- 1-3 Physics Kit Part I, II, III
- 4-6 Biology Kit Part I, II, III
7. Primary Kit
8. National Science Exhibition
9. Tools and Techniques of Cell Study.

(iii) *Production of Pictorial Books*

Prototypes of the picture books entitled "Rajdhani Ki Kahani (Hindi version) and "The Great Inventors of the World" (English Version) were produced during the period under review. "Saints of India", "Ramayana" and "Mahabharata" were produced during the year.

3.2.3 Publication Department

The Department made a sale of Rs. 64.71 lakh during the year under report. In addition, a sale of U.S. \$1426.25 and £ 4.88 was made through direct export orders.

With effect from 1st April 1975, NCERT has appointed Publications Division, Ministry of Information and Broadcasting, New Delhi as their National Distributors for the sale and distribution of Council's publications to cater to the needs of individuals, educational institutions, booksellers, etc. through their Sales Emporia at New Delhi, Calcutta, and Bombay. The Southern region and Gujarat are still being served by the Publication Department, NCERT, which also continues to attend to export orders directly. All the Council's journals are also directly distributed and sold by Publication Department, NCERT.

During the period under report, the Department brought out 131 titles (original editions or revised editions/reprints included). The list of books

brought out is given in the Appendix E. The category-wise break-up is given below :

<i>Category</i>	<i>No. of titles brought out</i>
Textbooks	61
Supplementary Readers	9
Teachers' Guides and Workbooks	12
Research Monographs and Other	
Developmental Material	30
Periodicals	19
	<hr/>
Total	131
	<hr/>

During 1975-76, the Department accorded copyright permission to adapt/adopt NCERT publications to the following agencies :

1. Director of Secondary Education, Madhya Pradesh
2. Gujarat University, Ahmedabad
3. Directorate of Textbooks, Karnataka
4. U.S. Department of Health, Education and Welfare
5. Punjab School Education Board, Chandigarh
6. State Institute of Education, Jammu & Kashmir
7. State Institute of Education, Haryana
8. Board of School Education, Haryana
9. Directorate of Education, Govt. of Arunachal Pradesh
10. Directorate of Public Instruction, Textbooks Branch, Kerala
11. Maharashtra State Board of Secondary Education, Poona
12. Paschim Banga Niraksharta Durikarnan Samity, West Bengal, Calcutta

3.2.4 Workshop Department

The Department undertook the following major programmes during the year 1975-76.

(i) Development of Work Experience Kit

The Department developed a work experience kit for teaching maintenance of domestic fittings to students of classes VII to X. The kit consists of 38 tools and can be conveniently used for wood work, electrical work, concrete and masonry work, plumbing, glass work, etc., besides a number of miscellaneous works of repair and maintenance.

(ii) Production of Kits and Kit Items

The Department produced the following kits during the year under review :

- (a) Primary Science Kits for Afghanistan—1600

- (b) Primary Science Kits for Himachal Pradesh and Arunachal Pradesh—800
- (c) Physics I Kit for Pilot Project—250
- (d) Physics II Kit for Pilot Project—250
- (e) Physics III Kit for Pilot Project—200
- (f) Chemistry Demonstration Kit—250
- (g) Biology Demonstration Kit—250

(iii) *Reduction in the Cost of Science Kits*

The Department tried out 5 different designs to reduce the cost of primary science kit. In the latest design the cost has been substantially reduced.

(iv) *Training of Apprentices*

As per the requirements of Apprenticeship Act, 1961, the Department trained seven I.T.I. apprentices during the year.

(v) *Services*

The Department continued to offer services to various departments/units of the NIE in the maintenance of staff cars, servicing of air conditioners and room coolers and repair of electrical gadgets, etc. The central purchase, maintenance and procurement of furniture for the entire Council was also the responsibility of the Department.

(vi) *Development of Exhibits for the National Science Exhibition*

The Department collaborated with the Department of Education in Science and Mathematics in the organization of the National Science Exhibition during the year under review. The Department prepared several exhibits, assisted in putting up the stalls and fabricated the main entrance of the exhibition.

3.3.1 Survey and Data Processing Unit

The Unit undertook the following major activities during the year 1975-76.

(a) *Third All-India Educational Survey*

During the period under review, the Unit continued the work on the third all-India educational survey. The national tables were compiled on the basis of the State tables received from all the States and Union Territories. Some selected tables covering different aspects were extracted from these State tables which were circulated amongst all the States and Union Territories as also various central agencies. On the basis of the basic data received the brochure "Third All-India Educational Survey—Some Provisional Statistics on School Education" has been published and circulated among all States and Union Territories and other central

agencies. The punching of the data relating to the Survey was completed for most of the States. Some pilot runs were also made on the computer to test the programmes and make necessary modifications. Data of some of the States have been transferred on magnetic tapes. The Survey has also been extended to Sikkim. This is the first Survey of its kind in the State.

(b) Data Processing

The data processing work of the following projects was undertaken by the Unit during the year 1975-76 :

- (i) Adolescents Personality Inventory and Attitude Scale
- (ii) D.N P. Delhi Centre
- (iii) Adjustment Patterns of Scholastic Superior and Average Boys
- (iv) National Talent Search Examination
- (v) PP-7 and C1-8 of III Survey
- (vi) Ph. D. Projects and other miscellaneous
- (vii) Talent Project
- (viii) Educational Technology
- (ix) School Complex.

3.3.2 National Talent Search Unit

The highlights of the programmes of the NTSU during the period under review are as follows :

(a) Finalization of Result for 1975-76

On the basis of nationally conducted examination held in January, 1975, 362 scholars in basic sciences and 10 in mathematics were selected. The details of the number of candidates who appeared, those who were called for interview and those who were selected from different States/ Union Territories on the basis of this examination are given in Table III.

(b) Examination for 1976

The Examination for the academic year 1976-77 was conducted by the Unit on January 2, 1976 through 370 centres spread all over the country. 8798 students from different parts of the country appeared.

(c) Summer Programmes for the Awardees

As an enrichment programme for the NSTS awardees, the Unit organized summer institutes and summer programmes. The M.Sc. scholars were allotted to various National Science Laboratories and Centres for Advanced Studies, while Ph.D. scholars were given individual attention for the execution of their research studies. For the awardees at B.Sc. stage, 12 summer institutes as per details in Table IV given at page 30, were organised.

3.3.3 Work Experience and Vocationalization of Education Unit

The major programmes of the Unit during 1975-76 were :

TABLE III

Number of Candidates who Appeared, were called for Interview and Selected Statewise in the Year 1975-76

S. No.	Name of the State/ Territory	No. of candidates appeared in the examina- tion	Called for interview	Number of candidates selected	
				Basic Sciences	Mathematics
1.	Andhra Pradesh	851	111	20	1
2.	Assam	52	10	1	—
3.	Bihar	77	16	3	—
4.	Gujarat	111	14	3	—
5.	Haryana	56	3	—	—
6.	Himachal Pradesh	33	5	—	—
7.	Jammu & Kashmir	19	—	—	—
8.	Karnataka	242	127	37	—
9.	Kerala	240	99	24	—
10.	Madhya Pradesh	606	25	5	—
11.	Maharashtra	387	89	25	1
12.	Manipur	8	2	—	—
13.	Meghalaya	7	3	1	—
14.	Mizoram	—	—	—	—
15.	Nagaland	—	—	—	—
16.	Orissa	124	23	2	2
17.	Punjab	131	12	4	—
18.	Rajasthan	777	118	21	—
19.	Sikkim	5	—	—	—
20.	Tamil Nadu	522	103	22	—
21.	Tripura	5	—	—	—
22.	Uttar Pradesh	978	131	17	1
23.	West Bengal	508	180	31	2
Union Territories					
	(i) Andaman & Nicobar Islands	6	1	—	—
	(ii) Arunachal Pradesh	—	—	—	—
	(iii) Chandigarh	25	6	2	—
	(iv) Dadra & Nagar Haveli	—	—	—	—
	(v) Delhi	776	438	142	3
	(vi) Goa, Daman & Diu	—	—	—	—
	(vii) L.M. & A. Island	—	—	—	—
	(viii) Pondicherry	132	3	2	—
	Total	6738	1519	362	10

TABLE IV

The Details of Summer Institutes Organised by the NTSU for NSTS Scholars at the B.Sc. Stage During 1975-76

<i>Subject</i>	<i>Ist Year</i>	<i>IInd Year</i>	<i>IIIrd Year</i>
Physics	B.I.T S., Pilani	I.I.T., Kharagpur	I.I.T , Delhi
Chemistry	I.I.T., Kanpur Dellhi University, Delhi-7	Delhi University Delhi I I.T., Delhi	A.M U., Aligarh Punjab University, Chandigarh
Mathematics	M.L. Regional Engg. College, Allahabad	(Combined school for 1st year, 2nd year and 3rd year awardees)	
Biology	Delhi University, Delhi-7	Osmania University, Hyderabad	(Combined school for 2nd year and 3rd year awardees)

(a) *Vocational Surveys*

This has been reported earlier.

(b) *Training in Work Experiences*

(i) The Unit conducted summer institutes in 12 work experience areas, in which about 800 teachers of the institutions affiliated to the Central Board of Secondary Education were oriented. These institutes were of two to four weeks duration and held in the months of May and June at Madras, Delhi, Ajmer, Coimbatore, Poona and Chandigarh. They were organized to assist Central Board of Secondary Education to introduce work-experience in class X from 1975-76.

(ii) Orientation courses for the key persons of Karnataka, Goa and North Eastern States were held. About 60 key persons have been acquainted with the place of work-experience in Ten Year School Curriculum and the method of implementing this programme.

(c) *Development Programmes*

(i) A folder on work experience was prepared in the light of Council's paper entitled "The Curriculum for the Ten Year School—A Framework" to be distributed among the States of the country. It is proposed to be followed by a series of 4 volumes under the title "Work Experience Manual".

(iii) Draft curricula in 16 commerce subjects suitable for higher secondary schools were prepared and action to get syllabi in agricultural subjects was initiated.

3.3.4 Policy Planning and Evaluation Unit

During the year under report the Unit continued providing secretariate to the Educational Research and Innovations Committee of the Council and to three of its task forces set up for the identification of research problems in the field of universalization of education, education problems of weaker sections and education for social change.

Under the Guest Lecture Series the Unit invited eminent educationists and scholars to deliver lectures which have been published for wider circulation.

The Unit also continued handling the two Journals of the Council Indian Education Review and Journal of Indian Education.

3.3.5 Examination Reform Unit

The Unit undertook the following programmes during 1975-76.

(a) HIGHLIGHTS OF THE PERIOD

(i) *Emerging Ideology of Evaluation*

A National Policy on Educational Evaluation as reported in earlier section was formulated.

(ii) *Seminar on Grading*

One of the chief recommendations of the "Framework of Curriculum for the Ten Year School" is the use of grades in place of numerical scores. As such a strategy for the introduction of grading was developed through a seminar on grading organized by the Unit.

(iii) *All-India Training Course in Educational Evaluation*

A four week all-India training course in educational evaluation was organised at Srinagar from June 16 to July 15, 1975. Forty participants from 15 States and 4 Union Territories attended the course. The training programme included several themes on the new approach to evaluation.

(b) DEVELOPMENTAL PROGRAMMES

(i) *Development of Item Bank*

The Unit augmented its item bank in English, Hindi, Geography, History, Civics, and Economics on the basis of the new curriculum of 10-2. It will help the teachers and students in improving the testing programmes in schools.

(ii) *Internal Assessment Scheme for D.M. Schools*

A common scheme of comprehensive evaluation was finalized for the Demonstration Multipurpose schools attached to the four Regional Colleges of Education of the Council.

(c) COLLABORATION WITH STATE AGENCIES

(i) *Examination Reform Programme in Orissa*

The Board of Secondary Education, Orissa has launched a programme of examination reform in the State. As a part of this programme the Unit assisted the Board in training resource persons and in developing sample evaluation material in English, Hindi, Sanskrit, History, Geography, Civics, General Science and Mathematics.

(ii) *Examination Reform Programme in Manipur*

The Unit assisted the Board of School Education, Manipur in developing brochure of sample evaluation material in languages and social sciences and in formulating a programme of introducing changed pattern of examining from 1978 examination. Work in the improvement of examinations in science subjects was also initiated through a workshop organised in December 1975 at Imphal.

(iii) *Examination Reform Programme in the Central Board of Secondary Education, New Delhi*

The Central Board of Secondary Education, having adopted the 10+2 pattern of education, was assisted by the Unit for improving examinations on the new lines and in developing sample question papers for Class X Examination in (a) Hindi (upper and lower level), (b) English (upper and lower level), (c) History and Civics, (d) Geography, Economics and Commerce, (e) Physics and Chemistry, (f) Biology, and (g) Mathematics. Internal assessment schemes for evaluation in the areas of work experience, health education and physical education were also developed.

(iv) *Examination Reform Programme in Nagaland*

Nagaland Board of School Education has launched a programme of examination reform with NCERT's help. As a part of this programme an orientation programme was organised for 26 teachers of the Nagaland Board at Delhi.

(d) OTHER PROGRAMMES

(i) *Examination Reform Bulletin*

As a part of its clearing house functions the Unit collects information from different agencies, organizations and institutions, regarding their programmes, projects, experiments, innovations in examinations. This is compiled for distribution in the form of a Examination Reform Bulletin twice a year.

(ii) *Consultancy Work*

The Unit also provided consultancy and assistance to many organizations including National Institute of Family Planning, College of Nursing,

Delhi. All-India Association of Catholic Schools, University of Delhi and University of Gujarat.

3.3.6 Examination Research Unit

Examination Research Unit which came into existence in 1975 is primarily a Research Unit involved in conducting research in the field of testing and measurement. The major projects undertaken during the year are :

(i) Differential Aptitude Tests Battery

The main objective of the project is to develop tools for measuring developed abilities of pupils in class VIII of schools in Hindi region. The battery consists of eleven tests which have been tried out and finalized on the basis of item analyses. During the period under report 45 sets of percentile and T-score norms were set up and reliability studies were conducted. Inter-relationships among the subjects were studied, and tables for inclusion in the manual and technical report were prepared.

(ii) Measurement of Affective Outcomes of Primary School Education

The main objective of the project is to develop a set of tools/procedures for measuring affective attributes of pupils at the end of primary school education. This is a new area of work in the Council. Fresh ground has been covered by identifying significant problems in the areas, like intended and effective communication of affective meaning, emotional vocabulary, development of affective measures, internalization of affective meaning, development of affective responses and implications of these for instructions in schools.

(iii) An Evaluation of the Comprehensive Internal Assessment Scheme Adopted by the Board of Secondary Education, Rajasthan, Ajmer

A project "An Evaluation of the Comprehensive Internal Assessment Scheme adopted by the Board of Secondary Education Rajasthan, Ajmer for Classes IX, X and XI" has been undertaken. Ten schools alongwith two autonomous schools have been selected. It is still at the stage of instrumentation.

3.3.7 Library and Documentation Unit

The National Institute of Education (NIE) has a fairly big library. It has a collection of more than one lakh books and about 4,500 bound journals.

In an effort to make the library focus its attention more on education, the subscription to journals was thoroughly reviewed during the year. The Unit subscribes annually to 247 journals both Indian and foreign. 35 journals are being received gratis.

During 1975-76, 1727 books were added to the library consisting of 1045 books by purchase and 682 received gratis.

4. REGIONAL COLLEGES OF EDUCATION

The Regional Colleges of Education are mainly concerned with qualitative improvement in pre-service and in-service training of school teachers. The programmes undertaken by the four Regional Colleges of Education during the year 1975-76 are given below.

4.1 Regional College of Education, Ajmer

The College continued its pre-service and in-service teacher training programmes during 1975-76. Admissions were made to the following courses of study :

- (i) 4-year science course leading to B.Sc. (Hons./Pass), B.Ed.
- (ii) 1-year B.Ed. courses in Science, Commerce, Agriculture, Hindi, English, Urdu.
- (iii) Summer school-cum-correspondence course leading to B.Ed.
- (iv) M.Ed. (Science education).

The enrolment in various programmes and the number of those who passed are given in Table V.

TABLE V
Enrolment in the Regional College of Education, Ajmer During 1975-76

S. No.	Courses	No. of Students		
		Admitted	Appeared	Passed
1.	Four year Science Course :			
	1st year	55	46	34
	2nd year	52	46	39
	3rd year	29	28	22
	Final year	27	xx	xx
2.	One year B. Ed. Course :			
	Science	174	162	162
	Commerce	66	63	63
	Agriculture	42	42	39
	Hindi	94	94	90
	English	41	35	34
	Urdu	30	30	27
3.	(Summer school-cum correspondence courses)	196	xx	xx
4.	M.Ed. (Science Edn.)	14	12	12

“xx” implies result awaited

(a) RESEARCH AND DEVELOPMENT PROGRAMMES

The College undertook the following research and development programmes during the year.

- (i) A research project on evaluating the efficacy of curriculum plan aimed at integrating education theory, content and practice teaching was undertaken by the College.
- (ii) A research workshop of all-India level was organized for identifying areas which need to be further researched in science and mathematics education. This was third workshop in the series.
- (iii) The College has undertaken to develop a question bank for university examinations, 1977. During the year, the representatives from various training colleges in the three universities of Rajasthan met and prepared questions for the B.Ed. Examination of Rajasthan University.

(b) TRAINING AND EXTENSION PROGRAMMES

The following programmes in the field of training and extension were organized by the College during 1975-76 :

- (i) A training course for resource persons for Science Talent Search Scheme who could conduct workshops for talented students was organized by the College. 27 participants from Uttar Pradesh attended this course.
- (ii) A regional conference on science education to discuss new programmes related to science education including UNICEF projects was also organized. 23 participants attended the conference.
- (iii) A conference on examination reform was held to discuss its various aspects in the context of the new 10+2 curriculum.
- (iv) The college held a conference of Principals and Deans of the Faculty of Education to discuss and prepare outline for the revised B.Ed. curriculum. It was attended by 17 participants.
- (v) A workshop on work experience in the area of agriculture, science, industrial arts and technology was organized to prepare items of work experience and to identify agencies which could assist in these areas. 11 teachers from Rajasthan attended the workshop.
- (vi) Teachers of Tilonia Project were given an orientation-cum-training at the College. All the departments of the College discussed and demonstrated various activities in different subjects at the primary stage.

4.2 Regional College of Education, Bhopal

During the year under report the College offered :

- (i) Four-year science course leading to B.Sc./B.A.(Hons/Pass) B.Ed.
- (ii) One-year B.Ed. courses in Science, Languages, Arts, Commerce and Work-Experience

(iii) M.Ed. course, and

(iv) The B.Ed. through summer school-cum-correspondence course.

The enrolment in various programmes and the number of students who passed out are given in Table VI.

TABLE VI
Enrolment and Number of Students Passing Various Examinations
at Regional College of Education, Bhopal During 1975-76

<i>Courses</i>	<i>No. of students admitted</i>	<i>No. of students appeared</i>	<i>No. of students passed</i>
Four-Year Science Course			
I year	61	58	37
II year	51	51	42
III year	47	42	36
IV year	15	14	10
B.A.Ed.			
I year	31	31	17
II year	18	15	13
III year	14	14	6
IV year	3	3	3
One-year B.Ed.			
Agriculture	23	23	
Commerce	40	40	
Languages	89	89	249
Science	88	88	
Work Experience	33	33	
M.Ed.	20	14	13
		273	273

IN-SERVICE PROGRAMMS

In addition to the regular courses the College organised the following in-service programmes :

- (i) A Workshop on modern mathematics from 28th July to 2nd August, 1975 for 52 participants from Hoshangabad district.
- (ii) A Conference on post-graduate courses at the State Institute of Education, Poona from 25th to 26th August, 1975.
- (iii) A Workshop for standardization of handbook on Marathi for Class IV at the State Institute of Education, Poona from August 18-23, 1975. 13 participants of Maharashtra State attended the Workshop.
- (iv) A Seminar on innovations in agriculture at the State Institute of Education, Poona from September 22 to 27, 1975. 11 participants of Maharashtra State attended the Seminar.
- (v) A Conference on new pattern of education at the Govt. College of Education, Jabalpur from December 11 to 13, 1975. 31

- participants of Madhya Pradesh State attended the Conference.
- (vi) A Workshop on spoken English at the Govt. College of Education, Jabalpur from October 16 to 25, 1975. 40 teachers of Central Schools of the region attended the Workshop.
 - (vii) A Conference on new pattern of education at the Nirmala Institute of Education, Panjim from December 26-27, 1975. 28 participants of Goa State attended the Conference.
 - (viii) A Conference on new pattern of education at the State Institute of Education, Poona from January 28-30, 1976. 25 participants of Maharashtra State attended the Conference.
 - (ix) A Conference on new pattern of education at the M.S. University, Baroda from February 8-10, 1976. 70 participants of Gujarat State attended the Conference.
 - (x) An Orientation programme for English teachers for language laboratory work from March 22-23, 1976. 24 participants attended the programme.
 - (xi) An Orientation programme for the science teachers at the State Institute of Science Education, Jabalpur from March 22-27, 1976.
 - (xii) An Orientation programme for the staff of the RCE Bhopal and DMS on March 25-26, 1976. 70 participants attended the programme.

4.3 Regional College of Education, Bhubaneswar

During 1975-76, the College made admissions to the following courses of study :

- (a) One-year programme in teacher education leading to B.Sc., B.Ed.; B.A., B.Ed; and B.Com., B.Ed. degree.
- (b) Four-year integrated programme in teacher education leading to B.Sc. and B.Ed., degree with provision for Honours in Physics, Chemistry, Botany, Zoology and Mathematics.
- (c) Four-year integrated programme in teacher education leading to B.A. and B.Ed. degree with provision for Honours in English.
- (d) One-year programme after B.Ed. degree leading to M.Ed. degree.
- (e) Summer school-cum-correspondence course leading to B.Ed. degree of Utkal University.

Class-wise enrolment and pass percentage in the University Examination of 1975 are given in the Table VII.

(a) MAJOR DEVELOPMENTAL PROGRAMMES

A number of developmental activities were undertaken by the College during the year 1975-76. The important among those are as follows.

TABLE VII
Enrolment and Pass Percentage at RCE, Bhubaneswar During 1975-76

<i>S. No.</i>	<i>Name of the programme</i>	<i>Stream class</i>	<i>Enrolment in 1975-76</i>	<i>Percentage of success in University Examination 1975</i>
1,	One-year B.Ed.	Science	121	99%
		Commerce	20	100%
		Arts	63	100%
2.	Four-year B.Sc. & B.Ed.	1st year	59	78%
		2nd year	75	92%
		3rd year	59	92%
		4th year	34	100%
3.	Four-year B.A. & B.Ed.	1st year	50	97%
		2nd year	57	100%
		3rd year	47	100%
		4th year	37	100%
4.	One-year M.Ed.		12	100%
				(including one whose result is withheld)
5	Summer school-cum correspondence course	1st year	254	—
		2nd year	256	94.5%

(i) Curriculum Development

The syllabus for one-year B.Ed. Elementary Course to be offered by this College from the academic session 1976-77 was developed and submitted to the Utkal University for approval

The syllabi of the existing one-year B.Ed. course and four-year integrated courses were revised with the objective of preparing efficient teachers needed for the 10-year secondary schools in the new 10+2 pattern of school education.

The Board of Secondary Education, Orissa was assisted in revising its Science syllabus along the lines suggested by the NCERT.

(ii) Development of School-broadcast Programme|“SITE”

The College assisted the authorities of the All India Radio, Cuttack and the Television Centre, Cuttack in developing ideal programmes for the schools in the State. Topics to be broadcast for educating primary and secondary teachers were selected and the college participated in radio-discussions on educational topics, delivered ideal lessons through radio for school students, prepared scripts for SITE programme and offered suggestions for improving the quality of such programmes as and when requested

(b) EXTENSION PROGRAMMES

The following programmes were organised by the Extension Services Department of this College :

(i) The College organized a 6-day workshop in A.V. education for teachers of humanities of Central Schools and Anglo Indian Schools in the Eastern Region from September 22-27, 1975.

(ii) In order to assist the States in the Eastern Region in implementing the "New Ten Year School Curriculum" the College organised three seminars to orient their "key persons" in the new curriculum prepared by the NCERT so that they may train their own teachers in future.

(iii) *Orientation in New School Curriculum*

A seminar for 28 key persons of Orissa State was organized from February 12 to 14, 1976.

A seminar for thirty nominees of West Bengal, Tripura and Andaman and Nicobar Islands was organised in the David Hare Training College, Calcutta from February 19-22, 1976.

A similar seminar for 26 nominees of Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland and Sikkim was organised from March 10-12, 1976 at the Basic Training Centre, Mirza, Assam,

(iv) A 5-day seminar was organised from June 10-14, 1975 to orient 161 women primary teachers of rural areas in Orissa in "Community Leadership." The participants were oriented in maternity and child welfare, family planning, food and nutrition, village and cottage industries, home economics, universalization of primary education, adult education and in the evils of dowry system with the objective that they may take the leadership in improving the status of the rural women folk during their leisure hours.

(v) The college conducted four summer programmes during the year. One of these was a refresher course in appreciation of fine arts and three were orientation programmes—one each in physics, chemistry and botany.

(c) OTHER PROGRAMMES

In addition to the pre-service and in-service programmes given above, the College also arranged the following programmes :

Non-student Youth Programme

This programme was developed for the drop-outs from schools with two-fold objectives (a) to help them acquire some basic skills through "short-term vocational training" so that they may go for higher training in their favourite trade, and (b) to enable those, who are unable to continue further training, earn their livelihood independently after the completion of this training course. Two courses, (i) 6 month training

course in machineman, and (ii) 6 month training course in welding were offered.

Strengthening of Cooperating Schools

41 schools in the region were supplied with textbooks published by NCERT free of cost, with a view to enriching libraries for their co-operation in the "internship-in-teaching" programme of this College.

4.4 Regional College of Education, Mysore

During 1975-76 the College covered another milestone when the first batch of M.Sc. Ed. students in physics, chemistry and mathematics passed out. These courses are innovative features in science education aimed at integrating content in each discipline with pedagogy which is vital to a better and more effective, understanding and appreciation of content.

Keeping in view the introduction of the semester system in the University of Mysore with effect from the academic year 1976-77, the College re-organized and re-structured all its courses semesterwise, in which both teachers and students would be induced to work with a sense of urgency, responsibility and purpose right from the beginning until the end of each semester.

The College is also planning to start one year B.Ed. course in elementary teacher education with an intake of 23 students in the first instance. Arts and science graduates will be eligible for admission to the course.

During the year the College also strengthened the laboratory facilities available to the students. The laboratory for post-graduate students in chemistry has been completed and fully equipped. A high capacity petroleum gas plant has been installed. Sophisticated laboratory equipment has also been procured to strengthen its nuclear physics and solid state physics laboratories. A computer laboratory has been set up in the mathematics section.

The position of enrolment and the number of students who passed during the year for various courses is given in Table VIII.

(a) TRAINING AND EXTENSION PROGRAMMES

The College organized the following training and extension programmes during the year.

(i) *Summer School-cum-Correspondence Course*

This is an annual feature of the programme of the College. In addition to the regular academic work the trainees organized an exhibition of teaching aids and brought out a magazine.

(ii) *Training Course for Maldivian Student Teachers*

The College organized the third special training course for a period of

TABLE VIII

Enrolement and Number of Students Passing Various Examinations at Regional College of Education, Mysore During 1975-76

<i>Courses</i>	<i>No. of students admitted</i>	<i>No. of students appeared</i>	<i>No. of students passed</i>
Four-Year Science Course			
I year	73	67	60
II year	60	63*	58
III year	40	41*	37
IV year	30	30	23
B A.Ed.			
I year	24	23	15
II year	32	33*	30
III year	15	15	15
IV year	14	14	9
One-year B.Ed.			
Science	80	77	77
Mathematics	40	40	38
M.Sc.Ed.			
I year Phy.	9	7	5
Chem.	17	17	14
Maths.	10	9	6
II year Phy.	9	9	8
Chem.	7	6	5
Maths.	2	2	1

*Shows also the private candidates.

10 months for 4 primary school teachers deputed by the Govt. of the Republic of Maldives at the instance of the Ministry of External Affairs and Ministry of Education and Social Welfare.

(iii) *Content-cum-Methodology Course for the Teachers of Union Territory of Pondicherry*

At the request of the Directorate of Education, Pondicherry, a content-cum-methodology course in physics and chemistry was conducted from June 9-21, 1975. 30 teachers in physics and 32 in chemistry attended the course. Similar course was also conducted at Pondicherry for mathematics teachers from October 14-25, 1975. About 80 teachers benefited from the latter course.

(iv) *Orientation Course for Teachers of Coordinating Schools*

A conference of headmasters and teachers of co-ordinating schools was held in the College from November 5-6, 1975 to orient them on the internship programme of one-year B.Ed. and 4-year B.Sc.Ed. and 4-year

B.A.Ed. courses. 69 teachers participated in the conference. A similar programme was conducted for 35 teachers of co-ordinating schools of Irinjalakunda (Kerala) on November 10, 1975.

(v) *Orientation Course for Junior College Lecturers*

At the request of the Pre-University Education Board of the Govt. of Karnataka, an orientation course in education for junior college lecturers of Karnataka State was held from March 8-30, 1973. 73 lecturers of junior colleges and 6 officials of SCERT, Tamil Nadu participated in it.

(vi) *Workshop for Science Club Officers*

At the request of the Department of Education, Union Territory of Pondicherry, a workshop for science club officers from high schools in Pondicherry was held from March 22-27, 1976. 24 teachers who participated in it were oriented in the organization of science clubs and science fairs as also in the techniques of improvising apparatus for investigatory projects in science.

(vii) *Orientation Course on Appreciation of Fine Arts*

A refresher course on appreciation of fine arts for teacher educators of secondary training colleges in the southern region was conducted in collaboration with the Department of Teacher Education of the NIE from June 2-28, 1975.

(viii) *Orientation Programme for Women Primary Teachers*

As a part of the International Women Year Celebrations, an orientation programme for women primary teachers of selected schools in the southern region was organized from November 17-22, 1975 in collaboration with the Department of Teacher Education of the NIE. Objectives of the programme were to orient women teachers to an integrated approach to education, universalization of primary education, need for national integration and appreciation of the status of Indian women.

(ix) *Other Programmes*

The college hosted the silver jubilee year VIII Annual Conference of the Indian Association of Teacher Educators from December 27-30, 1975. The conference provided a unique opportunity to the faculty members to exchange academic ideas and views with leading educationists of the country.

5. CENTRE FOR EDUCATIONAL TECHNOLOGY

The Centre has been set up for undertaking research and development work in the effective production and utilization of media in education, development of appropriate technology and delivery systems, carrying out training programmes relating to various aspects of educational technology and evaluation of educational materials. The Centre had undertaken a number of programmes in 1975-76, the major ones of which are :

(a) Satellite Instructional Television Experiment

Under the SITE programme in which TV was used for instructional and developmental purposes in about 2,400 villages of six SITE States for a period of one year commencing from August, 1975, the Centre worked as a co-ordinating agency for educational programmes directed to the children in 5-12 age-group. Before SITE came into being, it undertook orientation programmes for key educational administrators, user teachers and script writers for ETV in the SITE States. The Centre in collaboration with the Indian Space Research Organization carried out a study on the impact of the SITE programmes on primary school children with a view to finding out the behavioural changes also attitudinal and cognitive development of school children exposed to SITE programmes.

The Centre also organized a multi-media package programme for the in-service training of science teachers of primary schools. This has been covered in an earlier section.

(b) Radio for School Education

The Centre completed a research study on the functioning of school broadcast service of the All India Radio and suggested a plan of action and initiation of a few pilot projects for more effective use of radio in education.

(c) Feasibility Studies for Designing of Systems of Education

In collaboration with the Social Work and Research Centre, Tilonia (Ajmer), the Centre undertook a feasibility study for developing a system design for optimization of education for the pre-primary and primary age-group (4-14). The project is in operation in three villages. As a result

of the new curricula, techniques and procedures employed and new school timings introduced, the school attendance has already greatly improved. The project now is in its second and final phase. When completed, it may well show a way for an alternative system of education, which may go to meet the felt needs of the rural people, and is more relevant and meaningful to the children's environment.

(d) Project for Development of Audio-Tape Library

The Centre has taken up a project for the development of an audio-tape library with the objective to utilise the archival recordings available with the AIR for preparing educational programmes. Sixteen programmes have already been prepared under this project.

(e) Bank on Nursery Rhymes

As a part of its programme to develop software bank for children's material, the Centre undertook a project on compilation of nursery rhymes and children's songs in Hindi, Oriya, Kannada and Telegu in collaboration with the Indian Council for Child Welfare, New Delhi. About 20-25 rhymes in each language have been compiled, set to music and recorded on tapes.

6. FIELD ADVISERS' OFFICES

During the year under review the Council strengthened the existing 15 Field Advisers' offices by posting one Assistant Field Adviser and one Office Assistant to most of them. The Council also established three new offices of the Field Advisers at Srinagar, Imphal and Agartala to make the areas of operation of Gauhati and Chandigarh offices more effective.

The Field Advisers' offices are really the outposts of the Council in the States. During 1975-76 they were actively engaged in the implementation of new pattern of education. Their major activities are reported below.

6.1 AHMEDABAD

The Office was actively involved in the follow-up of 10+2+3 scheme of education. It assisted State Board of Secondary Education, Gujarat in adopting the compulsory general education upto Class X on the lines of the framework of 10-year schooling published by the Council. A State level science fair exhibition was organised in collaboration with Vikram Sarabhai Community Centre. The Office also collaborated with the State Institute of Education, Gujarat in the implementation of the UNICEF Programme regarding curriculum reconstruction at primary level. The Field Adviser also acted as the Liaison Officer of the Ministry of Education and Social Welfare.

6.2 ALLAHABAD

The Office continued to maintain close liaison with the State Education authorities about the implementation of new curriculum. A series of discussion meetings on the draft proposals on 10-year general education programme were organized. It also organized a State level conference on 10+2+3 pattern of education at Allahabad. Guidance camps for prospective science talent candidates were held at various places in UP in collaboration with RCE, Ajmer. The Office organized a three-day annual conference of 15 extension services centres in March, 1976. The conference took stock of the activities of the centres, during the year and developed

plan action for of the next year. A significant highlight of this conference was a discussion on continuing education of teachers.

6.3 BANGALORE

The Office assisted a number of educational organizations in conducting training and orientation programmes in the transformation of education and other improvement programmes. The Office also did considerable liaison and promotional work in the field of education. The Field Adviser conducted in-service programmes on new school curriculum and new trends in science education. The Office also organized the Science Exhibition in collaboration with DSERT and VITM, Bangalore.

6.4 BHOPAL

The Field Advisers' office identified the educational problems of Madhya Pradesh by conducting a questionnaire survey. Besides arranging a meeting on approach paper for the new curriculum at the State Institute of Education, Bhopal, the office arranged extension lectures on educational policies of the NCERT. A small folder giving information about the NCERT was prepared and distributed to the visitors of the Teacher Educators Meet. A display of NCERT publications at the exhibition held on the occasion was also arranged.

6.5 BHUBANESWAR

The Field Office at Bhubaneswar continued liaison work and other activities for the promotion of NCERT programmes in the region. The Office was also involved in the implementation of 10+2+3 pattern of schooling and the Unicef assisted Science Project. The Office collaborated with the Satellite Instructional Television Experiment. The Field Adviser also works as Liaison Officer of the Ministry of Education and Social Welfare. With a view to increasing coordination between different F.As Offices, the Bhubaneswar Office organised a regional conference of the Field Advisers.

6.6 CALCUTTA

To achieve the aims and objectives of the Council and to help the State educational authorities in their orientation programmes for the teachers engaged in teaching class X under the new pattern, the Field Office, organized an orientation seminar of key persons from February 19-21, 1976 in collaboration with RCE, Bhubaneswar. Seminars were also organized for orientation in Geography and Science Syllabi under the new 10-year pattern at David Hare Training College, Calcutta. The Office also conducted a workshop on reorganized pattern of secondary education at Malda.

6.7 CHANDIGARH

This Field Office continued liaison work in its large area of jurisdiction

extending over Punjab, Haryana, Jammu & Kashmir, Himachal Pradesh and Union Territory of Chandigarh. The Office also organized meetings in connection with the introduction of 10+2+3 pattern of education.

6.8 DELHI

The Field Office at Delhi advanced the cause of new curriculum by organizing massive orientation programmes for key persons connected with school education in Delhi. A symposium under the "brain trust" was also held which was attended by staff and students of Central Institute of Education, Delhi. The Office also maintained rapport with Extension Services Centres and liaison with various educational agencies in Delhi. An orientation workshop was held at TTI, Daryaganj from December 17-20, 1975. Another orientation workshop was held at Extension Services Centre, Laxmibai Nagar from January 20-22, 1976. An orientation programme for secondary school principals of south district was organized on February 7, 1976. Four contact programmes were also arranged with a view to collecting the reactions of teachers about the implementation of new textbooks prescribed for class IX under 10+2 pattern.

6.9 GAUHATI

The Field Office had a busy time with the Third All-India Educational Survey. It also extended necessary help for conducting a comprehensive educational survey in the States of Maghalaya and Manipur. A 4-day State level working group was organized by the Office in collaboration with the State Social Education Department and the SIE, Assam with the financial assistance from UNICEF. It also organized an orientation camp in community leadership for women teachers of primary schools of Assam in November, 1975. Eighty-nine participants took part in the orientation camp.

6.10 HYDERABAD

Besides liaison work, the Field Office at Hyderabad was also responsible for developing lecture notes for TV programmes prepared at the Base Production Centre of the Satellite Instructional Television Experiment at Hyderabad. The Field Office also took part in the Science Fairs held at Suriapat (Nalgonda district) and Guntur by opening NCERT stalls in which publications, science kits and other exhibits were displayed.

6.11 JAIPUR

The Field Office organized a conference of principals and senior lecturers of elementary teachers training institutions at Udaipur to give orientation in various aspects of new curriculum. A conference of principals of colleges of education and deans of the faculty of education of the northern region was organized at Srinagar in collaboration with RCE, Ajmer to discuss a model of teacher training under the new

curriculum. The office also provided consultancy services to various educational agencies in the State.

6.12 MADRAS

The Field Office organized a three-day seminar on examination reform during September, 1975. A number of recommendations were made by the seminar and were forwarded to the State authorities for necessary action. The Office also organized a seminar on 10-year school curriculum, its methodology, implication and ways and means of introducing work experience. The Office also conducted an orientation course in March, 1976 at Coimbatore on the philosophy and objectives of 10-year curriculum.

6.13 PATNA

The Field Office organized a 2-day conference to discuss the problems of 10-year schooling. A three-day orientation seminar for key persons of Bihar was also organized in March, 1976 in collaboration with the State Education Department and RCE, Bhubaneswar. In addition to these programmes, the Field Office also participated in the SITE programme and did considerable liaison work.

6.14 POONA

This Office continued doing liaison work with the State education authorities as also promoting revision of curriculum on the 10+2 pattern. In order to dispel misgivings the Office undertook to distribute 5,000 copies of Marathi version of the NCERT's document on new curriculum for first 10-years of education to schools in Maharashtra. It also launched a massive campaign with the two-fold object of disseminating information and fostering interest in the Science Talent Scheme of the Council. The Office like other offices, also assisted other constituents of the Council in organizing their programmes.

6.15 TRIVANDRUM

Besides liaison work, the Field Office conducted three important programmes during the year under review. A conference on work experience and vocationalization of education was organized in collaboration with the State Institute of Education, Trivandrum and Directorate of Collegiate Education, Kerala. A conference of extension officers engaged in primary education was organized at Ottapalam during February, 1976. A third conference of project investigators and coordinators of experimental projects at the secondary level was conducted at Trichur. During the three conferences the main focus was on 10-year school curricula.

7. RECEIPTS AND EXPENDITURE DURING 1975-76

During the year 1975-76 the Council received a grant of Rs. 481 lakhs from the Government of India. In addition, the Council realised an amount of Rs. 60 lakhs from the sale of its publications and miscellaneous receipts amounting to Rs. 48 lakhs were also received.

Against the total funds of Rs. 589 lakhs, the Council incurred an expenditure of Rs. 543 lakhs.

The statement of receipts and payments for the year 1975-76 may be seen in Table IX.

TABLE IX
Receipts and Expenditure for 1975-76

<i>Receipts</i>	<i>Rs.</i>	<i>Payments</i>	<i>Rs.</i>
Opening Balance	13,98,897-00	Non-plan Expenditure	
Grants received from the Government of India and other agencies		(a) Pay & Allowances, Programmes, etc.	3,49,85,628-00
(a) Main grant from the Government of India	4,80,99,000-00	(b) Loans & Advances	15,51,515-00
(b) Specific grants from Government of India and other agencies	37,48,454-00	Less Recoveries	6,52,348-00
Receipts		Plan Expenditure	
(a) Sale proceeds of publications, etc.	59,57,498-00	(a) Pay & Allowances, Programmes, etc.	1,92,68,727-00
(b) Other Receipts	47,75,534-00	(b) Third All-India Educational Survey	3,58,393-00
Provident fund	47,51,662-00	(c) Expenditure out of specific grants	33,72,369-00
Deposits, Advances, Suspense and Remittances	1,69,79,831-00	Provident Fund	43,94,905-00
		Deposits, Advances, Suspense and Remittances	1,68,54,299-00
		Balances refunded to the Government of India	1,00,319-00
		Closing Balance	54,77,069-00
Total	8,57,10,876-00		8,57,10,876-00

8. MAJOR DECISIONS OF THE COUNCIL DURING 1975-76

8.1 COUNCIL'S MEETINGS

The 13th Annual General Meeting of the Council was held on 30th January, 1976. The Annual Report of the Council for the year 1974-75 was approved at this meeting. At the Second Special Meeting of the Council held immediately after it, amendments to the articles in the Memorandum of the Association of the Council as approved at its Special General Meeting on 25.3.75 were confirmed.

8.2 EXECUTIVE COMMITTEE

During the period under report the Executive Committee met on the 25th August, 1975, 9th January, 1976 and 25th Feb., 1976. Important decisions taken by the Executive Committee are given below :

- (i) The proposal for the protection of pay last drawn on appointment in the Council was considered. The Executive Committee approved the Delhi University pattern of pay fixation subject to the addition of a proviso "Unless otherwise recommended by the Selection Committee".
- (ii) The Executive Committee decided that the Govt. of India instruction for waiving the usual requirement of probationary period in respect of persons who have held contract appointment in the Council previous to their selection for regular appointments may be followed.
- (iii) A proposal for giving representation to the P.G.T.s of Service/ Production Departments on their respective Department Advisory Board was approved.
- (iv) A proposal for setting-up Maulana Abul Kalam Azad Centre for Advanced Studies and Research at the NCERT was accepted in principle.
- (v) The proposal for extending the jurisdiction of the Central Vigilance Commission to the Council was approved.

8.3 ESTABLISHMENT COMMITTEE

The important decisions taken are :

- (i) The Establishment Committee approved that the office of the Field Advisers should have a common cadre with the Regional College of Education of the region in respect of Class III and IV administrative, ministerial and accounts posts.
- (ii) New recruitment rules for the posts of Editor and Production Officer in the Publication Department and for Class I posts in the Workshop Department were approved.

8.4 FINANCE COMMITTEE

During the period under report the Finance Committee met four times i.e. on 22nd August, 1975, 18th September, 1975, 30th October 1975, and 20th March, 1976. In addition to the creation of various posts for the NIE Departments/RCE, etc. the following major decisions were taken by the Finance Committee :

- (i) The proposal for rent free accommodation to the Administrative Officer in Regional Colleges of Education was approved.
- (ii) The proposal to allow the Publication Division discount at the increased flat rate of 22½% on order for textbooks and 42% on general publications was approved.
- (iii) The proposal for the grant of special pay of Rs. 70/- to the Field Adviser was approved.
- (iv) The proposal to allow 22½% discount on the supply of textbooks to Book Banks was approved.
- (v) The proposal for the establishment of three new offices of Field Advisers on the existing pattern was approved.
- (vi) The Finance Committee approved the new rates of payment to authors of textbooks/workbooks and to members of the Editorial Boards.
- (vii) The proposal for creating a Unit for looking after the work of holding science exhibitions at various levels was approved.

8.5 BUILDING AND WORKS COMMITTEE

1. In its meeting held on 22.3.76 the following construction work were approved :

- (i) A Primary School Building at the NIE Campus at an estimated cost of Rs. 5 lakhs.
- (ii) Extension of Library Building at RCE, Mysore at an estimated cost of Rs. 5.10 lakhs.
- (iii) An overhead tank and an underground reservoir at the RCE, Bhopal at an estimated cost of Rs. 4 lakhs.
- (iv) Primary School Building at RCE, Bhubaneswar.

- (v) Residential Quarters, Scooter/Cycle stand/Car shed and Canteen building for the RCE, Mysore.
 - (vi) Staff quarters at an estimated cost of Rs. 4,68, 200/-for the RCE, Bhubaneswar.
 - (vii) Classroom for Primary Sections at RCE, Bhopal and RCE, Ajmer.
 - (viii) Higher Secondary Kendriya Vidyalaya in the Jawaharlal Nehru University Campus, the cost being equally shared by the NCERT, IIT and Jawaharlal Nehru University.
 - (ix) Building complex for accommodating the CET and the Department of Teaching Aids.
2. Besides the revised Master Plan of the NIE Campus was approved and sent to DDA for approval.

8.6 THE FOLLOWING ARE THE MAJOR RECOMMENDATIONS OF THE PROGRAMME ADVISORY COMMITTEE MEETING HELD ON 19.12.1975

1. Top most priority should be given to the implementation of new curriculum :
 - (i) The Council should evolve a new approach to various school subjects, their content, methods of teaching and teaching aids including textbooks.
 - (ii) National and state level strategies may be worked out for the orientation of teachers so that the implementation of new curriculum is facilitated.
 - (iii) The Regional Colleges of Education should play an important role in the orientation of teachers to new curriculum materials and approaches
2. The programme of textbook development, which is a major programme of the Council, also needs fresh thinking. In order to ensure practicability as much as to allow regional diversity the Council should adopt the unit approach in various subjects. The Council should try to make these units acceptable to the States so that a set of core units may be common throughout India.
3. The Council should continue engaging its attention to the most important task of universalization of elementary education on priority basis.
4. Being an apex body established for training for educational personnel, teacher educators and other high level personnel connected with education, NIE should have an in-built component of research in its programmes and activities. Every attempt should be made to integrate the trinity of research, training and extension by basing training and extension programmes on researches done in the NIE and getting, in turn, research problems from training and extension activities.

5. The essential features of NIE's model for educational reconstruction in the country should be a modernized formal system supported by a well-conceived non-formal system ensuring an increased participation by the community in the educational efforts.

Appendices

APPENDIX A

Composition of Important Bodies of the Council

A.1 The Council

- | | |
|--|--|
| (i) The Minister for Education and Social Welfare
President ex-officio | 1. Prof. S Nurul Hasan
Union Minister of
Education and Social Welfare
Shastri Bhavan
New Delhi |
| (ii) Chairman of the University Grants Commission
ex-officio | 2 Prof. Satish Chandra
Chairman
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi |
| (iii) Secretary to the Ministry of Education and Social Welfare
ex-officio | 3. Shri K.N. Channa
Secretary
Ministry of Education and
Social Welfare
Shastri Bhavan
New Delhi |
| (iv) Four Vice-Chancellors of Universities, one from each Region, nominated by the Govt. of India | 4. Dr. R.C Paul
Vice-Chancellor
Panjab University
Chandigarh |
| | 5. Shri T.K. Tope
Vice-Chancellor
Bombay University
Bombay |
| | 6 Prof. D.V. Urs
Vice-Chancellor
Mysore University
Mysore |
| | 7. Dr A.N. Bose
Vice-Chancellor
Jadhavpur University
Calcutta |

- (v) **One representative of each State Govt. and Union Territory with a legislature, who shall be the Education Minister of the State/Union Territory (or his representative) and in the case of Delhi, the Chief Executive Councillor, Delhi (or his representative)**
8. **Education Minister
Andhra Pradesh
Hyderabad**
 9. **Education Minister
Assam
Shillong**
 10. **Education Minister
Bihar
Patna**
 11. **Education Minister
Gujarat
Ahmedabad**
 12. **Education Minister
Haryana
Chandigarh**
 13. **Education Minister
Himachal Pradesh
Simla**
 14. **Dy. Education Minister
Jammu & Kashmir
Srinagar**
 15. **Education Minister
Kerala
Trivandrum**
 16. **Education Minister
Madhya Pradesh
Bhopal**
 17. **Education Minister
Maharashtra
Bombay**
 18. **Education Minister
Manipur
Imphal**
 19. **Education Minister
Meghalaya
Shillong**
 20. **Education Minister
Karnataka
Bangalore**

21. Education Minister
Nagaland
Kohima
22. Education Minister
Orissa
Bhubaneswar
23. Education Minister
Punjab
Chandigarh
24. Education Minister
Rajasthan
Jaipur
25. Education Minister
Tamil Nadu
Madras
26. Education Minister
Govt. of Tripura
Agartala
27. Education Minister
Sikkim
Gangtok
28. Education Minister
Uttar Pradesh
Lucknow
29. Education Minister
West Bengal
Calcutta
30. The Chief Executive Councillor
Delhi Administration
Delhi
31. Education Minister
Mizoram
Aizal
32. Education Minister
Govt. of Goa, Daman & Diu
Panaji (Goa)
33. Education Minister
Govt. of Pondicherry
Pondicherry-1

- (vi) All members of the Executive Committee not included above and
34. Prof. D P. Yadav
Deputy Minister
Ministry of Education and
Social Welfare
Shastri Bhavan
New Delhi
 35. Prof. Rais Ahmed
Director
National Council of Educational
Research and Training
Sri Aurobindo Marg
New Delhi-16
 36. Prof. M.V Mathur
Director
National Staff College for
Educational Planners and
Administrators
New Delhi
 37. Prof. S.V.C. Aiyar
No 59, First Block East
Jayanagar
Bangalore-560011
 38. Shri D S. Narula
Principal
Kendriya Vidyalaya
Hathibarkala
Dehradun
 39. Shri M N. Kapur
Principal
Modern School
Barakhamba Road
New Delhi
 40. Prof. S.K. Mitra
Joint Director
National Council of Educational
Research and Training
New Delhi-16
 41. Prof. (M:s.) Perin H. Mehta
Head
Department of Educational
Psychology and Foundations of
Education (NCERT)
New Delhi-16

42. Dr G. B. Kanungo
Principal
Regional College of Education
Bhubaneswar (Orissa)
43. Dr. G.S. Shrikantia
Professor
Library & Documentation Unit
(NCERT), New Delhi-16
44. Shri P.K. Umashankar
Joint Secretary
Ministry of Education and
Social Welfare
Shastri Bhavan
New Delhi
45. Mrs. R.M. Shroff
Financial Adviser, NCERT and
Ministry of Education and
Social Welfare
New Delhi
- (iii) Such other persons, not exceeding twelve, as the Govt. of India, may, from time to time, nominate. Not less than four of these shall be school teachers.
46. Shri Arjunbhai Jothalal Bathwar
Headmaster, Amreli
Nagarpalika Kumar Shala No. 2
Amreli (Gujarat)
47. Shri N. Sreedharan Pillai
Headmaster, L.T.G. School
Varkala, Trivandrum Distt.
Kerala
48. Srimati Usha Roday
Principal
Govt. Girls Higher Secondary
School, Burhanpur
East Nimar, M.P.
49. Shri Khalil Ahmed
Principal
G.M. High School
Barharia, Siwan (Bihar)
50. Dr. N.R. Kar
Director of Public Instruction
West Bengal, Calcutta
51. Shri G.V. Gupta
Director of Public Instruction
Haryana, Chandigarh

52. Shri C.G. Rangabashyam
Education Secretary
Govt. of Tamil Nadu
Madras
53. Shri S.B. Saran
Education Secretary
Govt of Uttar Pradesh
Luchnow
54. Prof A.M. Dhonde
President, All India Federation
of Primary School Teachers
Association, Tapodhan V.P. Road
Bandra, Bombay
55. Shri B.P. Roy
K.E.H.S. School
P.O. Samastipur
Darbhanga (Bihar)
56. Shri P.R. Chauhan
Commissioner
Kendriya Vidyalaya Sangathan
Bahadur Shah Zafar Marg
New Delhi
57. Dr. B.D. Nagchaudhuri
Vice-Chancellor
Jawaharlal Nehru University
New Delhi
58. Secretary
N C.E.R.T. (Secretary)

A.2 Executive Committee

- (i) **President of the Council who shall be the ex-officio President of the Executive Committee**
 1. Prof. S. Nurul Hasan
Union Minister of
Education and Social
Welfare, Shastri Bhavan
New Delhi
- (ii) (a) **The Minister of State in the Ministry of Education and Social Welfare who shall be the ex-officio Vice-President of the Executive Committee**
 - 2.

- (b) A Deputy Minister in the Ministry of Education and Social Welfare nominated by the President, NCERT
- (c) Director of the Council
- (iii) Chairman of the University Grants Commission, Member ex-officio
- (iv) Four Educationists with known interest in school education (two of whom shall be school teachers) nominated by the President, NCERT
- (v) Joint Director of the Council
3. Prof. D.P. Yadav
Deputy Minister
Ministry of Education
and Social Welfare
Shastri Bhavan
New Delhi
4. Prof. Rais Ahmed
Director
National Council of
Educational Research
and Training
New Delhi
5. Prof. Satish Chandra
Chairman
University Grants
Commission
Bahadurshah Zafar Marg
New Delhi
6. Prof. M.V. Mathur
Director
National Staff College
for Educational Planners
and Administrators
New Delhi
7. Prof. S.V.C. Aiyar
No. 59, First Block East
Jayanagar
Bangalore-560011
8. Shri D.S. Narula
Principal
Kendriya Vidyalaya
Hathibarkala
Dehradun
9. Shri M.N. Kapur
Principal
Modern School
Barakhamba Road
New Delhi
10. Prof. S.K. Mitra
Joint Director
National Council of Educational
Research and Training
New Delhi

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| <p>(vi) Three members of the Faculty of the Council, of whom at least two shall be of the level of Professors and Head of Departments, nominated by the President of the Council</p> | <p>11. Prof. (Mrs.) Perin H. Mehta
 Head
 Department of Educational Psychology and Foundations of Education
 NCERT
 New Delhi</p> |
| | <p>12. Dr. G B. Kanungo
 Principal
 Regional College of Education
 Bhubaneswar</p> |
| | <p>13. Dr. G.S. Shrikantia
 Professor
 Library/Documentation Unit
 NCERT
 New Delhi</p> |
| <p>(vii) One representative of the Ministry of Education and Social Welfare ; and</p> | <p>14. Shri P.K. Umashankar
 Joint Secretary
 Ministry of Education and Social Welfare
 Shastri Bhavan
 New Delhi</p> |
| <p>(viii) One representative of the Ministry of Finance, who shall be the Financial Adviser of the Council</p> | <p>15. Mrs R M. Shroff
 Financial Adviser
 NCERT & Ministry of Education and Social Welfare
 New Delhi</p> |
| | <p>16. Smt. J. Anjani Dayanand
 Secretary
 NCERT <i>(Secretary)</i></p> |

A.3 Establishment Committee

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|---|---|
| <p>(i) The Director, NCERT</p> | <p>1. Prof. Rais Ahmed
 Director
 NCERT
 New Delhi <i>(Chairman)</i></p> |
| <p>(ii) The Joint Director, NCERT</p> | <p>2. Prof. S.K. Mitra
 Joint Director
 NCERT</p> |
| <p>(iii) A nominee of the Ministry of Education to be nominated by the President</p> | <p>3. Shri P.K. Umashankar
 Joint Secretary
 Ministry of Education and Social Welfare
 New Delhi</p> |

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| <p>(iv) Four educationists to be nominated by President of whom at least one is a scientist</p> | <p>4. Prof. B Venkataraman
Tata Institute of Fundamental Research
Homi Bhabha Road
Bombay-5</p> |
| | <p>5. Prof. M.V. Mathur
Director
National Staff College for Educational Planners and Administrators
New Delhi</p> |
| | <p>6. Prof. S.V C. Aiya
No. 59, Ist Block East, Jayanagar
Bangalore—560011</p> |
| | <p>7. Dr. Salamatullah
Principal
Teacher's College
Jamia Millia Islamia
Jamia Nagar
New Delhi</p> |
| <p>(v) One representative from the Regional Colleges of Education to be nominated by the President</p> | <p>8. Prof. G.B Kanungo
Principal
Regional College of Education
Bhubaneswar</p> |
| <p>(vi) One representative of the National Institute of Education, Delhi to be nominated by the President</p> | <p>9. Prof. (Mrs) Perin H. Mehta
Head, Department of Educational Psychology and Foundations of Education, NCERT
New Delhi</p> |
| <p>(vii) Financial Adviser, NCERT</p> | <p>10. Mrs R.M. Shroff
Financial Adviser, NCERT and Ministry of Education and S.W.
New Delhi</p> |
| <p>(viii) Secretary, NCERT</p> | <p>11. Smt. J. Anjani Dayanand
Secretary
NCERT
New Delhi (Member-Secretary)</p> |

A.4 Finance Committee

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| <p>1. Prof. Rais Ahmed
Director
National Council of Educational Research and Training
New Delhi (Chairman)</p> | <p>2. Shri P.K. Umashankar
Joint Secretary
Ministry of Education and Social Welfare
New Delhi</p> |
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| <p>3. Prof. M.V. Mathur
Director
National Staff College
for Educational Planners and
Administrators
New Delhi</p> <p>4. Shri M.N. Kapur
Principal</p> | <p>Modern School
Barakhamba Road
New Delhi</p> <p>5 Mrs. R.M. Shroff
Financial Adviser, NCERT
Room No. 48-A, Ground Floor
Gate No. 6, South Block
New Delhi</p> |
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A.5 Building and Works Committee

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| <p>1. Prof. Rais Ahmed
Director, NCERT
<i>(Chairman)</i></p> <p>2. Prof. S.K. Mitra
Joint Director
NCERT</p> <p>3. Shri S C Kapoor
Superintending Surveyor
of Works (I) C.P.W.D
Nirman Bhavan, New Delhi</p> <p>4. Shri Mehr Singh
A F A., Ministry of Finance (Works)
Nirman Bhavan, (IIIrd Floor)
New Delhi</p> <p>5. Shri K.M. Saxena
Senior Architect (C) I
C.P.W.D, Nirman Bhavan
New Delhi</p> <p>6. Mrs. R.M. Shroff
Financial Adviser, NCERT and
Ministry of Education and S W
New Delhi</p> | <p>7. Shri P.K. Umashankar
Joint Secretary
Ministry of Education and Social
Welfare
Shastri Bhavan
New Delhi</p> <p>8. Shri H.U. Bijlani
Chief Engineer
Municipal Corporation of Delhi
Delhi-6</p> <p>9. Shri I.C. Sanger
Addl. Chief Engineer (D)
Delhi Electric Supply Undertaking
Link House
New Delhi</p> <p>10. Shri M N Kapur
Principal
Modern School
New Delhi</p> <p>11. Smt. J. Anjani Dayanand <i>(Member-Secretary)</i>
Secretary, NCERT</p> |
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A.6 Programme Advisory Committee

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| <p>1. Prof. Rais Ahmed
Director
NCERT
<i>(Chairman)</i></p> <p>2. Dr. Shib K. Mitra
Joint Director
NCERT
<i>(Vice-Chairman)</i></p> <p>3. Prof. K. Kumaraswami Pillai
Head, Department of
Education, Annamalai University
Annamalai Nagar (Tamil Nadu)</p> | <p>4. Dr. K.P. Pandey
Dean, Faculty of Education and
Director of Correspondence Courses
Himachal Pradesh University
Simla (H.P.)</p> <p>5. Dr. V.K. Kothurkar
Head, Department of Experimental
Psychology
Poona University
Poona-7</p> |
|--|--|

6. Dr R B Mathur
Head, Department of Education
Lucknow University
Lucknow (U.P.)
7. Dr. V.B Teneja
Director
State Institute of Education
Gurgoan (Haryana)
8. Shri S K Sharma
Director
State Institute of Education
Udaipur, Rajasthan
9. Shri J.P. Vyas
Director
State Institute of Education
Jahangirabad, Bhopal (M.P.)
10. Prof B. Das
Director
State Institute of Education
Bhubaneswar (Orissa)
11. Shri K. Vankatasubramaniam
Director
State Institute of Education
6, Vaidyanathayen Street
Nungambakham (Madras)
12. Prof D.S Rawat
Head
Department of School Education
NCERT
13. Dr. L R.N. Srivastava
Reader
Department of School Education
NCERT
14. Prof A N. Bose
Head
Department of Education in Science
and Mathematics
NCERT
15. Prof. B Sharan
Professor
Department of Education in Science
and Mathematics
NCERT
16. Shri Anil Vidyalankar
Head
Department of Education in Social
Sciences and Humanities
NCERT
17. Prof B.S Parakh
Professor
Department of Education in Social
Sciences and Humanities
NCERT
18. Dr R.C. Das
Head
Department of Teacher Education
NCERT
19. Shri B.N. Pandey
Reader
Department of Teacher Education
NCERT
20. Dr. (Mrs) Poon H. Mehta
Head
Department of Educational
Psychology and Foundations of
Education
NCERT
21. Prof. C.K. Basu
Professor
Department of Educational Psychology
and Foundations of Education
NCERT
22. Mrs. Adarsh Khanna
Head
Department of Textbook
NCERT
23. Dr. K G Rastogi
Reader
Department of Textbooks
NCERT
24. Prof G S Shrikantia
Head
Department of Teaching Aids
10-B, Ring Road, New Delhi
25. Dr. Vikramjit Singh
Reader
Department of Teaching Aids
10-B, Ring Road, New Delhi

26. **Shri Jaipal Nangia**
Head
Publication Department
NCERT
27. **Miss K Wadia**
Editor
Publication Department
NCERT
28. **Prof. A N Bose**
Head
Workshop Department
NCERT
29. **Shri D.R. Dua**
Technical Officer
Workshop Department
N C.E.R.T
30. **Shri V N Wanchoo**
Principal
Regional College of Education
Ajmer
31. **Prof. P.N Dave**
Professor
Regional College of Education
Ajmer
32. **Dr. J.S. Rajput**
(Acting) Principal
Regional College of Education
Bhopal
33. **Shri S.C. Mathur**
Reader
Regional College of Education
Bhopal
34. **Prof. G.B. Kanungo**
Principal
Regional College of Education
Bhubaneswar
35. **Dr. (Mrs.) G.R. Ghosh**
Professor (Science)
Regional College of Education
Bhubaneswar
36. **Shri S.N. Saha**
Principal
Regional College of Education
Mysore
37. **Prof. A.K. Sharma**
Professor
Regional College of Education
Mysore
38. **Mrs Vijay Mulay**
Principal
Centre for Educational Technology
Sri Aurobindo Marg
New Deihi-110016
39. **Dr. (Mrs.) S. Shukla**
Professor
Centre for Educational Technology
Sri Aurobindo Marg
New Delhi-110016

APPENDIX B

*Outside Research Projects Supported by NCERT During
1975-76*

<i>S. No.</i>	<i>Title of the Project</i>	<i>Grant Released (in Rupees)</i>
1.	Study of Listening Comprehension in Gujarat of Pupils of Classes VIII-X (S.P. University, Vallabhvidyanagar)	10,000.00
2.	Identification of Job-Oriented Course for Hr. Sec. Institution (IIT, Kharagpur)	8,000.00
3.	Popularity and Attitude towards the Study of Sanskrit (University of Rajasthan, Jaipur)	7,000.00
4.	Publication of project report on Rural Local Government and Educational Administration (University of Rajasthan, Jaipur)	5,000.00
5.	Survey of Area Skills in Some Selected Districts of West Bengal (Calcutta University, Calcutta)	5,000.00
6.	Diagnosis of Language Error and a Programme of Remedial Teaching in Sanskrit (Institute of Higher Studies and Research, Jaipur)	12,500 00
7.	Teaching Bengali as a Second Language	14,200.00
8.	Further Expansion & Testing of Cognate Methods for Dravidian Language (University of Kerala, Trivandrum)	35,000.00
9.	Evaluation of Commerce Education up to Higher Secondary Level in Rajasthan (S.M.B Govt. College, Nathdwara)	5,100 00
10.	Publication of report on an Investigation into the Area, Type of Extent of Student Participation in the Governance of Teacher Training Institution (R.C Srivastava, CIE, Delhi).	500.00

11.	Graded Grammar in Dravidian for High School Class (University of Kerala, Trivandrum)	10,000 00
12.	Publication of Bibliography of Education of Women in India 1950-1975 (SNDT Women University, Bombay)	2,000 00
13	Women and Girls as Portrayed in English Textbooks Published by CIE, Hyderabad (International Women Conference, New Delhi)	5,150 00
14.	Diagnosis of Language Error and Remedial Teaching in Hindi (Banasthali Vidyapith, Rajasthan)	10,000.00
15.	Investigation of Non-formal Science Education and Development of Inexpensive Resource Material (Indian Association of Extracurricular Activities, Calcutta)	20,000 00
16.	A Study of Effectiveness of Some Important Measures adopted for Increasing Enrolment and Attendance in Primary Schools of Rajasthan (SIE, Udaipur)	6,000.00
17	An Analysis of Common Error and Shortcoming in the Answer-script of Candidates offering General English, General Science and Mathematics (Rajasthan Board of Secondary Education, Ajmer)	7,148.00
18.	Attitude of the Parents and Students of Aurangabad to the Acquisition of English (Govt. Arts and Science College, Aurangabad)	3,000 00
19.	Development of Effective Teaching Methods for School Subjects—A Statistical Investigation (Calcutta University, Calcutta)	5,000 00
	Total	1,72,598.00

APPENDIX C

Grants Given by the Council to Professional Educational Organisations During 1975-76

<i>S. No.</i>	<i>Professional Organisation</i>	<i>Amount (in Rupees)</i>
1.	Indian Institute of Children Films, Calcutta	7,000.00
2	Indian Association for Pre-school Education, New Delhi	4,000 00
3	English Language Teachers' Association, Madras	4,000.00
4.	All India Science Teachers Association, New Delhi	8,225.00
5.	Association for Geography Teachers of India, New Delhi	5,000.00
6.	Association of Programmed Learning, New Delhi	4,500 00
7.	Association for Promotion of Science Education, Madras	3,500 00
8.	Indian Association of Teacher Educators	7,000 00
9	Indian Physics Association, Bombay	3,000.00
10.	Bangiya Bijnan Parishad, Calcutta	3,000.00
11	All India Federation of Educational Association, Kanpur	5,000 00
Total		54,225.00

APPENDIX D

Participation in International Seminars and Exchange Programmes

(a) Deputation of Council Officers Abroad under Bilateral Cultural Exchange Programme

1. Shri H.S. Srivastava, Head, Examination Reform Unit, visited Hungary from September 25 to October 17, 1975 for studying the programmes of Educational Evaluation in Hungary under the Indo-Hungarian Cultural Exchange Programme.

2. Shri S.C. Chaudhuri, Reader, Work-Experience and Vocationalization of Education Unit, visited Hungary from September 25 to October 17, 1975 for studying the programmes of Work-Experience at primary stage

3. Dr. S.N. Dutta, Reader in the Department of Education in Science and Mathematics and Mrs. Adrash Khanna, Head, Department of Textbooks, visited USSR from January 23 to February 4, 1976 to study the Curriculum Development Programme at the secondary school stage in USSR under the Indo-USSR Cultural Exchange Programme.

4. Shri R.R. Sharma, Reader in the Centre for Educational Technology, visited USSR for Observation-cum-Study tour in the field of Production of Films in science from January 23 to February 4, 1976

5. Dr. P.N. Dave, Professor of Education in the Regional College of Education, Ajmer visited USSR for Observation-cum-Study tour in the field of Teacher Education with particular reference to Work-Experience, from January 23 to February 4, 1976.

6. Dr. K.G. Rastogi, Reader in the Department of Textbooks visited USSR for Observation-cum-Study tour in the field of Language Teaching and Learning for a period from Jan. 23 to Feb. 4, 1976.

7. Kumari Indira Malani, Reader in the Department of Educational Psychology and Foundations of Education visited USSR for Observation-cum-Study tour in the field of Pre-school Education and Child Development from Jan. 23 to Feb. 4, 1976.

8. Dr. B.R. Goyal, Lecturer in the Department of School Education, visited USSR for Observation-cum-Study tour in the field of Primary Education from January 23 to Feb. 4, 1976.

9. Dr. A.N. Sharma, Professor in the Examination Research Unit, visited USSR for Observation-cum-Study tour in the field of Vocational Course Organisation from January 23 to Feb. 4, 1976.

10. Shri J.N. Bajpayee, Reader in the Regional College of Education, Bhubaneswar and Dr. S.A. Hussain, Lecturer in the Regional College of Education, Bhopal

visited Iran for studying the Vocational and Technical Programmes of Iran from Feb. 18 to March 3, 1976.

11 M/S Geerhard, Director-General, Ministry of Education, G.D.R., G. Dietrich, Professor and former Head of the Physics Department, Extended Secondary School, Halle, G.D.R. and G Struve, Director, Extended Higher Secondary School, Ouerback, GDR visited the Council for organizing an Exhibition on Educational System in GDR from 6-15 October, 1975.

(b) Training Programmes for Foreign Nationals

(i) A special training course for thirty Afghan Primary School Teachers was organised by the Council from Feb. 13 to March 31, 1976. The programme was conducted under the I.T.E C. programme of the Ministry of External Affairs.

(ii) A training course in Primary Teachers' Education for four primary school teachers from the Republics of Maldives was organised at the Regional College of Education, Mysore for a period of 10 months.

(iii) A training programme for M/s S.M. Toyon, A.O. Ranmani and M.H. Ibrahim of Afghanistan in the areas of Chemistry and Biology was organised by the Council from Sept. 29, 1975 to March/April 1, 1976.

(c) Deputation of Council's Officers Abroad for Advanced Training

(i) Prof. M.M.S. Arora, Professor in Mathematics in the Department of Education in Science and Mathematics was deputed to UK for training in teaching of new mathematics under the Commonwealth Education Fellowship Scheme for a period of three months.

(ii) Dr. N. Vaidya, Reader in the Regional College of Education, Bhopal, was deputed to UK for training in Science Teaching under the Commonwealth Education fellowship scheme for a period of three months.

(iii) Dr L.C. Singh, Reader in the Department of Teacher Education was deputed to UK for training in Programmed Learning Teacher Education under the Commonwealth Education Fellowship Scheme for a period of three months.

(iv) Shri K.J. Khurana, Reader in the Department of Education in Science and Mathematics was deputed to UK in the field of Environmental Studies under the Commonwealth Education Fellowship Scheme for a period of three months.

(v) Shri R.P. Saxena Lecturer in the R.C.E., Bhopal was deputed to UK for training in the Teaching of English under the Commonwealth Education Fellowship Scheme for a period of three months.

(vi) Prof. H.N. Pandit, Head, Policy Planning and Evaluation Unit of the Council was deputed for advanced training at the International Institute for Educational Planning, Paris from Oct 1, 1975 to May 31, 1976.

(vii) Shri S.P. Mullick, Lecturer, in the DEPFE was deputed to UK for advanced training in the fields of Programmed Learning under the Commonwealth Education Fellowship Scheme.

(viii) Shri Ved Ratna, Reader, in the CET was deputed to UK for advanced training under the Commonwealth Education Fellowship Scheme in the field of Educational Technology.

(d) Deputation of Council's Officers Abroad for Participation in International Seminars/Workshops/Conferences

(i) Prof. Rais Ahmed, Director, participated in the Commonwealth Conference

on Materials for Learning and Teaching held at Wellington, New Zealand from Sept. 29, 1975 to Oct 3, 1975 He also attended the Commonwealth Educational Broadcasting Conference held in Sydney, Australia from Oct. 7 to 16, 1975.

(ii) Prof. Rais Ahmed, Director, also visited Sri Lanka from Sept., 1 to 13, 1975 for advising the Govt. of Sri Lanka on the ways of increasing the utilization of Science laboratories in the University of Sri Lanka

(iii) Prof. H.N Pandit, Head, Policy Planning and Evaluation Unit of the Council was deputed to UK under the Visitors Programme of the British Council from May 31, 1976 to June 12, 1976

(iv) Prof H.N. Pandit, Head. Policy Planning and Evaluation Unit of the Council was deputed to attend the International Meeting of Experts to study the question of democratization and self management in the field of education organised at Beograds, Yugoslavia from June 10 to 13, 1975.

(v) Dr. R.P. Kathuria, Lecturer in the RCE, Bhopal, attended the Group Training Course in Population Education at Bangkok from July 14 to August 15, 1975.

(vi) Dr. (Mrs. Rajalakshmi Muralidharan, Reader, in the DEPFE, was deputed for participating in the Unesco meeting of Experts on Pre-school Education as the first phase of life-long education held in Paris from Jan 5 to 9, 1976 She also visited UK from Jan. 12 to 24, 1976 under the British Council Visitors Programme to observe the British Nursery Schools and the London Institute of Child Development.

(vii) Shri Suresh Chand, Asstt. Production Officer in the Pub. Deptt. was deputed to attend the Eighth Training Course on Book Production in Asia organised in Tokyo from Sept. 9 to Oct. 9, 1975 by the Japanese National Commission for Unesco.

(viii) Prof Shib K. Mitra Joint Director, was deputed by the Government of India to attend the Programme for Secondary School Curriculum Development under the Vth Annual U N Triangular Fellowship Programme organised at U.N Headquarters, New York from Oct. 27 to Nov. 21, 1975.

(ix) Shri N K Sanyal, Reader, participated in the Preparatory Group Meeting on Science Education convened by the Asian Centre for Educational Innovation for Development (ACEID) at Seoul, Republic of Korea from July 7-12, 1975.

(x) Shri R N. Rath, Lecturer in the Regional College of Education, Bhubaneswar was deputed to attend the Regional Field Operational Seminar on Curriculum Development in Asia organised in Tokyo from Sept 19 to Oct 17, 1975.

(xi) Shri C.N. Rao, Chief Production Officer, in the Publication Department was deputed to attend the Regional Seminar on Planning, Production and Distribution of Books for Children Organised at Kuala Lumpur, Malaysia from Dec. 8-13, 1975.

(xii) Dr. B.D Atreya, Reader in the DESM attended the Technical Working Group Meeting on Co-operative Development and Production of Exemplar Modules on Science Education held in Quezon City, Philippines from Nov. 26 to Dec 11, 1975.

(xiii) Prof. Shib K. Mitra, Joint Director participated in the Unesco Third Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (APEID) in Bangkok from Jan 15 to 24, 1976.

(xiv) Dr. S. Prasad, Lecturer in the DSE was deputed to attend a 3-week Seminar on Schools in Community Education organised by the British Council, London w.e.f. March 1, 1976.

(xv) Prof. Rais Ahmed, Director and Dr. V R. Rao, Reader in Physics in the RCE, Mysore, participated in the International Conference on Physics Education at Edinburg, Scotland from July 29 to Sept. 6, 1975.

(xvi) Shri S.C. Jain, PGT in the DESM participated in an International Congress on the Improvement of Biology Education at Upsala, Sweden from Sept. 8-12, 1975. He also attended the meeting of International Advisory Group in Biology on Sept. 13 and 14, 1975.

e. Council's Officers Who Went Abroad on Special Assignments

(i) The following officers were deputed to assist the Govt of Bhutan in their in-service training programme in the areas indicated against each of them :

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|---------------------------------------|--------------------|
| 1. Dr. B. Deokinandan, Reader, DESM | Modern Mathematics |
| 2. Sh K.J. Khurana, Reader, DESM | General Science |
| 3. Miss I. Kulshrestha, Lecturer, DTB | English |
| 4. Shri D N. Gaiind, Reader, DESSH | History |
| 5. Shri G. Baderia, Reader, DESM | Mathematics |
| 6. Prof. B.S. Parakh, DESSH | Geography |

(ii) Shri G.S. Baderia, Reader in Mathematics in the DESM proceeded to Kenya Institute of Education, Kenya as Prof. of Mathematics Education.

f. Visitors to the Council from Abroad

(i) Miss Betoal Alkhayali, Director of Laboratories and Miss Rafice A. Mukhulis, Scientific Research in the Ministry of Education, Republic of Iraq visited the NCERT for a period of two weeks w.e.f April 27, 1975 to study the local production of laboratory science equipment in India.

(ii) A team of three senior staff members from the Faculty of Education, Chiangmai University, Thailand visited the NCERT from April 14 to 19, 1975 to study innovations and developments relating to teacher education, curriculum development, programme evaluation and instructional technology in India.

(iii) Shri R.D. Ramdoyal, Associate Professor in the Institute of Education, Reduit, Mauritius visited the NCERT from Sept. 15-30, 1975 on a Unesco fellowship for studies in the field of Curriculum Research and Development.

(iv) Dr. John I. Goodlad, Dean, Graduate School of Education, University of California visited NCERT on 12 June, 1975.

(v) A visit to the various Associated Centres and Curriculum Projects in India was arranged by the Council for a 5-member Nepalese team from August 11 to 16, from 1975.

(vi) A six-member Indonesian team was in the NCERT on an Observation-cum-Study tour to study the skill training programmes in secondary education in India Sept. 27 to 29, 1975.

(vii) A six-member Soviet delegation visited NCERT on Nov. 28, 1975.

(viii) The Council organised visit to Indian Centres of Audiovisual Education for Mr. Md. Akbar Shalizi, Incharge. A.V. Education Department, Ministry of Information and Culture, Afghanistan from March 22 to 28, 1976.

(ix) Prof. Marx of Hungarian Academy of Sciences visited the Council on March 19, 1976.

(x) Dr. James Rushtom of the University of Manchestor (UK) visited the Council on 19th January, 1976.

(xi) Prof. R.C. Honeybone, Head of the Department, University of London visited the Council on 12th March, 1976.

(xii) General Sjarif Thajeb, Education Minister of Indonesia visited the Council on 27th January, 1976.

APPENDIX E

Publications Brought out by the Council during 1975-76 (R.P. indicates reprint)

1. English Textbooks

1. Let's Learn English Book I (S.S) (R.P)
2. Let's Learn English Book II(S.S) R.P)
3. English Reader Book II (S S) (R.P)
4. English Reader Book I (S S) (R.P)
5. English Reader Book IV (S.S) (R.P)

2. Science Textbooks

1. Chemistry Part I (R.P)
2. Science is Doing Book IV (R P)
3. Chemistry for Secondary Schools (10+2)
4. Life Sciences for Secondary Schools (10+2)
5. Rasayan Vigyan for Secondary Schools (10+2)
6. Bhautiki for Secondary Schools (10+2)
7. Chemistry Part II for Higher Secondary Schools (R P)
8. Jeev Vigyan for Secondary Schools (10+2)
9. Physics for Secondary Schools (10+2)
10. Bhautiki Part II (R.P)
11. Boilogy Section IV-V (R P)
12. Biology Section VI-VII (R.P)
13. Biology Section II (R.P)
14. Physics Part I (R.P)
15. Science is Doing Class III (R P)
16. Vigyan Aao Karke Seekhen Part III (R.P)
17. Vigyan Aao Karke Seekhen IV (R.P)
18. Biology Part III (R.P)
19. Chemistry Part III for Secondary Schools

3. Mathematics Textbooks

1. Insight into Mathematics Book III (R.P)
2. Geometry Part I (R.P)
3. Mathematics Part I for Secondary Schools (10+2)
4. Ganit Part I Secondary Schools (10+2)
5. Insight into Mathematics Book V
6. Geometry Part I (Urdu)
7. Ankganit-Beejganit Part I (R P)
8. Rekhaganit Part II (R.P)

9. Ankanit-Beejanit Part III (R.P)
 10. Arithmetic-Algebra Part I (R.P)
 11. Insight into Mathematics IV (R.P)
 12. Insight into Mathematics Book III (R.P)
 13. Geometry Part I (R.P)
- 4. Social Sciences**
1. Shasan Aur Samvidhan (R.P)
 2. Madhya Kalin Bharat (R.P)
 3. Africa and Asia (R.P)
 4. Modern India : A Textbook for Middle Schools (R.P)
 5. Prachin Bharat (R.P)
 6. History of Mankind (10+2 pattern)
 7. India on the Move (10+2)
 8. Bharat Vikas Ki Oar (10+2)
 9. Our Country India Part II (R.P)
 10. Manav Samaj Ka Itihas (10+2)
 11. Ancient India (R.P)
 12. Hamara Desh Bharat Part II (R.P)
 13. Mukami Hukumat (Urdu)
 14. Swatantra Bharat (R.P)
 15. Samajik Adhyan Part I for Higher Secondary Schools
 16. Africa and Asia (R.P)
- 5. Hindi Textbooks**
1. Kavya Bharati (R.P)
 2. Gadhya Bharati (R.P)
 3. Rani Madan Amar (R.P)
 4. Aao Ham Padhen (Reader II) (R.P)
 5. Aao Padhen Aur Seekhen (R.P)
 6. Chalo Pathshala Chalen (R.P)
 7. Rani Madan Amar (R.P)
 8. Gadhya Bharati (R.P)
- 6. English Workbooks**
1. Workbook to Let's Learn English Book II (R.P)
 2. Workbook to Let's Learn English Book III (S.S) (R.P)
 3. Workbook to Let's Learn English Book I (R.P.)
- 7. English Teachers' Guides**
1. Teachers' Guide to English Reader Book I (S.S)
 2. Teachers' Guide to Let's Learn English Book I (R.P)
 3. Teachers' Guide for English Reader Book III (G.S.)
- 8. Hindi Workbooks**
1. Workbook to Aao Padhen Aur Khojen (R.P)
 2. Workbook to Hindi Reader III (R.P)
 3. Workbook to Hindi Reader II (R.P)
 4. Meri Sulekh Pustika Part I (R.P)
 5. Meri Sulekh Pustika Part II (R.P)
 6. Meri Sulekh Pustika Part III (R.P)
- 9. Supplementary Readers**
1. The Romance of the Newspaper (Romance Series)

2. Meri Aap Beeti (Urdu) (National Integration Series)
3. Marine Plants (Science Series)
4. Life and Work of Meghnad Saha (Urdu) (Science Series)
5. Man Made Forests (Science Series)
6. About Sailing (Science Series)
7. Bharat Ki Kathayan (R.P)
8. Amir Khusro (Urdu)
9. Amir Khusro (Hindi)

10. Reports, Research Monographs and Other Publications

1. Curriculum for the Ten-Year School (R.P)
2. Field Studies in Sociology of Education—Report on Orissa
3. Annual Report 1973-74
4. NCERT Research Schemes
5. Lekha Pariksha Report 1971-72
6. The Changing Occupational Pattern
7. Teaching Units in Civics for Middle Stage Vol. VII
8. Varshik Report 1973-74
9. Measurement of Intelligence among Adult Indians
10. Folder on Seminar Readings Programme
11. Pressure on Access to Secondary Education and Choice of School Subjects
12. Report on National Seminar on Nutrition Education
13. Teaching Units for Middle School Geography Vol. VII
14. Indian Education in 2001
15. Field Studies in the Sociology of Education—The Report of Punjab
16. Third All India Educational Survey
17. Curriculum for the Ten-Year School (R.P)
18. Effective Teaching of History in India
19. Papers in the Sociology of Education in India (R.P)
20. Sociometry—A Handbook for Teachers and Counsellors
21. Measurement of Intelligence among Adult Indians (Revised)
22. Education for Personality Development
23. Cleanliness Programme in Schools
24. Improving Civics Teaching—A Handbook for Sec School Teachers
25. Audit Report 1972-73
26. National Science Exhibition for Children 1975
27. Rules and Regulations for Disbursement of NSTS Scholarships
28. NCERT Price List
29. NCERT Folder
30. Educational Wastage at the Primary Level

11. Journals

1. *Journal of Indian Education*
May, July, Nov., 1975, Jan and March 76
2. *N.I.E. Journal*
November 74, July 75.
3. *Indian Educational Review*
Jan, July, 74, Jan. 75
4. *NCERT Newsletter*
Feb., March, April, July, September, October, November, December, 75,
February 76.