IMAGES
50 years of NCERT
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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
Foreword

The National Council of Educational Research and Training is at a historic moment completing half a century of dedicated work in shaping school education in India. Fifty years may not be a long span in a nation’s history but quite a time in an institution’s history. Over the five decades, NCERT has grown to become an apex premier institution in the country. The Council’s work stands testimony to its rich contribution to ushering educational reforms and innovations in school education and teacher education.

Among the many initiatives to celebrate the Golden Jubilee year of NCERT, the idea of preparing the photo album is not only unique but is evocative as well, recording an evolving story of change and progress of the Institution. It attempts to pictorially epitomise the educational concerns and processes with which NCERT has been engaged, presenting a range of picture collection since the establishment of NCERT in 1961. It captures significant events, visits of prominent personalities from different walks of life, major contributions, achievements and initiatives of the past and the present. It not only showcases events of historical importance but also presents images of events marking the celebration of the Golden Jubilee year. Through this album, we look back to the road we travelled during different times. It has also given us an opportunity to reflect on our achievements and aspirations for the future.

My sincere thanks and appreciation for the sustained efforts of the committee members, Publication Department and all those involved in making this album possible in its present form and shape.

R. Govinda
Director

New Delhi
National Council of Educational Research and Training

19 August 2011
About the Album

The National Council of Educational Research and Training, in its journey in bringing about a change in school education has completed a significant milestone as it celebrates its Golden Jubilee year. This photo album takes you through a visual journey of NCERT, right from the time of its inception to the present. Each photograph mirrors a major initiative, development, or achievement since 1961 with the purpose of recording the place, person(s) and event associated with them, and helps to build the story. The pictures have been selected from varied sources such as photo library, annual reports, newsletters as well as departmental and personal collections of the faculty. The outcome is the creation of an archive of educational significance ranging from the intriguing records of building of the sites to rousing images of the Council’s activities.

While the pictures say it all, the accompanying headings, theme introductions, captions, and chronological portrayal of events provide the context. The photographs have been arranged in a manner intended to convey the sense and feel of the situation to the viewer. It is difficult to touch upon all aspects of an institution that is engaged in a wide range of activities from planning and implementation of policies and schemes to providing professional support to teachers, connecting with students and much more. However, we have tried to encapsulate the major achievements and the work of NCERT over the five decades as best as we could.

Beginning with a view of the site where the Council’s headquarters stands today, the journey continues with the visits of luminaries, moving on to envisioning the school curriculum, syllabi, textbooks, learning kits, promoting education in the early years, in arts and science and then continues on to technological, vocational, gender, peace, population, environmental concerns and research endeavours. This collection of photographs is reminiscent of landmark events one would like to cherish and feel proud of. We believe that it would refresh the memories of all those who have been part of or have been associated with NCERT in some way or the other.

Acknowledgement

The preparation of this album would not have been possible without the valuable suggestions by Professor R. Govinda, Director, NCERT and Professor B.K. Tripathi, Joint Director, NCERT. We also must express our gratitude to Professor G. Ravindra, former Joint Director for helping us with the first steps towards making of this album. Acknowledgements are also due to Joint Director, CIET; Joint Director, PSSCIVE; Principals of the Regional Institutes of Education, Ajmer, Bhopal, Bhubaneswar, Mysore, Shillong; and the Heads of Departments of the National Institute of Education, New Delhi. Special thanks are due to R.C. Das, Kishore, and Shri Bihari, of the photo division of the CIET who rendered help in locating many of the photographs. We also record with thanks the timely help of P.K. Mishra, and Deepmala of the Department of Educational Psychology and Foundations of Education. We are grateful to the Public Relations Unit and the Department of Library Documentation and Information of the NCERT for letting us have access to news clippings and old newsletters.

The album would not have been complete without the arduous efforts put in by Vijayam Sankaranarayanan, Editor and Mathew John, Editorial Assistant, Publication Department, NCERT. The finalisation of the album was taken up by Surender Kumar, DTP.
The National Council of Educational Research and Training was formally established on 1 September 1961, with its headquarters known as the National Institute of Education located at New Delhi, to function as the principal educational agency for developing research, training and extension programmes for qualitative improvement of school education. The National Institute of Audio-visual Education, the National Fundamental Education Centre, the Directorate of Extension Programmes for Secondary Education, the Central Institute of Education, the Central Bureau of Textbook Research, the Central Bureau of Educational and Vocational Guidance, the All India Council for Secondary Education and the National Institute of Basic Education provided the nucleus for the National Institute of Education.

The Regional Colleges of Education were also established at Ajmer, Bhopal, Bhubaneswar and Mysore to meet the special needs of pre-service and in-service training of teachers for the multipurpose schools in different regions. The Regional Colleges of Education were later renamed as the Regional Institutes of Education. The North-East Regional Institute of Education was set up in the year 1995 at Shillong to address the needs of the region. Here are some images of significant moments as the NCERT evolved.
The land where the Council’s headquarters stands today
Dr. S. Radhakrishnan laying the foundation stone of the National Institute of Education at New Delhi.

Shri K.L. Shrimali, the then Minister of Education, speaking on the occasion while Dr. S. Radhakrishnan listens.
Shri K.L. Shrimali laying the foundation stone of one of the buildings of the National Institute of Education

Shri M.C. Chagla, former Minister of Education, inaugurates the first building of the Regional College of Education, Mysore, 1965
Shri P. V. Narasimha Rao, the then Minister of Human Resource Development, unveiled the foundation stone of the building of the Central Institute of Educational Technology, 1987. The CIET building inaugurated in 1991 by the then Prime Minister, Shri Chandra Shekhar. The building known as 'Chacha Nehru Bhawan' is dedicated to the children of India.
Above. A glimpse of the various buildings of the National Institute of Education and the Central Institute of Educational Technology at New Delhi

Right. The Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong
The Council has been the epicentre of activities which contributed to the shaping of the Indian educational system. In this venture, NCERT, all through its 50 years, has witnessed the participation of distinguished personalities – statesmen, political figures, eminent educationists, poets, and artists. Their visits on certain landmark occasions were not only an honour to the Council but also gave impetus to its activities.

Such events included a variety of activities and concerns ranging from discussions on curriculum reforms, release of NCERT publications, and consultations to inauguration of seminars and conferences. Some reminiscences from our archives are presented here.
India’s first Prime Minister, Pandit Jawaharlal Nehru, with international delegates and NCERT officials
LEFT TO RIGHT

Former Prime Minister, Shri Lal Bahadur Shastri, on a visit to NCERT

The Chief Minister of the erstwhile State of Ajmer–Mewar, Shri H.B. Upadhyay, with Dr J.H. Shukla, Principal, RCE, Ajmer, visiting an agricultural farm in the RCE, 1964

Dr S. Radhakrishnan in RCE, Mysore, with Shri V.V. Giri, Governor of Kerala, and Shri S. Nijalingappa, Chief Minister of Karnataka, 1965
Former Prime Minister, Smt. Indira Gandhi, being received at the NCERT and showing keen interest
in a science exhibit

Shri Morarji Desai, the then Prime Minister, and Shri Iswaribhai Patel at a discussion on examination
reforms, 1977

Gyani Zail Singh, the then President of India, and Smt. Sheila Kaul, the then Minister of Education,
having a look at NCERT publications

Dr Karan Singh, the then Minister of Education, seen addressing a gathering at the NCERT
Professor Nurul Hasan, the then Minister of Education, and Shri Rais Ahmed, former Director,
NCERT, in a Governing Body meeting with the Education Ministers from different states
Professor P.L. Malhotra, former Director, NCERT, welcoming Shri Rajiv Gandhi, the then Prime Minister. Also seen are Shri K.C. Pant, the then Minister of Education and Professor D. S. Kothari, eminent educationist Shri P.V. Narasimha Rao, the then Minister of Human Resource Development, releasing a book. Also seen is Professor P.L. Malhotra, 1984

Shri K.C. Pant and Smt. Sheila Kaul, former Ministers, and Professor P.L. Malhotra, inaugurating a Community Singing programme.
Shri R. Venkataraman, the then President of India, Shri Lalu Prasad Yadav, then Member of Parliament and Professor A.K. Sharma, former Director, NCERT, keenly observing a science exhibit

Smt. Sheila Kaul, the then Minister of Education, releases a book, *Science and Man*, while Professor D.S. Kothari, and Professor P.L. Malhotra look on
Dr A.P.J. Abdul Kalam, the then President of India, receives a copy of an NCERT publication from Professor J.S. Rajput
Smt. Medha Patkar addressing the National Rural Teachers’ Conference as part of the National Curriculum Framework – 2005, at NIE
Maulana Wahiduddin Khan who was invited to deliver a lecture on Education for Peace

Actor–Director, Amol Palekar, in CIET for the All India Children’s Audio Video Festival
Veteran Actor, Nasiruddin Shah, with Ms Vijaya Mulay, former Principal of the Centre for Educational Technology, NCERT at the All India Children’s Audio Video Festival
Smt. Najma Heptullah, former Chairperson, Rajya Sabha, addressing a seminar organised by the Council
CLOCKWISE FROM TOP

Veteran wrestler and actor, Dara Singh, with children in a CIET studio

Shri Arjun Singh, former Minister of Human Resource Development, releasing the Council’s publications on the occasion of the 30th General Body Meeting, 1994. Also seen are Kumari Selja, the then Minister of State of Human Resource Development and Professor A.K. Sharma.

Shri S.R. Bommai, former Minister of Human Resource Development, being shown the Council’s publication, India's Struggle for Independence by Professor A.K. Sharma
Smt. Kiran Bedi at a function organised by the Department of Women’s Studies, NCERT

Smt. Sonia Gandhi, Member of Parliament and Professor Yashpal at a Science Congress in CIET

Shri Murli Manohar Joshi, former Minister of Human Resource Development, with Professor J.S. Rajput, the then Director, NCERT, at the celebration of NCERT’s 40th Foundation Day on 1 September 2000
His Holiness, the Dalai Lama, is seen with Dr Karan Singh and Professor J.S. Rajput on the occasion of an extension lecture on Education for Peace, 2002

Eminent lyricist, Gulzar, at a function for promotion of children’s literature. Also seen in the picture are Professor P.K. Bhattacharya, Joint Director, CIET, and Professor Indira Arjun Dev
Dr A.P.J. Abdul Kalam, the then President of India, receives a copy of an NCERT publication from Professor J.S. Rajput
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CLOCKWISE FROM TOP
Shri Ram Vilas Paswan, the then Minister of Labour, at a function in the Council
Shri Kapil Sibal planting a tree during his visit to NCERT headquarters, 2010
NCERT has the mandate for developing the National Curriculum Framework for school education and reviewing it periodically. In this direction, the Council attempted innovations in curriculum design and development over the years to bring in the much-needed change, placing the child at the centre of schooling. The frameworks are evolved and reviewed through intensive consultations and deliberations by eminent scholars from different disciplines, policy makers, teachers, parents and other stakeholders. The significant feature of the National Curriculum Framework, 2005, was the 21 position papers prepared by the National Focus Groups. Curricular reforms and development of quality materials for teaching–learning of the various subject areas, prototype syllabi, textbooks and supplementary materials, including educational kits, have been a major focus during the past five decades.
Position Papers of the National Focus Groups for NCF-2005
Creating Prototype Syllabi: National-level model syllabi for various subjects
Making of the Curriculum: Voices from cross-sections of the society

Below. Translation workshop in progress: NCF-2005 has been translated into all official Indian languages

Professor Anil Sadgopal addressing the National Rural Teachers’ Conference, 2005
Meeting of the National Focus Group on Indian languages. Seen here are Professor R.J. Sharma, Member Secretary, Professor Ramakant Agnihotri, Chairperson of the Group, and Professor Krishna Kumar, former Director, NCERT, 2004.

Professor Yashpal chairing a meeting of the National Steering Committee. The CABE meeting debates the NCF-2005. The CABE approved the NCF in its next meeting.
Textbooks and Supplementary Materials: Then and Now
Textbooks and audio–video materials for the primary stage

Above. Chief Business Manager, Publication Department, speaking to B.Ed. students

Below. Awards for excellence in book publishing
Educational Kits
Learning to Do and Doing to Learn
Various initiatives for quality education during the foundation years of schooling have been taken by the NCERT under Early Childhood Care and Education and Elementary Education programmes. The ECCE focuses on preparing the child for school to meet the demands of the primary school curriculum. Development of materials and educational kits for making learning joyful has been a significant activity. NCERT is also a nodal agency for the Government of India’s scheme of Sarva Shiksha Abhiyan and has provided inputs for monitoring the quality of primary education.
Community Singing Programmes for School Children to promote national integration

Some materials for Early Childhood Care and Education
Project to inculcate reading habit

Inculcating the Habit of Reading in the Young: The Barkha Series. The Council launched a Reading Development Cell in the year 2007 to promote the reading habit in very young children. A graded series in Hindi consisting of a series of forty storybooks for four levels were brought out for the use of children in Classes I and II.

Advocacy Poster: Up against corporal punishment

Professors Venita Kaul, Rajalakshmi Muralidharan, A.K. Sharma and P.N. Dave in a meeting of Principals of leading schools in Delhi, 1990
Diploma Course in Early Childhood Care and Education
Orientation of state functionaries

National Resource Group Meeting of Sarva Shiksha Abhiyan

Above. Diploma Course in Early Childhood Care and Education
Below. Orientation of state functionaries
In the Pursuit of Science

Among the many initiatives in Science Education, the National Science Exhibition has been a popular annual national event bringing together a large number of school children and teachers on a common platform. The Exhibition for the first time was jointly organised by NCERT and the University Grants Commission under the banner of ‘National Science Exhibition for Children’ in 1971. From 1972 to 1978, it was organised in collaboration with the Jawaharlal Nehru Memorial Fund. In the year 1988 the exhibition was renamed the ‘Jawaharlal Nehru National Science Exhibition for Children’ to mark the occasion of Jawaharlal Nehru’s birth centenary.
Science Park – Learning Beyond the Classroom

The idea of a Science Park was conceived as part of NCERT’s ‘Popularisation of Science’ activities to provide an opportunity for children, science teachers as well as others concerned with the teaching of science in school. The models and gadgets on display in the park intend to nurture curiosity and scientific knowledge.

The Science Parks located at NIE, New Delhi and at RIE, Mysore, have been designed and fabricated in the NIE Workshop Department.

Three Marble Slabs: comparing solar radiation absorption by different surfaces; Single Pulley: to lift load; Movable Pulleys: an advantage; Simple Pendulum: study of dependence of time period on length and mass; Archimedes’ Screw: a water pump; Pinhole Camera: formation of image due to rectilinear propagation of light.
Engaging with the Arts

Art education, an integral component in school education, has been a crusade, as it was for a long time a part of the co-curricular activities. The concerns of art education as an integral part of school curriculum are reflected in the National Curriculum Framework-2005 document. Started with conducting camps and art-related activities in the 1970s and 1980s, the area has now evolved and is expanding rapidly.
Ten-year school curriculum and fine arts

Prof. Rais Ahmed, our Director, said that education nowadays had been sterilized and washed clean of all elements of culture. Emphasizing that art and culture should form a part of education, he said the new pattern of education would correct this flaw. However, it was not proposed to introduce a new subject, but the concepts would be woven into the existing school subjects, he added, while unveiling the inaugural of the refresher course on fine arts for Teacher Educators.

A four-week Refresher Course on Appreciation of Fine Arts and Culture for Teacher Educators was organized by the Department of Teacher Education at the NIE campus. The purpose of the course was to make teacher educators learn about the different facets of culture, basic concepts of Indian philosophy and religion, and the historical background of both plastic and performing arts. The course also included practical training in clay modelling, sculpture, photography, silk screen painting, painting, etc.

The purpose of the course was to help the participants to become better school teachers in fine arts and culture. This, it is expected, would help in the propagation of culture and fine arts amongst school children in the country.

Prof. D.P. Yadav, Union Deputy Minister for Education, inaugurated the course.

Language lab course

A week-long Method Masters' Course was organized at our Language Laboratory in February. The course held for the second language teachers to get acquainted with the technique of using the language laboratory. The course included discussions and practical work like recording, editing of master tapes, joining leaders, etc., and writing scripts. About 25 teachers from different institutions participated in the course. A similar session was held in March.

Method Masters' course

S. Raman, Reader in English, Language Laboratory is seen conducting the Method Masters' course.

Top Row: Children and teachers at the ‘Arts Club’, Department of Basic Education, NCERT, 1960s
Bottom Row: Puppeteering at CIET

Shri J.D. Virmani, the Convener of the NCF Committee on Art Education, is seen with experts from different fields.

Arts educators conducting workshops for children and teachers
CLOCKWISE FROM TOP LEFT
Dr J.D. Virmani, Art Educator, being felicitated by Professor Vasudha Kamat, former Joint Director, CIET
Smt. Sushma Seth speaking on Art and its impact in a seminar held as part of the Golden Jubilee year celebrations
Faculty members and teacher educators experiencing the Art of Lion Loom Weaving, an ancient craft of the North-East
The Art of Learning Arts
Empowering the Teacher

Professional training and development of teachers has been a prime concern for supporting the teacher as no reforms can be visualised without it. The pre-service and in-service teacher education courses by the Regional Institutes of Education and the other various in-service courses that the Council conducts cater to the needs of teachers across the country and across different school systems. Competitions in innovative practices and experiments in schools, consultations with SCERT and SIE personnel, training of teachers using satellite technology are some of the programmes that support teachers in large numbers.
Summer Institute for school, college and university teachers organised at the Regional College of Education, Ajmer, 1968
A photograph of members of the Science Association, RCE, Ajmer, 1978-79

Smt. Sheila Kaul, former Minister of Education and Professor S.K. Mitra, former Director, NCERT, at the National Seminar on Teacher Education.
Supporting the Teacher: Orientations and trainings held at NIE, RIEs and at various SCERTs and DIETs
Left. A video-conferencing session using the EDUSAT network

Above. Professor Krishna Kumar speaking at the Conference of Directors of SCERTs, SIEs and SIETs, a regular activity of the Council. Also seen are Professors D.K. Bhattacharjee and S.K. Yadav.
Training of Social Science teachers organised by NIE

Training on Geographical Information System at NIE
Recognising Innovative Teachers

The Council's popular scheme of All India Competition in Innovative Practices and Experiments in Education was launched in the 1960s to encourage innovations in teaching. Here are some scenes from the award ceremonies and seminars.
Counsellors in the Making: The Flagship Diploma Course

NCERT, since its inception, has been offering a Diploma in Guidance and Counselling to train professionals to serve as counsellors in schools and allied settings. The beginnings can be traced back to the year 1952-53 when the Central Bureau of Educational and Vocational Guidance was set up at the Central Institute of Education, Delhi, under a centrally sponsored scheme and was later merged with the Council. To meet the increasing demand, its scope has been expanded to international students utilising online and distance modes in recent years.
National Council of Educational Research and Training
Sri Avadhuta Nagar, New Delhi - 110065

The International Diploma in Guidance and Counselling 2009-10
(Course: Extra through Distance/Online and Face-to-Face Mode)
in fulfillment of the requirements prescribed for the award of the Diploma
given under the end of the Council of New Delhi, India
Towards Reforms
Assessment for Learning

The Council’s effort to make examinations less burdensome and stress-free can be traced back to the 1960s and 1970s when it worked along with different states to bring in the desired changes. Continuous and Comprehensive Evaluation (CCE) as seen today was conceived by the Council to move away from one-time written examination to learner-friendly assessment. The Council works towards improving the quality of question papers, test items, and conducting achievement surveys at various stages of school education. The snapshots here are of some historic deliberations which have paved the way towards assessment aimed at supporting learners.
Former Minister of Education, Professor V.K.R.V. Rao, in the CABE Committee on Examination Reforms
Workshops and Meetings: Strengthening teachers for better quality test items
Setting standards based on research to improve assessment
Guiding teachers to assess learning at the primary level in different subject areas, 2006

Understanding learning achievement for policy making, by building capacities of national and state level agencies — the process and the outcome
Receiving and sharing policy inputs from states on issues and concerns relating to assessment.

During the formative years of the Navodaya Vidyalaya Samiti, the Council set up the NVS Cell, preparing and conducting selection tests, and orienting the personnel and teachers supporting the Jawahar Navodaya Vidyalayas to realise the aim of providing quality education to rural talents.
Quality Assessment for Learning: Strengthening the states on Continuous and Comprehensive Evaluation and the conduct of achievement surveys
Training senior officers in the armed forces in evaluation to strengthen and fine-tune the then prevailing promotion system.

Extending a friendly hand to nations in improving the quality of assessment.
Starting from improvised educational aids to the use of satellite for training teachers through video-conferencing, technology in school education has come a long way. Use of puppets, audio-visual materials in subject areas to enrich learning experiences, documentaries and short films on social and educational issues, online training courses, are some of the features that support teachers and children. The National Institute of Audio-visual Education, established in 1959, metamorphosed into the Centre for Educational Technology and eventually into the Central Institute of Educational Technology, a constituent of NCERT. The launching of an exclusive satellite for education has given impetus to the Council’s efforts in the training of teachers and conducting of online courses.
In and Out: The erstwhile CET acquired an outdoor broadcasting van in 1978 to produce educational television programmes for children.
In the 1980s, the CET collaborated with international institutions such as the Asia Pacific Institute for Broadcasting Development, Kuala Lumpur, Malaysia, to share and build the professional capacity of their members.
The Council’s collaboration with the All India Radio, Doordarshan and the Indira Gandhi National Open University to reach out to learners and teachers across the country
The CIET organises video festivals and photography contests and has been receiving international and national awards.

*Bottom Right.* Seen in the picture is the NHK (Japan Broadcasting Corporation) Award which was received by CET in 1981-82 for the educational radio programme, *Jal Chakra.*
The works of eminent artists and littérateurs like Amrita Pritam, Pandit Jasraj, Gulzar, Geeta Chandran, have been documented by the Council.
FROM TOP TO BOTTOM

Professor M.M. Chaudhary with the UNESCO Director during his visit to the CIET technical area

Teacher educators from Sri Lanka visit the CIET technical area

Training programme organised by CIET

Behind the Scenes: Shooting, Recording, Scripting, Reviewing
Computer terminal comes to NCERT

A computer terminal has recently been installed at NCERT with the assistance of the National Informatics Centre (NIC), Electronics Commission, Government of India. It was formally inaugurated by the Director, Dr. Shib K. Mitra on February 13.

Speaking on the occasion, Dr. N. Sehgal, Director of NIC said that the Computer Terminal was equipped with a 3.5-kilo processor and can be used as an independent terminal equipment. It will soon be connected with a powerful 4.4 million Dollar CNC Computer which is to be installed in the Central Information Office. It will handle the work of the Ministry of Education and the University Grants Commission. This will meet the needs of all the government departments in developing an information system.

Dr. Sehgal said that it will be possible to coordinate the relevant data and help in a mutual exchange of information. He also stressed the importance of the applications of computer systems in education and other fields.

In his inaugural address, Dr. Mitra said that it was a real opportunity for NCERT. With a Computer Terminal on the Campus, the capability of NCERT in tackling various problems is enhanced. Earlier, NCERT has been using the computer in other organizations, but processing of research, and survey data, and for scoring of tests.

The equipment is provided by the Computer Terminal Central data processing systems. It is equipped with a powerful 4.4 million Dollar CNC Computer which is to be installed in the Central Information Office. It will handle the work of the Ministry of Education and the University Grants Commission. This will meet the needs of all the government departments in developing an information system.

Professor Krishna Kumar inaugurating the CIET hub of EDUSAT network

A view of the ‘Computer Lab in the Box’ in NCERT

Documenting the kite festival in New Delhi
Special Concerns

As the purpose and goals of education expanded responding to the changes that emerged from societal needs, policy initiatives and curricular efforts addressed issues and problems exploring areas to make education more inclusive. Vocationalisation of education was mooted to provide life-skills and an impetus to economic empowerment of young people. Today the Council’s Central Institute for Vocational Education works to fulfil the agenda of vocationalisation of education. Education of the girl child and groups with special needs emerged as another major area of focus for school education. Integrated and inclusive education of these groups has been addressed by policy interventions, advocacy, training, and development initiatives. Other areas of concern for a holistic education of children in school include identification and nurturance of talents, population and adolescence education, environmental education, and values and peace education.
Making Education Vocational

The Council's Initiatives to Promote Vocational Education in the Country: Policy makers and teachers from different states participate to deliberate on various vocational courses for introduction in schools.
Vocation-related learning materials are prepared for use by both formal and non-formal systems of education.
Making Work a Pedagogic Medium
Empowering Girls
Helping the Girl child Access Quality Schooling: This can be seen in the Council’s initiatives.
Creating an Enabling Environment and Sensitivity
Meeting Special Needs

Mainstreaming the differently-abled child through advocacy, development of special learning materials, training of teachers and community members are the priority areas of the Council.
Understanding the Adolescent

NCERT, in collaboration with national and international organisations, reaches out to schools to sensitise children and teachers on population and adolescence issues and concerns through advocacy, quiz, poster-making, and reflective exercises such as role play.
Values and Peace – the Heart of Education

Values are integral to the goals of education. Similarly, building a culture of peace is considered to be an incontestable goal of education and a pre-condition for national development. The National Curriculum Framework-2005 emphasises Education for Peace as one of the national and global concerns which has immense relevance in the present times.
There is no way to peace. Peace is the way.

– M.K. Gandhi
Valuing Environment

In its attempt to integrate environmental issues and concerns with school education, in the emerging contexts, the Council develops curricular frameworks, support materials for teachers, project books for students, and the Council’s faculty closely works with schools and children to make them respond to these concerns.
New scheme to identify talented scholars:
Exam on May 29

National Council of Educational Research and Training (NCERT) has launched a new scheme to identify talented students at the end of class X for giving scholarships for higher studies. The scholarship holders will be allowed to pursue any course at the +2 stage and can opt for basic sciences, social sciences and professional courses later, subject to suitable revaluation.

The scholarships awarded for pursuing higher studies in basic sciences, social sciences and agriculture will be tenable up to the Ph.D. level. But NCERT will evaluate the overall performance of the scholars at every stage, namely at the end of +2, the first degree and the master’s degree to continue the scholarships.

Many of the scholars joining professional courses will be continuing studies under the waived. Also the essay paper and the project report have been dropped.

However, the performance of the scholars selected under this scheme will also be evaluated at the end of the bachelor’s and the master’s degree levels for continuance of scholarships.

New examination after Class XII
NCERT will be conducting from 1979 onwards a competitive examination for those completing class XII. Candidates selected under this scheme will be eligible for scholarships for pursuing higher studies in basic sciences, engineering, medicine, agriculture and social sciences. However, their overall performance will also be evaluated at different terminal stages by the NCERT.

Those opting for professional courses will be given scholarships only up to the second degree stage and the others will be given scholarships for studies up to Ph.D.

National examination under NTSE
A separate examination under the National Science Talent Search Scheme will be held from 1979 onwards for those completing B.Sc. degree. Those selected this year will be eligible for scholarships up to the Ph.D. level. Those selected next year will be eligible for scholarships up to the M.Sc.

Nurturing Talents
Nurturing talents in school children and triggering their curiosity is a goal of curriculum processes. The Council launched its first National Science Talent Search programme in 1963, which was later extended to include other subjects. National Talent Search Examination (NTSE) awardees are spread across the globe. They include scientists, academics, IT professionals, activists, civil servants, a Nobel Laureate and many more.
Researching Education and Disseminating Resources

The Council is constantly engaged in conducting, funding and sponsoring research and innovations in the priority areas of school education, primarily through the Educational Research and Innovations Committee (ERIC). All India School Education Surveys and Educational Research Surveys published periodically are well known. Dissemination of research is carried out through publication of journals, the major ones being the *Indian Educational Review* and the *Educational Abstracts*. Lecture series, seminars and open fora are other regular features for dissemination among the academia and students. The recent initiative of doctoral fellowship to students doing research has attracted scholars from universities across the country. Clippings here throw light on such activities and materials.
Policy Research: Initiatives towards quality research

Understanding the School Education System: A view of survey reports since the 1960s
I.E.R. is now a quarterly, with new editorial policy

NCERT to launch a popular journal on education

Facilitating Research: The Council’s journals are an important asset for educational researchers.
The District Primary Education Programme—an initiative to improve the primary education scenario in the 1990s

Promoting innovations and research in school education
A glimpse of a few research publications by members of the faculty
The Council provides a platform to share new perspectives and findings of research in education.
Researching and reflecting on school education for progress
The Council conducts the Thursday Lectures, a special lecture series like the NCERT-IIC Lectures and the Golden Jubilee Lectures which bring together academics, researchers and teachers.
Eminent scholars, activists and thinkers share their views on education
Building Bridges
International Collaboration

Academics, policy makers and teachers from other countries have been visiting NCERT for mutual exchange of ideas, expertise and collaborative programmes. UNESCO meetings and workshops, training programmes of Sri Lankan teacher educators, the International PG Diploma Course in Guidance and Counselling conducted in collaboration with the Commonwealth of Learning, Canada, and the Diploma Course in English and English Language Teaching for students from Afghanistan, are some recent activities which have made a mark in international educational collaboration.
American teachers oriented

More than twenty American teachers from Las Vegas, Nevada were led to Indian life and culture through lectures, field trips, cultural programmes, interviews with eminent people and informal meetings with students and teaching community. The programme was organised at Bhubaneswar from July 14 to August 11. The twenty-two day programme was inaugurated by Mr. Jadunath Das Mohapatra, Education Minister of Orissa.

Mr. C.S. Ramakrishnan, Acting Director of USEFI, who conducted the proceedings of the evaluation session, said that it was necessary to orient those teachers thoroughly who teach about India so that they could present a correct picture of our rich cultural past and present economic achievements. Mr. Shiv. K. Gupta, Reader in Education, RCE, Bhubaneswar, directed the programme.
Working with UNESCO
Population Education Poster Contest in collaboration with UNFPA

Visitors from the USA with Dr. A.N. Maheswari, the then Joint Director, NCERT, 1990s
A Japanese resource person conducting a training session in CIET, 1990s
Indo-German Festival: Examining textbooks for mutual learning and understanding
Professor Robin Alexander, Cambridge University, U.K., speaking on school-effectiveness in the Third World countries in an International Seminar
A discussion in progress.

Professional Development Programme for senior teacher educators of Sri Lanka (February 4 - May 3, 2002)
APEID workshop in progress
A collaborative programme of the Commonwealth of Learning, Vancouver, Canada, and NCERT, for teacher educators from African countries and India
Academics and other educational personnel from abroad with Professor Krishna Kumar, former Director, NCERT, Professor G. Ravindra, former Joint Director, NCERT, and Professor Vasudha Kamat, former Joint Director, CIET, 2006–2010
Deliberations on designing of pre-service teacher education curriculum for Afghanistan, 2008

Students from the Islamic Republic of Afghanistan did a 20-month Diploma Course in English and English Language Teaching, 2009–2011. Professor R. Govinda, Director, NCERT, giving away the Diplomas to the students

An Asian Programme of Educational Innovation for Development (APEID) meeting in progress

Chief Editor, Publication Department, NCERT, interacting with primary class children in Sweden

NCERT faculty members on a study visit to the National Foundation for Educational Research, Slough, Berkshire, U.K., 2009
The Council, as the very word signifies, brings together people from all sections in the planning and execution of programmes. Collective decision-making involving academicians at the university level, SCERTs from the states, teachers, teacher educators and NGO’s working in the field makes it a truly national institution. The Departmental Advisory Boards, Institute Advisory Boards, and the Programme Advisory Committee have members from all fields. The General Body and General Council are represented by education ministers of all the states, and eminent scholars and teachers.
Cultural Pursuits

As a national-level institution, NCERT characterises the ethos of India’s diversity. The Council’s moments of celebration tell how each of these reflects its overarching aim of spreading education. The first clip here shows more than a lakh teachers from all over the country taking part in the Educational Mela held in the early 1970s. Community singing programmes held in various places is yet another activity which brought a large number of teachers and children together to sing patriotic and national integration songs in all Indian languages. Shots of important celebrations such as Women’s Day, Human Rights Day, Teachers’ Day, Hindi Week as well as various annual sports meets and cultural events of DM Schools and RIEs, and felicitations on superannuation, are seen here.
THE role of education in accepting and enforcing Human Rights was emphasised by Dr. Prem Kirpal, an eminent educationalist, at the NCERT campus on December 10, 1979. He felt that the curriculum should be broadened and not discipline-based, especially at the later stages of school education.

Dr. Prem Kirpal was presiding over the panel discussion on ‘Education for Human Rights’ organised by the National Council of Educational Research and Training (NCERT), to mark the Human Rights Day.

Speaking, Dr. Kirpal said that the media played an important role in raising public opinion about the need to focus on the main issues of human rights in the country. He mentioned that the concept of human rights should be included in the curriculum and not merely in the textbooks.

Participating in the discussion, NCERT Director Dr. Shubh K. Mitra said that the essence of education was human rights and one cannot think of education which violated such rights. Prof. Y. Banerjee Singh of the Jawaharlal Nehru University was of the view that the concept of human rights was too important to be left out of the curriculum.

An exhibition on the subject was inaugurated on the same day by NCERT Joint Director Dr. T. N. Bhat. The materials displayed included publications of the United Nations, UNESCO, UNICEF, WHO and NCERT. Suitable posters and charts prepared by the agencies on human rights were also displayed.

A cultural programme organised on the day included a stage show entitled “We Want Our Rights”. Songs and dances drew attention to the importance of human rights in the country. The programme was attended by the students of different schools.

Two years later, in April 1981, the resolution of the United Nations Human Rights Committee on the application of the International Covenant on Civil and Political Rights was circulated in schools.
NCERT making news

Effort to boost status of Indian languages

Tribune News Service

New Delhi, January 17:
Noting that mother tongue plays a crucial role in learning, the National Focus Group on Teaching of Indian Languages is working on a national mission to add more weightage to Indian languages in education and examine the impact of mother tongue on learners at various levels. The group is also looking into the role of vernacular and mother tongues in enhancing the teaching-learning process mood.

NCERT textbooks to hit market

NCERT is taking all measures to provide Urdu medium textbooks for students in the coming session. The council has already taken steps to address the problems of students from non-distributing areas.

NCERT workshops

NEW DELHI, Sept 2. — The NCERT has envisaged a series of consultative workshops culminating in a national seminar by the end of the year for building its vision 2020. The first workshop today, the director of NCERT, Prof. Kiran Kumar, laid emphasis on the need for improving the relevance and quality of the educational content.

NCERT will exchange ideas

New Delhi, May 9: In an effort to encourage and provide incentives to teachers, educators, and students, the National Council for Education Research and Training (NCERT) will be holding an event to encourage and provide incentives to teachers, educators, and students.

Jharkhand seeks NCERT copyright

Jharkhand: Jharkhand is seeking NCERT copyright for its school booklets and the latest edition of the booklets is being prepared. The state government is also in the process of acquiring the copyright for the booklets.

Spotting them young
NCERT adopts draft curriculum

NCERT book lauds women achievers

Focus on gender issues in education

NCERT revises National Curriculum Framework 2005; draft unveiled

NCERT panels to set up stock of discussions in focus groups

Sachar Committee findings

Now NCERT books to have diversity

Will highlight social, economic, educational status of Muslims in India

Farid Shama

NEW DELHI: The data provided by the Sachar Committee Report has shed light on the social, economic and educational status of Muslims in the country. The government has set up a high-level committee to be chaired by Jaspal Bhatti, a Muslim activist, to look into the status of Muslims and the role they play in the economy and education. The committee has been given six months to submit its report.
Working with Children

Understanding children to support them in their venture of learning is the major aim of education. One way to understand children better is to work with them. The Council’s programmes focus mainly on learners and their teachers so that learning becomes interesting. Unfolding the potential in children to be independent learners lies in letting them work and manipulate themselves and learn. Here are some images where the Council works and learns from children.
पढ़ो पढ़ो स्कूल जाओ नौनी बाबू ला पढ़ाबी स्कूल ला सुघट बनाओ।

[Image of a school building with children and a playground]

[Images of children engaged in various activities]
The Governing Body of the National Council of Educational Research and Training, in compliance with the provisions of Rule 71, has the honour to present to the Government of India and the Council the report on the activities of the Council for the period September 1, 1961 to March 31, 1962 (from the date of the establishment of the Council to the close of the financial year).

New Delhi.
January 5, 1963.

The National Council of Educational Research and Training was registered as a Society under the Registration of Societies Act (Act XXI of 1860) on June 6, 1961 and the establishment of the Council was announced by the Government of India, Ministry of Education, in its Resolution of July 27, 1961 (Appendix 1). It formally began its work on September 1, 1961.

1.1 Establishment
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1.2 Objectives
The main objectives of the Council are (a) to undertake, aid, promote and coordinate research in all branches of education; (b) to organise pre-service and in-service training mainly at an advanced level; (c) in collaboration with the State Governments and other authorities or agencies concerned; (i) to organise extension services for such institutions in the country as are engaged in educational research, training of teachers or provision of extension services to schools; (ii) generally to disseminate improved techniques and practices in educational institutions in the country; (iii) to undertake or organise studies, investigations and surveys relating to educational matters or the appraisement of educational programmes; (d) to establish and conduct a National Institute of Education at the Headquarters of the Government of India for the development of research, advanced training (both pre-service and in-service) of educational administrators, teacher-educators and other high level personnel required for education, and the provision of extension services; and (e) to establish and conduct Regional Institutes in different parts of the country for the development of research, training and extension in general, and for the development of multipurpose secondary education in particular.

1.3 Organisation
1.3.1 The Council and Its Principal Organs
The Council consist of the Union Minister of Education, Educational Adviser to the Government of India, Ministers of Education of States or their representatives, Chairman of the University Grants Commission.
Hamsa, the swan, is the symbol of the pursuit of knowledge. The intertwined swans symbolise the integration of the three major aspects of the work of the National Council of Educational Research and Training (NCERT): (i) Research and Development, (ii) Training, and (iii) Extension and Dissemination. The design has been adapted from an Ashokan period relic of the third century B.C.E. found in excavations near Maske in the Raichur district of Karnataka. The motto is taken from the Isavasya Upanishad and means 'life eternal through learning'.