# INTRODUCTION

The diversified systems of education offered by different school boards, and the multiple courses offered by various Universities in different subjects of study are making it almost impossible to evolve a comprehensive mechanism to maintain comparability in quality across institutions and individuals at various levels of education and also in various subjects of study. This has not only caused a lot of academic imbalance but also compounded the complexity for evolving a centralised mechanism for evaluation, on a common scale, to meet all the requirements of the country.

Although an in-depth knowledge of testing & evaluation (which is an interdisciplinary area consisting of about 1000 concepts) is an essential component for every teacher, it is not imparted anywhere in the country as a full fledged subject of study. Yet, evaluation is practised by about 50,00,000 teachers for determining the fate of about 5,00,00,000 learners across the country.

Despite this heterogeneity, tests of different kinds are prepared and conducted across the country for admission into specialized institutions (based on aptitude), certification on successful completion of a course (based on achievement), and for employment of different kinds (based on proficiency). Obviously, the contents, methods, and purposes of these tests do not have the approval of all sections of academic fraternity with appropriate standardisation.

Under such circumstances that the NTS-India has been created with a huge responsibility of evolving consensus on the mechanism for quantifying the content inputs and consequential effects that are expected at various levels of education so that they could form a basis for standardisation with national and regional norms. Such a mechanism could form a common frame of reference for all the subjects of study and at all the levels of education. Accomplishment of this massive task is possible only when its objectives are taken to all the concerned upto the grass root level to ensure the participation of at least 16,000 teachers from each discipline of study, to start with that of languages.

It is in view of this, that the dissemination of information becomes essential in order to have cross fertilization of ideas. As part of this long cherished mission of national importance, this monthly Newsletter of NTS-India is being brought out w.e.f. 01/01/2008 in addition to other means of dissemination such as the websites, posters of write-ups, information brochures and documentary film. Apart from these, a series of awareness programmes including conventions and campaigns are also organized by the NTS-India and its 60 Regional Field Units established across 16 states of the country, at the first instance.

We sincerely believe that these initiatives will help making the NTS as a people's movement for maintaining quality and establishing equality in education as enshrined in the constitution of India.

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CIIL, Mysore.

# From the desk of the Director

CIIL, an advisory body to the Government of India on language policies, is often called upon to help fulfill a variety of evaluation requirements of the country involving a number of languages, levels of education, and a range of purposes. In addition to meeting our in-house requirements in 22 major Indian languages (taught as $L_2$ through 7 RLCs), we have been required to meet a variety of demands from the following organizations :

- The UPSC, New Delhi (for improving the quality of their civil service exam papers in 13 languages)

- The SSC, New Delhi (for identifying item writers to develop objective type items in 6 languages)

- The NCERT, New Delhi (for creating an inbuilt system of evaluation in their special education language primers)

- The Govt. of Mauritius (for getting evaluated their primers of 4 grades in 6 Indian languages)

- KPSC, Bangalore (for meeting their urgent needs of objective tests in 8 languages), IBPM, Bombay (for developing scholastic tests in 9 languages)

- An organization of NRIs in the USA (for determining the level of proficiency in Punjabi as $L_3$)

- States and Union Territories of the country (for fulfilling their evaluation needs in different Indian languages at various levels of education)

To meet these challenges, a comprehensive solution is being worked out by the Institute's Centre for Testing & Evaluation, headed by Prof. Pon Subbiah. I am sure the efforts will help not only to build up a centralized mechanism to meet these requirements but also to pave the way for creating quality control and monitoring network in the area of education across the country.

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# From the desk of the Head

Numerous organizations, national and regional, are in need of reliable and valid instruments for a wide range of purposes. Taking these requirements into consideration, the CIIL established the Evaluation & Testing Unit (E&TU) in 1984 with one Reader cum Research Officer. After nearly ten years, one more academician in a junior grade was added to this unit along with a small administrative support to strengthen the research and development work.

During these last two and a half decades, the E&TU, in collaboration with more than 70 Universities / Institutions of the country, has been engaged in developing a variety of reference materials and trained man-power in the area of evaluation. This includes item resources for assessing mastery, personality, proficiency, etc., under a common frame of reference exclusively developed for this purpose. During 2002-03, E&TU was renamed as Centre for Testing & Evaluation (CT&E). Since then the scope of its work has further widened with an ever increasing number of programmes and projects which are of national importance. All these have contributed to the creation of a comprehensive road map to meet the multidimensional demands of the country. When the idea of a National Testing Service was mooted for the first time in the country, the CT&E became the natural choice for carrying out this mega project. Thus came into being, NTS-India.

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# NTS-India : A Vision

The National Testing Service-India (NTS-India) is being established to cater to the testing requirements of the country as perceived by various commissions of education and subsequently envisaged in the NPE / POA 1986, NPE RC 1990, and CABE 1992♦.  The responsibility of formulating and implementing this vital scheme has been entrusted to the CT&E* in view of its two decades of experience in producing basic reference materials and trained manpower in the interdisciplinary area of testing and evaluation. The Ministry of HRD (Language Division) Government of India after obtaining clearance from the Central Planning Commission has given the administrative approval for commencing the preliminary work w.e.f 1.07.06.  An outlay of about Rs.50 crores has been projected for the XI plan period.

In order to implement this, 3 Task Groups (TGs) viz., Research & Development, Survey & Documentation, and Consultancy & Training are being constituted  by inducting 51 personnel (academic, technical, and ministerial) on contractual basis. The NTS would be developed initially with inputs drawn from language disciplines (to start with Hindi, Tamil, & Urdu and subsequently the remaining scheduled languages) before extending the same to other disciplines.  The immediate focus is on the 2 crucial levels of education (Standard XII and Degree) followed by other levels.  In order to mould the NTS as a people's movement, it is proposed to associate about 5000 to 6000 teachers of schools and colleges per annum through its  60 Regional Field Units (RFUs) being created across 16◇ States / UTs of the country where the above languages are in active use.  A provision has also been made to extend this scheme to all the areas of learning by appropriately enhancing the size of the TGs as well as the number of RFUs, in the following years.

The objectives of the NTS are : to formulate concept based continuum of graded syllabi for the courses in various disciplines of study ( to begin with  Indian languages) applicable to all the seven levels of general education ● to develop corresponding tools and scales of measurement  for determining the competence of learner (to begin with language competence) at different levels of education ● to standardize the tools & scales and establish national and regional norms so as to enable the country to make use of them in different contexts and purposes  ● to create a centralised mechanism of quality control (on a  common scale)  there by, pave the way for reformation of examinations in this country.  The applications of NTS are : to maintain inter and intra discipline comparability across the courses at the national and regional levels (e.g., inter and intra language comparability)  ● to accredit the courses as well as the institutions that are involved in imparting them (to start with language courses)  ● to decide an individual's aptitude/ achievement / proficiency (to start with in language in $L_1$, $L_2$, & $L_3$▲ contexts) in comparison with national and regional norms ● to adopt them for the purposes of admission (on aptitude), certification (on achievement), and employment (on proficiency) ● to facilitate delinking of degrees from jobs in due course, as perceived and advocated by various commissions of education.

The immediate beneficiaries of this massive scheme are : UGC (for according recognition of higher educational institutions and deciding the quantum of grants) ● Central / State Boards of Education (for according recognition of schools as per the national / regional norms) ● UPSC, IBPS, SSC, etc., at the national level and PSCs, RRBs, SRBs, TRBs, etc., at the regional level (for adjudicating the applicant's proficiency for employment as per the respective norms) ● About 400 universities, 18000 colleges, and 20 lakh schools across the country (for assessing learners' achievement for certification at different levels of education) ● 100s of specialised institutions such as AIIMS, IIMs, IITs, ISIs, IISc., NID, etc., (for identifying the requisite aptitude of the individuals for admission into various courses) ● 50 lakhs teachers of various disciplines (for developing insights into  the contents as  well as the  consequential effects of teaching) ● 50 million learners of the country (for ascertaining their competence in relation to the  national and regional norms) ● 30 million NRIs and PIOs across the world  (for establishing their children's eligibility as per Indian system of education) ● 50 million inter-state migrants across the country (for deciding their educational requirements  as per the local norms)

At the end of the XI plan period (2007-2011), a fully functional NTS  will be in place with about 250 Regional Field Units and 25,000 to 30,000 trained personnel to cater to the testing requirements of the country.

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♦ NPE - National Policy on Education;  POA - Programme of Action; NPE RC - National policy on Education (Ramamoorthy Committee); CABE  - Central Advisory Board on Education; NRI - Non-Resident Indian;  PIO - Person of Indian Origin

* The details of research, material production, and training activities taken up so far by the CT & E in association with more than 60 universities / specialized institutions of the country may be viewed in the Centre's website

◇ Initially, Andhra Pradesh, Bihar, Chandigarh, Chhattisgarh, Delhi, Uttarkhand, West Bengal, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Rajasthan, Uttar Pradesh, Puducherry, and Tamilnadu (including the border areas of Andhra, Karnataka, & Kerala)

▲ $L_1$, $L_2$, $L_3$ - Native, second, & foreign language respectively

# Research and Development (R&D)

In-depth analysis of the ● concepts of educational measurement and evaluation ● the content inputs and consequential effects of teaching & learning ● Interrelating them with the objectives of education and the actual needs of the country

## Current Activities

General Frame of Reference (GFR) meant for language, literature, and personality (already available in English and Tamil) has been prepared afresh in Hindi and Urdu by the academics of National Testing Service-India (NTS) and finalized in a couple of workshops during March-April, 2007. The GFRs are now ready for developing question - items in all the 3 languages covered by the NTS, at the first instance. Similarly, the evaluation terms representing about 1000 concepts have been translated into Hindi, Tamil, & Urdu. A draft framework of the Concept based Continuum of Graded Syllabi (CCGS) in language and literature is being evolved in English by involving an interdisciplinary group of experts. The process will be continued till all the 7 levels of general education are covered. The first workshop in the series was held recently from 18th to 23rd June 2007. Once this is complete, the CCGS work will be extended to Hindi, Tamil and Urdu. The purpose of this is to create a strong foundation on which the NTS is to be built up, as far as language & literature disciplines are concerned.

A comprehensive framework for Aptitude, Achievement, and Proficiency is a prerequisite for developing various types of tests. As a result of serious research since its inception, CT&E has developed a draft framework. A two day national seminar was held on 21st and 22nd December, 2007 to deliberate on this so that it could be finalised. Several eminent educationists of the country representing different institutes participated in it. However, the scholars felt the need for at least one more meeting for finalising the same so that it could be presented for a wider acceptance.

## Programmes conducted

▶ Workshop on reviewing the glossary of evaluation terms & GFR in Hindi, CIIL, MYSORE (March 2007)
▶ Workshop on reviewing the glossary of evaluation terms & GFR in Urdu, CIIL, MYSORE (March 2007)
▶ Workshop on draft formulation of CCGS : Phase I, CIIL, MYSORE (June 2007)
▶ Workshop on draft formulation of CCGS: Phase II, CIIL, MYSORE (July 2007)
▶ Workshop on draft formulation of CCGS: Phase III, CIIL, MYSORE (July 2007)
▶ Workshop to scrutinize the dimensions of language and literature for CCGS, at CIIL, MYSORE (Oct.-Nov. 07)

## New Initiatives

▶ Proposes to conduct three conventions on Hindi, Tamil, and Urdu languages. The participants of these conventions include educational planners, decision makers (academic and administrative) of the State, UT & Central Governments and authorities responsible for implementation, apart from 100s of senior professors/scholars and educationists representing various regions of the country where these three languages are in active use. The main objective of these conventions is to create an awareness and also to evolve a national consensus regarding the formulation of a concept based continuum of graded syllabi for the courses in Indian languages applicable to all the seven levels of general education.

▶ Proposes to conduct two or three interactive/consultancy meetings on module preparation by involving all the potential scholars including those who have already sent synopses. The allotment of topics for writing modules will be decided only after the completion of these meetings.

# Survey and Documentation (S&D)

● Collecting, consolidating, and creating a database of information resources pertaining to contents, methods, and purposes of evaluation ● Contact particulars of individuals and institutions preparing and using aptitude, achievement, and proficiency tests ● Details of syllabi and corresponding question papers of various courses at different levels of education.

## Current Activities

Scholars specialized in different areas of studies, are being identified and listed language wise under 8 to 10 categories each in two groups (viz., the members of faculty and researchers) in each of the three languages

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viz., Hindi, Tamil, and Urdu are taken up for NTS work, at the first instance. They represent various regions of the country (where these three languages are in active use). Another list consisting of administrators like secretaries to government departments, directors of school and college education and Vice Chancellors of the universities located in the above regions is being prepared for involving them in the NTS activities.

More than 2000 books, reference materials in English, Hindi, Tamil and Urdu languages have also been identified and procured for the NTS library. The details of the tests used for different purposes across the country such as GATE, CAT, CEED, SAT, and GMAT and also of the organizations that make use of them are being collected. This is initiated with a view to have a holistic approach on the distinct features that are required to be used as inputs for developing tests for the purposes of admission, certification, and employment. The electronic documentation of all the information collected so far, is undertaken by the NTS technical staff in addition to the publication and publicity related works such as, developing art pulls, charts, pictures and, drawings. which are required at various stages of NTS work.

## Programmes conducted

► Three consecutive interviews with Prof. Amrik Singh, former Secretary General, Association of Indian Universities (AIU) on language teaching and testing-part 1 to 3, CIIL, MYSORE (January 2007)

## New Initiatives

► For setting up of Regional Field Units (RFUs) the location maps have been prepared. Six committees have been constituted to make personal visits to all the applicant-institutions for on the spot study about their suitability.

# Consultancy and Training (C&T)

• Evolving a mechanism for periodical training • Preparing teaching cum training modules
• Producing documentary films • Creating trained manpower in various branches of evaluation • Extending consultancy on matters related to testing and evaluation

## Current Activities

In order to get the NTS academic and technical staff equipped with the technicalities of evaluation, a series of lecture-cum-interactive sessions were provided during April-May 2007 followed by on-the-job training in various activities of NTS. For extending consultancy & training, and also for the dissemination of information to various regions of the country, the following materials have been prepared in Hindi, Tamil, and Urdu, in addition to English.

► Information Brochure on the Centre for Testing & Evaluation (CT&E).
► Write-up on Multipurpose Indian Languae Evaluation System (MILES)
► Write-up on the NTS-India.

In order to create an awareness and also to motivate teachers in the area of educational testing, preliminary work on producing a series of documentary films is going on. The films will be screened to the teachers of all the levels of education across the country through the RFUs of NTS. Since these concepts are abstract in nature, details that could be picturised are being worked out in the meetings participated by academics and documentary film producers.

## 1st Interactive meet for preparation of Training Modules on Testing & Evaluation

1st & 2nd August, 2007

The First Interactive/Consultancy Meet for developing Training Modules on testing and evaluation was held at the National Institute of Technical Teachers Training and Research (NITTTR), Chennai. About 70 scholars form different disciplines (arts, science, engineering, medicine, managements, etc) representing various universities/educational institutions located in different parts of the country participated in this programme.



*Left to right: Prof. Udaya Narayana Singh, Director, CIIL.,Dr. B.G. Barki, Director, NITTTR, Chennai, Prof. Pon Subbiah, Head, NTS.*

At the inaugural session, Prof. Pon Subbiah, the Head of NTS-India welcomed the gathering and gave a briefing about the objectives of the programme.

Prof. B.G. Barki, the Director of NITTTR, Chennai presided over the function. In his opening remarks, he briefed about the rationale behind the convening of this meeting at the NITTTR.

Prof. Udaya Narayan Singh, Director, CIIL, delivered the inaugural address. He described the activities of CIIL besides focusing on the salient features of NTS and its need for the country in the present context. Dr. M. Balakumar, the coordinator of the programme proposed vote of thanks at the end. Mr.Kulandaivelu of NITTTR was the local coordinator.

## 2nd Interactive meet for preparation of Training Modules on Testing & Evaluation

30th & 31st August, 2007

The above meeting for developing Training Modules on testing and evaluation was held at the Centre for Linguistics, School of Language, Literature & Culture Studies, Jawaharlal Nehru University (JNU), New Delhi. About 70 scholars from different disciplines representing various universities / educational institutions located in North and North Eastern parts of India participated in the programme.

Prof. Variyam Singh, Dean School of languages, JNU chaired the inaugural function. The Rector of JNU Prof. R. Kumar inaugurated the event. Prof. Pon Subbiah, the Head, NTS-India highlighted the objectives of the programme. The Director (Languages) Ms. Rashmi Chawdhary of the MHRD, Dept. of Higher Education, Govt. of India made the opening remarks. Earlier Prof. P.K.S. Pandey, Chairperson, Centre for Linguistics, JNU in his welcome address motivated the experts to prepare training modules. Dr. M. Balakumar, RRO, CT&E, CIIL Coordinated the programme.



*Left to right : Prof. Pon Subbiah, Head, NTS-INDIA, Sri. B.D. Jayaram, Lecturer(SG), CIIL, Ms. Rashmi Chawdhary, Director(L), MHRD., Prof. K. Ramasamy, Dy.Director, CIIL., Dr. N. Nadaraja Pillai, Reader, SRLC., Dr. L. Ramammorthy, RRO., and Dr. M. Balakumar RRO., CIIL- at the inauguration of the 2nd interactive meet at the JNU*

## Programmes conducted

► Three consecutive meetings to discuss & finalise the topics for developing Training Modules on Testing and Evaluation, CIIL, MYSORE (February 2007)

► Workshop for developing academic scripts for documentary films on testing & evaluation at CIIL, MYSORE (March 2007)

► Workshop for scrutinizing the synopses received for developing training modules on testing and evaluation at CIIL, MYSORE (April 2007)

► Workshop regarding development of documentary films on testing & evaluation: Phase I at CIIL, MYSORE (June 2007)

► Workshop regarding development of documentary films on testing & evaluation: Phase II at CIIL, MYSORE (July 2007)

► Orientation programme on curriculum development and textbook writing to teachers of MGI, Mauritius at CIIL, MYSORE (Jul.-Aug. 07)

► Combined workshop for deciding documentary films on testing & evaluation at CIIL, MYSORE (Aug. 07)

► Workshop regarding finalization of the script for the documentary films on Aptitude, Achievement, Proficiency Test, at CIIL, MYSORE (August 2007)

► Meeting to scrutinize the synopses of training modules on testing and evaluation, CIIL, MYSORE (Oct. 07)

► 3rd Interactive meeting for preparation of training modules on testing and evaluation, CIIL, MYSORE (Dec.07)



*Academic experts and documentary film producers on discussion*

## New Initiatives

► Proposes to conduct a few more meetings of academics and film producers to work out the details of the documentary films on the above tests with a global coverage.

# Regional Field Units (RFUs)

● To take all sections and classes of the society into confidence through their languages ● To have wider participation from all sections of academics for building up of national consensus on various aspects of evaluation ● To identify scholars and undertake the process of item preparation, test construction, field administration, data collection and standardisation to establish norms
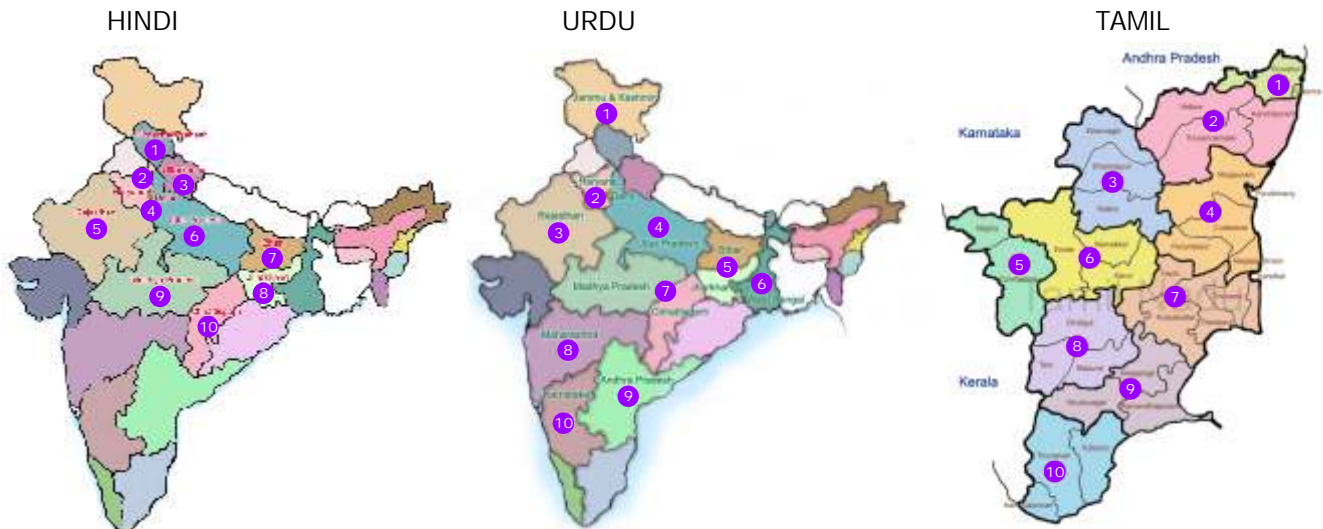
### HINDI



### URDU



### TAMIL



| Regions of HINDI | | Locations where RFUs are preferred. |
|---|---|---|
| 1. Himachal Pradesh | - | Solan, Shimla, Mandi, Manali,Dharmasala, Hamirpur |
| 2. Haryana | - | Panipat, Ambala, Faridabad, Gurgaon |
| 3. Uttarakhand | - | Dehradun, Nainital, Haridwar |
| 4. Delhi | - | Old Delhi / New Delhi |
| 5. Rajasthan | - | Jaipur, Ajmer, Udaipur, Bikaner |
| 6. Uttar Pradesh | - | Meerut, Aligarh, Lucknow, Kanpur, Allahabad, Varanasi, Saharanpur Jhansi |
| 7. Bihar | - | Patna, Bhagalpur, Gaya, Muzaffarpur, Darbhanga, Saharsa |
| 8. Jharkand | - | Ranchi, Jamshedpur, Danabad, Bokaro |
| 9. Madhya Pradesh | - | Indore, Bhopal, Jabalpur, Jhansi, Gwalior |
| 10. Chattisgarh | - | Bilaspur, Raipur, Bastar, Bhilai |

| Regions of URDU | | Locations where RFUs are preferred. |
|---|---|---|
| 1. Jammu & Kashmir | - | Jammu, Srinagar |
| 2. Delhi & Haryana | - | Old Delhi / New Delhi & Panipat, Faridabad |
| 3. Rajasthan | - | Jodhpur, Bikaner, Jaipur, Kota |
| 4. Uttar Pradesh | - | Aligarh, Lucknow, Allahabad, Saharanpur |
| 5. Bihar & Jharkhand | - | Patna, Dharbanga, Gaya, Purnia, Siwan & Ranchi, Jamshedpur, Dhanbad, Bokaro |
| 6. West Bengal | - | Kolkata, Asansol, North 24 Paragana |
| 7. Madhya Pradesh & Chhattisgarh | - | Bhopal, Burhanpur, Bilaspur, Raipur, Bastar, Bhilai |
| 8. Maharashtra | - | Nagpur, Pune, Mumbai |
| 9. Andhra Pradesh | - | Hyderabad, Adilabad, Mahbubnagar |
| 10. Karnataka | - | Bangalore, Gulbarga, Mysore |

| Regions of TAMIL | | Locations where RFUs are preferred. |
|---|---|---|
| 1. TN-AP B1 | - | Chennai,Tiruvallur (including AP border1) |
| 2. TN-AP B2 | - | Vellore,Tiruvannamalai,Kanchipuram (Chengalpattu) (including AP border 2) |
| 3. TN-KA B1 | - | Salem,Krishnagiri, Dharmapuri (including KA border1) |
| 4. TN-PONDY | - | Vilupuram, Pondicherry, Cuddalore, Perambalur Nagappattinam, Karaikal |
| 5. TN-KL B1 | - | Nilgiris, Coimbatore (including KA border 1) |
| 6. TN-KA B2 | - | Erode, Namakkal, Karur (including KA border 2) |
| 7. TN Ctl. E | - | Trichi, Thanjavur, Tiruvarur, Pudukkottai |
| 8. TN Ctl. W | - | Dindigul, Theni, Madurai |
| 9. TN-Old Rmd | - | Sivagangai, Ramanathapuram (Karaikudi), Virudunagar |
| 10. TN-KL B2 | - | Tirunelveli, Tuticorin, Kanyakumari (including KL border 2) |

Legend / Abbreviation : **1** - Region number, TN-Tamilnadu, AP-Andhra Pradesh, KA-Karnataka, KL-Kerala, Ctl.-Central, Rmd.-Ramnad, B-Border, E-East, W-West

In view of the fact that testing and evaluation of languages and eventually of all disciplines in this country will come under the purview of National Testing Service-India, it was decided to solicit active regional participation. This is needed to ensure that all the sections of society with dialectal & cultural variation are proportionately represented. Hence, Regional Field Units (RFUs) are being established with institutional cooperation for carrying out NTS activities all over the country and collecting representative samples. Subsequently the RFUs will be involved for item preparation, test construction, field administration, data collection, and standardization of the tests.

As work in Hindi, Tamil and Urdu is in progress, 60 RFUs - 20 each per language (10 for school education and another 10 for higher education) are being established in the geographical areas (as shown in the Maps).

For Operational details such as terms and conditions (revised), prescribed application format, etc., please log on to www.ciil-miles.net and look for ANNOUNCEMENT (NEW).

# Grant-in-Aid

Taking cognizance of the fact that there is a dearth of resources and specialised manpower in this country in the area of testing and evaluation, National Testing Service-India has taken the following steps

1.  a. It has instituted 30 doctoral fellowships per annum to encourage young scholars to undertake research in this relatively unexplored area of testing and evaluation.

    b. also instituted 15 post doctoral fellowships per annum to promote advanced research in this area.

2.  It offers financial support (as lumpsum grant) to NGOs, recognized institutions and individuals who have specialised in specific research work, developing materials, etc., in the area of testing and evaluation.

The format of prescribed application and other details are available at the centre's web site www.ciil.miles.net

# News & Events

## I Review Meeting of NTS

The first review meeting of the NTS-India was held on 15th Nov. 2007 at the MHRD, Govt. of India, Shastri Bhawan, New Delhi.

Shri. K. Desiraju JS(L), GOI presided over the meeting. Prof.Udaya Narayana Singh, Director, CIIL welcomed the Members and briefed them about the purpose of the meeting. Prof. Pon Subbiah, Head-NTS, explained the salient features of the scheme.

The work accomplished by the NTS team was reviewed in the light of the objectives of the scheme. Building up of national consensus on the materials developed by the NTS team,



*Left to right:*
Sri K Desiraju, JS (L), Ms. Rashmi Chowdhary, Director (L),
Sri S. Mohan, Director (F) MHRD, Govt. of India

bringing three more languages under the purview of the NTS scheme, getting appropriate man-power, etc., were the other points discussed. The queries raised in the meeting were clarified by the Head of NTS-India.

Ms. Rashmi Chowdhary, Director (L), Sri S. Mohan, Director (F), Sri A. Gairola, Section Officer (L) and Sri Sharma, Assistant, of the MHRD, Shri K. Narayan Devaraiah, Academic Secretary of CIIL, Dr. M Balakumar, R.R.O, CIIL & Coordinator NTS programmes, and Shri M.V. Thomas, Officer (General) of NTS were the others who participated in the meeting.

## NTS in VCs' Meet

A special invitation was extended to Prof. Pon Subbiah, Head, NTS-India to participate in a National Seminar on National Knowledge Commission Report-2006 held on 28th November, 2007 in Anna University, Chennai. The seminar was organised by Association of Indian Universities as part of Annual Meeting of Vice-Chancellors of Indian Universities.

Former President of India Dr. A.P.J. Abdul Kalam delivered the keynote address while Shri. S.S. Barnala, the Governer of Tamil Nadu inaugurated the meeting.

Prof. Subbiah, in his speech, apprised the audience (a congregation of VCs) of how NTS had started functioning much before NKC recommended it. He also elaborated on the objectives of NTS and the strategies adopted to fulfill them. His speech was included in the special session on Panel Discussion and Drafting of Recommendations which was chaired by Prof. K. Mohandas, Director Sree Chitra Tirunal Institute of Medical Sciences and Technology, Thiruvananthapuram. The other panellists were Prof. Dayanand Dongaonkar, Secretary General of AIU, Prof. D. Viswanathan, Prof. Laxman Chaturvedi, Prof. P. B. Sharma, Prof. V. Balmohandas, Vice-chancellors of Anna University, Pt. Ravishankar Shukla University, Rajiv Gandhi Technological University and Acharya Nagarjuna University respectively.