In the path of fulfilling the National Agenda on Quality Education
NLLT, a Pilot Study : Rationale & Framework

Towards the fulfilment of the objectives of NTS , a pilot study was initiated on a small sample of 0.3% of the target group comprising *higher secondary* and *graduate level* students in *three languages* (Hindi, Tamil, and Urdu) in April 2010. It involved the preparation of a set of National Level Language Tests (NLLTs) on a systematically worked out framework in order to relate them with the *national agenda* on *quality education*. The framework was based on *three decades* of research experience and a number of brain storming sessions. The design of the test and the rationale behind its formulation are explained here.

Each question item included in the NLLT has been verified *firstly* for its relevance with the 'component of language or literature or personality under which it is listed', *secondly* with the 'mark through the time allotted', *thirdly* with the 'phrasal structure used for its clarity with reference to *educating* and *eliciting* parts', *fourthly* with the 'effectiveness in adopting the principles of item type and its category', and *finally* the 'appropriate usage of *action verbs* to ascertain whether it attempts to test the quantum of *subject matter* mastered or the *personality trait* developed'.

The question items are framed in such a way that an examinee spends *1.5 minute* to get *every 1 mark* at the *higher secondary* level, and *1.8 minutes* in the case of *graduate* level. The process of relating the time with the mark is consistently maintained throughout the NLLT. The above time frame has been arrived at on the basis of the near *average* of the time durations adopted by different school boards and universities. Fixing up the maximum marks as 100 is for convenience and also based on convention being followed by majority of examination boards of the Central and State Governments. Thus, for *100 marks*, the time given is *150 mts.* for higher secondary, and *180 mts.* for graduate level.

The test paper at present is designed to have 3 parts. The *structural* elements and the *dimensional* factors associated with language are accommodated as *content inputs* under part one and that of literature under part two. The third part accommodates the *application* (usage) of the above factors by the individuals (revealing their personality) in the real life situations. In order to facilitate to have a good *choice index,* almost all the types of questions (under objective and subjective categories) have been included in the NLLT. The inclusion of all these factors, is to ensure *random sampling error free* content coverage.

Language plays an important role in education as it is the only *subject* of study which could find a place in the curricula of all the seven levels of general education from *primary* to *research*. The teaching of language, however, is always found to be tagged with *literature* in the Indian context. Therefore, it is obvious that the *testing* too, should include both. But, at the same time, also the question arises as how to maintain the *ratio* in the allotment of *weightages* between these two. In this regard, it could be observed that, emphasis on 'language' is gradually *increased* at the *schools* and *decreased* at the *universities*. It is *vice versa* in the case of 'literature'. Considering the relative position of the 'higher secondary' in the hierarchy of seven levels (equally dividing* them into school levels and university levels), the ratio of language to

literature is maintained as 50:50. The rationale behind maintaining different ratios of weightage at different levels may be seen as indicated below :

	Levels of Education	Weightage for language (in %)	Weightage for literature (in %)	Total
School Education ⋯⋯⋯⋯⋯⟶	Primary	80	20	100
	Upper Primary	70	30	100
	Secondary	60	40	100
*Pre University (Intermediate)⋯⟶	Higher Secondary	50	50	100
University Education⋯⋯⋯⋯⟶	Graduate	40	60	100
	Post Graduate	30	70	100
	Research	20	80	100

As per the General Frame of Reference devised by the NTS for this purpose, the *basic skills* of language and their *manifestations* fall under the *psychomotor* domain. Hence, the question items related to such skills have been amalgamated with those listed under the relevant sections of the *application* part. However, the *oral* (communication) part of the *productive skill, has not been included* in the pilot study for want of adequate manpower, and material resources. But, the same *will be taken care of* when the study is taken up on the *actual sample,* in due course .

-Editor

R&D Research and Development

● To undertake in-depth analysis of the concepts of measurement & evaluation in the context of education ● To identify the content inputs & consequential effects of teaching, and learning ● To interrelate the outcome with the objectives of education and the actual needs of the country ● To develop appropriate methodology to meet all the evaluation needs.

Current Activities

NLLT Framework - Higher Secondary Level

Object (area) being assessed	Details of Major Components	No. of Minor Components	No. of Sub Components (dimensions)	No. of Micro Components (dimensions)	No. of Items	Itemwise Distribution of Marks
I. Subject Matter						
a. *Language*	Phonology	4	14	6	3	$1 + 2 + 3 \quad\quad = 6$
(9.5 % of components covered in the test)	Morphology	8	41	33	5	$1 + 1 + 2 + 2 + 3 = 9$
	Syntax	8	27	27	3	$1 + 2 + 3 \quad\quad = 6$
	Semantics	2	20	0	5	$1 + 1 + 2 + 2 + 3 = 9$
	Total	**22**	**102**	**66**	**16**	**30**
b. *Literature*	Genesis	2	8	11	3	$1 + 2 + 3 \quad\quad = 6$
(5.3 % of components covered in the test)	Generics	3	36	148	5	$1 + 2 + 2 + 3 + 3 = 11$
	Aesthetics	2	14	45	3	$1 + 2 + 3 \quad\quad = 6$
	Affectives	1	1	2	3	$2 + 2 + 3 \quad\quad = 7$
	Total	**8**	**59**	**206**	**14**	**30**
II. Individual Traits						
a. (thro' Appln. / usage of *lang.*)	Cognitive (Thinking)	8	11	7	3	$1 + 2 + 3 \quad\quad = 6$
	Affective (Feeling)	7	13	-	3	$1 + 2 + 3 \quad\quad = 6$
(23.8 % of components covered in the test)	Psychomotor (Action)	7	11	-	4	$1 + 2 + 2 + 3 \quad = 8$
	Total	**22**	**35**	**7**	**10**	**20**
b. (thro' Appln. / usage of *lit.*)	Cognitive (Thinking)	8	11	7	3	$1 + 2 + 3 \quad\quad = 6$
	Affective (Feeling)	7	13	-	3	$1 + 2 + 3 \quad\quad = 6$
(23.8 % of components covered in the test)	Psychomotor (Action)	7	11	-	4	$1 + 2 + 2 + 3 \quad = 8$
	Total	**22**	**35**	**7**	**10**	**20**
III. Societal Values		(Not covered at present)				
	Grand Total	**74**	**231**	**286**	**50**	**100**

Review of the draft NLLT: Graduate Level

April 2010

In order to ascertain the veracity of the items prepared for the NLLT (college level) scheduled to be conducted on 9th May 2010 in Hindi, Tamil and Urdu, teachers involved in the actual teaching of the concerned language at the   colleges/universities were invited to NTS H.Qrs., Mysore. They were given a briefing about

A view of scholars in Hindi & Urdu Group

A view of scholars in Tamil Group

the rationale behind each of the question item included in the draft NLLT, and were requested subsequently to verify the accuracy of the factual information incorporated. The suggestions and observations given by the participating teachers were taken into account during the finalisation of the NLLT. Details such as the dates of programme, names of the teachers, language represented by them, etc., are as follows :

26th & 27th April 2010	Prof. Thippeswamy, Prof. V.D. Hegde (formerly of University of Mysore), Dr. Ashok Gautam and Dr. Baldev Singh (Dept. of Hindi, Govt. P.G. College, Solan, H.P) to represent *Hindi*.
26th & 27th April 2010	Prof. Shahid Hussain (JNU, New Delhi), Prof. Masood Siraj (Dean Faculty of Arts, University of Mysore), Dr. Fatima Zahra (Principal, Govt. College, Hassan) and Dr. Abdul Rehman Khan (formerly of DIET, Mysore) to represent *Urdu*.
28th & 29th April 2010	Dr. A.Kamatchi (CAS in Linguistics, Annamalai University), Dr. R. Sabapathy, Dr. K. Rajarathinam and Dr. S. Thirumavalavan (National College, Tirchy, Tamil Nadu) to represent *Tamil*.

S&D Survey and Documentation

● To collect, consolidate, and create an electronic grid of information pertaining to contents, methods, and purposes of evaluation ● To enlist the contact particulars of individuals and institutions involved in preparing and using different types of tests ● To develop a grid of material resources with syllabi of various courses and question papers there on, at different levels of education ● To build up a specialized library with rare reference on this area and documenting various related news items.

Current Activities

Application Software

NTS-India has developed an application software for its internal use to store and retrieve the records in a systematic way. The details about the scholars such as Name, Qualification, Designation, Specialization, Department, University / Institution, Postal Address (either Residence or Office), City, Pin Code, State, Phone (Residence & Office), Mobile, Fax, Email, etc., along with the particulars of their participation in the NTS/MILES programmes are stored in the electronic database. This software facilitates retrieval of information, regarding the above details for the purpose involving them for workshops/programmes and also to keep them in the NTS mail list.

What does it mean?

Pilot Testing is a kind of trial testing and is one of the steps being followed towards the establishment of standardisation. In this step, the question items prepared are kept in a test format and are administered to a small sample of population for obtaining some preliminary information such as time, length for sub tests, clarity of instructions, suitability of test items, appropriateness of the distracters, and any other observations that may be useful for refining the test. The sample size may be of 50-100, selected on the basis of a sampling procedure.

Source : *An Introduction to Evaluation Terminology, CIIL, Mysore, 2008*

C&T Consultancy and Training

● To evolve a mechanism for providing periodical training and to create specialized expertise ● To develop teaching cum training modules in various branches of evaluation ● To produce supplementary materials such as documentary films, charts, tables, etc. ● To extend consultancy on various matters related to testing and evaluation.

Current Activities

- *Documentary films* : The shooting scripts sent by the documentary producers have been received. The same have to be assessed and sent back to them with appropriate feedback. Four teams consisting of the staff (academic & technical) have been formed for this purpose. They are working on improving the shooting scripts under the guidance of Prof. Pon Subbiah (Head, NTS).

- *Training Modules* : Synopses for six more modules have been received and they are being processed for taking a decision on allotting assignment. The synopses will be scrutinized by a committee of experts and if found academically worthy, the authors will be called for a workshop to make a presentation of their proposals in the presence of a panel of experts.

RFUs Regional Field Units

● To disseminate the R & D outcome at the grass root levels ● To ensure wider participation for building up national consensus on materials and methodologies ● To identify scholars and undertake the process of item preparation, test construction, field administration, data collection, and standardisation (of tests) for establishing norms.

Current Activities

Role of Regional Field Units*

1. Building up of a Reference Library with necessary books, journals, etc., on testing & evaluation in addition to the materials supplied by the NTS, CIIL. The institutions housing RFU may also procure as many reference materials as possible by utilizing their own resources, in addition to that of the NTS.

2. Procuring the Syllabi Materials of all the courses that are available in their jurisdiction in various disciplines (level wise) and corresponding question papers for ready reference at the time of holding item writing workshops. They will have to be classified and stored subject-wise.

3. Identifying Institutions for having a tie-up with about 50 schools or colleges (as the case may be) located under the jurisdiction of the concerned RFU for associating them to NTS activities. The institutions identified should represent all the Revenue Districts of the RFU jurisdiction.

4. Selecting Teachers / Item writers as representative samples (at least 2 to 5 each from the identified institutions) for practical training / orientation on developing tools & scales. Also collecting information about the exact number of students appearing for Higher Secondary / PUC / Inter / degree examination in the respective jurisdiction.

5. Arranging Local Meetings for periodical interaction among the teachers identified from the concerned jurisdictional area in order to create awareness and also to update the developments. Such meetings may take place in different institutions located in their jurisdiction.

6. Disseminating Information about the activities of NTS, by circulating Information Brochures,Write-ups, Documentary Films, NTS Monthly Newsletters, etc. The periodical updatings of both the websites www.ciil-miles.net & www.ciil-ntsindia.net will have to be familiarised.

7. Acting as Nodal Centre of the NTS for undertaking the process of item writing, test construction, field administration, standardisation, etc., as per the NTS framework (the GFR of language, literature, and personality) with the help of the item writers identified as per the NTS guidelines.

8. Functioning as a Scrutiny Centre for eliminating unqualified items (at the initial level) besides facilitating the field administration of tests on the norm / experimental group in the jurisdiction of the concerned RFU for the purposes of standardizing them.

* Revised version

9. Evolving Local / Regional Norms for the courses of study, institutions which run these courses, and individuals who get into such courses and also those who handle them by undertaking appropriate analysis of the items and tests, as per the NTS guidelines.

10. Establishing Standards & Benchmarks for all the above entities meant for every District of that jurisdiction and then for the Region as a whole.

Field Administration of NLLT (Higher Secondary Level) - A glance

NTS, towards achieving its major objective of fixing regional & national norms, conducted NLLT (Hr. Sec level) in Hindi, Tamil and Urdu during April 2010. This process has been initiated as a pilot study on a small sample in order to findout the feasibility of field administration of the test on the *actual sample* involving lakhs of students and thousands of teachers. The response to the initiative of NTS through its RFUs was overwhelming. This has helped to collect a large quantum of data.

The technical team of NTS has developed an application software for the purpose of feeding and storing the data in an electronic grid. Based on that, the process of data entry is going on. Once it is over the analysis of the same will be taken up. The details of information such as the States / Union Teritories participated in the NLLT, centres created, students attended, etc., are given below :

Hindi Speaking Area :

11th April 2010

Sl. No.	States / Regions Participated	No. of Centres		No. of students	
		main	addnl.	allotted	attended
1.	HP : Kangra	06	09	1500	1306
2.	Bihar : Darbhanga	09	10	2250	2039
3.	MP : Gwalior	09	13	2250	982
	Total	**24**	**32**	**6000**	**4327**

NLLT - Hindi (Kangra, Himachal Pradesh)

Tamil Speaking Area :

11th April 2010

NLLT - Tamil (Erode, Tamil Nadu)

Sl. No.	States / Regions Participated	No. of Centres		No. of students	
		main	addnl.	allotted	attended
1.	PY : Puducherry	03	-	750	527
2.	TN : Thiruninravur	03	-	750	563
3.	" Udhagamandalam	02	-	500	233
4.	" Erode	02	01	600	550
5.	" Thanjavur	02	01	600	452
6.	" Dindigul	02	01	600	553
7.	" Ramanathapuram	02	01	600	114
8.	" Tuticorin	02	01	600	360
	Total	**18**	**05**	**5000**	**3352**

Urdu Speaking Area :

18th April 2010

Sl. No.	States / Regions Participated	No. of Centres		No. of students	
		main	addnl.	allotted	attended
1.	J&K : Srinagar	04	06	1000	950
2.	UP : Lucknow	04	06	1000	900
3.	Chattisgarh : Ambikapur	01	-	250	250
4.	Maharashtra : Malegaon	02	01	1000	900
5.	AP : Khazipet	01	-	250	256
6.	KA : Hubli	02	-	500	171
	Total	**14**	**13**	**4000**	**3427**

NLLT - Urdu (Hubli, Karnataka)

GIA Grant-in-Aid

- To create awareness among the members of the teaching community on this essential component of testing and evaluation
- To encourage the individuals and institutions (involved in this specialized work) by extending financial assistance ● To facilitate developing trained materials, methodologies, and manpower to meet various evaluation requirements.

Institutions / Universities availed *financial assistance*

(upto March 2010)

Sl. No.	Name of the Institution / University	Sl. No.	Name of the Institution / University	Sl. No.	Name of the Institution / University
1.	Thamizhaga Institute of Educational Research and Advancement, Chennai	17.	Teresian College, Mysore	33.	Silapathar College Silapathar P.O, Dhemaji
2.	Tamil University, Thanjavur	18.	Datamation Foundation Charitable Trust, Delhi	34.	Hindi Higher Secondary School, Bongaigoan
3.	Govt. Mahakoshal Arts & Commerce (Autonomous) PG College, Jabalpur	19.	Kannur University, Kannur	35.	National Acadamy Montessori Metric and Higher Secondary School, Ramanathapuram
4.	Maulana Azad National Urdu University, Hyderabad	20.	Eram Intermediate College, Lucknow	36.	St. Joseph's College of Education, Udhagamandalam
5.	Shri Guru Ram Rai (P.G) College, Dehradun	21.	VIT Business School, Vellore	37.	Sona College of Technology, Salem
6.	Ewing Christian College, Allahabad	22.	Vivekananda College of Arts & Science, Trichengode	38.	University of Shimla, Shimla
7.	Al-Huda Public School, Srinagar	23.	Bellaguntha College, Ganjam	39.	Dronacharya College of Education, Rait Kangra
8.	PSG College of Arts & Science, Coimbatore	24.	BSA Crescent College, Chennai	40.	Reshmi Welfare and Educational Society, Hubli
9.	Aligarh Muslim University, Aligarh	25.	Vetri-Venkateshwara Teachers Training Institute, Puducherry	41.	Dravidian University, Kuppam
10.	National College, Tiruchirapalli	26.	Theivanai Ammal College for Woman, Villupuram	42.	Shri Bhagwan Mahaveer Jain College of Engineering, Ramanagara
11.	St.Xavier's College, Tirunelveli	27.	Geethanjali All India Secondary School, Erode	43.	V.O.C College of Education, Thoothukudi
12.	Thiagarajar College, Madurai	28.	+2 Purvanchal High School, Darbhanga	44.	Shakthi Nursing Home, Kodumudi, Erode
13.	Periyar Maniammai University, Thanjavur	29.	Madurai Kamaraj University, Madurai	45.	Sikkim-Manipal Institute of Technology, Rangpo
14.	Thiagarajar College of Preceptors, Madurai	30.	Bharatidasan University, Tiruchirapalli	46.	Assam University, Silchar
15.	R.M.K College of Engineering and Technology, Thiruvallur	31.	N.K.T. National College for Woman, Chennai	47.	Jorhat Engineering College, Jorhat
16.	Jaya College of Education, Thiruninravur	32.	Pondicherry Science Forum, Puducherry		

Training-cum-workshops on item writing

19th to 21st April 2010

The RFU at Eram Intermediate College, Lucknow, UP, organised a three day training-cum-workshop for school teachers, by availing financial assistance from NTS under its GIA sub scheme.

On the first day, principles of item writing, techniques of their preparation, etc., were briefed to the participants consisting mostly of higher secondary level teachers. From the next day onwards, the participants were given the task of item writing in Urdu meant for both secondary and higher secondary levels.

Dr. R.C. Maurya who was earlier working for the NTS, participated as a Resource Person along with other senior teachers, to extend guidance to the participants.

24th to 26th April 2010

The RFU at +2 Purvanchal High School, Lehariasarai, Darbhanga, Bihar organised a three day training-cum-workshop for school teachers by availing financial assistance from NTS under its Grant-in-Aid sub-scheme. The purpose was to provide training on item writing to the teachers of Hindi in that region.

Aims and objectives of the NTS, Principles of item writing, etc., were briefed on the first day. This was followed by actual practice. Dr. Deo Narayan Yadav (Director of Mithila Research Institute, Darbangha) and Shri. Harish Chandra Jha (Founder Principal of Purvanchal High School) were also present in the programme.

D&PDF Doctoral and Post Doctoral Fellowships

● To promote advanced studies in the multidisciplinary area of testing and evaluation ● To extend financial support and to create a band of specialized manpower in every discipline, and in every region of the country to meet the shortage of trained manpower ● To evolve a system of eclectic intelligentsia by pooling together the potentials available across the disciplines

Release of NTS *fellowships* for the awardees

April 2010

NTS-India has instituted 30 Doctoral and 15 Post Doctoral Fellowships per year for the young researchers from various disciplines of study. The fellowships released during the month of April 2010 are as follows:

Sl. No.	Name of the awardee and University	For the Month of	Amount Released
Doctoral Fellowships for 2007-08 Batch			
1.	Ms. Chandrika. J University of Madras, Chennai	Feb. 2010	Rs.10,000/-
2.	Mr. Muthamizh Selvan. A Bharathiar Univ., Coimbatore	July 2009 to Feb. 2010	Rs.80,000/-
3.	Mr. R. Ravi Kumar University of Madras, Chennai	Dec. 2009 to Feb. 2010	Rs.30,000/-
Post Doctoral Fellowships for 2008-09 Batch			
1.	Dr. Vetrivel. K Dravidian University, Kuppam	Feb. & March, 2010	Rs.24,000/-
Doctoral Fellowships for 2008-09 Batch			
1.	Mr. Arish. D M S University, Tirunelveli	March, 2010	Rs.10,000/-
2.	Ms. Husna Anjun Ranchi University, Ranchi	Feb. 2010	Rs.10,000/-
3.	Mr. Kishore Kumar. L.B M K University, Madurai	March, 2010	Rs.10,000/-
4.	Mr. Madhusudan Chaturvedi ICMR, New Delhi	March, 2010	Rs.10,000/-
5.	Mr. Manoharan. A Tamil University, Thanjavur	March, 2010	Rs.10,000/-
6.	Mr. Md. Sohel Rana Aligarh Muslim Univ., Aligarh	Jan. & Feb. 2010	Rs.20,000/-
7.	Ms. Parvathy Hemalatha. S Bharathiar Univ., Coimbatore	March, 2010	Rs.10,000/-
8.	Ms. Revathi. S Queen Mary's College, Chennai	March, 2010	Rs.10,000/-
9.	Ms. Sabiha Bano Patna University, Patna	March, 2010	Rs.10,000/-
10.	Ms. Saranya Devi. N M K University, Madurai	March, 2010	Rs.10,000/-
11.	Mr. Srinivasan. S Presidency College, Chennai	March, 2010	Rs.10,000/-
12.	Mr. Sundarrajan. S Tamil University, Thanjavur	March, 2010	Rs.10,000/-
13.	Ms. Zarnigar Yasmeen Patna University, Patna	March, 2010	Rs.10,000/-

Sl. No.	Name of the awardee and University	For the Month of	Amount Released
Doctoral Fellowships for 2009-10 Batch			
1.	Mr. Anshu Bhardwaj M D S University, Ajmer	Feb. 2010	Rs.10,000/-
2.	Mr. R. Arumugam University of Madras, Chennai	Feb. 2010	Rs.10,000/-
3.	Mr. Rupendra Singh Chauhan Banaras Hindu Univ., Varanasi	Feb. 2010	Rs.10,000/-
4.	Mr. Syed Tufailur Rehman Ravenshaw University, Cuttack	Feb. 2010	Rs.10,000/-
5.	Mr. Prabhu Sena D. University of Mysore, Mysore	Feb. 2010	Rs.10,000/-
6.	Mr. Rajashekhar U. Jadhav M A N U U, Hyderabad, AP	Feb. 2010	Rs.10,000/-
7.	Mr. Jagadesh M. University of Madras, Chennai	Feb. 2010	Rs.10,000/-
8.	Ms. Lakshmipriya K.K. M K University, Madurai	Feb. 2010	Rs.10,000/-
9.	Ms. Mayadevi T. Tamil University, Thanjavur	Feb. 2010	Rs.10,000/-
10.	Ms. Musarrat Jahan Patna University, Patna	Feb. 2010	Rs.10,000/-
11.	Mr. Palanisamy. P M S University, Tirunelveli	Feb. 2010	Rs.10,000/-
12.	Ms. Shaheen Sultana Patna University, Patna	Feb. 2010	Rs.10,000/-
13.	Mr. Md. Shakil Ahmad Patna University, Patna	Feb. 2010	Rs.10,000/-
14.	Mr. Subramanian R. M S University, Tirunelveli	Feb. 2010	Rs.10,000/-
15.	Ms. Talat Perween Ranchi University, Ranchi	Feb. 2010	Rs.10,000/-
Contingency Grants			
1.	Mr. L.R.Prem Kumar M K University, Madurai	(2007-2008)	Rs.11,691/-

News Capsule

☛ *NTS Fellowships for North-Eastern Region*

Ms. Snighdha Das (Sikkim), and Ms. Geeta Devi (Manipur) are the two candidates selected from NE region for the award of NTS doctoral fellowships for the year 2009-10.

☛ *Distribution of Question papers for NLLT*

Out of the five teams formed for the above purpose, the first four teams were asked to visit various RFUs in order to findout their preparedness for the field administration of the NLLT besides delivering the test materials. The fifth team was asked to go to Bangalore to dispatch the Urdu question papers to different centres by air cargo. The same team was also asked to visit Khazipet to over see the arrangements to deliver the test materials.

Programmes for May

☛ A ten day Workshop for finalisation of basic reference materials is scheduled to be held from 6th May 2010.

☛ Graduate Level NLLT in Hindi, Tamil and Urdu is scheduled to be held on 9th May 2010 in *eleven* States across the country.

☛ Workshop for finalization of the revised edition of the book "Assessing Mastery of Language" is scheduled to be held from 17th to 22nd May 2010.

☛ A three day Workshop on CCGS is scheduled from 20th May 2010.

☛ A six day workshop for making press ready copies of conceptual explanation of evaluation terms in Tamil" from 27th May 2010.

Benchmarks will put policy makers on alert

The role of National Testing Service has become very critical in this country, wherein it can conduct a nationwide survey and workout benchmarks. These benchmarks will put all the education boards and all the curriculum designers and policy makers on alert. But this benchmarking has to be done at national level so that we can see where our benchmarking standards stand. And this is the greatest role which no agency in this nation has performed, and NTS, if it takes up, it should take up fast, and in my view it is a dream come true.

- Prof. M.L. Dutt, R&D Chief, IBPS, Mumbai

Reader's View

The NTS & its mission ... a subject of national debate*

I am the regular reader of your newsletter. Lack of uniformity in the methods of testing and evaluation in the field of education is a matter of great concern. Evaluation in language and literature teaching is almost subjective. As a result, student's abilities and skills are not assessed properly.

NTS is organizing workshops and orientation programmes from school to university levels throughout the country. It has taken the shape of an educational movement. It will certainly create an impact on our education and maintenance of quality. Prof. Pon Subbiah has made this mission of testing & evaluation as a subject of national debate.

- Prof. Shambunath Shaw
(Former Director, CHI, Agra)
Dept. of Hindi, University of Kolkata

* Translated version of the letter in Hindi