



NATIONAL TESTING SERVICE-INDIA

Centre for Testing and Evaluation

H.Q: Central Institute of Indian Languages

(MHRD, Government of India)

MYSORE - 570 006



Attention ! Module Developers

Synopses on developing Training Modules in various topics of testing & evaluation in education are invited from Scholars / Experts / Researchers / Teachers of Interdisciplinary Areas.

Individuals or **Groups** (irrespective of their being in service or retired) or **Departments** of Universities, Research & Training Organisations, Education Councils, Law Schools, Specialised Institutions such as IITs, IISc, IIITs, NITs, IIMs, NITTTRs, ATIs, ISIs, NCERT, RIEs, SCERTs, NCTE, IASEs, CIEFL, CHI, TIFR, ICSSR, etc., can undertake the assignments on ONE or MORE topics by completing one after the other, as part of building up of NTS India.

For the first time in India, the formulation of the NTS, meant to cater to the testing requirements of the country, has been initiated as perceived by various commissions of education and subsequently envisaged in the NPE / POA 1986, NPE RC 1990, and CABE 1992. The responsibility of implementing this vital scheme, has been entrusted to the Centre for Testing and Evaluation in view of its 2 decades of experience in producing *basic reference materials* and *trained-manpower* in various Indian languages.

As a first step in this direction, **3 Task Groups (TGs)**, viz., Research & Development (R &D), Survey & Documentation (S & D), and Consultancy & Training (C & T) are being created by inducting *51 personnel* (academic, technical, and ministerial). The NTS is proposed to be developed with inputs drawn initially from language disciplines (Hindi, Tamil, & Urdu and subsequently covering the remaining scheduled languages) before extending it to other disciplines. The immediate focus is on the **two crucial levels** (*standard XII and degree*) out of the seven levels of general education. In order to develop the NTS as a participatory movement on quality control, **60 Regional Field Units** are proposed to be created across **15 States / Union Territories** of the country [Andhra Pradesh (A.P), Bihar, Chandigarh, Chhattisgarh, Delhi, Uttarkhand, West Bengal, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Rajasthan, Uttar Pradesh, Pondicherry, and Tamilnadu (with a provision to accommodate the border areas of A.P, Karnataka, & Kerala)]. The TGs shall be responsible for achieving the target fixed for them by associating 6000 teachers of schools and colleges per annum.

The modules that are proposed to be prepared are required to equip the *NTS Task Group on Consultancy & Training* which in turn impart training to the teachers of various levels across the country. The following are the pre-requisites for the modules to be developed.

Total no. of Modules : about 80

<u>Size of each Module</u>	: Max. 15 to 16 pages including exercises (as per specification)
<u>Language of the Module</u>	: English (with an option of translating the module into one of the three languages viz., Hindi, Tamil, & Urdu)
<u>Remuneration Honorarium</u>	: For each module is Rs.40,000/- (Rs.30,000 - for English version,& Rs.10,000 - for Translated version)
<u>Maximum time given</u>	: 10 weeks (5+2+2+1 weeks) w.e.f. date of assignment

For list of topics, specifications, terms & conditions, payment procedures, and model proforma please log on to www.ciiil-miles.net and look for Announcement

For further details please contact **Professor Pon Subbiah** through email at subbiah@ciiil.stpmysoft.net

Synopses are not required on the topics shown in red color

PREPARATION OF TRAINING MODULES on Testing and Evaluation in Education

I. LIST OF PROBABLE TOPICS

[Each one of the 82 topics listed (under column 1) is to be treated as a separate module in itself. Specific expectations to be fulfilled by each one of them are provided in brackets. (Please note that captions with the following code numbers A, A.1.0, A.2.0, B, B.1.0, B.2.0, B.3.0, C, C.1.0, C.2.0, C.3.0, C.4.0, D, D.1.0, D.2.0, D.3.0, E, E.1.0, E.2.0, & F, F.1.0, F.2.0 are NOT the module topics and are only major and minor headings meant to highlight the broad expectation to be fulfilled by the topics listed below them.]

Sl.No. of the Module	Class & Section code	A. Preliminaries [The details to be included here are expected to highlight the philosophy of evaluation and its fundamentals]
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A.1.0 Evaluation in General

[Concept formulation, related theories, terminology introduction, their usage in different contexts, the underlying philosophy, etc., are to be provided on each one of the topics listed under A.1.1 to A1.10 as part of describing Evaluation in General]

1. A.1.1 Measurement, Assessment, & Evaluation : Scope, and Purpose
(conceptual explanations, interrelatedness among them, with examples)
2. A.1.2 Components, Types, & Categories of Evaluation
(definitions, structure, nature, etc., with examples)
3. A.1.3 Measurement : Units, Physical & Conceptual Entities / Objects
(definitions, logics used behind the determination of units for measurement)
4. A.1.4 Data : Types, Categories & Methods of their Elicitation
(evidence / facts / samples in different contexts, with examples)
5. A.1.5 Quantification & Scaling of Data
(nominal, ordinal, ratio, interval types, their utility, with examples)
6. A.1.6 Defining a Problem and its Operating Contexts
(philosophy behind a problem as applicable to various fields, with examples)
7. A.1.7 Instruments of Evaluation : Tools, Scales & their Constituents
(definitions, different types & components, their utility, with examples)
8. A.1.8 Questions / Item Types & Categories
(definitions, types & categories, their applicability, merits & demerits, with examples)
9. A.1.9 Tests and Examinations as Tools and Scales
(definitions, types / categories, their applicability, merits & demerits, with examples)
10. A.1.10 Techniques available for Assessment
(definitions, types & categories, their applicability, merits & demerits, with examples)

A.2.0 Evaluation in Education

[The role of evaluation in education is expected to be highlighted as an independent as well as interdependent process with appropriate citations, and bibliographical references on each one of the topics listed under A.2.1 to A.2.10 with reference to education]

11. A.2.1 Components and Dimensions of Education
(conceptualised entities such as Needs, Policy, Goals, Curriculum, etc.)
12. A.2.2 Teaching, Learning, Testing & Evaluation : An interdependent process
(various theories of teaching, learning, & evaluation, with examples)

13. A.2.3 Objects in Education : Their Measurability & Evaluability
(programmes, materials, methods, media, men, etc., with examples of measures)
14. A.2.4 Process & Product as Objects of Evaluation in Education
(teaching & learning as process and trained men as products, with examples)
15. A.2.5 Stages of Evaluation in Education
(formative / concurrent, and summative; reasoning, etc., with examples)
16. A.2.6 Educational Objectives vs. Personality Development
(concept explanations, comparisons & contrasts, with examples)
17. A.2.7 Scheme of Evaluation in Education
review, partial, and comprehensive eval. of programs, projects, etc., with examples)
18. A.2.8 Self vs. Peer Evaluation, and Individual vs. Group Evaluation
(concept explanations & contrasts with other types of evaluation, with examples)
19. A.2.9 Mastery in Language Education - Problems and Perspectives
(terminological definitions, philosophies, various schools of thought, with examples)
20. A.2.10 Mastery in Literature Education - Problems and Perspectives
(terminological definitions, philosophies, various schools of thought with examples)

B.Contents

Sl.No.	Class & of the Module	Section code	<i>[The details of structure and nature of the object being assessed are to be included here. They are assumed to be the contents for evaluation which include the inputs as well as outputs of education. They are required for developing instruments of evaluation (tools & scales)]</i>
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B.1.0 Informatory : Language

[The problems of structure and nature that are associated with each one of the major, minor, and sub-components of Language are to be highlighted with examples so that they could be used as a basis for testing. For this purpose, the General Frame of Reference (GFR) for language developed by the CT&E (as included in the MILES materials) may be referred to]

21. B.1.1 Phonological Level
(problems w.r.t. phoneme / segmental & suprasegmental features / ortho. / sandhi etc., and their nature, with eg.)
22. B.1.2 Morphological Level
(problems w.r.t. morpheme/ noun (basic & derived) / verb (basic & derived) / adjective / adverb / particles / markers / cases / tenses / PNG / inflections, etc., and their nature with examples)
23. B.1.3 Syntactic Level
(problems w.r.t. phrases, clauses, sentences, sentence patterns, and their nature with examples)
24. B.1.4 Semantic Level
(problems w.r.t. meaning types - denotative, connotative, idiomatic, emotive, etc., and meaning relationship - collocation, selectional choice, etc., with examples)

B.2.0 Informatory : Literature

[The problems of structure and nature that are associated with each one of the major, minor, and sub-components of Literature are to be highlighted with examples so that they could be used as a basis for testing. For this purpose, the General Frame of Reference (GFR) for literature developed by the CT&E (as included in the MILES materials) may be referred to]

25. B.2.1 Genesis
(problems w.r.t. origin, development, background information, and their nature with examples)
26. B.2.2 Generics
(problems w.r.t. genres - poetry (I, II, III) , prose (I, II, III), and drama (I, II) and their nature with eg.)
27. B.2.3 Aesthetics
(problems w.r.to. artistic elements / aspects in isolation & in discoursal forms(apurva & arputa), and their nature with examples)
28. B.2.4 Affectives
(problems w.r.t. literary appreciation / criticism, comparative literature (cross cultural study, intertextuality), etc., and their nature with examples)

B.3.0 Extrapolatory :Personality

[The problems of structure and nature that are associated with each one of the major, minor, and sub-components of Personality are to be highlighted with examples so that they could be used as a basis for testing. For this purpose, the General Frame of Reference (GFR) for personality developed by the CT&E (as included in the MILES materials) may be referred to]

29. B.3.1 **Personality Development & Taxonomies of Educational Objectives**
(ABC approach, alround growth as components of TEOs, with examples)
30. B.3.2 **Cognitive Domain : Thinking factors / Scholastic Areas**
(problems w.r.t. their structure, nature, etc., and their interrelatedness, with examples)
31. B.3.3 **Affective Domain : Emotional Factors / Non Scholastic Areas**
(problems w.r.t. their structure, nature, etc., and their interrelatedness, with examples)
32. B.3.4 **Psychomotor Domain : Physical Factors / Mental - Physical Coordination**
(problems w.r.t. their structure, nature, etc., and their interrelatedness, with examples)
33. B.3.5 **Integrated Skills & their Manifestations : Receptive (Listening & Reading)**
(problems w.r.t. their structure, nature, etc., and their interrelatedness with examples)
34. B.3.6 **Integrated Skills& their Manifestations : Productive (Speaking & Writing)**
(problems w.r.t. their structure, nature, etc., and their interrelatedness, with examples)

C. Methods

Sl.No. of the Module Class & Section code *[Any 'method' being adopted, is to be seen as a road map to achieve / perform a job or an activity. It is synonymously referred to by different terms in different contexts. Hence, the terminological explanations, their adoption in different contexts, etc., are to be explained as general briefings for those topics listed under 'C.1.0', and specific briefings for those under 'C.2.0' to 'C.4.0']*

C.1.0 Road Map

[Specific details that are required for each one of the topics listed under C.1.1 to C.1.5 as indicated in parenthesis]

35. C.1.1 **Approaches / Means / Methods / Procedures / Steps / Strategies / Techniques**
(definitions, interrelations, commonness, among those concepts, etc., with examples)
36. C.1.2 **Principles & Procedures of Item Preparation**
(philosophies, theoretical explanations, etc., with examples)
37. C.1.3 **Item / Question Types & Categories available**
(their formats / structure of types - CA, MC, SQ, SA, etc.), nature / quality, uses etc.)
38. C.1.4 **Tool & Scale Types, and Categories available**
(tests / questionnaires / exam papers - their structure, nature / quality, uses, etc., with eg.)
39. C.1.5 **Technique Types & Categories available**
(their formats - structure : eg, observation, nature : eg, objectivity, uses, etc., with eg.)

C.2.0 Pre-Preparation

[Specific details are required for each of the topics listed under C.2.1 to C.2.5 as indicated in parenthesis]

40. C.2.1 **Blue Prints / Content-Ability Weight-age Tables**
(structures, uses, concept descriptions, etc., with examples)
41. C.2.2 **Content Specification at Formative & Summative stages**
(different contents at different stages, priorities, reasoning, etc., with eg.)
42. C.2.3 **Item / Question Types & Categories for Specific Context**
(suitability to the given concrete & conceptualised objects, with eg.)
43. C.2.4 **Tool & Scale Types and Categories for Specific Context**
(suitability to the given concrete & conceptualised objects, with eg.)

44. C.2.5 Technique Types & Categories for Specific Context
(suitability to the given concrete & conceptualised objects, with eg.)
- C.3.0 Actual Preparation**
[Specific briefings are required for the topics listed under C.3.1 to C.3.5 as indicated in parenthesis]
45. C.3.1 Parameters of Question-Items & their Selection
(parameters required to be covered while preparing items, with examples)
46. C.3.2 Construction of Tests & Examination Papers
(parameters required to be covered while framing tests, exam papers, with examples)
47. C.3.3 Guidelines for Administering the Tests
(guidelines required to be given for different types of tests, prior, during, & after, with eg)
48. C.3.4 Pilot Study, Fixing up of Time, & Administering Technique
(steps involved for carrying out this process, with examples)
49. C.3.5 Prevalidation : Editing of Items and Quality Enhancement
(economy, editing parameters, & suggestions for improvement, with examples)
- C.4.0 Post-Preparation**
[Specific details are required for the topics listed under C.4.1 to C.4.8 as indicated in parenthesis]
50. C.4.1 Procedures for Scoring / Valuation and Data Collection
(description of various procedures / steps involved, their uses, etc., with examples)
51. C.4.2 Scores / Marks / Rates / Grades / Ranks and Normalisation Procedures
(definitions, comparisons, merits, demerits, uses, etc., with examples)
52. C.4.3 Item & Test Analysis : Determination of Item Quality
(computation of CI, FV, DI, MT values, their uses etc., with examples)
53. C.4.4 Item & Test Analysis : Determination of Test Quality
(computation of averages, SE, reliability, validity, etc., their uses, with examples)
54. C.4.5 Item & Test Analysis : Interpretation of Scores - Norm Referenced
(definitions, procedures, uses, etc., with examples)
55. C.4.6 Item & Test Analysis : Interpretation of Scores - Criterion Referenced
(definitions, procedures, uses, etc., with examples)
56. C.4.7 Item & Test Analysis : Standardisation & Norm Establishment
(procedures / steps adopted, their uses, etc., with examples)
57. C.4.8 Storage Format and Question / Item Bank
(various formats like 'item file card' for storage, item bank types, uses, etc., with eg)

D.Purposes

Sl.No. of the Module	Class & Section code	<i>[There are short term and long term purposes. The question of how the given contents and the methods are to be integrated to assess the attainment of the purpose (consequential development), is to be answered here in the broader perspectives.]</i>
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D.1.0 Purposes in different Perspectives

[Specific details are required for the topics listed under D.1.1 to D.1.5 as indicated in parenthesis]

58. D.1.1 Diagnosis, Grading, Monitoring, etc., as purposes of Evaluation
(definitions, philosophies, direct and indirect uses, with examples)
59. D.1.2 Integration of Content, Method, & the Purpose
(logical / interrelations and techniques of integrating them, with examples)
60. D.1.3 Content Mastery for acquiring Ability / Competence
(logical relation between mastery and knowledge / competence, with examples)
61. D.1.4 Interest & Behavioural Change for Attitude Development
(logical relations between interest, attitude and behaviours, with examples)

62. D.1.5 Performance as Skill Development Indicators
(description of ability becoming skill when performance is added, with examples)
- D.2.0 Purposes at Different Levels**
[Specific details are required for the topics listed under D.2.1 to D.2.5 as indicated in parenthesis]
63. D.2.1 Objective, Aim, & Goal as Immediate, Interim, & End Purposes
(definitions / descriptions, uses, etc., with examples)
64. D.2.2 Assessing Achievement for Certification
(definitions / descriptions, parameters, etc., with examples)
65. D.2.3 Assessing Aptitude (as Immediate Objective) for Admission
(definitions / descriptions, parameters, etc., with examples)
66. D.2.4 Assessing Proficiency for Employment
(definitions / descriptions, parameters, etc., with examples)
67. D.2.5 Fully Developed Person as a Nation Builder
(definitions / descriptions, parameters, etc., with examples)
- D.3.0 Reporting the Fulfillment of Purposes**
[Specific details are required for the topics listed under D.3.1 to D.3.2 as indicated in parenthesis]
68. D.3.1 Arriving at Value Judgement on Different Factors
(quantitative and qualitative values & steps involved, with examples)
69. D.3.2 Systematic Reporting of Evaluation
(steps involved for adjudication, summation, operational part, etc., with eg.)

Sl.No. of the Module Class & Section code

E. Computer Aids

[Significance about the use of computers at various levels of evaluation is to be highlighted]

E.1.0 Formulation & Construction

[Specific details are required for the topics listed under E.1.1 to E.1.2 as indicated in parenthesis]

70. E.1.1 Formulation of Question Bank & Corpus Development
(description with definitions, philosophies, uses, etc., with examples)
71. E.1.2 Construction of Computer Adapted Tests
(description, uses, merits & demerits, etc., with examples)

E.2.0 Administration & Analysis

[Specific details are required for the topics listed under E.2.1 to E.2.3 as indicated in parenthesis]

72. E.2.1 Computer Assisted Administration & Valuation of Tests
(descriptions, uses, merits, demerits, etc., with examples)
73. E.2.2 Computer Aided Item and Test Analysis, Interpretation of Values
(descriptions, uses, merits, demerits, etc., with examples)
- 73.a E.2.3 Computer Aided (Question) Paper Setting
(descriptions, uses, merits, demerits, etc., with examples)

Sl.No. of the Module Class & Section code

F. Influencing Factors

[The deficiency caused out of over or under emphasis of certain factors in education are to be highlighted with illustrative examples]

F.1.0 Educational

[Specific details are required for the topics listed under F.1.1 to F.1.7 as indicated in parenthesis]

74. F.1.1 Educational Planning and its Implications
(policy / curriculum / syllabus / instructional materials, interrelatedness)

among them, their uses, etc., with examples)

75. F.1.2 Educational Infrastructure and its Implications
(student-teacher ratio / classrooms / library / immediate environment / state of the art facilities, uses, etc., with examples)
76. F.1.3 Ambiguous Statements of Objectives, Aims, Goals, & Measurability
(definitions, description in terms of hierarchy, uses, etc., with examples)
77. F.1.4 Controlled / Programmed / Structured Materials or Courses
(definitions, descriptions, uses, merits & demerits, etc., with examples)
78. F.1.5 Lesson Plan and Components of a Lesson or Module
(definitions, descriptions, uses, merits & demerits, etc., with examples)
79. F.1.6 Teaching Methods with reference to Language & Literature
(lecturing / teaching / tutoring / guidance / counseling, their uses, etc., with eg.)
80. F.1.7 Learning Methods with reference to Language & Literature
(individual, group, engaged, cooperative learning, etc., with examples)

F.2.0 Linguistic & Social

[Specific details are required for the topics listed under F.2.1 to F.2.2 as indicated in parenthesis]

81. F.2.1 Language as a Medium & Discipline of Study
(definitions, contrasts, L1 - L2 - L3 concepts & contexts, uses, etc., with examples)
82. F.2.2 Sociolinguistic, Cultural, Economic, & Political Factors
(dialect, diglossia, multilingualism, social hierarchy, urban - rural factors with examples)

References :

- Subbiah, Pon, An Introduction to Evaluation Terminology (2nd Edn.), CIIL, Mysore , 2002
- Subbiah, Pon, Evaluation and Testing : A descriptive Bibliography, CIIL, Mysore , 1997
- Subbiah, Pon, *Assessing Mastery and Personality : Conceptual Framework and Operational Strategies*
[Introductory part (English) in MILES series] ° CIIL, Mysore 2002-2005
 - ° Assessing Mastery of Language / Literature (in Kannada, Malayalam, Tamil)
 - ° Assessing Personality through Language / Literature (in Kannada, Malayalam, Tamil)
- Subbiah, Pon, Introduction (English) in Tests of proficiency in 13 languages*, CIIL, Mysore 2002-2007
Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, etc.
(For details please logon to www.ciil-miles.net go to ' R & D Outcome link ' and check for ' publication link ')

II. DETAILS OF SPECIFICATION & FRAMEWORK

Auto instructional modular approach is suggested to be followed for preparing the module as it is meant to be used as a *self learning material*. Each module is expected to possess all the components suggested and are to be presented as per the following *specifications*

Module size, Preparation Time

- **Module size** - Maximum 16 typed pages; ideally, main text 10-12 pages; exercises 4-6 pages; to be typed on A4 size paper with 25 to 30 lines per page in 1½ (interline) space; font size 10 points in Times New Roman; and layout as in *Language journal*.
- **Duration** - Maximum time given *10 weeks* * w.e.f. the date of official communication authorising the module preparation on a specific topic; for English version 7(5+2) weeks; for translated version 3(2+1) weeks.

[Break up : 5 weeks for preparing the I draft in full form (and making it available to the NTS panel together with a CD and a hard copy for scrutiny). 2 weeks for incorporating the suggestions / observations, and finalising the module. 2 weeks for translation into Hindi / Tamil / Urdu. 1 week for incorporating the suggestions into the translated version]

Module Structure / Components

- **Caption** - the title of the module; to be chosen from the list of 80 probable topics displayed in the web
- **Abstract** - content specification, structure and salient features of the module, in about 10 sentences.

- **Objectives** - the general and specific objectives expected to be achieved on learning this module, in about 5 sentences (e.g., the trainee will be able to discriminate the concept of measurement from evaluation.)
- **Introduction** - background information; significance of the concept being dealt with in the context of evaluation.
- **Main Text** - definitions, quantitative and qualitative (structural & natural) descriptions of the concept being discussed are to be provided with examples. Its theoretical significance, practical utility in merits & demerits, etc., are to be provided along with an account of up-to-date information and latest trend. These descriptions are to be illustrated with adequate examples / pictures / graphs / figures / diagrams / tables / charts whichever is appropriate. The title of the illustration, serial no., etc., are to be given in parenthesis • details of these contents are to be presented clearly and coherently so that they could be seen as internally consistent and easily comprehensible by the trainees / teacher learners. • also a balance is to be maintained between theoretical and practical descriptions; • quotations, citations, reproductions, etc., are expected to be very minimal, and in such case, inclusion of cross references is a must; details of primary and secondary sources are to be specified; • languages other than English if any used for illustration, are to be given in Roman (phonemic) transliteration with meaning in English.
- **Points to Remember** - on completion of the preparation, at the end of the module, the main points (of the module) are to be provided in the chronological order of their occurrence in the text.
- **Notes** - for each one of the interdisciplinary concepts and highly technical & archaic terms used in the text, a brief explanation is to be provided in the form of notes, at the bottom of the page concerned.
- **Exercises** - the exercises are to be directly related to the objectives of the module; the exercises are expected to provide further clarity on the contents of the module; • each unit / section of the exercises is to be preceded by worked out examples. The possible responses / answers, answer keys / cues, etc., may also be provided by the same expert who prepares the module.
- **Tips for Further Study** - suggestions for further study on this topic may be included here; they may consist of the places / organisations where this concept is put into use, in practice, etc., they should be useful for enhancing the scope of further study on this topic.
- **Bibliographical References** - a clear distinction among the books, articles, chapters, sections, etc., is to be maintained with appropriate sequence of information covering the name of the author (in alphabetic order), year (in chronological order if several works by a single author), title (differentiating the books from chapters, sections, etc.), publisher, place of publication, pgs., pp., etc.

III. TERMS & CONDITIONS

- *Any Indian scholar / expert / researcher / teacher* (either as an individual or as a group belonging any discipline irrespective of being in service or retired) who has relevant experience in any of the topics listed above, can contribute the modules by staying in their own place.
- Those who desire to take up this assignment are requested to mail their willingness in the *prescribed proforma* (given at the end) along with a *synopsis of about 700 words or 2 pages* on one or more topics of their interest (to be chosen from the list provided in the web). *Synopsis here is expected to be a miniature version of the actual module and hence it is required to be prepared by accommodating all the 10 components as listed under II. Details of Specification : Module Structure / Components.* This is required for comparing the synopses on a uniform scale.
- The module preparation is to be commenced only after official allotment. Since it is a time bound project, the time schedule prescribed for completing the preparation is to be strictly adhered to. *If the time allotted is exceeded unreasonably, without any prior intimation, the assignment contract is deemed to have been ceased automatically, and no claim of any kind will be entertained.*
- The module is expected to be of *original writing, concise, highly informative and also of international standard.* The *medium* of the module is ENGLISH. Translation into HINDI / TAMIL / URDU is optional. The *structure & style* of the language are to be as simple as possible so that the contents conveyed could be easily comprehensible by the teachers at all levels of education. *Technical and archaic terms* representing *interdisciplinary concepts* (if used in the text) are to be explained separately under *notes in different fonts.*
- *A committee of interdisciplinary scholars will scrutinize the synopses and decide the allotment of topics* to various individuals / groups / departments based on the synopses

received and also by taking into account various factors such as experience in executing similar work. It is quite possible that some topics may be opted by many and some are not by any. In such case the committee will take a suitable *decision which will be final (both for allotment and acceptance of the product.)*

- Those who are taking up this highly acclaimed academic responsibility are expected to be *amenable for getting the modules (developed by them) modified / improved based on healthy criticisms, suggestions if any. If the quality of the model developed is not upto the expectation*, the committee reserves right to ask for modification & improvement.
- The module developer will be given full academic credit on publication of the module. However, the *copyright* of the modules rests with the NTS / CT&E of CIIL which reserves the right to alter them to suit the teaching & training needs of the country. No module writer is entitled to claim any further honorarium or royalty on the basis of publication or utility of the modules other than what has been specified under IV below.

IV. HONORARIUM & PAYMENT PROCEDURES

- Honorarium / remuneration applicable *for developing a comprehensive module* (max.16 pgs as per our specification and framework.) on *each one of the 80 and odd topics* with translation into Hindi / Tamil / Urdu, is Rs.40,000/- If the developer opts *to deliver the module only in English*, the payment will be limited to Rs.30,000/-
- On receipt of the complete module (in English as per specification) the I installment of Rs.20,000/- will be disbursed. On receipt of *final version** (in English, after incorporating the suggestions), the II installment of Rs.10,000 will be disbursed. On getting the translation of the finalised version, the last installment of Rs.10,000/- will be disbursed.
- Option is also available to release the entire amount in one lumpsum on receipt of the final version (in English at the end of 7 weeks) translated part (at the end of 10 weeks).

Details of Specification & Framework

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Terms & Conditions

Honorarium & Payment Procedures

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Application Proforma

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Style Sheet for Training Modules

(Instruction to Download : Click on the 'Download' button. The file which you want to download will open in a new window in PDF format. Save this file in your Hard Disk or print it. The downloading process might take several minutes according to your internet speed)

Sample pages from **Language Journal** in image form

