



IMAGES

50 years of NCERT

IMAGES

50 years of NCERT

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एन सी ई आर टी
NCERT

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.

New Delhi
19 August 2011

R. Govinda
Director
National Council of Educational
Research and Training

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. Acknowledgments 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.

Edifice of Education

NCERT Comes into Being

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.



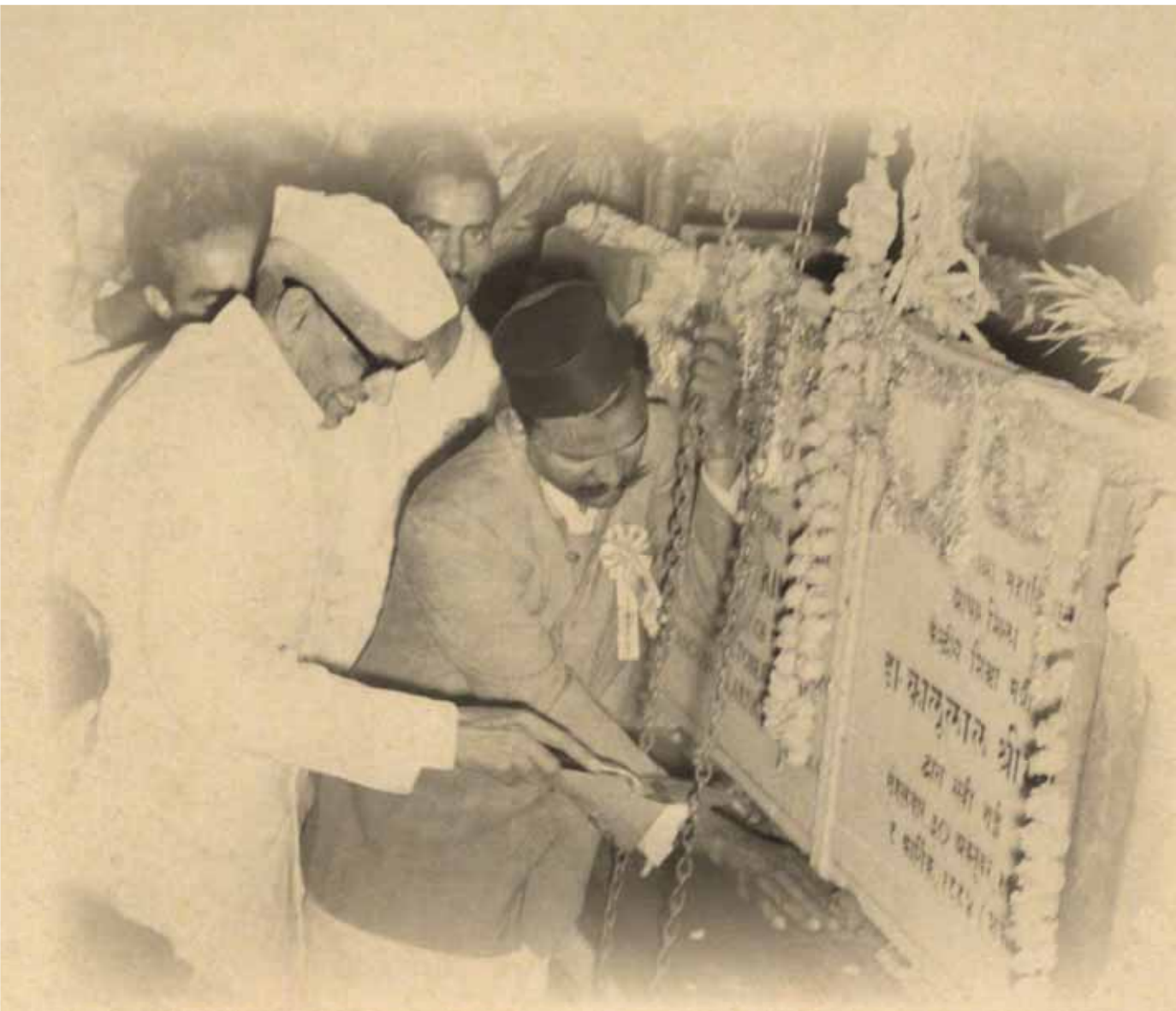
The land where the Council's headquarters stands today



Dr S. Radhakrishnan laying the foundation stone of the National Institute of Education at New Delhi



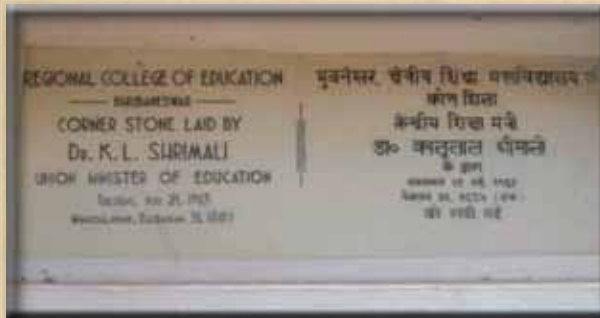
Shri K.L. Shrimali, the then Minister of Education, speaking on the occasion while Dr S. Radhakrishnan listens



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



Above. 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

Landmark Events and Visits

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



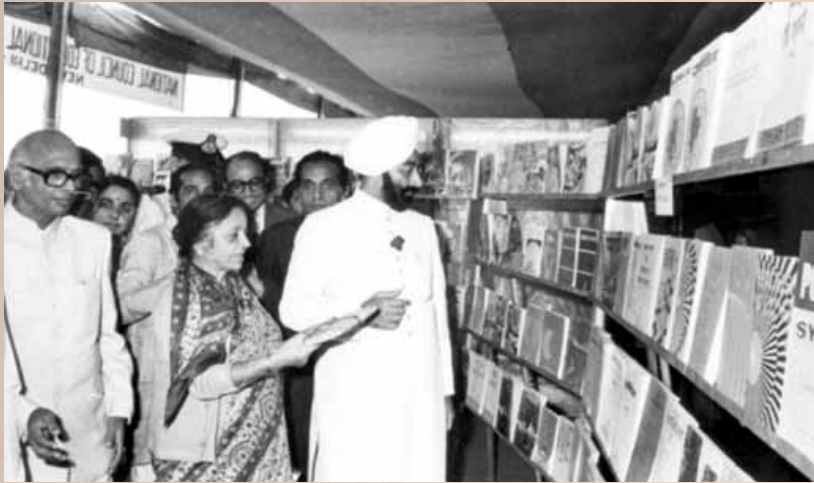
LEFT TO RIGHT

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





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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

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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



CLOCKWISE FROM TOP

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

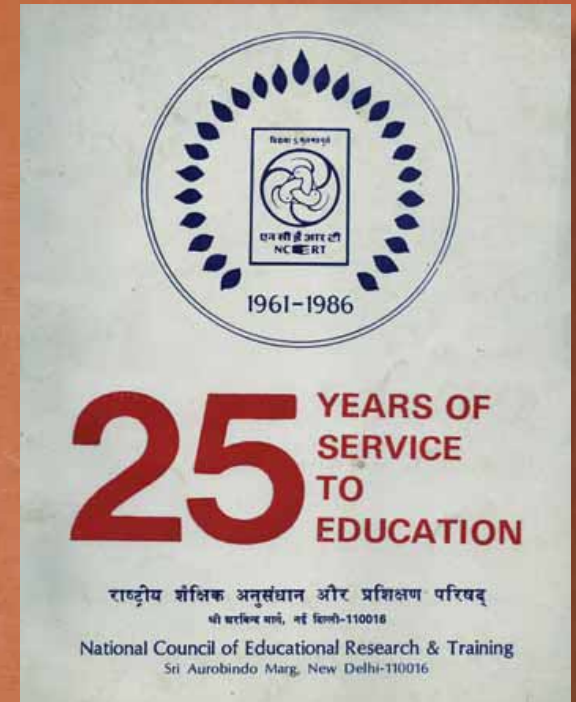
Shri P.V. Narasimha Rao, the then Minister of Human Resource Development, releasing a book. Also seen is Professor P.L. Malhotra, 1984

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





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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

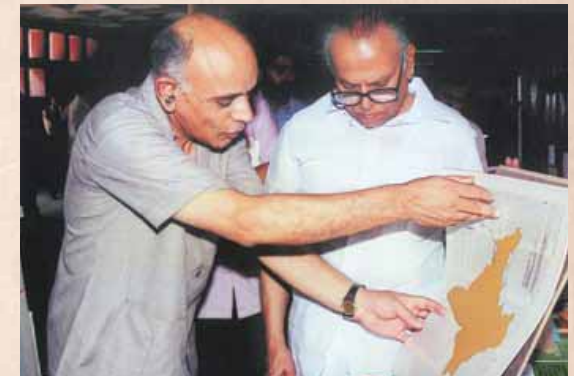
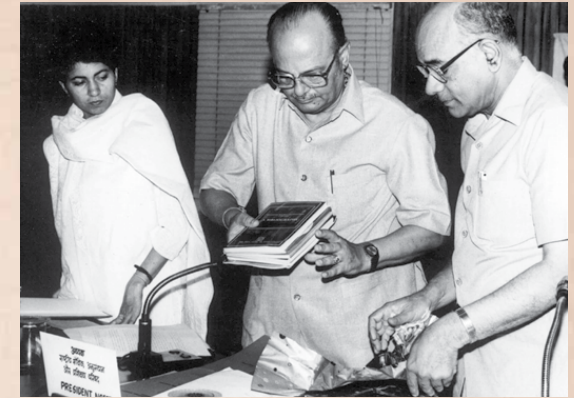
Maulana Wahiduddin Khan who was invited to deliver a lecture on Education for Peace

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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

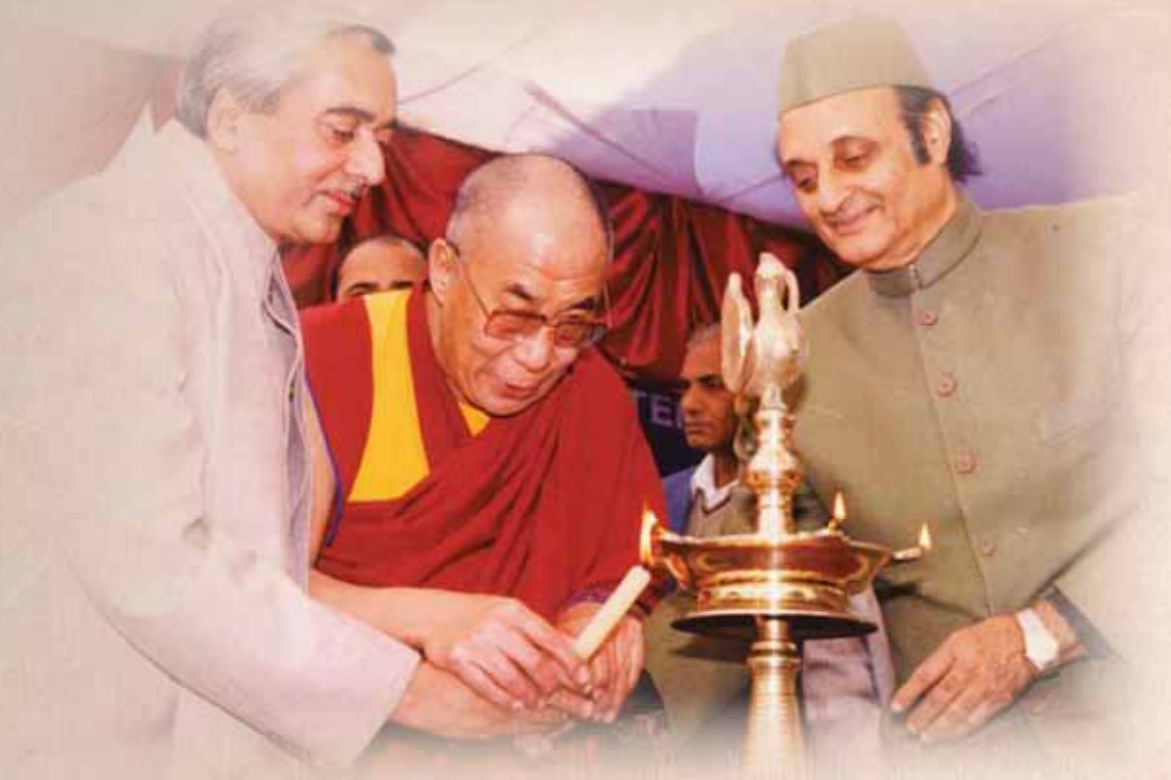


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Smt. Kiran Bedi at a function organised by the Department of Women's Studies, NCERT

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



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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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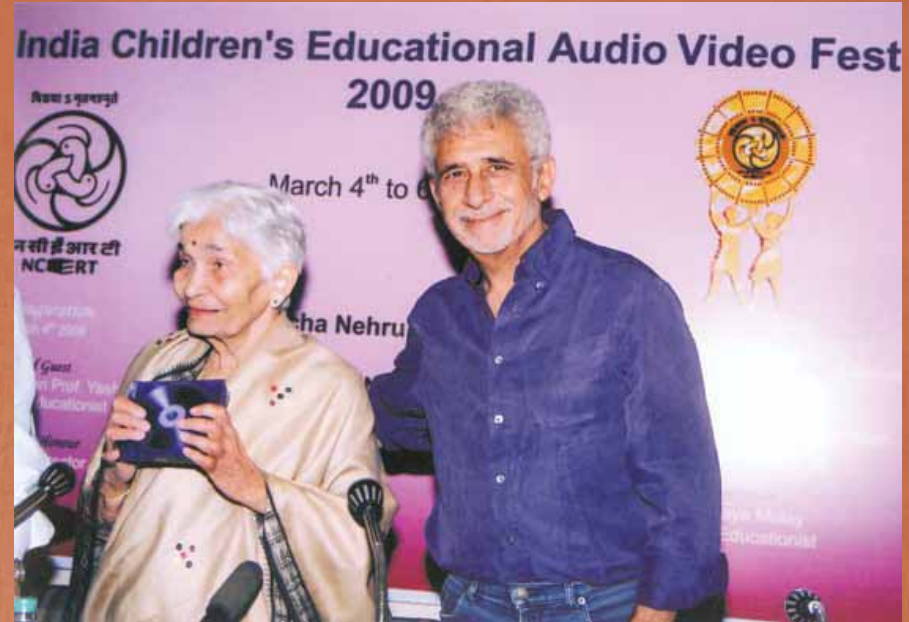
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Actor-Director, Amol Palekar, in CIET for the All India Children's Audio Video Festival

Veteran Actor, Nasiruddin Shah, with Ms Vijaya Mulay, the then Joint Director, CIET, at the All India Children's Audio Video Festival

Smt. Najma Heptullah, former Chairperson, Rajya Sabha, addressing a seminar organised by the Council





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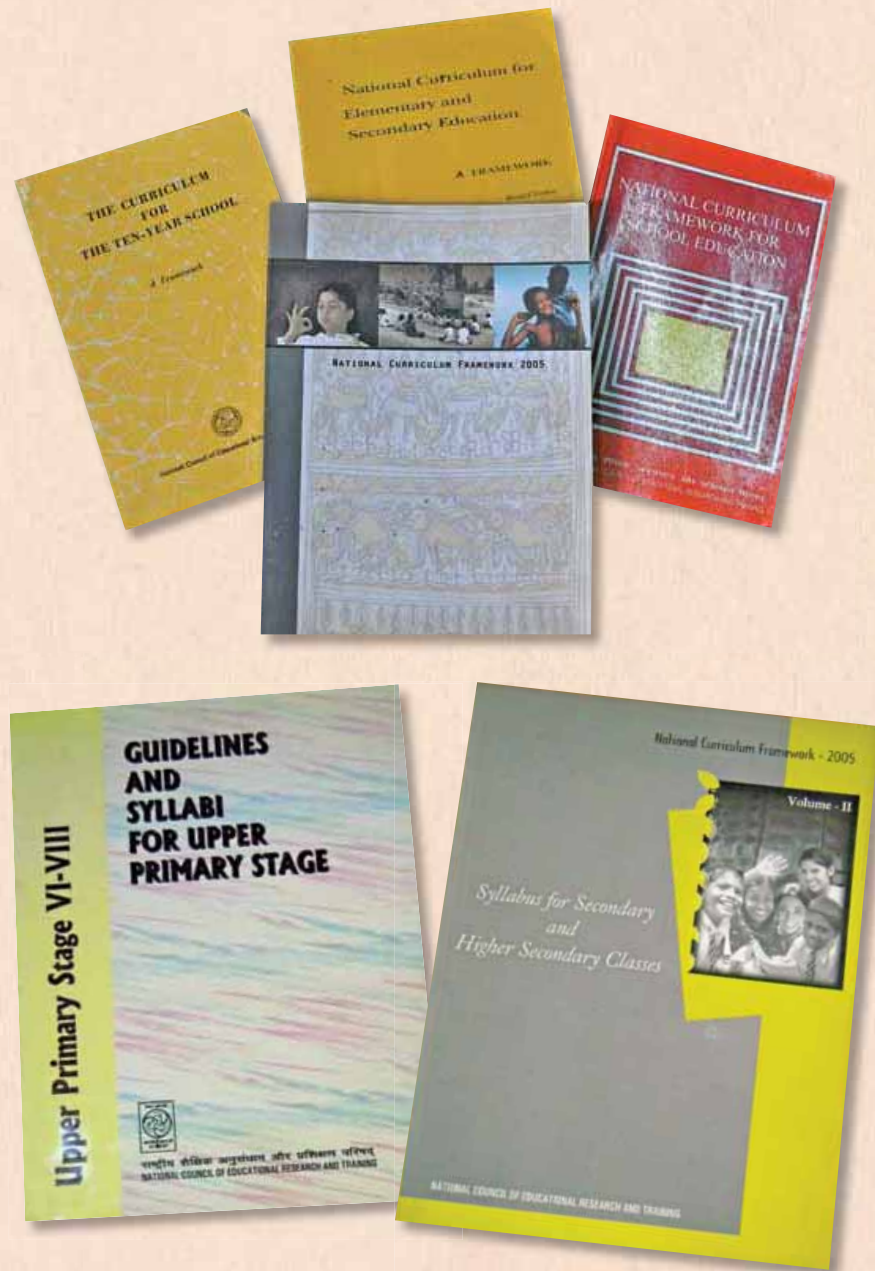
Shri Ram Vilas Paswan, the then Minister of Labour, at a function in the Council

Shri Kapil Sibal, Minister of Human Resource Development and Smt. D. Purandeswari, Minister of State of Human Resource Development, in NCERT on the occasion of the 49th Foundation Day, 2010

Shri Kapil Sibal planting a tree during his visit to NCERT headquarters, 2010

Curriculum Matters

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.



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Envisioning School Education: National Curriculum Frameworks — 1975, 1988, 2000 and 2005
 Position Papers of the National Focus Groups for NCF-2005
 Creating Prototype Syllabi: National-level model syllabi for various subjects



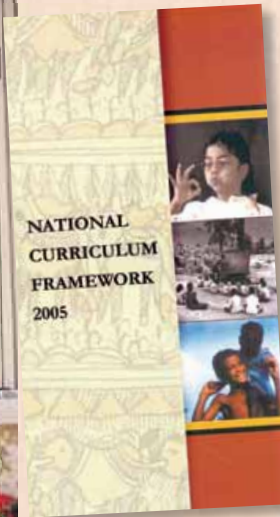
Making of the Curriculum: Voices from cross-sections of the society



Above. International Seminar on School Curriculum Policies and Practices, 2009

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



CLOCKWISE FROM TOP LEFT

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

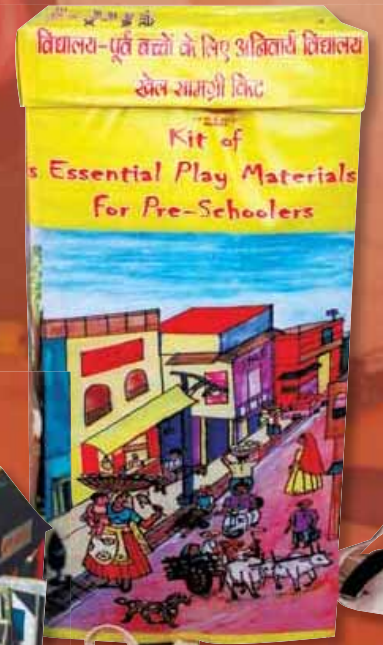
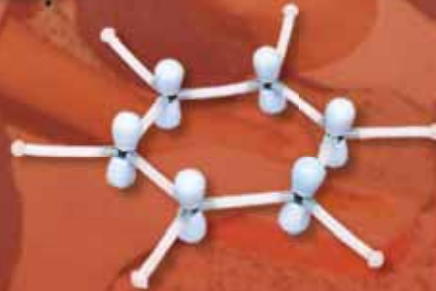


Below. Awards for excellence in book publishing



Educational Kits

Learning to Do and Doing to Learn



Valuing Childhood

P. M. releases *The Primary Teacher*

Direct link with primary schools established

Prime Minister Mrs. Indira Gandhi released the inaugural issue of NCERT's new journal *The Primary Teacher*, at a function held at Pragati Maidan, New Delhi to celebrate the Teachers' Day (5 September).

NCERT has launched the quarterly journal with a view to communicating with the primary school teachers directly on new approaches, developments and innovations in primary education.

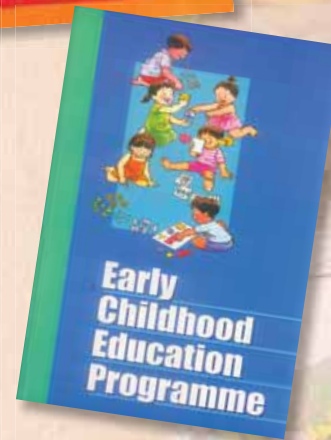
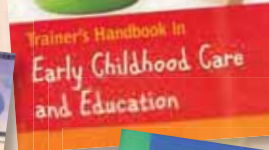
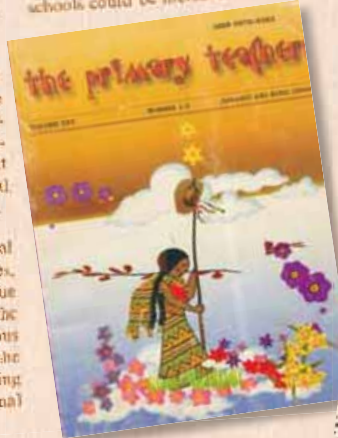
This is for the first time that a direct communication with the primary school teachers was established to disseminate the latest practices in school education, especially at the primary level. Also, the journal encourages teachers to write for it.

A special feature of the journal is inclusion of illustrations, sketches, pictures, maps, etc. in every issue which can be directly used in the classroom as teaching aids. This primary students will also, for the first time, benefit from learning based on attractive instructional materials.

While NCERT will publish the English and Hindi versions of *The Primary Teacher*, the regional language versions are expected to be brought out with the cooperation of different State Governments.

It is expected that the journal will help the teachers in learning techniques of involving parents and the community in educational work so that enrolment in the primary schools could be increased further.

The inaugural issue of the journal carried features on teaching science at primary stage, making a windmill from hand fans, environmental education and the role of the primary teacher in modern India. The issue also carried information on the objectives of primary education, salient points of the ten-year school and, extracts of CABE resolution on elementary education. Other highlights of the journal are a letter from the Director, NCERT and, the States' round up of activities both of which will be regular features. The inaugural issue of the journal is fully illustrated.



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.



Some materials for Early Childhood Care and Education



Community Singing Programmes for School Children to promote national integration

Project to inculcate reading habit



project will lay stress on the three classes of schooling. She said the project will be launched in English, Hindi and various regional languages with the cooperation of states.

The reading kits, she said, primarily be designed for reading pleasure. The joy that children derive from these will help develop their taste for reading and a love for books.

These kits will be made available to children in rural areas and remote corners of the country where children do not have access to any kind of reading material, she said.

Mrs. Kam emphasized that reading kits will not duplicate existing books, but will provide supplementary material.

Briefing the press. Director of Schools, Delhi, Dr. T.N. Chaturvedi, accompanied by the Deputy Director, Dr. T.N. Chaturvedi, and the Joint Director, Dr. T.N. Chaturvedi, were present.

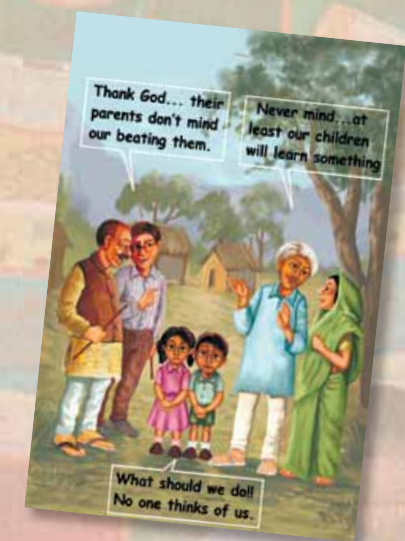
THE National Council of Educational Research and Training will soon launch a project to put more pep into classroom activities and make reading enjoyable, report PTI and UNI.

The project "Reading to learn" aims to sustaining students' interest in classroom activities and help them in classroom activities and help them in classroom activities.

and ecology, popular science, Indian culture and history and the world nature, Dr. Malhotra said.

He said till now the stress had been on learning to read, and it had been noticed that most of the students found studies a drudgery and only a few quinned interest in classroom activities.

The project is being introduced to



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

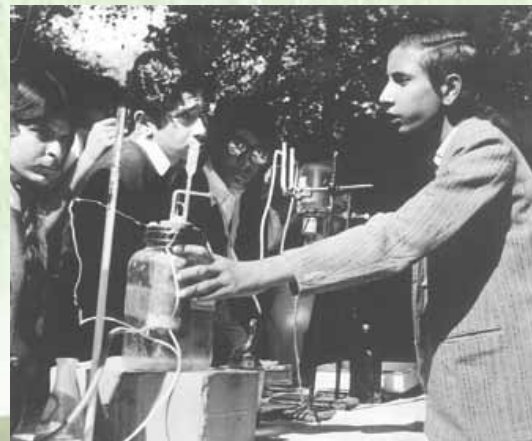


National Resource Group Meeting of Sarva Shiksha Abhiyan



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.

NATIONAL SCIENCE EXHIBITION
FOR CHILDREN
1974

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Smt. Indira Gandhi keenly observing an exhibit
Exhibits from the 1970s and 1980s

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National Science Exhibition at Goa, 2000

An NCERT bookstall at the Science Exhibition

Mathematics Laboratory at NIE

Aspiring scientists showcasing their innovations





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.

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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 hitherto had been sterilized and washed clean of all elements of culture. Emphasising that art and culture should form a part of education, he said the new pattern of education would correct this drawback. However, it was not proposed to introduce a new subject but the concepts would be woven into the existing school subjects, he added, while speaking at 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 of Secondary Training Colleges was organised by the Department of Teacher Education on 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, graphics, silk screen printing, painting, etc.

The purpose of the course was to help the participants to evoke interest of prospective 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 organised at our Language Laboratory in February. The course held for the second foreign language teachers to get acquainted with the techniques of operation and maintenance of language laboratory systems, tape recorders and the preparation of software. The course content included discussions and practical work like recording, editing of master tapes, joining leaders etc., and developing scripts. About 15 staff members from different Institute of education participated course. A similar course was held in March. □

Method Masters' course.
S. Basu, Reader incharge of our Language Laboratory is seen conducting the Method Masters' course.



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Top Row. Children and teachers at the 'Arts Club', Department of Basic Education, NCERT, 1960s

Bottom Row. Puppeteering at CIET

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Workshop for the development of Art Curriculum for the National Curriculum Framework – 1976. 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



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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

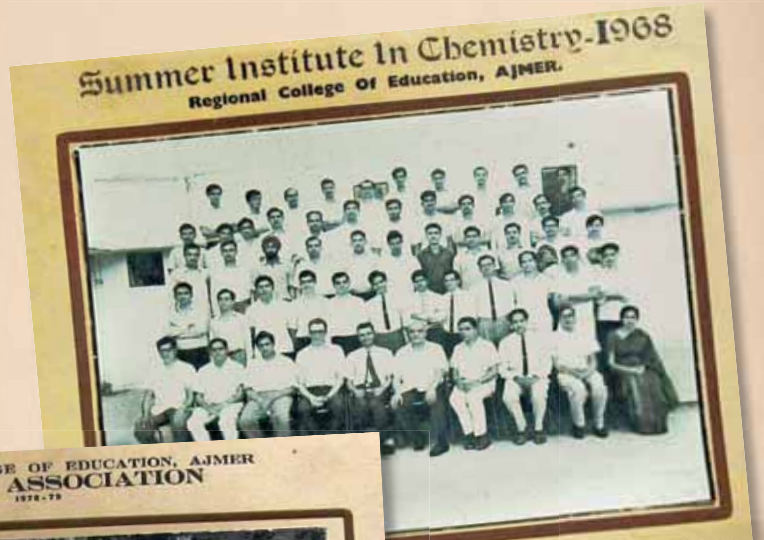
The NCERT faculty with Smt. D. Purandeswari, Minister of State of Human Resource Development, at the UNESCO 2nd World Conference on Arts Education, Seoul, 2010



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.



NATIONAL SEMINAR ON TEACHER EDUCATION
VIGYAN BHAVAN NEW DELHI
FROM 5TH TO 9TH SEPTEMBER, 1983



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.





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.

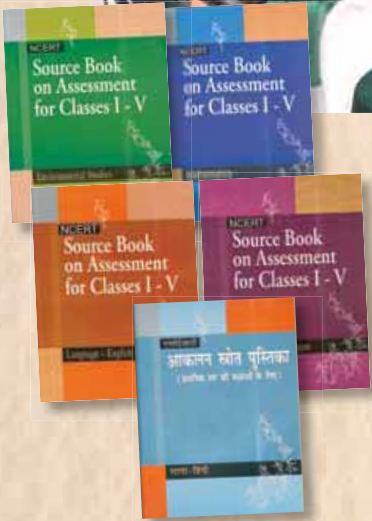


CLOCKWISE FROM TOP LEFT

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



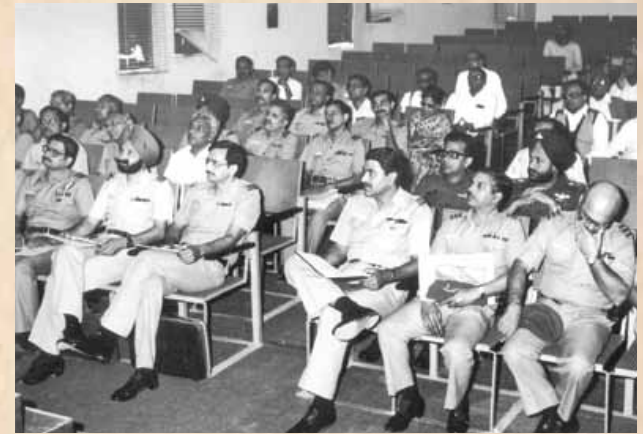
Receiving and sharing policy inputs from states on issues and concerns relating to assessment



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



Top academics of Mauritius trained in exam reforms

FIVE top academics of the Mauritius Institute of Education (MIE) were trained in NCERT in the field of examination reform. The five-week course was sponsored by the United Nations and funded by the UNDP. The Department of Measurement and Evaluation (DME) organised the course. The areas of emphasis in the course were: (i) Theory of Educational Evaluation, (ii) Statistics in Educational Measurement, (iii) Evaluation for improvement of teaching and learning, (iv) Management of Public Examinations. Besides providing in-depth training in theory of educational evaluation, they were also given a number of practical assignments.

The participants of the course were the Secretary of the MIE, and the Chief examiners in Science, Mathematics, Agriculture and Industrial Arts.

programmes arranged for them. The five-week course included lectures on the theory of examinations, group discussions, visits to boards of secondary education and practical work in conducting examinations.

The Mauritius Institute of Education would look forward to forging closer links with NCERT, said its Secretary Mr. Bissoondoyal. He envisaged that the MIE could benefit from the NCERT experience in the area of teacher education and in the preparation of low-cost teaching aids. Mauritius had already imported more than 200 NCERT Science kits which are at present in use in Mauritius schools.

Speaking on the occasion, Dr. Shiv K. Mitra, our Director, said that it was overwhelmingly felt in the third world countries that they would benefit from Dr. Mitra's experience.

Sharing knowledge, making friends - Mauritius officials received a five-week intensive course in all aspects of examination reform. Dr. Prizam Singh of our Department of Measurement and Evaluation at one of the sessions.



Training senior officers in the armed forces in evaluation to strengthen and fine-tune the then prevailing promotion system

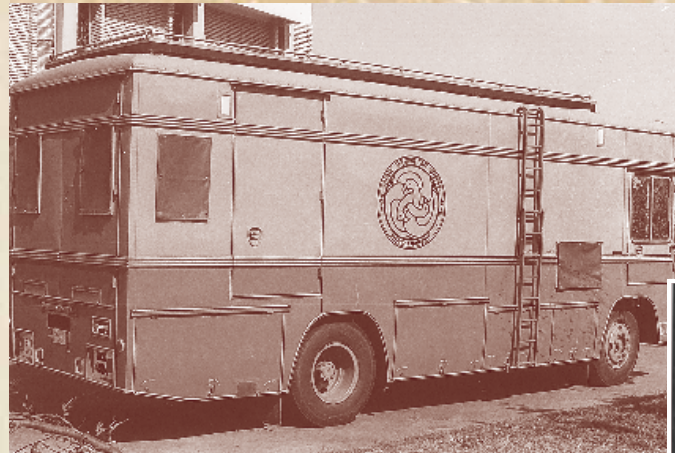
Extending a friendly hand to nations in improving the quality of assessment

Harnessing Technology for Education

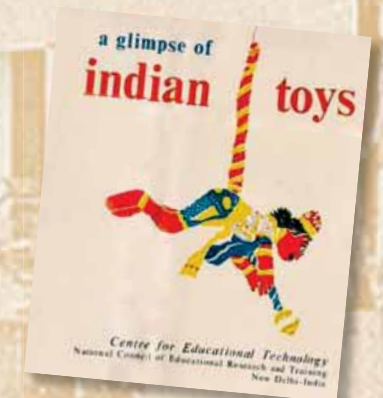
Starting from improvised educational aids to the use of satellite for training teachers through video-conferencing, technology in school education has come a long way. Use of puppets, audio-visual materials in subject areas to enrich learning experiences, documentaries and short films on social and educational 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.



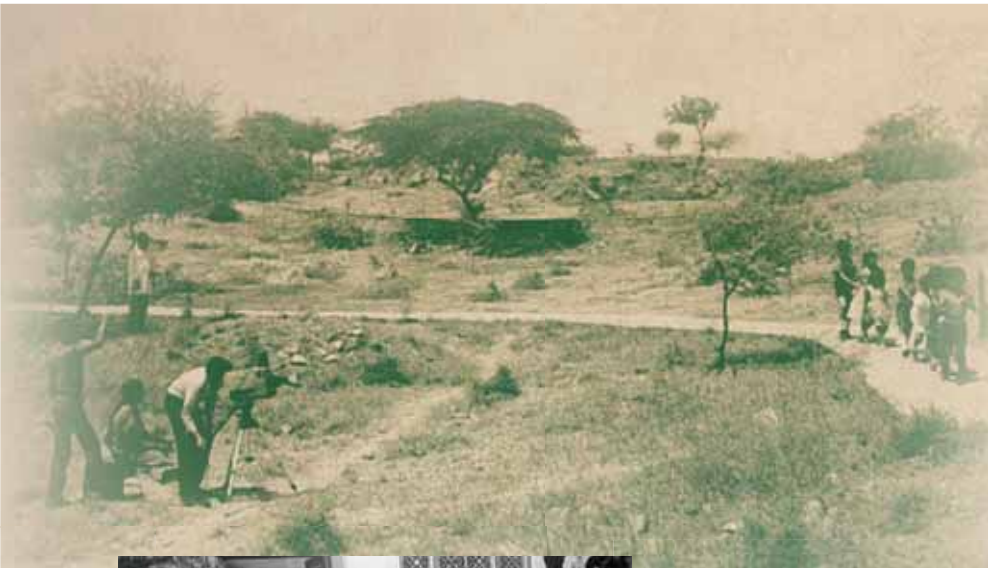
THE NEHRU LEGEND
AN EXHIBITION OF PHOTOGRAPHS ON THE LIFE OF LATE PANDIT JAWAHARLAL NEHRU
NATIONAL INSTITUTE OF AUDIO VISUAL EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
RING ROAD NEW DELHI



शिक्षा प्रौद्योगिकी केन्द्र
CENTRE FOR EDUCATIONAL TECHNOLOGY
राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद्
N.C.E.R.T. NEW DELHI-16

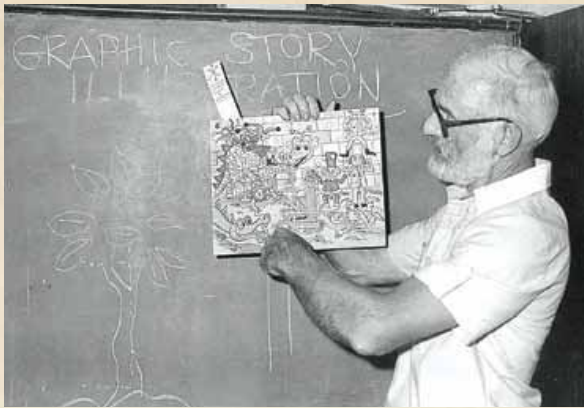


In and Out: The erstwhile CET acquired an outdoor broadcasting van in 1978 to produce educational television programmes for children.



Shooting Indoors and Outdoors: CIET professionals at work

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



CET's Film Bags National Award

'Ek Anek Aur Ekta', the first film of the Centre for Educational Technology has received the National Award 1974 in the category of best promotional film (non-commercial). Mrs. Vijaya Malay, Principal, CET who directed the film and Mr. Bihm Sain, producer will receive the Silver Lotus.

'Ek Anek Aur Ekta' (One, Many and Together) narrates how difficult tasks become easy if all work together. It is a 35 mm colour film.

Reproduced on the background and at the bottom of this page are two stills from the film.	
Script, words and direction	Vijaya Malay
Animation and production	Bhim Sain
Music	Vasant Desai
Song	Vinaychandra Maudgalya
Editing	Vaman-Guru
Language	Hindi
Running Time	8:12 minutes



A little boy jumps but sits with his sister who is helping a popular children's story. The boy is interested in his queries. More about his story about how even work together. "Can we work together?" the boy asks. "Yes, if we are clever and united", the girl replies. The children understand and are enjoyed by all.

NHK's 'Japan prize' for CET's radio programme

NHKT has just bagged the top 'Japan prize' for the best radio programme in this year's Japan Prize International Educational Programme Contest. Organisations from more than 70 countries competed for the prize, instituted by the NHK Japan Broadcasting Corporation.

The award-winning entry titled 'Jal Chakra' (Water Cycle) is a 15-minute educational radio programme produced by the Centre for Educational Technology (CET). Meant for primary school children in Hindi speaking rural areas, the programme is a part of a pilot project undertaken by CET for teacher development and improvement of learning. It is a good water, river, rain, stream, and the clouds are personified, explaining the scientific relationships among various forms of water, in an interesting manner. The narration is done through story telling and songs.

The project, for which the award-winning programme was produced, is being conducted in the rural areas of Rajasthan under the direction of Prof. (Mrs.) Kamla Shukla. The programme was scripted by the R.P. Shukla, while it was composed and directed by Mrs. Dhiraj Chaudhri. The Japan Prize consists of a trophy, a certificate of honour and a cash award of U.S. \$ 2000.00.

Towards more effective primary education

LOAD subjects in primary education is adjustment with the life style and the environment of the child and absorption of various subjects. More than 1000 delegates from 100 countries met in New Delhi, India, from November 20-25, 1981. The meeting was already being sponsored by UNESCO (UNEP/UNEP) under the leadership of the Director General (UNESCO) and the Secretary General (UNEP).

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Subject: Area in Primary Education. The primary conference was in connection with the UNESCO project.

Participants: Government of India, Ministry of Education, New Delhi, India. The meeting was held in New Delhi, India, from November 20-25, 1981. The meeting was already being sponsored by UNESCO (UNEP/UNEP) under the leadership of the Director General (UNESCO) and the Secretary General (UNEP).



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 litterateurs 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 our Director Dr. Shib K. Mitra on February 12.

Speaking on the occasion, Dr. N. Seshagiri, Director of NIC said that the Computer Terminal was equipped with a LSI-2/10 processor and can be used as an independent mini computer. It will soon be connected with a powerful 4.4 million-dollar CDC Computer which is to be installed at the National Informatics Centre.

including 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. Seshagiri said it will be possible to coordinate the relevant data collected by different organisations and help in a mutual exchange of information. He also dwelt at length on the applications of computer system in education and other fields.

In his inaugural address, Dr. Mitra said that it was a red letter day for NCERT. With a Computer Terminal on the Campus, the capability of NCERT in tackling various problems of research, courses and retrieval of

Earlier, NCERT has been using the computers in other organisations, for processing of research or survey data and for scoring of tests.

The equipment provided for the Computer Terminal includes:

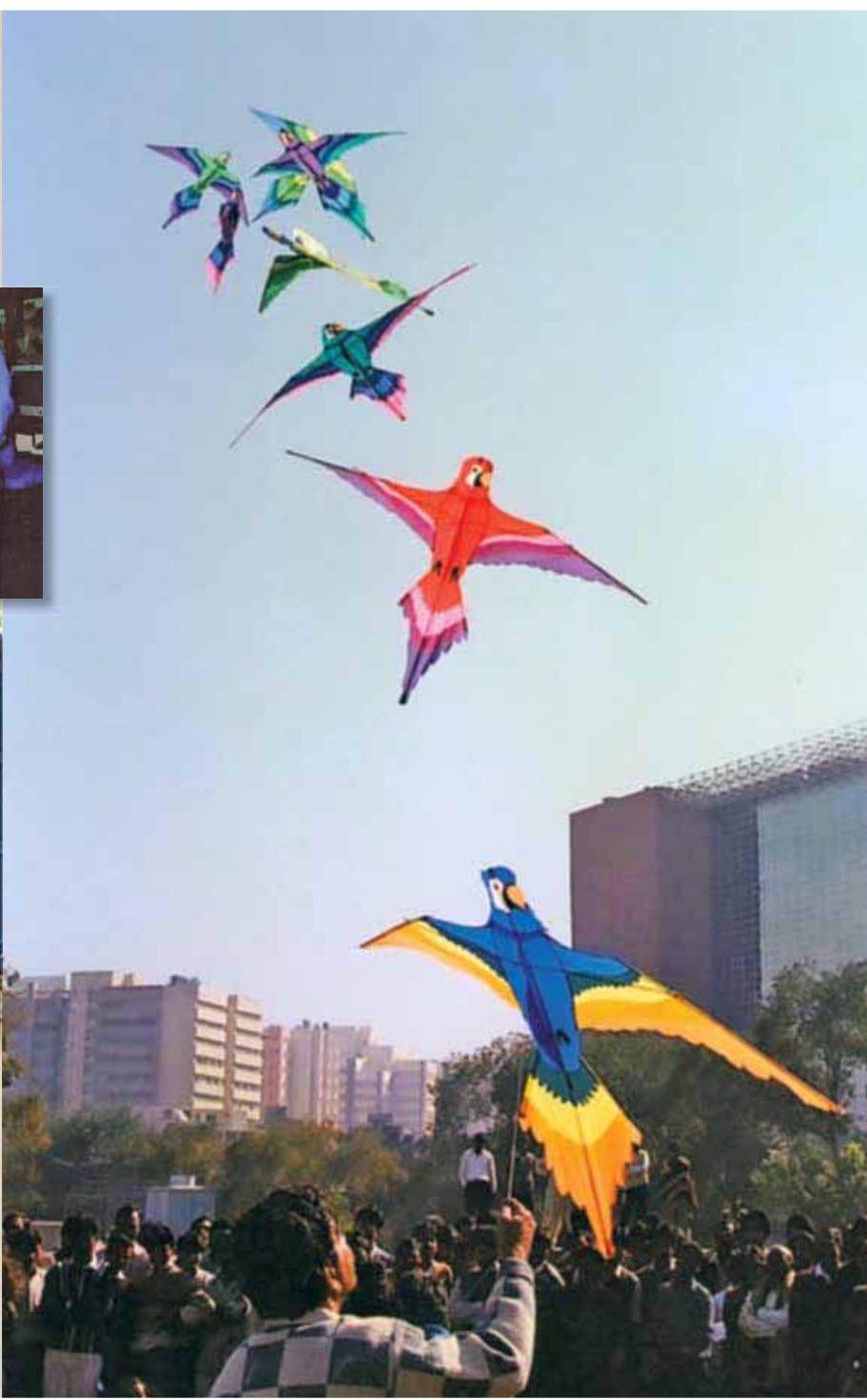
- (1) Central data processor
- (2) a core memory
- (3) a tele-typewriter
- (4) Two Magnetics
- (5) a Line Printer

It is expected that this will greatly open up new avenues for research and information processing.

Hardware for the computer terminal was provided by the Ministry of Education.



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.



Draft document on +2 emphasises need for flexibility

NCERT has come out with a draft document on vocationalisation of higher secondary education, encompassing the last two years of schooling, known as the +2 stage.

According to this document, the characteristic feature of the last two years of schooling, called the Higher Secondary Education, is diversification into the academic and vocational streams. This will give students an opportunity to choose subjects and programmes in keeping with their aptitudes. The academic stream, it is expected to cater to not more than about 50 per cent of students at the Higher Secondary level. For the remaining, therefore, it will be necessary to provide a large number of vocational streams. These will generally be terminal, though some will be designed that one may benefit from the students in the vocational stream without having to start in the other stream from the very beginning. There will have to be provision for short duration study and re-orientation courses.

number of Secondary Schools. During the Fifth Plan period, three or four schools in each district may be converted into Higher Secondary Schools with vocational streams. This number may be increased during the Sixth Plan period cover about 25 per cent of the Higher Secondary Schools.

Dilemma as this

The paper says that vocationalisation of education will require a district wise survey of economic activities and potentials and consequent opportunities of work. Alternatively, some kind of mapping and assessment of manpower needs may be required at district level, which will have to serve as the basis for considering the selection of vocations. In this context, it underlines the importance of keeping up a supply of multidisciplinary staff which is trained in an inter-disciplinary programme.

At the same time, it says that the present system of vocational education, which is largely confined to the last two years of schooling, will have to be re-organised and expanded to cover the entire period of schooling.

Thirteen Karnataka schools go vocational

Thirteen vocational courses introduced at the plus two stage in 13 selected schools of Karnataka State, in April 1977, are being run 'satisfactorily and with vigour'. This was revealed in a study conducted by the National Council of Educational Research and Training (NCERT) recently. The study was undertaken as a follow-up of the A.K. Chatterjee Committee Report which recommended periodic monitoring of the vocationalisation programme so that, necessary measures could be undertaken to improve the system. The Committee had endorsed the main

recommendations contained in NCERT's plus two document entitled 'Higher Secondary Education and its Vocationalisation'.

The NCERT study reports that Karnataka has scrupulously followed all its recommendations, with regard to identifying institutions, arranging collaborative facilities for practical work, appointing professionals as part-time instructors and accelerating the employment prospects of the vocational courses. Commendable steps have been taken by the State in the selection of institutions with academic excellence, and the courses to be conducted in such institutions have been chosen with meticulous care.

Karnataka State selected the districts of Bangalore, South Canara and Dharwad for vocationalising higher secondary education. The twenty-two courses selected were considered to have good employment and self-employment potential in the regions. About 1000 students selected the vocational courses. The Directors of Vocational Edu-

cation, which is implementing the scheme in Karnataka, has adopted semester system as recommended by NCERT.

More than 17 per cent of the students (175 out of 1030) said that they joined the vocational courses to equip themselves for self-employment, while all the students realised the necessity for taking up practice-oriented courses followed by apprenticeship. The students were aware of the problems of



Making Education Vocational

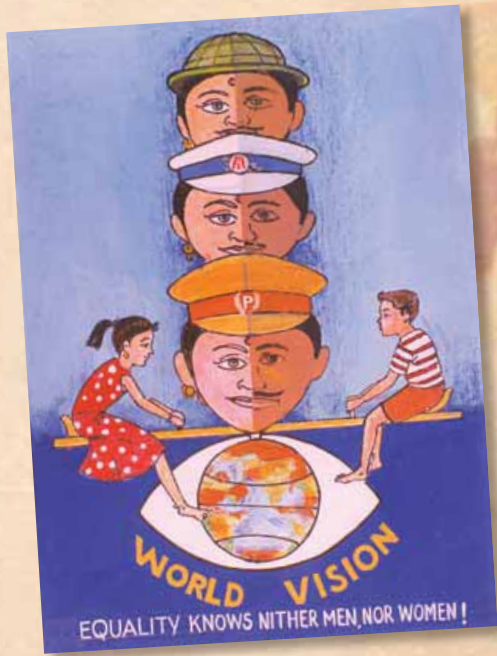
The Council's Initiatives to Promote Vocational Education in the Country: Policy makers and teachers from different states participate to deliberate on various vocational courses for introduction in schools.



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.

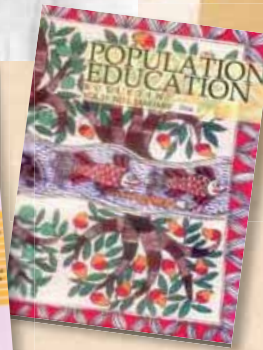


Creating an Enabling Environment and Sensitivity



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.

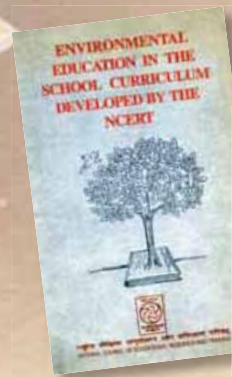


Values and Peace – the Heart of Education

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 revalidation.

The scholarships awarded for pursuing higher studies in basic sciences, social sciences and agriculture will be tenable upto 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. Similarly, scholars joining professional courses will be eligible for continuing studies upto 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 upto the second degree stage and others will be given scholarships for studies upto Ph. D.

Additional examination under NSTS

A separate examination under the National Science Talent Search Scheme will be held from 1979 onwards for those completing B.Sc. degree. Those selected under this will be eligible for scholarships upto the Ph.D., subject to evaluation by NCERT of their performance upto end of M.Sc.

The talent search examinations both for those appearing in the public examination and class XI or XII this year, will be held on 26-30, 2006 at various centres in the country.



CLOCKWISE FROM LEFT

Some NTSE Awardees: Professor Venkatraman Ramakrishnan, Nobel Laureate, Cambridge University; Professor Yogendra Yadav, Senior Fellow, Centre for the Study of Developing Societies, New Delhi; Professor Varsha Kulkarni, Department of Physics and Astronomy, University of South Carolina, Columbia, USA; Professor Jaishree Sharma, Department of Education in Science and Mathematics, NCERT; Shri Ajay Aswal, Rajasthan Administrative Service, Rajasthan; Ms Sigireddy Deepthi, Software Engineer having patents, USA

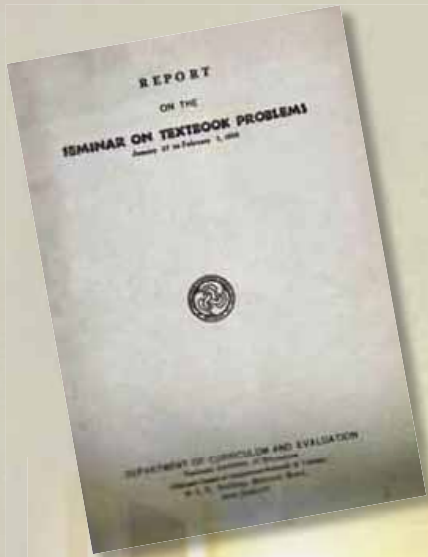


Nurturing Talents

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

Indian Educational Review, a journal of education published by NCERT will be published as a

Advisory Editorial Board constituted with Prof. Uday Pareek, Director of Shanti Niketan, Varanasi. The members of

Dr. S. H. Adwal, Head, Department of Education, Bangalore University.

Prof. Uday Pareek, Indian Institute of Management, Ahmedabad.

Prof. Tapas Majumdar, Zakir Hussain Centre for Educational Research, Jawaharlal Nehru University, New Delhi.

Prof. Salamatullah, Principal, Teachers College, Jamia Millia Islamia, New Delhi.

Prof. H. N. Pandit, Head, Policy, Planning and Evaluation Unit, who is Secretary to the Advisory Board, will be the editor of the journal.

According to the new editorial policy, the journal will have a balanced coverage. Articles on all aspects of education and educational research but with a definite bias for problems relating to Indian education will find a place in the journal. The *Indian Educational Review*, has so far been emphasising quantitative research with a sophis-

icated methodology. It has been now decided that other kinds of research should also be encouraged and if necessary the importance of the problem should outweigh sophistication of methodology.

The journal will also carry research notes, book reviews, research abstracts, materials on new horizons and other feature articles. Broadly, the areas to be covered will be sociology and economics of education, philosophy and history of education, work experience and vocationalisation, science education, teacher education, educational psychology and other allied subject areas which have relevance for the Indian situation. Articles based on multidisciplinary approach will be given a high priority.

The journal will be a quarterly with an Annual Number to be published on the 2nd of October every year. □

Dr. S. H. Adwal, Head, Department of Education, Bangalore University.

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NCERT to launch a popular journal on education

The *Journal of Indian Education*, a popular bi-monthly on education to be published by NCERT very shortly, is designed to be attractive, stimulating and thought-provoking.

Each issue will carry articles on a specific theme as also a select bibliography on the subject. Besides some outstanding books related to the theme would be reviewed in the issue.

The journal will also carry

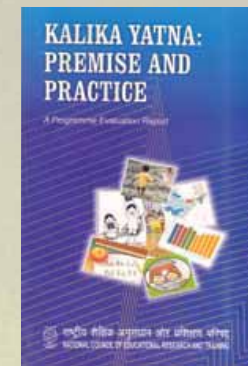
educational news and, the 'Readers Forum' column of the journal will give an opportunity to readers to project their views.

The theme of the first issue, which is to be out very shortly, is '10+2+3 Pattern of Education'. The second issue will be devoted to 'Educational Psychology'.

Dr. R. P. Singh, Reader, Policy, Planning & Evaluation Unit is the editor of the journal. □



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 oriented 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. □

Academics from different countries discussing school education at NCERT, 1960s-1970s



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 teacher educators of Sri Lanka, 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

Enabling Fora

Education must ensure all-round development : E.M. tells General Body

THE Union Education Minister Dr. Karan Singh has asked the National Council of Educational Research and Training (NCERT) and the Central Board of Secondary Education (CBSE) to jointly examine why the curriculum at the school stage was not upto the international standards.

The Education Minister presiding over the General Body Meeting on November 7. Among those who attended the meeting were Education Ministers of various states, who are members of the General Body of NCERT. Dr. Karan Singh



Dwelling upon the need for non-formal education to implement the programme of universalisation of



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 NGOs 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.



Council celebrates 'Human Rights Day'

THE role of education in accepting and enforcing Human Rights was emphasised by Dr. Prem Kirpal, an eminent educationist, at the NCERT campus on December 10, 1979. He felt that curriculum should be man-based 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 observe the Human Rights Day.

Following Dr. Kirpal said that since India played an important role in educating public opinion there was a need for the media men to focus on such vital aspects of human rights as political

Participating in the discussion, NCERT Director Dr. Shib K. Mitra said that the essence of education was human rights and one cannot think of education which violated such rights. Prof. Yogendra Singh of the Jawaharlal Nehru University was of the view that the concept of human rights would survive only when social and structural transformations took place in the world. Father T.V. Kunnanankal, Vice-Chairman of the Central Board of Secondary Education felt that it was important to impart 'awareness education' rather than merely include a chapter on human rights in civics textbooks.

An inter-departmental committee was set up by the Director, NCERT to prepare background material on Human Rights Day. The material prepared on topics like 'Education for Human Rights' and 'Universal Decla-

tion of Human Rights' was circulated in schools.

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

A cultural programme organised on the day included a puppet show entitled 'We Want Our Rights'. Songs and dances depicting the importance of human rights were also staged by the students of various schools.

Two seminars on human rights were also held in the auditorium.







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

no nation has such wide spectrum of languages as India. This is a golden opportunity for us to bring the Indian languages back on the main stream of school education through this National Curriculum

As academicians, we are equally responsible if children feel ashamed speaking their mother tongue. He expressed hopes and said that a group will prepare a position paper to reestablish importance of Indian languages in school education.

ing on the present the Indian language and that all the

It was further pointed that language is an important bridge between

NCERT books to hit stands in

HT Correspondent
New Delhi, March 23

BETWEEN NOW and April all the NCERT textbooks for academic session 2005-2006 will hit the market — including history textbooks. As announced in August last year, history textbooks of the pre-Murli Manohar Joshi period are being re-introduced with minor modifications, senior HRD Ministry officials confirmed.

branded The g decided 'saffron' 2004-05 since it through howeve books v dem. T also m Joshi l troduc Lab mitted all the

शिक्षा के क्षेत्र की भावी योजनाओं पर कार्यशाला

नई दिल्ली (वस) : शिक्षा को भावी योजनाएं बनाने के मकसद से एनसीईआरटी में विजन 2020 नामक कार्यशाला शुरू की गई है। एक साल तक चलने वाली इस कार्यशाला में युवा शिक्षाविदों को खास तौर से आमंत्रित किया गया है। कार्यशाला का उद्घाटन एनसीईआरटी के निदेशक प्रो. कृष्ण कुमार ने किया। इस अवसर पर उन्होंने कहा कि कार्यशाला में चर्चाओं और बैठकों का आयोजन किया जाएगा। शिक्षा के क्षेत्र में होने और किए जाने वाले बदलावों पर इसमें चर्चा होगी। इसके लिए एक समूह का गठन किया गया है।

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.

Inaugurating the first workshop today, the director of NCERT, Prof. Krishna Kumar, laid emphasis on the organisational and staff needs of the past and its future al-

posed that adding exer- into con- the vital fu- the multi- of society, the people- ous re- sponse of

of young constitute the vision — SNS

Making Learning

NCERT textbooks are a good beginning

By URVASHI BUTALIA

"Try to imagine", my 10-year-old nephew's teacher one day asked the assembled students in her class, "what it is like for a soldier to go into the battlefield without a gun". The class of boys and girls did, and came to a unanimous verdict: It was suicide, for the soldier would surely get killed. "Now try to imagine", the teacher told them, "what would happen if he came to the battlefield with a gun, but without any ammunition in it". Again the young minds set to work, and again the verdict was unanimous. It would still be suicide. "Well, now think", the teacher said, "what it is like if you come to school without your books — and then, if you bring your books but come without doing your homework!" The sheepish laughter that greeted her remark was evidence enough that it had found its mark.

However unfortunate the teacher's use of example — for who would want youngsters to think about guns and battlefields — she had hit upon the one thing that was sure to grab

book takes a different approach, with the only things that are common to them being lots of questions and activities. This is striking, even bold, stop for one of the things that generally marks textbooks is a peculiar set of flatness and commonality, the same pattern of organising and presenting material. Yet in each of these books, there is a different way of doing so.

Each chapter in the history textbook begins with a question posed by a young person. The answer to his question is what the chapter is structured around, and the answer is drawn from a range of sources, which includes pictures. Every account of a particular moment, discovery, excavation, book, conquest, is described in terms of an



NCERT will exchange ideas

By OUR CORRESPONDENT

New Delhi, May 9: In an effort to encourage and provide incentives to teachers, educators and school teachers, the National Council for Educational Research and Training is organis-

an event helps to encourage and provide incentives to teacher educators and school teachers to undertake research and experimentation and to try out innovative ideas and practices. "The classroom is an ideal lab for testing educational theories and conduct

story, with a short section called that describes a similar story in part of the word, then there are key activities, things to do and so on. try takes this trajectory: geography different way of learning. Carefully colourful pictures offer ways of the earth, its physical features, its and planes, longitudes and the geography of India and so on. After is peppered with small boxes of interesting facts, the origins of things to do, things to do for fun, and wonderful, simple maps of the three see everyday but may not visu- gns of how they can be mapped. 'Social and Political Life' (a new

NCERT Urdu textbooks to hit market

NCERT IS taking up all measures to provide Urdu medium textbooks for students in the coming session. The council has already taken action to address the problems of students from publishing Urdu textbooks. The books have already been published and will soon hit the market. Municipal Corporation of Delhi, the summer of NCERT books, has been with Urdu medium from Class I to

NCERT scholarships under Bal Shree scheme

IN A move to encourage students to participate in the Bal Shree scheme of National Bal Bhawan

innovation and creative writing, conducted by the NBB.

This year 22 students including 13 boys and 9 girls are winners in the four categories. President A P J Abdul Kalam would felicitate these students tomorrow with Kissan Vikash Patra of Rs 10,000 and a citation. Altogether 58 students in the age group of 14 to 16 had qualified for the final round of competition which was held here during the last five days.

PTI, New Delhi



Spotting them young

एनसीईआरटी का विजन २०२०

नई दिल्ली, २ सितंबर (जनसत्ता)। राष्ट्रीय शैक्षणिक अनुसंधान व प्रशिक्षण परिषद (एनसीईआरटी) भी 'विजन-२०२०' नाम से लक्ष्य निर्धारित करेगी। इस बाबत शुक्रवार को एनसीईआरटी में कार्यशाला शुरू हुई। इसमें 'विजन २०२०' के लिए योजनाएं तैयार करने के लिए विचार-विमर्श होगा। एनसीईआरटी इस साल अंत तक इस बाबत लक्ष्य तय कर लेगी। इस कार्यशाला के उद्घाटन पर एनसीईआरटी के निदेशक प्रो. कृष्ण कुमार ने शिक्षाविदों से भविष्य की तीन आवश्यकताओं पर ध्यान रखकर काम करने का अह्वान किया है।

Jharkhand seeks NCERT copyright

JHARKHAND WILL request the National Council of Educational Research and Training (NCERT) for a copyright to publish history textbooks to overcome their acute shortage. The state students are at the receiving end because of an ideological tussle between the union and state governments over teaching history prescribed by NCERT.

Human Resource Development (HRD) Minister Pradeep Yadav on Satur-

day met senior officials of the department where it was decided to again request the NCERT to approve its copyright demand for the sake of the suffering students. "We are going to request NCERT citing the future of students," said an official of HRD. "The state cannot come out with alternative books as it will create lots of problem for the students."

The state faces acute shortage of NCERT books

for its board students and the disparity between demand and supply is alarmingly big.

According to government officials, the NCERT agreed to the proposal of the state HRD but the central HRD ministry imposed conditions before giving the copyright.

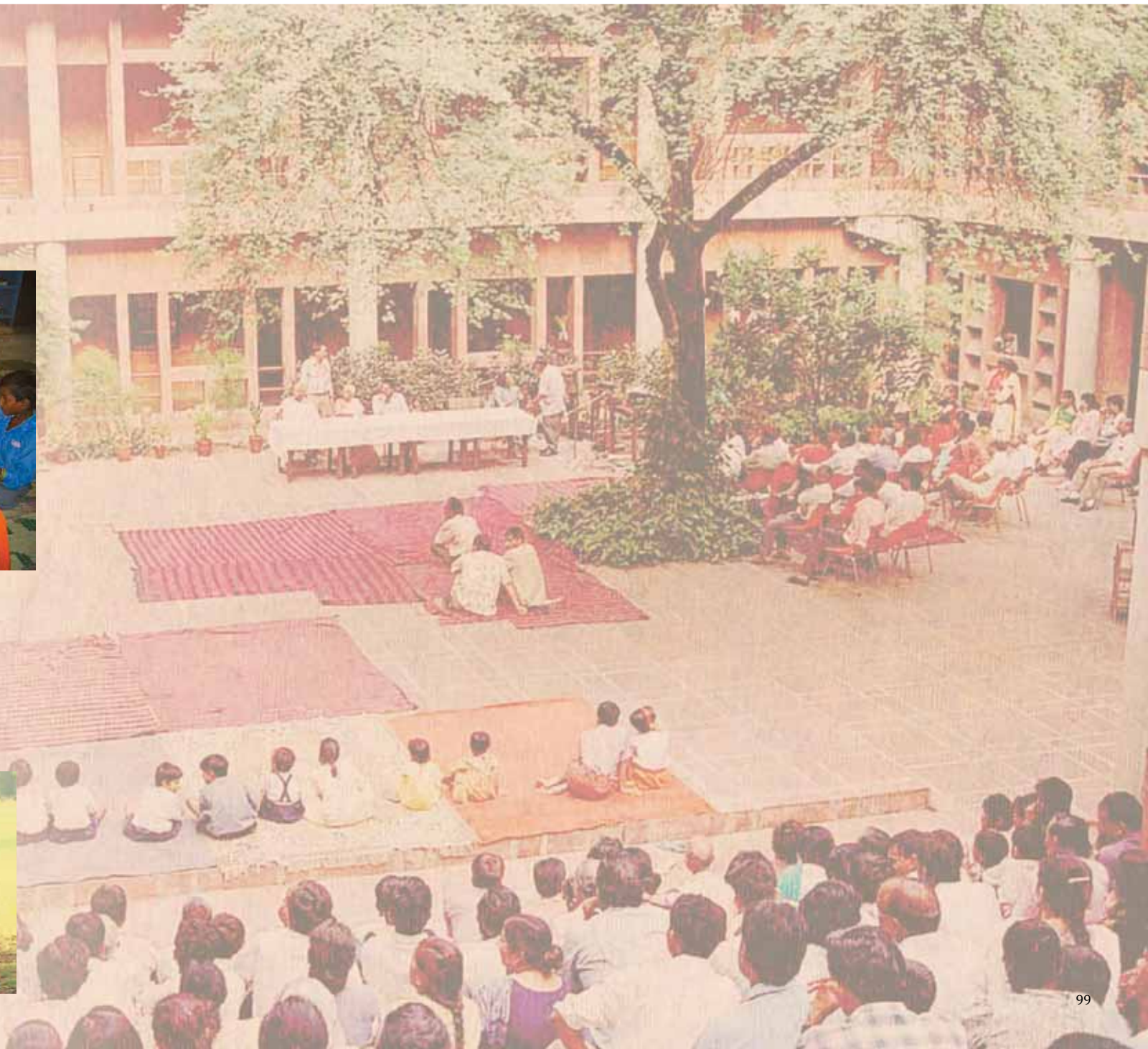
"If you want to teach the history prescribed in NCERT, only then the copyright will be issued for the current academic year," a letter from the

union ministry said. A state official said, "Due to political reasons Jharkhand had banned the NCERT history books in 2005-06 despite adopting its syllabus four years ago. The state was teaching the history book which was introduced during the Atal Bihari Vajpayee government." If not accepted by the state government, the union HRD ministry condition will affect the study of four million students from Class I to XII. IANS, Ranchi

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.









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.*

K. L. Shrimali,	President
P. N. Kirpal,	Vice-President
D. S. Kothari,	Member
C. D. Deshmukh,	Member
V. K. N. Menon,	Member
M. M. Begg,	Member
P. C. Bhattacharyya,	Member
Raja Roy Singh,	Member
J. P. Naik,	Member
T. K. N. Menon,	Member
P. N. Natu,	Member-Secretary

THE COUNCIL

1.1 Establishment

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.

1.2 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 appraisal 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.

The NCERT Logo



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'.