

# **N C E R T**

**Annual Report  
2007-08**

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**राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्**  
**NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING**

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## Foreword

This *Annual Report* covers the third and the final phase of NCERT's Textbook Development Programme initiated in the wake of the National Curriculum Framework (NCF)-2005. In this final phase, textbooks for Classes V and VIII were developed. The new textual material has been warmly received in all parts of the country, and several States have decided to utilise the new textbooks at different stages of school education. Even though the three-phase programme to produce new textbooks in the mainstream subjects has now been completed, NCERT's attempt to widen the scope of options available for students of Classes XI and XII continues. In the context of this goal, new syllabi and textbooks in Heritage Crafts, Creative Writing and Translation, Computers and Communication Technology and Graphic Design were initiated. In the area of health and physical education, a full-fledged syllabus, which reflects the main concern of NCF for linking children's everyday life with learning at school, has now been approved by the National Monitoring Committee.

The ambitious task of revamping the syllabi in all subjects and the preparation of new kind of textual material having been completed, the focus is now shifting towards improving methods of evaluation and teacher training. The Department of Elementary Education (DEE) undertook a programme to develop a source book for assessment in the primary classes (which marks a major shift from the earlier approach structured around minimum levels of learning). Field trial of this source book was carried out in ten States. Apart from the conventional subjects like mathematics, environmental studies, and languages, the new source book covers the neglected area of art as well, and in future it will also cover the assessment of health education. In the context of training, a major programme to revamp the syllabi of teacher education courses given at the Regional Institutes of Education (RIEs) was initiated by the Department of Teacher Education and Extension (DTEE) in collaboration with all RIEs. NCERT's attempt to fully utilise the facility offered by EDUSAT to reach out to teachers and teacher educators in all parts of the country continued during the year covered by this *Annual Report*. Our workshop started the revision and redesigning of its science kits in the light of the new syllabi and textbooks.

Interaction with the States on the implementation of NCF remained a priority area for the Curriculum Group which ran a training programme to create a resource team capable of providing guidance to the States on all aspects of NCF. A major programme for capacity-building in all the North-Eastern States for science and mathematics education was pursued by the Department of Education in Science and Mathematics (DESM) and NERIE, Shillong. RIE, Mysore organised a conference in the memory of R.K. Narayan whose intervention in the Rajya Sabha had inspired new policy initiatives to resolve the problem of curricular burden on children. RIE, Bhopal organised a national conference on the constructivist perspective in curriculum development and teaching. A conference

of rural teachers was organised by RIE, Ajmer, which also collaborated with the Government of Rajasthan for upgrading the pedagogic skills of *Shiksha Karmis*.

NCERT's pivotal role in the SSA made significant progress during 2007-08. Our quality monitoring tools (developed by DEE) and assessment surveys (carried out by DEME) are now regarded as key inputs in SSA. A new dimension was added by the activities of the Reading Development Cell (RDC) which focuses on the pedagogy of reading and innovative reading material for Classes I and II. A similar project has now been mooted in the context of mathematics education in the early primary classes by DESM. Details of these activities are given in this *Annual Report*, in addition to NCERT's on-going programmes in the pursuit of equity and justice in the context of the education of girls and minorities, the scheduled castes and the scheduled tribes and children with special needs.

NCERT is now pursuing a wide range of ideas and insights provided by NCF for drawing up its research agenda. One aspect of this agenda is to identify and nurture young scholars through a doctoral fellowship. Another is to disseminate as widely as possible the research findings of various projects through NCERT's journals and magazines, all of which have greatly expanded their list of subscribers. Interest in NCERT's activities in other countries has greatly increased. On the occasion of India's 60th Independence Day, NCERT's new political science textbook figured in a front page news story of the *New York Times* under the title, "India at 60, a new way to teach is born". NCERT's direct contribution to capacity-building for innovation in India's neighbourhood has increased. A major example of this work was a lengthy programme to assist Afghanistan to develop a curriculum for teacher education. Another activity which marks the expansion of NCERT's international presence is the preparation of material for an online diploma course in guidance and counselling. This programme which has been developed in collaboration with the Commonwealth of Learning is now ready for full scale operationalisation by the Department of Educational Psychology and Foundations of Education (DEPFE).

These are among the highlights of our *Annual Report* for 2007-08. We hope the report will generate interest among policy makers and scholars in all aspects of NCERT's vast mandate.

New Delhi  
October 2008

KRISHNA KUMAR  
*Director*  
National Council of Educational  
Research and Training

## Abbreviations

<b>AC</b>	Academic Committee
<b>ADEPTS</b>	Advancement of Educational Performance Through teacher Support
<b>AEES</b>	Atomic Energy Education Society
<b>AEP</b>	Adolescence Education Programme
<b>AHM</b>	Assistant Head Master
<b>AICTE</b>	All India Council for Technical Education
<b>AIIMS</b>	All India Institute of Medical Sciences
<b>AIR</b>	All India Radio
<b>AISES</b>	All India School Educational Survey
<b>APCEIU</b>	Asia-Pacific Centre of Education for International Understanding
<b>APEID</b>	Asia and the Pacific Programme for Educational Innovation for Development
<b>APERA</b>	Asia Pacific Educational Research Association
<b>APSSA</b>	Andhra Pradesh Sarva Shiksha Abhiyan
<b>APSWRIE</b>	Andhra Pradesh Social Welfare Residential Education Institution
<b>ASC</b>	Academic Staff College
<b>ASCD</b>	Association for Supervision – Curriculum Development
<b>ATC</b>	Annual Training Camp
<b>AVI</b>	Academic Vocational Institutes
<b>AWWA</b>	Army Wives Welfare Association
<b>B.A.B.Ed.</b>	Bachelor of Arts and Bachelor of Education
<b>B.Ed.</b>	Bachelor of Education
<b>BPL</b>	Below Poverty Line
<b>BRC</b>	Block Resource Center
<b>BRCC</b>	Block Resource Centre Coordinator
<b>B.Sc. B.Ed.</b>	Bachelor of Science & Bachelor of Education
<b>B.Sc.Ed.</b>	Bachelor of Science Education
<b>CABE</b>	Central Advisory Board of Education
<b>CAI</b>	Computer Aided Instruction
<b>CAL</b>	Computer Assisted Learning
<b>CAPE</b>	Comprehensive Access to Primary Education
<b>CASE</b>	Centre for Advance Studies in Education
<b>CBSE</b>	Central Board of Secondary Education
<b>CBTL</b>	Competency Based Teaching Learning
<b>CCE</b>	Continuous and Comprehensive Evaluation
<b>CCRT</b>	Centre for Cultural Resources and Training
<b>CEDAW</b>	Convention on Elimination of Discrimination against Women
<b>CFTRI</b>	Central Food Technological Research Institute
<b>CIE</b>	Central Institute of Education
<b>CIET</b>	Central Institute of Educational Technology

<b>CIIL</b>	Central Institute of Indian Languages
<b>CITL</b>	Centre for Information Technology Leadership
<b>CG</b>	Curriculum Group
<b>CLASS</b>	Computer Literacy and Studies in Schools
<b>CLIP</b>	Children Language Improvement Programme
<b>CLS</b>	Certificate in Library Science
<b>COBSE</b>	Council of Boards of School Education
<b>CoL</b>	Commonwealth of Learning
<b>CRC</b>	Cluster Resource Centre
<b>CSP</b>	Centrally Sponsored Programme
<b>CSTT</b>	Commission of Scientific and Technological Terminology
<b>CTE</b>	College of Teacher Education
<b>CTY</b>	Catch Them Young
<b>DAB</b>	Departmental Advisory Board
<b>DACEP</b>	Developmental Activities in Community Education and Participation
<b>DAV</b>	Dayanand Aryasamaj Vedic
<b>DCETA</b>	Department of Computer Education and Technological Aids
<b>DD</b>	Doordarshan
<b>DEAA</b>	Department of Education in Arts and Aesthetics
<b>DEC-NCTE</b>	Distance Education Council-National Council of Teacher Education
<b>DEE</b>	Department of Elementary Education
<b>DEGSN</b>	Department of Education of Groups with Special Needs
<b>DELNET</b>	Developing Library Network
<b>DEME</b>	Department of Educational Measurement and Evaluation
<b>DEO</b>	District Education Officer
<b>DEPFE</b>	Department of Educational Psychology and Foundations of Education
<b>DEP-SSA</b>	District Education Programme – Sarva Shiksha Abhiyan
<b>DERPP</b>	Department of Educational Research and Policy Perspectives
<b>DES&amp;DP</b>	Department of Educational Surveys and Data Processing
<b>DESM</b>	Department of Education in Science and Mathematics
<b>DESSH</b>	Department of Education in Social Sciences and Humanities
<b>DIET</b>	District Institute of Education and Training
<b>DoL</b>	Department of Languages
<b>DLA</b>	Delhi Library Association
<b>DLDI</b>	Division of Library, Documentation and Information
<b>DMM</b>	Disaster Management and Mitigation
<b>DMS</b>	Demonstration Multipurpose School
<b>DPEP</b>	District Primary Education Programme
<b>DST</b>	Department of Science and Technology
<b>DTEE</b>	Department of Teacher Education and Extension
<b>DTERT</b>	Directorate of Teacher Education Research and Training
<b>DWS</b>	Department of Women’s Studies
<b>ECCE</b>	Early Childhood Care and Education
<b>ECCE-CML</b>	Early Childhood Care and Education–Children Media Laboratory
<b>ECE</b>	Early Childhood Education
<b>EDUSAT</b>	Educational Satellite
<b>EE</b>	Environmental Education

<b>EGS &amp; AIE</b>	Education Guarantee Scheme and Alternative Innovative Education
<b>ELT</b>	English Language Teaching
<b>ET</b>	Educational Technology
<b>ETV</b>	Educational Television
<b>EVS</b>	Environmental Studies
<b>FAS</b>	Foundation for Advancement of Science
<b>FEMS</b>	Federation of European Microbiological Societies
<b>FOSSILS</b>	Folklore Society of South Indian Languages
<b>FYP</b>	Five Year Plan
<b>GIS</b>	Geographic Information System
<b>GOI</b>	Government of India
<b>GTZ</b>	German Technical Corporation
<b>HBU</b>	Hari Bhau Upadhyaya
<b>HIPA</b>	Haryana Institute of Public Administration
<b>HM</b>	Head Master
<b>IAB</b>	Institute's Advisory Board
<b>IAPT</b>	Indian Association for Physics Teachers
<b>IASE</b>	Institute of Advanced Studies in Education
<b>IASRI</b>	Indian Agricultural Statistics Research Institute
<b>IATE</b>	Indian Association for Teacher Educators
<b>ICDS</b>	Integrated Child Development Services
<b>ICRN</b>	International Cultural Research Network
<b>ICSE</b>	Indian Council of Secondary Education
<b>ICSSR</b>	Indian Council for Social Science Research
<b>ICT</b>	Information and Communication Technology
<b>IEA</b>	Indian Educational Abstracts
<b>IEA-Comp Ed</b>	International Association for the Evaluation of Educational Achievement Computers in Education
<b>IGNOU</b>	Indira Gandhi National Open University
<b>IGPRS</b>	Indira Gandhi Panchayati Raj Sansthan
<b>IIAS</b>	Indian Institute of Advanced Study, Shimla
<b>IIC</b>	India International Centre
<b>IIE</b>	Indian Institute of Education
<b>IIPA</b>	Indian Institute of Public Administrators
<b>IIT</b>	Indian Institute of Technology
<b>ILO</b>	International Labour Organisation
<b>IMR</b>	Infant Mortality Rate
<b>INC</b>	Indian National Commission for Cooperation with UNESCO
<b>INDEM</b>	Inter Demonstration Schools Meet
<b>IRD</b>	International Relations Division
<b>ISK</b>	Integrated Science Kit
<b>ISRO</b>	Indian Space Research Organization
<b>IT</b>	Information Technology
<b>ITI</b>	Industrial Training Institute
<b>JIE</b>	Journal of Indian Education
<b>JMI</b>	Jamia Millia Islamia
<b>JNNSEC</b>	Jawaharlal Nehru National Science Exhibition for Children
<b>JNU</b>	Jawaharlal Nehru University
<b>JNV</b>	Jawahar Navodaya Vidyalaya



<b>JRM</b>	Joint Review Mission
<b>JVE</b>	Journal of Value Education
<b>KIKS</b>	Kuvempu Institute of Kannada Studies
<b>KRP</b>	Key Resource Person
<b>KV</b>	Kendriya Vidyalaya
<b>KVS</b>	Kendriya Vidyalaya Sangathan
<b>M.A.M.Ed.</b>	Master of Arts and Master of Education
<b>MANIT</b>	Moulana Azad National Institute of Technology
<b>MAS</b>	Mid-term Achievement Survey
<b>MAT</b>	Mental Ability Test
<b>MAYA</b>	Movement for Alternatives and Youth Awareness
<b>MC</b>	Managing Committee
<b>MDS</b>	Maharshi Dayanand Saraswati
<b>M.Ed.</b>	Master of Education
<b>MGLC</b>	Multi Grade Learning Centre
<b>MHRD</b>	Ministry of Human Resource Development
<b>MIL</b>	Modern Indian Language
<b>MIT</b>	Massachusetts Institute of Technology
<b>MoU</b>	Memorandum of Understanding
<b>MS</b>	Maharaja Sayajirao
<b>MSCERT</b>	Maharashtra State Council of Education Research and Training
<b>M.Sc.M.Ed.</b>	Master of Science and Master of Education
<b>MTK</b>	Mini Tools Kit
<b>NASSOM</b>	National Association of Software and Service Companies
<b>NBT</b>	National Book Trust
<b>NCC</b>	National Cadet Corps
<b>NCERT</b>	National Council of Educational Research and Training
<b>NCF</b>	National Curriculum Framework
<b>NCOE</b>	National Colleges of Education, Sri Lanka
<b>NCR</b>	National Capital Region
<b>NCT</b>	National Capital Territory
<b>NCTE</b>	National Council for Teacher Education
<b>NDG</b>	National Development Group
<b>NDU</b>	National Documentation Unit
<b>NEC</b>	North-East Council
<b>NEHU</b>	North-Eastern Hill University
<b>NER</b>	North-Eastern Region
<b>NE-RIE</b>	North-East Regional Institute of Education
<b>NGO</b>	Non-Governmental Organisation
<b>NHRC</b>	National Human Rights Commission
<b>NIAR</b>	National Institute of Administrative Research, Mussorie
<b>NIC</b>	National Informatics Centre
<b>NIE</b>	National Institute of Education
<b>NIOS</b>	National Institute of Open Schooling
<b>NIRD</b>	National Institute of Rural Development
<b>NITTTR</b>	National Institute of Technical Teachers Training and Research
<b>NLEPT</b>	National Library of Educational and Psychological Tests
<b>NPE</b>	National Policy on Education
<b>NPEP</b>	National Population Education Project
<b>NRCVE</b>	National Resource Centre for Value Education

<b>NRCE</b>	National Resource Centre of Education
<b>NRDC</b>	National Research Development Corporation
<b>NRG</b>	National Resource Group
<b>NSS</b>	National Service Scheme
<b>NTS</b>	National Talent Search
<b>NUEPA</b>	National University of Educational Planning and Administration
<b>NVS</b>	Navodaya Vidyalaya Samiti
<b>OB</b>	Operation Blackboard
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>OLPC</b>	One Laptop Per Child
<b>OSAC</b>	Open School Association for Commonwealth
<b>PAC</b>	Programme Advisory Committee
<b>PATA</b>	Performance Appraisal Teacher Accountability
<b>PCPSA</b>	Portfolio Committee of Public Administration
<b>PD</b>	Publication Department
<b>PECR</b>	Primary Education Curriculum Renewal
<b>PES</b>	Post-Enumeration Survey
<b>PGDGC</b>	Post Graduate Diploma in Guidance and Counselling
<b>PGT</b>	Post Graduate Teacher
<b>Ph.D</b>	Doctor of Philosophy
<b>PMOST</b>	Programme of Mass Orientation of School Teachers
<b>POA</b>	Programme of Action
<b>POPDOC</b>	Population Education Documentation Centre
<b>PPMED</b>	Planning Programming Monitoring and Evaluation Division
<b>PPP</b>	Public Private Partnership
<b>PRI</b>	Panchayat Raj Institution
<b>PSSCIVE</b>	Pandit Sunderlal Sharma Central Institute of Vocational Education
<b>PWD</b>	Persons with Disabilities
<b>QIS</b>	Quality Improvement in Schools
<b>QMF</b>	Quality Monitoring Format
<b>RCI</b>	Rehabilitation Council of India
<b>R&amp;D</b>	Research and Development
<b>RDAT</b>	Regional Directorate of Apprentice Training
<b>RIE</b>	Regional Institute of Education
<b>RPDC</b>	Regional Production-cum-Distribution Centre
<b>SAARC</b>	South Asian Association for Regional Cooperation
<b>SAT</b>	Scholastic Aptitude Test
<b>SC</b>	Scheduled Castes
<b>SCC</b>	State Coordination Committee
<b>SCERT</b>	State Council of Educational Research and Training
<b>SCF</b>	State Curriculum Framework
<b>SCP</b>	Special Component Plan
<b>SDMC</b>	Member of School Development Management Committee
<b>SEN</b>	Special Educational Needs
<b>SIE</b>	State Institute of Education
<b>SIET</b>	State Institute of Educational Technology
<b>SISE</b>	State Institute of Science Education
<b>SLSE</b>	State Level Science Exhibition
<b>SN</b>	Special Needs

<b>SOPT</b>	Special Orientation Programme for School Teachers
<b>SQI</b>	Systemic Quality Index
<b>SSA</b>	Sarva Shiksha Abhiyan
<b>ST</b>	Scheduled Tribes
<b>TCO</b>	Total Cost Ownership
<b>TEP</b>	Teacher Education Programme
<b>TGT</b>	Trained Graduate Teacher
<b>TISS</b>	Tata Institute of Social Sciences, Mumbai
<b>TLM</b>	Teaching Learning Material
<b>TSP</b>	Trival Sub-Plan
<b>TVET</b>	Technical and Vocational Education Training
<b>UEE</b>	Universalisation of Elementary Education
<b>UGC</b>	University Grants Commission
<b>UIS</b>	UNESCO Institute for Statistics
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>UNESCO/ASP</b>	United Nations Educational, Scientific and Cultural Organisation/ Associated School Project
<b>UNESCO-GTZ</b>	United Nations Educational, Scientific and Cultural Organisation/ German Society for Technical Corporation
<b>UNEVOC</b>	UNESCO International Network on Technical and Vocational Education
<b>UNICEF</b>	United Nations Children's Fund
<b>UNICEF-ISCA</b>	United Nations Children's Fund-Iraq Support Centre in Amman
<b>UT</b>	Union Territory
<b>VEC</b>	Village Education Committee
<b>VEDAS</b>	Value Education with Departmental Approaches
<b>WWC</b>	Working with Community

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