

LEARNING TO GROW

REPORT OF CAREER ADVANCEMENT COURSE

June 7 — 23, 1991



National Council of Educational Research and Training (NCERT)

REGIONAL COLLEGE OF EDUCATION

MYSORE - 570006

June, 1991

REPORT OF CAREER ADVANCEMENT COURSE

(June 7 - 23, 1991)

Editor-cum-Programme Coordinator:

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Regional College of Education
Mysore 6**

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PREFACE

The need for professional development of teachers through programmes of continuing education has been underscored by several Committees and Commissions on Education. The National Policy on Education 1986, likewise, emphasized professional upgradation of educational personnel working at all levels of education. As a response to this recommendation, Academic Staff Colleges were started in the different Universities in the country for periodic training and orientation of teachers working in Colleges and Universities.

The NCERT, the apex organisation in the country dealing with the different qualitative aspects of school education also has developed its own internal mechanism to impart professional training exclusively to its faculty in the form of Career Advancement Course. The first Career Advancement Course (CAC) for the NCERT faculty was held at RCE, Bhopal during 1990. The subsequent CAC course was organised at RCE, Mysore from 7th to 23rd June 1991. The partici-

pants for this course were drawn from the NCERT headquarters and the four Regional Colleges of Education located at Ajmer, Bhopal, Bhubaneshwar, and Mysore. The programme was conceived as an academic and intellectual retreat for the participants and sought to update their knowledge and performance skills in different areas of education pertaining to NCERT's functions with respect to training, research and development. The course also acquainted the participants with new educational developments in different areas of school education. The academic content of the 3-week programme covered perspective lectures, training sessions related to functions of NCERT and its constituent units, current educational concerns and developments in education in different curricular areas.

This report of the CAC at RCE, Mysore, which incorporates the different programme inputs indicated above has been compiled by Dr.N.N.Prahallada, Reader in Education at RCE, Mysore, who coordinated the course. I express my appreciation of the work done by Dr.Prahallada and hope this report will prove useful in further refinement and clarification of such programmes to be held in future.

Dr.C.Seshadri
Principal
Regional College of
Education, Mysore-6

ABOUT THE
CAREER ADVANCEMENT COURSE

ABOUT THE CAREER ADVANCEMENT COURSE

The future of any country is inextricably linked with its educational system. In developing countries like India, the educational system has a pioneering role to play in shaping the future of the nation. The National Policy on Education NPE 1986 while discussing the various aspects of education has placed immense trust in the teaching community, teacher competency, accountability, aptitude and favourable attitude to the profession. The teacher is a professional like any other professional, such as doctor, engineer or lawyer. To qualify and to remain as a professional person, one must have updated knowledge and skills. Teacher must have updated knowledge and skills along with a code of ethics. That is why it is essential that every teacher, without exception, go through an inservice education programme to update the knowledge. As with other professions, the requirement of updating must be linked to continuing as a professional. Even the Teachers' Commission emphasised the need for the professional growth of college and university teachers. The same idea is stressed in the recommendations of the National Policy on Education (NPE 1986). As a result of these recommendations, about 50 Academic Staff Colleges were started in the country during 1987 for the inservice education of college and university teachers. In order to promote professional growth of its staff, the NCERT has also planned Academic Staff College (ASC) of its own and the first programme of ASC of NCERT was held at Regional College of Education, Bhopal from 3-21st November 1990. As many as 46 lecturers from all over NCERT attended the programme.

The second such programme was conducted at RCE, Mysore from 7-23rd June 1991 for 17 working days. The central objective of the programme was to provide opportunities to the Lecturers of the NCERT to undergo a Career Advancement Course (CAC) in partial fulfilment of their promotion to the next higher position and ultimately for their professional growth.

As many as 28 Lecturers from four Regional Colleges of Education and NCERT Headquarters attended the programme.

Twenty eight experts in the field of education drawn from NCERT Headquarters, RCEs and Universities constituted the team of resource persons. Their lectures numbering 40 were also recorded.

Each session was chaired by a participant followed by discussion at the end. The important points of each lecture was reported by a rapporteur.

A panel discussion was conducted by the participants themselves on the theme "Universalisation of Elementary Education" in two sessions.

The participants listened to two audio cassettes one on "Constitutional Basis of Education" by A.K.Mittal and another on "Recent Trends in Social Theory of Education" by Prof.S.C.Shukla, followed by discussion.

A few video films on 'Population Education', 'Air Pollution', 'Rock Climbing' and 'Cultural Integration through Co-curricular Activity' were shown to the participants.

In each session participatory approach was followed meticulously by the participants and thus discussion used to be lively.

The following are the major areas covered during the 17-day CAC programme.

- NCERT Functions and Goals
- Educational Goals and Objectives
- Philosophy and Values
- History Writing Today
- Constitutional basis of Education
- Education and Values
- Issues in Teaching of History
- Search of an effective School Science Education
- Scientific Temper
- Educational Research
- Universalisation of Elementary Education (UEE)
- Modes of Communication
- Recent Trends in Social Theory of Education
- Formal and Non-formal Strategies at Primary Stage
- Minimum levels of Learning
- Education of Deprived groups
- Organisational design of NCERT
- Futurology and Educational Perspectives
- Distance Education : An Alternative Delivery System
- Mathematics Education

- Science Education in Future
- Empowering Women in India - New Roles for Education
- Population Education
- Role of NCERT, RCEs and State Governments in Population Education
- Women Studies - An Instrument for Women's Development
- Creativity
- Computers in Education
- Computer Assisted Learning/ Language Learning
- Learning to learn skills
- Issues in Teacher Education
- Nutrition Education
- Training Modalities and their Organisation
- Enhancing Learning Achievement- Qualitative Reforms
- Language and Communication
- Evaluation of Learning Outcomes
- Mental Health
- Use of library; updating knowledge
- Imperatives in Education
- J.Krishna Murthy's philosophy
- Teacher Education : Future concerns

The above mentioned topics were thoroughly discussed in three sessions every day viz. Session 1 9.30 a.m. to 11.00 a.m., Session 2 11.30 a.m. to 1.00 p.m. and Session.3 3.00 p.m. to 4.30 p.m.

Each of the 28 participants also submitted two papers on a) National updates on the status of knowledge in the concerned field and b) Survey trends in the relevant academic area.

I acknowledge with thanks the academic help received from Prof.R.P.Singh, CAC Programme Director and Prof.C.Seshadri, Principal, RCE, Mysore in the smooth conduct of the programme.

I am also thankful to my colleagues and others in the College especially from Audio-Video Section for their contribution in this programme. Last but not the least, I thank Smt.S.Imavathi, for her excellent typing work of the material.

It is hoped that the material will be found useful to the teachers and others who may organise similar kind of programme in future. The Council would welcome suggestions for the improvement of the programme.

Mysore
25th August 1991

Dr.N.N.Prahallada
Programme Coordinator
and Editor

I N A U G U R A L F U N C T I O N

REGIONAL COLLEGE OF EDUCATION, MYSORE 570 006

CAREER ADVANCEMENT COURSE

June 7 - 23, 1991

Programme

7.6.1991

8.30 a.m.

Registration of the Participants

9.30 a.m.

Welcome by Prof.C.Seshadri,
Principal, RCE, Mysore - 6

About the CAC programme by
Prof. R.P.Singh, Head, Department
of Teacher Education, NCERT,
New Delhi 16.

Inauguration by Prof.A.K.Sharma,
Joint Director, NCERT, New Delhi.

Vote of Thanks by Dr.N.N.Prahallada,
Reader in Education, RCE, Mysore.

Inaugural Session

Call for professional growth of teachers

Mysore : June 7, 1991 (Forenoon)

The Career Advancement Course (CAC) was formally inaugurated by Prof.A.K.Sharma, Joint Director, NCERT, New Delhi on 7th June 1991 at 11.15 a.m. in the Audio-Visual room of the College. In his inaugural speech, he stressed the need for continued professional growth of teachers and research workers. He called upon Course participants to keep their knowledge upto date and afresh especially in the context of explosion of knowledge. He wished the participants all success in their professional development.

Prof.R.P.Singh, Dean(Research), Head, Teacher Education Department, NCERT and CAC Programme Director explained how NCERT conceived the idea of having its own Academic Staff College (ASC) exclusively to its academic staff. He also emphasized the need for professional development and explained the objectives of the 17 day CAC programme.

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Prof.C.Seshadri, Principal, RCE, Mysore
welcomed the participants and hoped that the course
would help them to enrich their knowledge.

Dr.N.N.Prahallada, Reader in Education and
Programme Coordinator proposed a vote of thanks.

Dr.N.N.Prahallada
Programme Coordinator

PROCEEDINGS OF THE COURSE

: 8 :

June 7, 1991 (Forenoon Session):

Topic : NCERT - Functions and Goals

Speaker : Dr.A.K.Sharma, Joint Director, NCERT.

Rapporteur: Dr.(Mrs) Dayapant

Dr.A.K.Sharma gave a brief introduction on the organisation, nature, roles and functions of the NCERT. It was started as an amalgamation of few individual organisations under the Ministry of Education, in September 1961, with clear aim "to assist and advise the Government of India in the implementation of its plans and programmes relating to school education and to formulate and propagate the Government's proposals". Later it was expanded in 1964 with the four RCEs and Field Offices in order to assess the needs and to establish a two-way communication.

The functions of NCERT were basically 1. Research and Development; 2. Training ; and 3. Extension. The function of Research is highly broad based so as to provide feedback about the policy, programmes and innovations launched and promoted under various schemes and to circulate and popularise it to all parts of the country,

to facilitate quick implementation. The speaker stressed that the NCERT should only be a guiding organisation, providing the focus and direction for research activities and should not degenerate only to the task of writing text books, etc. Regarding training also, they should limit themselves with the developing of training material, that should be followed by other state level organisations. He emphasized the need for developing familiarity with the various national and International extension programmes of NCERT like population education, DIET, Minimum level of learning etc.

June 7, 1991 (Forenoon Session):

Topic : Educational Goals and Objectives

Speaker : Dr.C.Seshadri, Principal, RCE, Mysore

Rapporteur: Dr.(Mrs) Dayapant

The second part of the morning session brought an illuminating, illustrative discussion on the aims of education, by Dr.C.Seshadri. He viewed educational goals from various angles like knowledge vs culture,

individual vs. social, intellect vs character and liberal vs vocational. He analysed the interrelationship between the means and ends of education and showed the importance of the different means or ways to achieve the ends. In this connection, he brought to light, Prof.R.S.Peter's treatise on 'Authority, Responsibility and Education' where he has stated the aims of education to be self realisation, creativity, freedom, knowledge, etc. and how these aims should not be confused as 'ends'. Dr.Seshadri explained the procedure to be adopted with children, like training, conditioning, controlling, illustrating, influencing and reasoning, in order to achieve proper moulding of the intellect and character.

Dr.Seshadri then highlighted the concept of 'liberal education' with due emphasis on its need in India. He focussed the different view points like education for the sake of knowledge, education for making man autonomous and free to think and learn, education to liberate man from the shackles of narrow customs, superstitions and prejudices. Here, he referred to the goals of education set up by Acharya Ramamurthy Committee and summed up that education should aim to achieve an enlightened human

society, to establish a non-violent peaceful economic and social order, to learn to live and let live; (to live in harmony with fellow beings and nature), to empower man with a scientific knowledge, to create a climate for the nurture of personal, social, cultural and national values, to promote national cohesion and unity, to learn to explore and experiment with truth and to understand one's rights, duties and responsibilities.

June 7, 1991 (Afternoon Session):

Topic . : Philosophy, its subject matter and values

Speaker : Dr.S.L.Bhyrappa

Rapporteur: Dr.R.C. Sethi and Dr.Reetha Sharma

Dr.Bhyrappa highlighted the different aspects of Philosophy such as traditional, value oriented, eastern and western, with special emphasis on the evolution of philosophy in India from the vedic period. The eastern philosophy had its nucleus on Indian Vedic and Upanishad culture while the western philosophy hailed from the wisdom of Plato, Aristotle and Socrates. The Christians laid stress on 'faith and religion' as interpreted through the Holy Bible. This gave a foundation to

'Theology' (faith in God) which was analysed critically by scholars all over the world for about 1500 years. Thus Theology provided a strong ground for philosophy, though it was challenged at times by philosophers like Descartes.

The philosophical system that was built by Plato and developed and strengthened by Aristotle, encompassed within itself and identified with all disciplines of learning, for a long time, upto Hegel. But later, from the 18th Century onwards, with the advent of industrialisation and modernisation of science and technology on innovative lines, ideas on Philosophy also underwent drastic changes. This led to the specialisation of the different branches like psychology, ethics, cosmology, logic, epistemology, values and scientific methods and gave them a status of separate discipline, independent of philosophy. The role of philosophy in connection with the other disciplines is just to clarify in distinct terms the linguistic words used by scientists, literary persons, etc.

Dr. Bhyrappa raised the prestigious Indian philosophic thoughts to uncomparable status when he said that various changes have been brought by the rest of the world in the realm of aims and ideas of philosophy, while India alone have a remarkable trend of having value oriented aims which have been strengthened from time to time by the different religions like Hinduism, Buddhism and Jainism.

June 8, 1991 (Forenoon Session):

Topic : **History Writing Today**

Speaker : **Prof. Arjun Dev**

Rapporteur : **Smt. Prema Raghavan and Dr. Bhatnagar**

Prof. Arjun Dev gave the etymological background of the word 'History' which had originated from the Latin word 'Histera' meaning 'to learn by inquiry'. He then analysed in detail, the various stages that history writing had passed through, from chronicles, religious developments, political events, all of which were interwoven with a lot of myth and legend and exaggerated with imagination. Specially, the history of rulers, kings and monarchs were written just to glorify them and establish the antiquity of their ancestry with the intent to sanctify their authority.

From the eighteenth century, with the birth of encyclopaedia, there was a shift of emphasis from monarchy and the political events to the life of man and the social systems of the time. A conscious effort was made to disentangle history from myth and legend. Prof. Arjun, vehemently criticising the misuse of history writing in the past, in interpreting historical events, brought to focus, the growing awareness of the need for objectivity and a more scientific approach in writing history.

He then listed the manifold benefits accruing from the study of history. History widens horizon, explains the present through analysing the past and attempts to prophecy the future. It broadens man's sympathy and makes him more tolerant.

Prof. Arjun, while referring to the content of history writing in the present day said historians in other parts of the world focus their attention on various aspects of the world like social formulation, culture, economic developments, science and technology, but in India history writing still lacks a broader perspective.

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June 8, 1991 (Forenoon Session):

Topic : **Constitutional Basis of Education**

Speaker : **A.K.Mittal**

Rapporteur : **Dr.(Mrs) Daya Pant and Dr.Phalachandra**

Prof.Mittal briefly pointed out the uses of education, as a tool for employment and as a device to come up in the socio-economic hierarchy. He then explained the place of education in our Constitution and showed how it evolved after elaborate discussion, taking into account, the sovereign, secular and democratic set up of our nation which provides for social, economic and political freedom, where the people enjoy justice and equality at all levels.

He enlisted in detail all the articles of the Constitution related to Education and employment thus : Articles 14, 15 and 16 with their sub-divisions, relate to the equality of opportunities for all regarding education employment etc. without any discrimination of race, religion, region, caste, or language, and a special provision to protect the minorities. Article 37, made the Directive Principles of State Policy obligatory for the state to implement them. Article 21 provides the funda-

mental right to education and articles 45 and 46 make it mandatory for states to provide free and compulsory education for all upto 14 years of age, and also to protect the rights of backward classes with special privileges of reservation.

Article 358 provides for compulsory facilities for education in mother tongue for minorities, article 23 provides right against exploitation and child labour; Articles 25, 26 and 28 relate to freedom of religion and prohibit religious instruction; articles 64 and 65 make provision for the states to regulate the institutes of national importance.

The speaker also referred to the inclusion of fundamental duties in the Constitution. He highlighted the Supreme Court's decision on reservation of vacancies for SC/ST in schools and limiting the extent of reservation to 50%; he also pointed out the powers given to states to regulate educational standard in minority institutions. He brought to notice that article 29 guarantees independence of culture while article 30 protects the right to admission into any educational institution but the Constitution has also provided for linguistic and minority educational institutions.

Jun- 8, 1991 (Afternoon Session)

Topic : Education and Values

Speaker : Dr.S.L.Bhyrappa

Rapporteur : Dr.R.C.Sethi and Dr.Reetha Sharma

Dr.Bhyrappa gave a brilliant discourse on the close links of philosophy and education and their importance in stressing the need for the realisation of higher values of life. He illustrated through various examples that the different values attached to culture, faith and religion by men of different communities ultimately aim at a truthful and perfect life. He said that moral values should be based on reason rather than tradition. Though different systems of philosophy have emerged, based on the importance attached to different values, Dr.Bhyrappa stressed the need to consider value in terms of utility and reasoning. He referred to Darwin's theory of evolution based on 'Survival of the fittest' and the pragmatists' view of values within mere utility perspective. However, he emphasized the importance of ethical and moral values to regulate the society and save it from chaotic indiscipline. In this connection he laid stress on the role of education in imbibing and spreading the values of life among people.

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June 9, 1991 (Forenoon Session):

Topic : **Issues in Teaching History**

Speaker : **Prof. Arjun Dev**

Rapporteur : **Sri P.K.Das and Dr.R.K.Saraswat**

Prof. Arjun Dev, recalled his talk on 'History Writing' and referred to the evolution of history writing relating the social and political set up of a country. He brought to light the long drawn practice of history writers, in focussing their attention and glorifying only the powerful monarchs and governments. In this connection, he highlighted history writing in U.S.S.R. where till recently, attention was focussed only on Lenin and Stalin and other communist leaders, while the services of liberal men like Trotsky, and later Khrushchev were pushed behind. Only now, Gorbachev with his democratic liberalisation, popularises Perestroika and Glasnost, which were unknown to the people.

Prof. Arjun commended the situation in India, where history writers enjoy full freedom to relate the exact happenings objectively - in the political, economic,

social and cultural aspects. Pointing out the responsibility of history writers in keeping objectivity in mind, he illuminated the glaring falsehood projected about the history of Pakistan, Bangladesh and Israel. He said Pakistan was created by the British to promote their policy of divide and rule while linguistic nationalism gave rise to Bangladesh. Turning to Israel, he said it was flooded with Jews from East Europe and Asia by the British and American colonists thus depriving the native Palestinians. He criticised how political history is written to project the wrong things in a seemingly right perspective, and how historians misinterpret facts influencing with their own prejudices. He cautioned the researchers against passing controversial ideas to the students.

The most important area covered by Prof. Arjun Dev was the burning issues of socio-cultural problems of contemporary India which historians should take care of. It is their responsibility to make the people realise that India has emerged as one Nation, identifying and

absorbing within itself the integrated genetics of various races like Proto-Australoids, Negroids, Mongoloids and Caucasoids. Except the British, who alienated themselves, all other foreigners like Kushans, Sakas and Muslims adopted India as their own and thus integrated their culture with ours. Therefore, any disintegration or disparity of ideas on the basis of race or religion should not be interpreted by historians to raise a bias or prejudice against any religious or regional section of people in India. Prof. Arjun Dev stressed the duty of the historians and the writers of history books to highlight the positive and pleasant aspects of the cultural heritage of all races, to promote national integration.

June 9, 1991 (Forenoon & Afternoon Sessions):

Topic : In search of an effective School
Science Education

Speaker : Dr. B. Ganguli

Rapporteur : Dr. (Miss) Sabita Patnayak

Dr. Ganguli brought to light, the special status enjoyed by Science Education today, as an independent discipline, having its own structure, areas of study and

methodology of research and growing constantly in all aspects. He gave an account of the development of science education from the 60s, when the emphasis was shifted from the 'product' of science to the 'process', the main improvement being the change in the approach from 'teacher oriented' to 'child centred', linking science with the environment and stressing concerns of social importance.

Coming to science education in India, Dr.Ganguli brought to light the efforts of NCERT to develop our own science education, methods of approach to suit Indian conditions and needs. Later, the states took up the responsibility under the guidance of NCERT. With the emergence of NEP in 1986, a strong science education for all levels of learning, with modern application of science and technology in all areas of development was introduced and implemented.

After a detailed discussion about the various plans and programmes of the NCERT regarding the preparation of study material for various levels of learning,

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Dr.Ganguli also listed the causes for not implementing them. He then highlighted the new trend in science education, using sophisticated equipment, to popularise latest discoveries and inventions and make the students' knowledge upto date.

He emphasized that science education should not just aim at teaching some disjointed facts of a few disciplines but it should aim at to prepare the future generations to maintain/promote a) sustainable development, b) planet protection, c) Peace, d) Democracy, e) Non-alignment and f) Mass-action.

June 10, 1991 (Forenoon Session):

Topic : Scientific Temper

Speaker : Prof.R.M.Kalra

Rapporteur : Dr.B.S.P.Raju and Dr.S.K.Saraswat

Prof.Kalra gave an illuminating and interesting explanation of the term 'scientific approach' and 'scientific temper', illustrating generously from Nehru and Tagore. He said scientific approach requires care-

ful observation, open minded examination of all facts and a rational analysis followed by clear statement of findings. Scientific temper needs a change in the attitude and thinking, so as to refuse to accept anything without testing and search for truth and new knowledge. He pointed out that scientific approach and temper should be, as Nehru said, "a way of life, a process of thinking, a method of acting and associating with our fellowmen- in fact, it is the temper of a free man".

Quoting Dube, he regretted that though our science policy emphasises science and technology, it lacks scientific outlook and scientific way of thinking. He stressed the need to have an open mind for scientific approach to life's problems. Prof.Kalra referred extensively to various scholars like Frity, Capra, Rane and Haldance to stress the importance of scientific temper, in order to achieve economic and technological development.

June 10, 1991 (Forenoon & Afternoon Sessions):

Topic : Educational Research

Speaker : Dr.P.R.Nayar

Rapporteur : Dr.Sabita Patnayak, Dr.Phalachandra
and Dr.A.K.Srivastava

Dr.Nayar first explained the term 'research' - a 'search for truth' - and discussed the various kinds of research like historical, experimental, descriptive, philosophical and normative research. He also pointed out the differences among these research fields with illustrations.

Then he highlighted the various issues concerned with educational research. He stressed the need for taking up 'case study' as a part of descriptive research. He brought to light the importance of policy research in NCERT and the steps involved in it. He pointed out the relative importance of Random and Purposive sampling. He also focussed the attention on Basic and educational research, and the use of mathematical models in philosophical research.

He briefly explained the areas of research in different levels of learning, from the pre-primary to the senior secondary level, with respect to cognitive abilities, language development and also referred to research in non-scholastic areas like attitude.

Dr.Nayar also laid emphasis on the need for starting a compulsory programme in school for the improvement of science teaching and the involvement of teachers, parents and the community, for the successful achievement of these programmes.

June 11, 1991 (Forenoon Session):

Topic : Modes of Communication

Speaker : Dr.Ratna

Rapporteur : Smt.Kamal Bhutani and Dr.K.C.Sharma

Dr.Ratna gave a comprehensive talk, covering almost all aspects of communication, with special reference to education. Communication is a tool of interaction between two individuals or groups of individuals. He stressed the importance of the spoken language to be audible and understandable, since it is the real mode of communication, the other two - writing and reading - being only transcripts of speech.

Dr. Ratna also brought to light the importance of other aspects of the speaker, like gestures, customs, voice, self confidence, etc. which have a definite effect in communication. He exemplified the role of communication in social control, moulding the attitude of the students, generation of national pride and conservation of social structure and values.

Then the speaker drew the attention to classroom communication with special emphasis on the need to impart learning effectively to the blind, deaf and mentally retarded children. He stressed the need to improve the quality and colour of the language of the teachers for better communication. He also warned about the dangers of the misuse of art of language for distorting information misleading and hiding facts.

June 11, 1991 (Forenoon & Afternoon Sessions):

Topic : Universalisation of Elementary Education

**Panel Discussion: Members - Dr. Dayapant, Dr. Phalachandra,
Dr. S.K. Sharma, Dr. Pandit**

Rapporteur : Dr. N.N. Prahallada

Prof. A.K. Sharma, Joint Director, NCERT, New Delhi

initiated the discussion on Universalisation of Elemen-

tary Education. He stressed the need for better learning environment in schools. The administrative bottlenecks should be removed to help implement UEE on sound lines, he added. He called upon participants to identify an area and work with the teachers and to bring out the success story in realising the target of UEE. He referred to models of UEE like Ernakulam model in Kerala and Burdwan model in West Bengal. He said DIET is a significant input in realising the target of UEE. He had all praise for the concept of DIET and requested participants to cooperate with DIET personnel for the effective implementation of its objectives.

Later there was a panel presentation on the various aspects of UEE followed by a group discussion.

The discussion continued in the afternoon session also.

June 12, 1991 (Forenoon Session):

Topic : **Recent trends in Social Theory
and Education**

Speaker : **Prof.S.C.Shukla**

Rapporteur : **Dr.Dayapant**

Prof.Shukla stressed that the aim of education should have a broader social perspective. He referred to the issues of education relating to the training of teachers, developing the personality of the child etc. in other countries, where the educators enjoy independent environment, leading to logical thinking and broadening perspectives. But in India issues in education arise from narrow contextual forces in the social side like deprivation, discrimination, integration, cohesion, etc. He illustrated with examples of north-eastern region which confines itself with bothering about people's identity while in Central India, people restrict with thoughts on material integration.

While explaining the constitutes of social theory Prof.Shukla said that it is influenced by locale and time. In the post independent India national identity

and growth of economy have become the burning issues. He related education as a sub-system of social system where language and cultural components of education are controlled by sociological factors like communities and regions to which the students belong. He said disability in terms of cultural deficiency brings down achievement and self esteem of pupils.

The speaker mentioned about the Parson's concept of structural-functional society, where the structural elements are in interaction with each other and influence the functional character of the society. He said that any importance given to any social theory should have the base and orientation in the school system in order to have effective social acceptance.

June 12, 1991 (Forenoon Session):

**Topic : Formal and Nonformal Strategies
at Primary stage**

Speaker : Dr.N.Venkatiah

**Rapporteur : Dr.V.P.Srivastava and
Dr.Keshavamurthy**

Dr.Venkatiah brought to light the various aspects of the issues related to formal and non formal strategies, with special reference to Primary Education in India. He presented clearly the causes for the failure of the formal education system, inspite of the money, time and efforts spent at National and State levels, to achieve universal literacy and provide 100% elementary education for all upto 14 years. He pointed out that social, economic, socio-economic and cultural restraints are the problems that had resulted in the alarming dropout rates especially in girls. This is happening inspite of providing 95% access of schooling facility to all children. In order to remedy this and to educate the 55% drop outs among school going age, non-formal education (NFE) became an urgent necessity, along with adult education programmes.

The speaker highlighted the different steps taken by NCERT, NIEPA and DIETs to implement NFE programmes

successfully, taking into consideration the major issues like the necessity of enrolling labour class children, girls, etc. But he regretted to say that the drop out rate is even higher than formal education, due to the lack of awareness among people, poverty and social causes. In order to make it a successful venture, he said that it should be attractive, interesting and easily accessible, with specially trained and interested teachers. The involvement of local bodies and voluntary agencies goes a long way in making NFE a success. Children should be helped to learn at their own speed including choice of time and place. Curriculum and books should be attractive.

He also stressed the need for good relation between non-formal and formal education to facilitate students to shift to formal education without any difficulty. He also brought to light the different educational programmes devised by different states to achieve universal literacy.

June 12, 1991 (Afternoon Session):

Topic : Minimum Levels of Learning

Speaker : Dr.P.R.Nayar

**Rapporteur : Dr.V.P.Srivastava and
Dr.(Miss) Sabita Patnayak**

Dr.Nayar explained the nature and development of the concept of minimum levels of learning. The idea of minimum levels of learning emerged in 1979 as 'Minimum Learning Continuum' and had passed through various stages of improvement in 1986, 1990 and 1991. He highlighted that NPE 1986 also stressed the need for attaining 'quality with equity'.

Minimum level of learning aims at quality education extended at both formal and non-formal institutions, irrespective of the difference in the situation of the schools, caste, creed, sex of the learner, etc.

Dr.Nayar explained the concept with special emphasis on the main idea, to bring all types of schools like public, Navodaya, Government, Municipality and private schools in par with each other regarding curriculum,

quality and standard of education and instruction imparted. Thus the lower standard of education should be raised to reach the higher level and there should be a limit for the higher standards also, to maintain continuity.

The speaker brought to light the main features of MLL as achievability, communicability, evaluability and learning continuum. He stressed the need to extend MLL from primary stage to the higher stages, equally throughout the country, though it is a difficult process.

June 13, 1991: Educational Tour

June 14, 1991 (Forenoon Session)

Topic : Education of Deprived Groups

Speaker : Dr.C.Seshadri

Rapporteur : Dr.B.L.Pandit and Mr.B.C.Basti

Dr.Seshadri enlightened the audience with the various issues connected with this highly emotive and sensitive area. He identified the SC, ST, girls, members of minority communities, rural and tribal people as deprived and pointed out low enrolment, high wastage

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and stagnation, high drop out rates among these categories of students are the true indicators of their education.

Though compulsory and free education is guaranteed by the Constitution, and steps are taken by the state and central governments, the facilities provided to achieve the targets run short of the requirements. Enrolment of the deprived must lead to retention and success. The main drawbacks in this regard are the difference between school and home language, distance between home and school, and ability of the child to perform the expected skills in the school. These result in dropouts, which necessitates non-formal education. In this connection, Dr.Seshadri emphasised the needs of the tribal people, who are the most deprived and said that the tribal languages should be promoted and they should be taught in their tribal dialects in both formal and non-formal institutions, to ensure optimum success of the plans, which would also pave way for national integration.

Prof.Seshadri also stressed the need to change the teaching methods to suit the nature and culture of the deprived classes. He expressed deep concern over the fact that even after 44 years of independence, every second Indian is an illiterate and the maximum of them belonging to deprived classes. Dr.Seshadri said that education should make the child literate, to be able to communicate, to solve problems of environment, to have numeracy and basic health, to be able to survive and to live happily.

June 14, 1991 (Forenoon Session):

Topic : Futurology and Educational Perspectives

Speaker : Prof.J.K.Sood

Rapporteur : Dr.Phalachandra

Prof.Sood in his brilliant lecture explained the meaning of futurology and said how education should be geared to meet the future needs of children. Futurology is a field of activity that seeks to identify the felt needs of the children of future. We are shortly stepping into 21st Century and it is but natural we should equip ourselves to meet the challenges of the future.

He referred to so many books in his lecture on futurology and asked the participants to read.

June 14, 1991 (Afternoon Session):

Topic : Organisational Design of NCERT
Speaker : Dr.A.K.Sharma, Joint Director, NCERT
Rapporteur : Dr.N.N.Prahallada

In his interesting lecture on organisational design of NCERT, Dr.Sharma touched almost all aspects pertaining to the regulations of the NCERT and memorandum of association and rules.

He said that NCERT is an apex body in the country concerned with qualitative improvement of school education.

The NCERT is headed by Union Minister for Education who acts as President of the Council and presides over the executive committee of the Council. The Council refers to the National Council of Educational Research and Training.

The Government (MHRD) appoints the Director, Joint Director and Secretary of NCERT and shall prescribe their remuneration and other terms of service.

The Executive Committee and such other authorities as may be constituted by the Executive Committee shall be the authorities of the Council.

The Executive Committee shall be the governing body of the Council as described in the Memorandum of Association.

The Council shall consist of the following members.

- a) The Minister for Education - President - ex-officio
- b) Chairman of the University Grants Commission - ex-officio
- c) Secretary to the Ministry of Education - ex-officio
- d) Four Vice-Chancellors of Universities, one from each region, nominated by the Government of India
- e) One representative of each State Government 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).
- f) All members of the Executive Committee not included above; and

- g) Such other persons, not exceeding twelve, as the Government of India, may from time to time, nominate. Not less than four of these shall be school teachers.

The affairs of the Council shall be administered, subject to the rules and regulations and orders of the Council, by an Executive Committee which shall consist of the following.

1. President of the Council who shall be the ex-officio President of the Executive Committee.
- 2.a) The Minister of State in the Ministry of Education who shall be the ex-officio Vice-President of the Executive Committee.
 - b) A Deputy Minister in the Ministry of Education nominated by the President of the Council
 - c) Director of the Council.
3. Chairman of UGC, member ex-officio.
4. Four educationists with known interest in school education (two of whom shall be school teachers) nominated by the President.
5. Joint Director of the Council.

6. Three members of the Faculty of the Council, of whom at least two shall be at the level of Professors and Heads of Departments, nominated by the President of the Council.
7. One representative of the Ministry of Education; and
8. One representative of the Ministry of Finance, who shall be the Financial Adviser of the Council.

The Programme Advisory Committee (PAC) shall make recommendations to the Executive Committee regarding the lines on which research, training, extension and other programmes of the Council should be conducted and the channels into which they should be guided in order best to serve the object of promoting the improvement of school education in the country, keeping in view the role of the Council as outlined in Article 3 of the Memorandum of Association. It will be the responsibility of the PAC to consider all plans, programmes, research proposals, etc. and to examine the academic aspects of the work of the Council and to ensure a co-ordinated approach to the development of their programme.

The PAC shall consist of the following members.

- a) The Director of the Council - Chairman
- b) Joint Director of the Council - Vice-Chairman
- c) Five University professors or Heads of Departments representing Education and other related disciplines, nominated by the President of the Council
- d) Five Directors of State Institutes of Education to be nominated by the President of the Council in rotation from all States and Union Territories.
- e) Two representatives of each Department of the NIE of whom one shall be the Head and the Principal and one Professor/Reader from each of the constituent institutions of the NCERT.

There is an Establishment Committee as one of the standing committees of the Council.

The Establishment Committee shall consist of :

- a) The Director, NCERT, Chairman
- b) The Joint Director, NCERT
- c) A nominee of the Ministry of Education to be nominated by the President
- d) Four educationists to be nominated by the President of whom at least one is a scientist.
- e) One representative from the Regional Colleges of Education to be nominated by the President.

- f) One representative of the NIE, Delhi to be nominated by the President.
- g) Two representatives, one each from the regular academic and non-academic staff of the Council elected from amongst their category.
- h) Financial Adviser, NCERT.
- i) Secretary, NCERT - Member Convenor

The other committees of the Council are Finance Committee and Building and Works Committee.

The Director of NCERT is the disciplinary authority upto the Professors.

In 1982 a Task Force was constituted under the then UGC Chairman Smt. Madhuri Shah. The Task Force suggested among other things to convert RCEs into Regional Centres.

The functioning of NCERT will be reviewed and so far, we have 10 to 12 such reviews.

As part of its efforts to improve the quality of education NCERT conducts, aids, promotes and coordinates research in all branches of school education; organises pre-service and inservice training of teachers; organises extension services for institutions, for organisations and agencies engaged in educational reconstruction; develops and experiments with important educational techniques, practices and innovations; collects compiles, processes and disseminates educational information, assists the states and State level institutions, organisations and agencies in developing and implementing programmes for qualitative improvement of school education.

The NCERT Headquarters at Delhi has the following Departments, Units and Cells and through these contributes to the development of school education in the country. Department of Teacher Education, Special Education and Extension Services; Department of Non-formal Education and Education of Scheduled Castes and Scheduled Tribes; Department of Women's Studies; Department of Education in Science and Mathematics; Department of Pre-School and Elementary Education; Department of Field Services and

Extension Coordination; Department of Educational Psychology, Counselling and Guidance; Department of Library Documentation and Information; Department of Policy Research, Planning and Programming; Department of Measurement, Evaluation, Survey and Data Processing; Department of Vocationalisation of Education; Department of Education in Social Sciences and Humanities; Workshop Department; Publication Department; Hindi Cell; International Relations Unit; Navodaya Vidyalaya Cell; Journals Cell; Planning, Programming, Monitoring and Evaluation Division and Central Institute of Educational Technology.

NCERT functions through its network of field offices located in each State Capital and the four Regional Colleges of Education (RCEs) located at Ajmer, Bhubaneswar, Bhopal and Mysore. The RCEs carry out the pre-service and in-service programmes of NCERT. The Field Offices function in each state and establish linkages between State Government and NCERT in the field of education.

June 15, 1991 (Forenoon Session):

Topic : **Distance Education - An Alternative Delivery System**

Speaker : **Dr.M.S.Lalithamma**

Rapporteur : **Sri P.K.Das**

Dr.Lalithamma highlighted the important features of distance education such as - shift in the responsibility of conducting the course from the teacher to the educational organisation, extensive use of technical media and electronic system like T.V., audio-video tapes, computers etc. in distributing lessons, interaction with resource personnel and participants, rapid industrialisation to cater to the growing demands, extension of course to geographically isolated areas, a systematic well defined target group, flexibility in curriculum content, modular approach and the use of various hardware and local resources.

The speaker then brought to focus, the recent trends in distance education in India, which originated in the 60s as correspondence course, to cater to the needs of the housewives and disadvantaged working commu-

nity. A major thrust on distance education was made by NPE 1986 which conceived it as a vehicle of H.R.D. The Indira Gandhi National Open University's (IGNOU) significant role catering to the needs of the nation as a whole is a remarkable step. But Dr.Lalithamma also pointed out the need to bring distance education for the secondary stages as well, since all the institutions extend only from the higher level.

She also presented the international scenario of distance education and showed how it has extended to even highly professional, technical and engineering courses, in countries like U.K. and Australia. She then listed the manifold advantages of distance education like enabling to pursue parallel field of study, reducing cost of institutional and formal education, optimising the quality of education through individualised programme schedules and reaching the rural community on a large scale.

June 15, 1991 (Forenoon Session):

Topic : **Mathematics Education**

Speaker : **Prof.S.S.Rajagopalan**

Rapporteur : **Dr.B.S.P.Raju**

Prof.Rajagopalan stressed the need for the mathematics teacher to be cheerful, attracting and absorbing the interest of the student and make him cheerful while learning the dreadful subject. It was comforting when he said that even in advanced countries like U.K. and U.S.A., they feel the necessity to look into the special problems of mathematics education and appoint many commissions.

The speaker brought to light the need for and the importance of the knowledge of mathematics for other subjects. He suggested that experts in other subjects should be consulted while framing the curriculum for mathematics at primary and secondary stage, to make it more meaningful. He also expressed the necessity of shifting teacher dependence of the subject, to make it activity oriented, with more interesting methods like creating life situations in solving problem puzzles, graphical interpretation

of facts, etc. The teacher should know how to analyse the errors since this will help to diagnose the causes for difficulties in learning, and find the remedial methods in teaching the pupils.

June 15, 1991 (Afternoon Session):

Topic : Science Education in future

Speaker : Prof. J.K. Sood

Rapporteur : Mr. B.L. Pandit

Science education is growing at a very good speed in the contemporary context. Therefore, there is an urgent need to update our science education programmes throughout the country in all the schools right from Himalayas down to Kanyakumari.

Prof. Sood said that without further delay we should revamp, revitalise and restructure the existing science curricula so that the future of science education in our country will be relevant and safe.

Science education should help remove superstitious beliefs, ignorance and blind beliefs. It should be properly taught and appropriately learnt. Then alone the fruits of science can be enjoyed.

Students should be given opportunities to work in the science laboratories to learn science properly.

The physical and academic infrastructures regarding science instruction should be improved at any cost, he added.

June 16, 1991 (Forenoon Session):

Topic : Empowering Women in India -
New roles for education

Speaker : Dr.(Mrs) Jaya Kothai Pillai

Rapporteur : Dr.N.N.Prahallada

Dr.Jaya Kothai Pillai explained in detail the high status and equal privileges enjoyed by women from the vedic period till 100 A.D., after which how that position degenerated to mere possessions and dependents on the male species. The middle age 'Purdah' system confined

women to the four walls, keeping them illiterate for life. Later in the 19th Century, social reformers felt the need to raise the status of women through education. Dr. Jaya, through elaborate statistical data, showed the alarming backwardness of women in the present day, in education, employment and wages and their position in different states and in rural and urban areas.

Referring to their role in labour force, she said, they are predominantly employed in consumption bound services, and not in production bound industrial occupations, due to the mechanisation and modernisation in industries. She also brought to light the sad fate of the girl child neglected and discarded as a liability. She analysed the causes for the powerlessness of women from various angles, specially patriarchy.

Dr. Jaya highlighted the 'empowerment process' which should enable women to realise their full identity and powers in all spheres of life. This has features like higher literacy and education, better health care,

higher marriageable age, greater work participation in modernized sector, financial and service support, promotion in jobs, better consciousness of rights, self-reliance and dignity among women. She focussed the role and importance of education in achieving 'empowerment' in social, economic, political and cultural spheres. She laid stress on the career training courses opened for women offering vocational, technical and professional education. In this connection, she emphasized the need for counselling services to make women totally free to choose their career according to their needs and capabilities.

Dr. Jaya suggested that the middle school girls must be exposed to more knowledge and orientation and in order to facilitate this the curriculum, especially maths and science should be restructured to inspire confidence, assurance and strength in girls to bring out their full potential. They should learn to be firm and dynamic. She underscored the role and influence of teachers in shaping the personality of girls.

Empowerment of rural women should be the priority area of non-formal, adult and continuing education programmes. She said that stress on need based functional education and skill development in the practical utility areas would attract enrolment of girls in non-formal education. She added that people in mass media, folk media, functionaries of voluntary agencies, performing artists and creative workers should be sensitized to promote the identified values of empowerment of women.

June 16, 1991 (Forenoon Session):

Topic : Causes and Consequences of Population Growth

Speaker : Dr.N.N.Prahallada

Rapporteur : Mr.B.L.Pandit

Dr.Prahallada explained very clearly the causes of galloping population in our country and said, illiteracy, poverty, ignorance, superstitious beliefs, blind beliefs, preference for sons, poor status of women, lack of knowledge about family planning measures, etc. are some of the major causes for the unchecked growth of population.

Dr. Prahallada said that population explosion in our country has resulted in avalanche of numbers. These numbers seem to presage that the country will have a period of instability, increased unemployment, mounting external indebtedness, stagnation and even decline in economic growth.

Ever-burgeoning population in our country has further exacerbated already serious problems like inadequate housing, pollution of all kind, imbalance in the eco-system, poor sanitation, etc.

As per 1990 ESCAP (Economic and Social Commission for Asia and the Pacific), Population data sheet, India's population (in thousands) during mid 1990 was 853 094.

The other demographic estimates are : crude birth rate 31.5, crude death-rate 10.8, infant mortality rate 94, male life expectancy at birth 59.0 years, female life expectancy at birth 59.3 years, percentage of children

in 0-14 age group 36.5, percentage of aged people in 60-69 years 4.5, percentage aged 70+ 2.6, density (persons per kilometer) 259, and population projected to 2010 A.D. (in thousands) is 1223 483.

He said that the above statistical figures are really frightening and something substantial should be made to disseminate the message of family planning on a war-footing throughout the country, to help people realise their responsibility towards checking the galloping population.

He rightly pointed out that population issues must be recognised as a fundamental element in our development planning. To be realistic, development policies, plans and programmes must reflect the inextricable links between population, resources, environment and development.

It should be understood that rapid population growth, the alarming depletion of natural resources, migratory pressures, burgeoning cities and unmet needs

in education, health, employment and housing threatens the present and future quality of life.

Improving the status of women and enhancing their role is an important goal in itself and will also influence family life and size in a positive way, he added.

Unwanted high fertility adversely affects the health and welfare of individuals and families, especially among the poor and seriously impedes social and economic progress of the country.

Dr. Prahallada mentioned that women and children are the main victims of unregulated fertility. Too many, too close, too early and too late pregnancies are a major cause of maternal, infant and childhood mortality and morbidity.

In our country every year about 4.5 million marriages take place and about 3 million brides are in the age group of 15 to 19 years. The National Population

Policy of June 29th 1977, has fixed the minimum age of marriage for girls and boys at 18 and 21 respectively. However, the implementation of this social legislation by and large is ineffective.

Impact of Over population:

Dr.Prahallada explained the consequences of population explosion and said that it is because of unchecked population that the country is facing umpteen problems on all fronts.

He said that over population has affected the following areas :

- Economic development
- Social Development
- Health and Nutrition
- Quality of Education at all levels
- Status of women
- Public Health, facilities, housing and standard of living.

He said that the galloping population has resulted in

- increase in crimes, thefts, beggary and robbery
- environmental pollution and imbalance in eco-system.
- Pollution - air, water, social and noise
- Unemployment and cut throat competitions, etc.

Dr.Prahallada said that the solution for population problem lies in creating an awareness among people regarding population situation and helping them to take rational and judicious designing about the size of their families. Through appropriate population education programme, this can be achieved.

Formal, Non-formal and Adult education sectors should draw up effective strategies to combat the galloping population in our developing country, he added.

June 16, 1991 (Afternoon session):

Topic : Role of NCERT, RCEs and State Governments in NPEP

Speaker : Dr.N.N.Prahallada

Rapporteur : Dr.V.P.Srivastava

Dr. Prahallada explained the circumstances under which the National Population Education Project (NPEP) was launched in our country on 1st April 1980. He said that the ultimate aim of NPEP is to institutionalise population education in schools. The project is being monitored at the national level by NCERT on behalf of Government of India. He added that the project receives financial assistance from United Nations Fund for Population Activities (UNFPA) and the technical back-stopping from UNESCO Regional Office, Bangkok. NPEP has completed its first and second cycle during 1985 and 1990 respectively. At present 29 states including Union Territories have taken up seriously the implementation of NPEP in their schools.

✓✓ The activities being conducted under the project are directed towards integrating population education into the curricula of primary, upper primary, secondary and +2 stage of school education, elementary and secondary teacher education and non-formal education. The ultimate objective is to make the education system more effective to play the role of catalytic agent for

encouraging a process of change in the understanding and value orientation of younger generations, that could promote observance of small family norm and attainment of national demographic and developmental goals.

The project activities are conducted in respect of four major components.

1. Curriculum and Materials Development
2. Training of Key/Resource persons, Teachers, Educational Supervisors and other functionaries.
3. Co-curricular Activities/Project works and
4. Research and evaluation.

These activities are conducted in close collaboration with various government and non-government agencies working in the area of population, health, environment and social welfare.

NCERT monitors the NPEP activities of various states and guides them appropriately. Every year Project Progress Review (PPR) meeting will be conducted

by the NCERT to know the progress of the project and at the same time, budget proposal for the coming financial year will be received and examined of all the states. The final seal of approval of the budget of the states will be undertaken during Tripartite Review Meeting (TPR) which will be attended by officials from NCERT, MHRD and UNESCO. The four Regional Colleges of Education have also taken up the challenging task of implementing NPEP in their regions. All the four RCEs have developed so far teaching aids, instructional materials and conducted several workshops, seminars and discussions in the area of population education. Thus all the four RCEs have covered a large number of Principals, Deans of Universities and teacher educators both at primary and secondary under its population education project. The four RCEs have also taken part in disseminating population education knowledge through co-curricular activities.

RCE, Mysore has taken up a research work to conduct impact study of population education in Karnataka state.

June 17, 1991 (Forenoon Session):

Topic : **Women's Studies - An Instrument for
Women's Development**

Speaker : **Dr.(Mrs) Jaya Kothai Pillai**

Rapporteur : **Dr.N.N.Prahallada**

Dr.Jaya analysed the concept of women's studies from various angles and perspectives and defined it as 'the process of becoming aware of the oppression and discrimination to which women have been subjected and a demand to restore to women their rightful place in society'. She highlighted the functions of women's studies such as to discuss, acquire and accumulate knowledge about women's position in various spheres and to improve the same. It is essentially interdisciplinary and transdisciplinary. It tries to correct the inadequacies of traditional disciplines which blind and shadow women's contribution in various fields.

Dr.Jaya explained the threefold strategies used in women's studies namely, research, action and teaching. She said that research scholars should select activity

oriented burning issues like illiteracy, drop outs, enrolment, bias in curricula, declining sex ratio, increasing female poverty, lower life expectancy, atrocities against women and domination of patriarchy,

In the sphere of teaching, Dr.Jaya said the 'fallacy' that 'woman is not only unknown but unknowable' should be corrected. The main task of women's studies is to make women visible in the curriculum using non-traditional, experimental and participatory methods of teaching, making it a compulsory discipline for boys and girls till the undergraduate level. It should have a contemporary approach and be topical, including the burning issues of today.

June 17, 1991 (Forenoon Session):

Topic : Fostering Creativity

Speaker : Dr.S.Dandapani

Rapporteur : Dr.V.K.Kakaria

Dr.Dandapani explained the concept of creativity through a number of examples. He defined creativity as some kind of an unconventional mode of thinking and

and problem solving that would generate ideas of an innovative nature that can transform life appreciably, and said that this type of creativity need not be gifted - rather it is cultivated, nurtured and developed at home, school and community. Dr.Dandapani highlighted the 'divergent mode of thinking as the backbone of creativity'.

While explaining the steps in creative thinking, he referred to Wallace and the four steps - 'preparation' where one identifies, collects and organises the data, of a problem followed by an apparently inactive period of 'Incubation' which would suddenly strike at a brilliant 'Illumination' of 'idea', which ultimately has to be confirmed through intellect and judgement.

He said that creativity requires freedom, spontaneity, time, suitable environment, encouragement, and above all, a life centred curriculum. A creative person tends to be unconventional, above average in IQ, imaginative, curious, takes challenging risks, flexible in thinking, has a sense of humour and enjoys his work.

In order to help and encourage creativity in children, we should respect the individuality of children, allowing them to think freely in finding new ideas and solutions, and inspire them with demonstrations. In this connection, he cited the examples of famous personalities who discovered, invented or created unique things using their exclusive creative talent - like Bruner, Pavlov, Freud, William James and Thomas Gray.

June 17, 1991 (Afternoon Session):

Topic : Computers in Education

Speaker : Dr.S.N.Prasad

Rapporteur : Dr.Mukti Acharya and
Dr.Snehalata Prasad

Dr.Prasad gave an interesting account of the ushering in of computers, revolutionising the educational technology. He said that the role of computers in the educational scene centres round learning about computers (hardware and software), learning about the applications of computers (specific use) and learning with computers (CAI). He explained the different softwares like Binary, machine language, assembles and high level languages like BASIC, COBOL, ALGOL, FORTRAN, PASCAL, etc.

Dr. Prasad brought to light the three unique features of CAI, which make them superior to TV and radio, namely highly interactive and personalised learning, simulation and animation. The ability to store and retrieve vast amounts of information very quickly is a unique feature. The speaker also gave an idea of the common types of software like content free and content specific, the latter being used more in schools to enhance the use of computers in teaching/learning process.

Dr. Prasad commended the advantages of computers used as learning devices, such as personalised instruction, catering to individual differences, variable pace of learning and built in evaluation and monitoring of learning. But in order to be successful, it has to overcome the difficulties like high cost of soft and hardware, maintenance, teacher training, scheduling and developing a computer culture.

June 18, 1991 (Forenoon Session):

Topic : Computer Assisted Learning/
Language Learning

Speaker : Prof. E. Annamalai

Rapporteur : Dr. N. N. Prahallada

Prof. Annamalai gave an illuminating lecture on language learning with the assistance of computers. He said learning language from the environment is easy. In our country, we are facing many problems in language teaching and learning. Language classes are less motivated as a result students' attention and interest automatically gets reduced. Computer technology motivates better and assists children to learn language profitably. Video games can be developed through computers. Chalk and black board is also a technology but the effect of computers is better. He said language teaching has the following components - input knowledge, imparting skills and imparting values. Speaking, listening, writing, reading skills should be developed on proper lines. Skills and values can be easily taught using computers. He said language load/curriculum load is heavy. We have large classrooms with too many students and it requires different teaching technology. Lack of reinforcement is often felt. Language learning extends beyond classroom. For first generation learners, home language is different from school language due to social variation. Here comes the role of technology.

Computer technology has the following features - information storage and processing. Computer Aided Language Learning (CALLS) is an innovation and by using it immediate gratification is secured by the learner. Psychological fear is removed in computer. Computer can assist in developing question bank, exercise bank and game bank. Teacher can use it for evaluating students' performance. The profile of students can be stored on computer. He said that there is so much talk about mystification of the computer. Therefore, demystification of the computer technology is needed and proper attitude should be developed towards it so that computer technology can be used profitably especially in language learning.

June 18, 1991 (Forenoon Session):

Topic : Learning to learn skills

Speaker : Dr.P.R.Nayar

Rapporteur : Dr.Dayapant

Prof.Nayar gave a brilliant analysis about the concept of learning to learn skills. He referred to Bloom's classification of objectives viz. knowledge, comprehension/understanding, application and skills.

Cognitive capabilities are the pre-requisite for effective learning. Role perception of the learner is important. Active information processing and selective attention of the learner are important. He explained different kinds of reading like reading with comprehension, silent reading, fast reading, skimmed reading, diagonal reading, etc. He referred to orthodox focussing and focus gambling techniques. Semantic encoding, i.e. science of meaning, Empirical Episoding (EE) and Cumulative Constructionism (CC) are some of the concepts he explained as part of the learning to learn skills.

June 18, 1991 (Afternoon Session):

Topic : Issues in Teacher Education

Speaker : Dr.Mohammed Miya

Rapporteur : Dr.N.N.Prahallada

In his lecture, Dr.Miya praised the role of teachers especially in the contemporary context in guiding students on sound lines. Quoting NPE-1986 and POA he said that no people can rise above the level of its teachers. "The teacher is the principal means for implementing educational programmes and of the organisation of education".

The teacher has to play a multi-dimensional role in the present day context and this has arisen out of the new policy thrusts. Teachers in service should be sensitized to their emerging roles as friend, philosopher, guide, learning facilitator and diagnostician, etc.

He stressed the need for revamping and revitalising existing teacher education programmes. The content and structure of teacher education programmes needs to be reformed keeping in mind NPE 1986.

He also laid emphasis on conducting good research in the area of teacher education.

June 19, 1991 (Forenoon Session):

Topic : Nutrition Education

Speaker : Dr.G.Saraswathi

Rapporteur : Dr.N.N.Prahallada

Dr.Saraswathi introduced the concept of Nutrition education quoting UNESCO as 'teaching and learning about knowledge, attitudes and practices related to food, the way it is used by the human body for energy, growth and development. She stressed the need for Nutrition

Education in India as we are confronted with wide spectrum of nutritional disorders like anemia, mental retardation, blindness and endemic diseases. The major causes for malnutrition are poverty, ignorance, faulty food habits and non-availability of drinking water and medical services.

Dr.Saraswathi highlighted the measures taken by the Government and other agencies to combat malnutrition, with special reference to the integrated child development in rural areas. In this connection, she brought to light the importance of teaching school children about Nutrition. Though NCERT and other UNICEF funded organisations have been doing considerable work, the results are not satisfactory. She suggested that suitable text books must be brought and the curriculum should be restructured. She emphasized the special role of NCERT in organising training courses in Nutrition Education for school teachers.

The speaker then explained the general goals of Nutrition Education as - the choice of right food, economical use of resources for optimum utility, deve-

lopment of recipes to preserve nutrition, learn to evaluate the given nutrition information and to identify the nutrition problems.

For an effective nutrition education, she said that the content must be need based, women and children should be taught the values of nutrition education. Teachers should evince keen interest in N.E. programmes. Mass media should be used for propagating Nutrition Education on proper lines.

Nutrition Education should be implemented along with other non-nutrition programmes to bring about all round development.

June 19, 1991 (Forenoon Session):

Topic : Training Modalities and Their Organisation

Speaker : Prof. J.S. Grewal

Rapporteur : Dr. S.K. Gupta

Prof. Grewal brought to light the importance of training in all disciplines including agriculture, medi-

cine, psychology, teaching, industry and business. He said, 'People have feelings and needs and if the management is to be successful in motivating them to perform, these needs have to be satisfied, and this is possible only through well organised training strategies. He explained the four types of programmes to satisfy training needs like orientation, on-the-job training, off-the-job training and outside training.

The nature and types of training will depend upon the nature of jobs and the needs of the personnel. In education, the objectives should be to bring about changes in the knowledge, skills and attitudes of the participants. Motivation, both intrinsic and extrinsic play an important role here. For explaining the training methods, Prof.Grewal referred to the ILO classification (1972) and Kozma's (1979) classification of training methods for adult learners. He cited the "Evaluation of Adult Education Project" in Bhopal, RCE as a model. He discussed case study approach in detail to support this idea.

While stating the importance of 'models in teaching in teacher training, he referred to the classification of Joyce and Weil (1985) with theories like Induction method, Inquiry, Synectics and non-directive teaching. He also mentioned Robinson's (1988) didactic, participative and programmed learning methods. While laying stress on organisational skills required for training personnel, he brought to light the ISD approach, with its features like analysis, design, development, implementation and control.

Prof. Grewal then highlighted the other needs - needs felt by Tribal Welfare Department, needs of the minority school teachers etc. He explained with suitable illustrations the various methods and approaches like lecture method, discussion, team teaching, multi-media approach, case study, local specific approach and self-learning modules. He highlighted the diagnosis, cause and effects of the case study approach with special reference to the UNESCO studies and projects.

June 19, 1991 (Afternoon Session):

Topic : **Enhancing Learning Achievement-
Qualitative Reforms**

Speaker : **Prof.S.R.Rohidekar**

Rapporteur : **Dr.R.C.Sethi**

Prof.Rohidekar highlighted the shift of emphasis in knowledge, especially in science and technology, from teaching to learning - which has given rise to a 'continuously learning society'. In this connection, he brought to light the importance of enhancing learning achievement, specially in terms of depth, and its application to real life situations, which necessitates qualitative reforms.

He explained the various qualitative ways of enhancing learning achievement like experiential learning, learning how to learn, divergent (creativity) approach, interaction with learning environment, application of knowledge to real life and knowledge and skill for future enrichment.

He also stressed the need for improving teacher preparation in aspects like teaching, preparing aids, extension, research and also the involvement and active participation of students in all aspects through simulation, role play, brain storming sessions and the use of mass media. He focussed the role of computers in enhancing learning achievement.

Prof.Rohidekar also suggested the use of appropriate community resources (both personnel and material) to achieve optimum success in bringing qualitative reforms.

June 20, 1991 (Forenoon Session):

Topic : Language and Communication

Speaker : Dr.D.P.Pattanayak

Rapporteur : Dr.S.Keshava Murthy

The speaker highlighted the three aspects of communicating language - communicating, receiving and channelising. He also classified it into verbal and non-verbal and oral and graphic. He referred to the importance of verbal media like Radio, T.V. and printed

material in communication. He said communication should focus on coverage and access, keeping in mind the language of the people who are communicated. Even illiterates can be effectively communicated through music, dance and drama which help to preserve our culture. He brought to light the three language groups in India, namely the Indo Aryans, Dravidian and Mundra (Tribal). He also explained the scripts followed by different languages like Laddoki, Kashmiri, Marati and Konkani and the scripts of major languages like Kannada, Roman and Devanagiri (which have their own scripts) but all these are derived from Brahmi script only.

He explained the differences made in meaning, expression and mood by using different styles, registers, dialects and forms of language. He emphasized the importance of following a standard style in writing text books, for clear communication. He described the dimensions in literature like text, composition and interpretation.

Dr.Pattanayak underscored the difficulties posed by multilingualism to bring national integration, through communication. This can be overcome only through effective school curriculum, liberalising language policy, to suit the needs of the individual. The children should be inspired to learn the mother tongue, national and international language for smooth and effective communication.

June 20, 1991 (Forenoon Session):

11.30 a.m. to 1.00 p.m. : Film Show

Place : T.V. Room in Technology Block

June 20, 1991 (Afternoon Session):

Topic : Evaluation of learning outcomes

Speaker : Prof.Mohammed Miyan

Rapporteur : Dr.R.L.Phutela

Dr.Miyan brought to light the importance of, and the interrelationship between, the evaluation of teaching and evaluation of student achievement. He

distinguished between testing, measurement and evaluation and also between measurements of physical phenomena and human phenomena and human abilities - both on qualitative and quantitative scales.

The speaker then explained the various scales used for measuring phenomena and attributes and their potentials - like nominal, ordinal, interval and ratio scales. The first three are extensively used in education.

He then brought to light the difficulties in measuring human behaviour in precise terms, since units of measurement are not constant, and errors of measurement make a difference in different situations. He also discussed the role of measurement and evaluation in the instructional process for enhancing achievement.

June 21, 1991 (Forenoon Session):

Topic : Mental Health
Speaker : Dr.(Mrs) Malvika Kapoor
Rapporteur : Dr.B.Phalachandra

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Dr. Malvika Kapoor gave an interesting and educative lecture on mental health keeping in mind the mental health problems of school children. She explained the role of National Institute of Mental Health and Neurosciences (NIMHANS) in sensitizing school teachers regarding mental health problems of children. She referred to a package developed by NIMHANS to train teachers in tackling mental health problems of school going children.

Shyness, restlessness, language problem, stammering, slow in picking up language, timid behaviour, soiling and wetting clothes are some of the problems largely found among pre-primary and primary school children.

Dr. Malvika cautioned against the false perception among teachers that boys alone have more mental health problems than girls. Emotional problem hampers scholastic achievement, she added.

She stressed the need for the teachers to find out the causes for behavioural problems of each child

including speech and language problems. This is because 80% of the student problems can be solved by the teachers, therefore, teachers should be oriented and trained properly in mental health.

She also discussed issues like the causes of mental health problems in general, role of environment in dealing with mental health problems of children.

Lastly she said that increased sensitization alone is not sufficient as available services will be unable to cope with increased demands. Back up services will have to be provided within the school community.

June 21, 1991 (Forenoon Session and Afternoon Sessions:

Topic : Use of Library: Updating Knowledge

Speaker : Prof.K.L.Luthra

Rapporteur : Dr.Snehalata Prasad

Prof.K.L.Luthra, through his elaborate and illuminating discourse, emphasized the vital role played by libraries in educational institutions. It is

very important for a research scholar to know how to make use of the library effectively for their research work. Prof.Luthra, explained through illustrations, the classification system, method of cataloguing and how to locate a particular book or journal using the card catalogue, index number, etc.

He analysed the advantages of card catalogue system and the entry system. The catalogue contains the complete information of the book like call No., author, title, editor, edition, details of publishers, collation, series, series No., notes, tracing and accession number. He also explained the two categories of authors - personal and corporate. The catalogue cards are arranged alphabetically and classified.

Prof.Luthra then gave a big list of encyclopaedias available in libraries, national and international journals, ICSSR publications and year books. He highlighted the importance of educational publications as source material for collecting data in respective areas. He

also gave an idea of seeking help through inter-library loan system. He welcomed the decision of NCERT to computerise the services of NIE and RCE libraries.

June 22, 1991 (Forenoon Session):

Topic : Imperatives in Education

Speaker : Miss Ahalaya Chari

Rapporteur : Mr.B.L.Pandit

Miss Ahalaya Chari gave an illuminating lecture on the imperatives in education. Narrating her experiences, she said that education should demand excellence from children. Education should be need based.

She said that there is so much change and improvement in the world of knowledge, it is but natural that we as teachers should equip ourselves with new knowledge to face the challenges in the field of education. We should update our knowledge of content.

She referred to NCERT logo and said the three swans meeting together (i.e. Research, Extension and Training) should be understood from the right perspective and it is an indication of commitment to quality in school education.

We should face the challenge of the environment and through environmental education, children should be sensitized to play a positive role in protecting the health of the environment.

She referred to the philosophy of J.Krishnamurthy regarding changed conception of man. We should bring meaningful changes in the realm of Education in the contemporary context and mere cosmetic changes is of no use, she added.

June 22, 1991 (Forenoon Session):

Time : 11.30 a.m. to 1.00 p.m.

Video Film Show on the Philosopher J.Krishnamurthy

June 22, 1991 (Afternoon Session):

Topic : Teacher Education : Future Concerns

Speaker : Dr.R.P.Singh

Rapporteur : Dr.N.N.Prahallada

In his thought-provoking lecture, Dr.R.P.Singh touched upon almost all aspects of teacher education and said teacher is the most important person in translating the curriculum and cultivating right habits among school children. Therefore, teacher preparation is the most important and challenging task of the emerging Indian society.

Teachers should be evaluated in terms of their level of scholarship. Teacher should have clarity of thought and wisdom.

The entire gamut of teacher preparation needs to be revamped keeping in mind the future concerns.

Dr.Singh referred to the nature of teaching and made a distinction between 'teaching' and 'indoctrination', teaching and 'initiation' and teaching 'propa-

gation'. He explained the functional aspects of teaching keeping in mind its moral and spiritual framework.

He said that the artificiality in teacher education programme needs to be corrected.

He explained briefly the importance of continuous inservice education of teachers and said that there is an urgent need to bring cohesiveness with regard to content and process of teacher education.

June 23, 1991 (Forenoon Session):

Valedictory Function

Chief Guest : Prof.C.D.Narasimhaiah

V A L E D I C T O R Y . F U N C T I O N

REGIONAL COLLEGE OF EDUCATION, MYSORE 570 006

CAREER ADVANCEMENT COURSE

June 7 - 23, 1991

ASC, NCERT - Venue : RCE, Mysore

Valedictory Function

- Programme : 8.30 a.m.
1. Welcome and Concluding:
Remarks : R P Singh
2. Valedictory Address : Prof. C D Narasimhaiah
and Distribution of
Certificates
3. Thanks and Comments : a) Prof. C Seshadri
b) Dr. N N Prahallada

Valedictory Function

After the hectic deliberations for 16 days the CAC programme concluded on the 17th day on 23rd June 1991.

The valedictory address was delivered by Prof. C.D.Narasimhaiah, Retd. Professor of English, University of Mysore, Mysore. In his address he stressed the importance of professional growth especially in the contemporary context of the country. He distributed the course certificates to the participants.

Dr.R.P.Singh, Programme Director explained to the Chief Guest the details of the programme that went on for 16 days.

The research papers submitted by the participants were evaluated and returned on this occasion with a request to get the papers published in relevant periodicals.

Prof.C.Seshadri, Principal, RCE, Mysore spoke and wished all the participants a success in their future academic endeavours.

Dr.N.N.Prahallada, Reader in Education and Programme Coordinator thanked all the participants for having given complete cooperation in the smooth conduct of the programme. He thanked Prof.Seshadri for having given the opportunity to work as Programme Coordinator. He also thanked Prof.R.P.Singh and others from NCERT for their cooperation and coordination in the conduct of the programme.

Dr.N.N.Prahallada
Programme Coordinator

C O U R S E F A C U L T Y

COURSE FACULTY

A. NIE FACULTY

1. Prof. A K Sharma
Joint Director
N C E R T
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2. Prof. R P Singh
Dean (Research) and
Head, Teacher Education Dept.
N C E R T
Sri Aurobindo Marg
New Delhi 16

3. Prof. B Ganguly
Head, Department of Education
in Science and Mathematics
N C E R T
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New Delhi 16

4. Prof. Arjun Dev
Head, D E S S H
N C E R T
Sri Aurobindo Marg
New Delhi 16

5. Prof. R M Kalra
Dept. of Teacher Education
N C E R T
Sri Aurobindo Marg
New Delhi 16

6. Dr. K L Luthra
Professor of Library Science
N C E R T
Sri Aurobindo Marg
New Delhi 16

B. RCE, MYSORE FACULTY

7. Prof. C Seshadri
Principal
Regional College of Education
Mysore 6
8. Dr. S L Bhyrappa
Professor of Education
Regional College of Education
Mysore 6
9. Dr. S Dandapani
Professor of Education
Regional College of Education
Mysore 6
10. Dr. S N Prasad
Reader, Department of Science
Regional College of Education
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11. Dr. N N Prahallada
Reader, Department of Education
Regional College of Education
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C. RCE, AJMER FACULTY

12. Dr. J K Sood
Professor
Regional College of Education
Ajmer

D. RCE, BHOPAL FACULTY

13. Dr. J S Grewal
Professor and Dean
Regional College of Education
Bhopal

E. RESOURCE PERSONS FROM OTHER UNIVERSITIES

14. Dr. P R Nayar
Professor of Education
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Mysore 6
15. Dr. Rathna
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16. Dr. N Venkatiah
Professor of Education
University of Mysore
Mysore 6
17. Dr. S S Rajagopalan
Secretary
Sarvagana Higher Secondary School
Peelamedu
Coimbatore 4
18. Dr. (Mrs) Jaya Kothai Pillai
Vice-Chancellor
Mother Teresa Women's University
Madras 32
19. Dr. E Annamalai
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Manasagangotri
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20. Dr. D P Pattanayak
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Addl. Prof. of Clinical Psychology
National Institute of Mental
Health and Neuro Sciences
Bangalore
24. Miss Ahalya Chari
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Adyar
Madras
25. Prof.Mohammed Miyan
Head, Dept. of Education
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New Delhi 25
26. Dr. M S Lalithamma
Reader in Education
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27. Dr. A K Mittal
Indian Institute of Law
Near Supreme Court
New Delhi 2
28. Dr. S C Shukla
Retd. Professor of Education
Jamia Milia Islamia
New Delhi 25

C O U R S E P A R T I C I P A N T S

LIST OF PARTICIPANTS

1. Shri H O Gupta
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3. Shri R K Saraswat
D E P C & G
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12. Shri B L Pandit
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13. Sri R L Phutela
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14. Shri J D Virmani
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From RCEs

15. Dr.(Mrs) Reeta Sharma
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16. Dr V K Kakaria
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17. Shri S K Gupta
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18. Dr V P Srivastava
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Ajmer
19. Dr K C Sharma
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20. Shri S K Sharma
Regional College of Education
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21. Shri R C Sethi
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Bhubaneshwar
22. Shri P K Das
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Bhubaneshwar
23. Mrs. Prema Raghavan
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24. Dr.(Miss) Sabitha Prava Patnaik
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25. Shri B C Basti
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26. Dr.Syam Prasad Raju
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27. Dr. S Keshava Murthy
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28. Shri S Balakrishnaiah
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Participants of the CAREER ADVANCEMENT COURSE held at RCE, Mysore from 7-23 June 1991

C A C T I M E T A B L E

REGIONAL COLLEGE OF EDUCATION, MYSORE 6

Career Advancement Course
June 7 - 23, 1991

Date	Session	Topic	Resource Person
7.6.1991	Forenoon Session (1)	NCERT Functions and Goals	Dr.A.K.Sharma Joint Director NCERT, New Delhi.
	Forenoon Session (2)	Educational Goals and Objectives	Dr.C.Seshadri Principal, RCE, Mysore
	Afternoon Session	Philosophy, its subject matter and values	Dr.S.L.Bhyrappa Professor of Education RCE, Mysore.
8.6.1991	Forenoon Session (1)	History writing Today	Prof.Arjun Dev, NCERT, New Delhi.
	Forenoon Session (2)	Constitutional basis of Education	Dr.A.K.Mittal Indian Institute of Law New Delhi.
	Afternoon Session	Education and Values	Dr.S.L.Bhyrappa RCE, Mysore.
9.6.1991	Forenoon Session (1)	Issues in Teaching History	Prof.Arjun Dev NCERT, New Delhi
	Forenoon Session (2) and Afternoon Session	In search of an Effective School Science Education	Prof.B.Ganguly NCERT, New Delhi
10.6.1991	Forenoon Session (1)	Scientific Temper	Prof.R.M.Kalra NCERT, New Delhi
	Forenoon Session (2)	Educational Research	Prof.P.R.Nayar University of Mysore Mysore
	Afternoon Session	Priority areas in research	Prof.P.R.Nayar University of Mysore Mysore

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Date	Session	Topic	Resource Person
11.6.1991	Forenoon Session (1)	U.E.E. Basic Issues and Strategies	Panel Discussion - Dayapant, B.L.Pandit, S.K.Sharma, Phalachandra
	Forenoon Session (2)	Modes of Communication	Dr.Ratna, AIISH, Mysore
	Afternoon Session	Panel Discussion continued.	
12.6.1991	Forenoon Session (1)	Recent Trends in Social Theory of Education	Dr.S.C.Shukla, Jamia Milia Islamia, New Delhi
	Forenoon Session (2)	Formal & Non-formal Strategies at Primary Stage	Prof.N.Venkatiiah, Mysore University, Mysore.
	Afternoon Session	Minimum levels of learning	Prof.P.R.Nayar, Mysore University, Mysore.
13.6.1991		EDUCATIONAL TOUR	
14.6.1991	Forenoon Session (1)	Education of Deprived Groups	Dr.C.Seshadri RCE, Mysore.
	Forenoon Session (2)	Futurology and Educational Perspectives	Dr.J.K.Sood, RCE, Ajmer
	Afternoon Session	Organisational Design of NCERT.	Dr.A.K.Sharma, NCERT, New Delhi.
15.6.1991	Forenoon Session (1)	Distance Education - An Alternative Delivery System	Dr.M.S.Lalithamma, University of Mysore Mysore.
	Forenoon Session (2)	Mathematics Education	Dr.S.S.Rajagopalan Coimbatore
	Afternoon Session	Science Education in Future	Dr.J.K.Sood RCE, Ajmer

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Date	Session	Topic	Resource Person
16.6.1991	Forenoon Session (1)	Education of Girls	Dr.J.K.Pillai Madras.
	Forenoon Session (2)	Causes and Consequences of Population Growth in India	Dr.N.N.Prahallada RCE, Mysore
	Afternoon Session	N.P.E.P. & Role of NCERT	Dr.N.N.Prahallada RCE, Mysore
17.6.1991	Forenoon Session (1)	Women Studies	Dr.J.K.Pillai Madras.
	Forenoon Session (2)	Fostering Creativity	Dr.S.Dandapani RCE, Mysore.
	Afternoon Session	Computer Education	Dr.S.N.Prasad RCE, Mysore.
18.6.1991	Forenoon Session (1)	Computer Assisted learning/ Language Learning	Dr.E.Annamalai CILL, Mysore
	Forenoon Session (2)	Learning to learn skills	Prof.P.R.Nayar University of Mysore Mysore
	Afternoon Session	Issues in Teacher Education	Prof,Mohammed Miyan Jamia Milia Islamia New Delhi
19.6.1991	Forenoon Session (1)	Nutrition Education	Dr.G.Saraswathi University of Mysore Mysore
	Forenoon Session (2)	Training Modalities and their organisation	Dr.J.S.Grewal RCE, Bhopal
	Afternoon Session	Enhancing learning Achievement: Qualitative Reforms	Prof.S.R.Rohidekar Bangalore

(iv)

Date	Session	Topic	Resource Person
20.6.1991	Forenoon Session (1)	Language and Communication	Dr.D.P.Pattanayak CILL, Mysore
	Forenoon Session (2)	Video film on Population Education Rock Climbing (Cultural Heritage of India and Air Pollution)	
	Afternoon Session	Evaluation of Learning Outcomes	Dr.Mohammed Miyan Jamia Milia Islamia New Delhi
21.6.1991	Forenoon Session (1)	Mental Health	Dr.Malvika Kapoor NIMHANS, Bangalore
	Forenoon Session (2)	Use of Library: Updating Knowledge	Dr.K.L.Luthra NCERT, New Delhi
	Afternoon Session	Education for Future	Prof.R.P.Singh NCERT, New Delhi
22.6.1991	Forenoon Session (1)	Imperatives in Education	Miss.A.Chari Madras
	Forenoon Session (2)	On J.Krishna Murthy - Video Film	
	Afternoon Session	Teacher Education : Future Concerns	Prof.R.P.Singh NCERT, New Delhi
23.6.1991	Forenoon Session 8.30 a.m.	Valedictory Address	Prof.C.D.Narasimhaiah

Forenoon Session (1)	9.30 a.m. to 11.00 a.m.
Forenoon Session (2)	11.30 a.m. to 1.00 p.m.
Afternoon Session	3.00 p.m. to 4.30 p.m.