



संस्कृति मंत्रालय  
भारत सरकार  
सत्यमेव जयते



Centre for Cultural Resources and Training









## Centre for Cultural Resources and Training

During the 1960s, several parts of the world registered revolutionary changes in their educational systems. The countries that had recently gained independence after years of colonial rule began to search for their roots, and a need to devise programmes to incorporate cultural values in all areas of development was felt.



Since education is at the core of the development of the human psyche, the freedom of India brought with it, the need to integrate ideologies and philosophies related to the Indian way of life in education, while catering to the changing, emerging social order.

Against such a background, an institution was envisaged, to bridge the gap between the systems of education and the diverse, rich living cultural traditions of India. The movement to establish such an institution was led by Kamaladevi Chattopadhyay, also the spirit behind Indian cultural institutions such as the Sangeet Natak Akademi, the National School of Drama, the Central Cottage Industries Emporium and the Crafts Council of India. One of the causes closest to the heart of



*Dr. Premlata Puri and Smt. Kamaladevi Chattopadhyay*



Kamaladevi, a freedom fighter and a social activist, was the enshrinement of the arts in national imagination. She emphasised that modern or formal education stood to become more effective, meaningful and affirming, through cultural moorings. *It was her firm belief that unless there was equity between the creativity of the hand, the intellectual, critical, discriminating mind, and the pulsating heart, a total human being was not possible*, writes Dr Kapila Vatsyayan.

In December 1971, the Faculty of Music and Fine Arts of Delhi University was approached to take on, as a pilot project, a scheme entitled *Propagation of Culture among College and School Students*, aimed at training in-service teachers in the fundamentals of the arts and cultures of India. From 1972 to 1978, groups of teachers selected by state governments attended training programmes organised at Delhi and other cities.

Following the success of the scheme, in May 1979, the Centre for Cultural Resources and Training, the CCRT, was established as an autonomous organisation under the Ministry of Culture, Government of India, with Kamaladevi Chattopadhyay and Kapila Vatsyayan serving as its first Chairperson and Vice Chairperson respectively, and with the support of Professor Saiyid Nurul Hasan, Union Minister for Education, Social Welfare and Culture from 1971 to 1977.

At the philosophical core of the CCRT lies a commitment to holistic education, encompassing the cognitive, emotional and spiritual development of children. The CCRT emphasises education grounded in cultural knowledge and understanding as conducive to clarity, creativity and independence of thought, tolerance, and compassion. In sensitising students, teachers and others to the arts and cultures of India, the CCRT aims to encourage local communities to take the lead in the preservation of their cultural and natural heritage, and to promote respect for diversity. To this end, CCRT conducts a range of training programmes for teachers, educators and administrators from across India.

This goes hand-in-hand with the other major concern of the CCRT, the development of a repository of resources on the arts and cultures of India. The documentation programme of the CCRT involves the collection and preservation of data on the arts and cultures of India in the form of photographs and slides, audio and video recordings,



Dr. Kapila Vatsyayan delivering first Kamaladevi Memorial Lecture

and written records and reports. This material provides the basis in the development of teaching material, for publications and for an archive for scholars and researchers. The documentation team of the CCRT collaborates with experts and local scholars to conduct extensive fieldwork to collect cultural resources from across India.

The CCRT has been giving scholarships to either school-going children or children from families of traditional practitioners to pursue their interest in traditional art forms under the Cultural Talent Search Scholarship Scheme. The CCRT has also institutionalised awards for teachers doing commendable work in terms of linking education with culture.

Additionally, the CCRT's headquarters in Delhi, and regional centres in Hyderabad, Udaipur and Guwahati serve as cultural centres, organising cultural activities, events and exhibitions, and lectures and seminars aimed at enriching the lives of local communities.

Its beginnings were humble as it operated from an office of two rooms in Bahawalpur House (Bhagwan Dass Road, New Delhi – 110001). In 2001, the CCRT shifted to its new, final home in a magnificent campus in Sector 7 of Dwarka in south-west Delhi. At the heart of a sprawling campus of 8 acres, is an integrated building, combining office and dormitories, reception areas, dining areas, lecture halls, and a variety of performance and exhibition spaces, designed by M/s Kanvinde Rai and Chowdhary. As befitting the vision of “the father of modern



*Teachers being sensitized to various mudras of Indian classical dance*

Indian architecture”, Achyut P. Kanvinde (1916 - 2002), the CCRT building is modernist in design. Yet it is reflective of the material tradition of India. This is seen in the textured surface and earthen colour of the walls, which are interspersed with orange terracotta plaques. However, the organic, conservatory-like feel of the place owes itself most to the integration of garden spaces in and around the building. The result is an airy, brightly-lit and spacious sanctuary, surrounded by wide lawns and embellished by the terracotta sculptures of traditional Indian craftspeople.

*The challenges, not only before the CCRT, but before all of India for the future, are to address directly the fact that the domains of education and culture have largely remained separated...* Kapila Vatsyayan, at the First Kamaladevi Chattopadhyay Memorial Lecture, in 2009.

## Aims and Objectives

Within the context of cultural resources and training, the aims and objectives of CCRT are:

(a) to organise a variety of training programmes in the form of Orientation Courses and Workshops for in-service teachers, with a view to:

- inculcating interest in the knowledge of arts and cultures of India, and encouraging creative activities that will enrich formal learning and teaching;
- sensitising the teacher and, in turn, student communities to the pluralistic cultural heritage of India;
- creating a platform for interaction between teachers and students, and artists and scholars;
  - providing teachers with practical experience of working with a variety of art media and empowering them to develop the concept of the “thinking hand” by offering students an integrated educational experience;

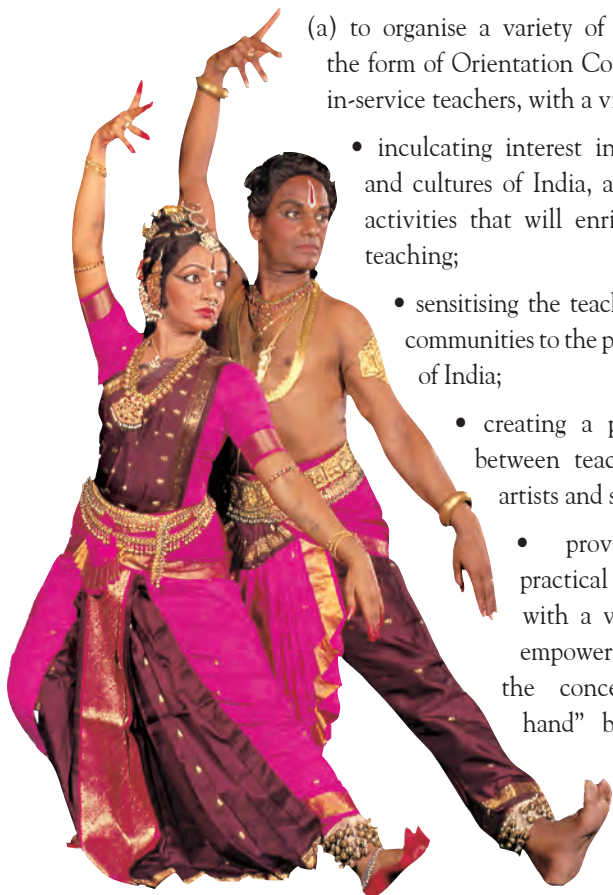
- generating an approach to teaching and learning which addresses the spiritual, emotional and intellectual development of children and young adults; and
- contributing towards the qualitative enrichment of the lives of the youth through creative activities and empowering them to participate in the process of nation-building.

(b) to collect resources and develop a library of material on the arts, cultures and knowledge systems of India, in the form of photographs, audio-visual recordings, written records and reports, and publications.

(c) to prepare educational tools and resources (images, audio and video films, folios, books, quizzes and games) which encourage interaction aimed at introducing a cultural aspect to formal education.

(d) to provide a forum for the study and practice of the Indian arts.

(e) to disseminate and promote the arts and cultures of India through its Regional Centres/branch offices in different parts of India: Hyderabad in the south, Udaipur in the west and Guwahati in the north-east.



*Kuchipudi dance performance by Raja Radha Reddy*

In order to fulfil these aims and objectives, the activities of the CCRT are organised under the following categories:

- (i) Training
  - Orientation Courses
  - Workshops
  - Refresher Courses
  - Short-term Workshops
- (ii) Seminars
- (iii) Extension and Community Feedback Programme
- (iv) Evaluations
  - Award to Trained Teachers
  - District Resource Persons
- (v) Collection of Resources
- (vi) Publications
- (vii) Implementation of Cultural Talent Search Scholarship Scheme
- (viii) Cultural Clubs Scheme
- (ix) Initiatives in the North-Eastern States

(x) New Initiatives :

Project “Sanskriti” at Varanasi

National Institute of Culture and Heritage Management (NICHM)

Scheme for “Award of Junior and Senior Fellowships to Outstanding Persons in the field of Culture”

Scheme for “Award of Scholarships to Young Artistes in different Cultural Fields”

Virasat Kamaladevi-Cultural Festival

Cultural Mapping Project



*Encouraging the teachers to explore their creative potential*



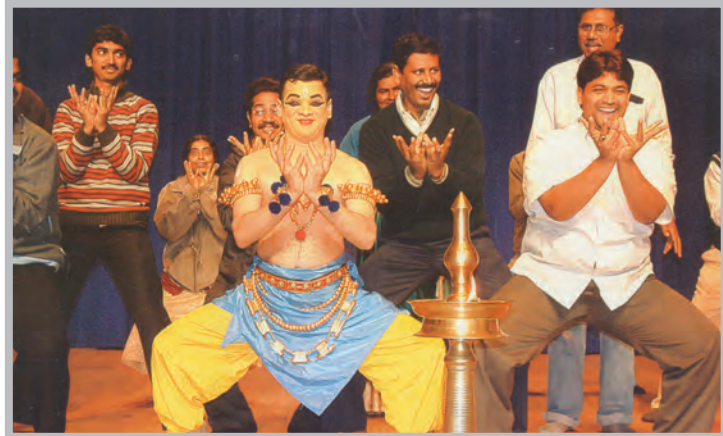




## Training Programmes

The CCRT conducts training programmes for in-service teachers (from the primary to senior secondary school levels) and teacher educators. The main emphasis of the training programmes for in-service teachers is on linking a child's education with his/her local cultural heritage and in turn, the cultural heritage of the nation. These training programmes aim at creating an awareness with respect to the arts and cultures of India, so that students realise that they have a stake in the preservation of their heritage.

The training programmes developed by the CCRT combine theory with practice in addition to learning about the arts and cultures of India. The trainees are engaged in creative activities thereby gaining hands-on experience. Teachers are encouraged to develop classroom activities, lesson plans and ideas, which will foster the integrated development of the child's personality and creative interests. Teachers have numerous opportunities to interact with renowned practitioners and scholars of various art forms. Most of the training involves residencies at the CCRT campuses, which bring together teachers from various regions and different disciplines, resulting in discussions as to common problems, solutions and teaching methodologies.



*Imbibing the values embedded in classical dance*



*Developing appreciation and respect amongst teachers towards Indian Arts*

## Orientation Courses

This is one of the main training programme of the CCRT for in-service teachers. It focuses on academic and practical approaches to cultural education. The participants learn about the arts and cultures of India, and disseminate cultural knowledge and understanding to their students.

It covers the theoretical study of Indian art and culture through lectures and lecture-demonstrations by eminent artistes and scholars; craft classes and lessons involving the use of low-cost material; learning songs in different national languages; enhancing communication skills through movement and mime; preparation of educational aids and projects for cultural education to support

classroom teaching; and educational tours to places of historical, cultural and natural interest and importance.

The Orientation Course for teacher educators is designed to expose teacher educators of pre-service teacher-training institutions (which impart B.Ed/M.Ed courses), SCERTs, DIETs, etc. to various facets of Indian art and culture, and to help them in developing linkages between education and culture in their curriculum for prospective teachers.

## Workshops

The CCRT organises Workshops related to specific themes for in-service teachers of schools from all parts of the country. Through these Workshops, teachers are introduced to innovative methods in classroom teaching



*A dialogue with Works of Arts in silence*



*Teachers learning the nuances of Indian art*





*Developing methodologies for enriching the classroom teaching*

that encourage creativity and sensitivity in the child. These Workshops help teachers to achieve an integrated approach to education and provide methodologies with cultural inputs in curriculum teaching. The various Workshops organised by the CCRT are as mentioned below:-

- Role of Puppetry in Education
- Role of Schools in Conservation of the Natural and Cultural Heritage
- Integrating Craft Skills in School Education
- Our Cultural Diversity
- Theatre Arts in Education
- Others

*Folk artist sharing her culture, history and concerns*

## Role of Puppetry in Education

### Objectives

- to introduce puppetry as an aid to education by conducting classes with respect to preparation and manipulation of various forms of puppets;
- to prepare educational scripts and programmes for teaching curricular subjects through puppetry;
- to enable teachers to acquire knowledge about traditional puppet forms of India and to provide them with an opportunity to interact with traditional puppeteers; and
- to encourage teachers to improvise with regard to inexpensive teaching aids and make creative activities an integral part of classroom teaching.

## Role of Schools in Conservation of the Natural and Cultural Heritage

### Objectives

- to study simple conservation techniques by which students can be involved in looking after historical monuments, and indeed the natural and cultural heritage of their region;
- to develop a practical plan of action that may inspire students to take



up cleanliness and beautification of local historical sites and parks; and

- to provide diverse groups of teachers opportunities to meet and interact with each other and with local students, fostering a respect for diversity and plurality.
- to make teachers understand the role of schools in conservation of natural and cultural heritage.

### **Integrating Craft Skills in School Education**

#### **Objectives**

- to revive an interest in Indian crafts and study their relevance to contemporary life;
- to help teachers to value and recognise the importance of local craft resources;
- to guide teachers to formulate a syllabus for teaching crafts in schools in the light of the awareness created during the Workshops;
- to learn about the lifestyles of craftspeople and recognise their contribution to society;
- to instil in teachers, the importance of value and moral education and to suggest projects that can be taken up while working for the welfare of the community;
- to inculcate the value of dignity of labour; and
- to develop an aesthetic sensibility pertinent to Indian arts and crafts.



### **Our Cultural Diversity**

#### **Objectives**

- to create awareness about our rich natural and cultural diversity;
- to develop a sense of respect and tolerance towards each other's diverse culture; and
- to find solutions to local issues with respect to heritage.

### **Theatre Arts in Education**

#### **Objectives**

- to empower teachers working with differently abled school students specially hearing and speech challenged through theatrical skills; and
- to help special educators to bring differently abled children into the mainstream of the society.

The Workshops on “Cultural Inputs in curriculum teaching”: for teacher trainers and “Cultural Education in Schools” for District Resource Persons provide intensive training in integrating culture and education.

The Workshop on “Creative Aspects of Photography Documentation” is organised to enhance the skills of the participants in documenting the tangible and intangible heritage of India.



## Evaluation

In order to maintain contact with trained teachers and to monitor the work done by them in their schools and other places, the CCRT interacts with them, with a view to evaluate their performance. The main sources of the feedback from the teachers are:

- bi-annual reports
- refresher courses
- feedback meeting
- visits to schools

### Refresher Courses

The CCRT organises Refresher Courses for teachers who have participated in its Orientation Course and Workshop on Role of Puppetry in Education. They are invited on the basis of the work that they have been carrying out in their respective schools after being trained by the CCRT. These courses are directed towards specific subjects, aiming to improve the quality of the teaching of curriculum subjects with relevant activities connected with culture.

The Refresher Course aims:

- to obtain feedback from trained teachers on the CCRT's training programmes and educational materials for future improvements;
- to acquaint teachers with innovative teaching methods;

- to encourage schools to network with other centres of learning, such as museums, art galleries, research institutions, etc.; and
- to encourage teachers to draw upon the creative human resources in the community and bring them to the school for interaction with students.

The content of each training programme is open-ended to a certain extent to meet the specific needs and requirement of different groups of trainees.



*Revisiting colourful and glorious history*



## District Resource Persons

The CCRT selects some of the trained teachers to work as District Resource Persons and entrusts them with the following work:

- to contact and evaluate work done by trained teachers in their districts and assist CCRT in selection of teachers for its training programmes;
- to organise workshops on traditional crafts, and to invite artists and experts for interaction with school students;
- to organise environmental awareness campaigns for the conservation of India's natural and cultural heritage; and
- to assist the CCRT in evaluation of the progress of scholarship-holders under the Cultural Talent Search Scholarship Scheme of the CCRT.

## Short-term Workshops

In order to increase its reach, especially at the grass-root level, the CCRT introduced the Direct Teacher Trainers as District Resource Persons Scheme. In this scheme, previously trained teachers of Orientation Course/Workshop on Role of Puppetry in Education of the CCRT, doing good work in their areas, are further trained and are made responsible for organising 3 days short-term workshops for teachers at the district level.

## Award to Trained Teachers

The CCRT has instituted awards for trained teachers who are doing commendable work in the field of education, especially in the context of linking education with culture. Based on evaluation reports and interaction with trained teachers, a few teachers are selected each year for this award. The award carries with it, a citation, a plaque, an *angavastram* and an amount of ₹ 25,000/-.



*Hon'ble President Shri Shankar Dayal Sharma felicitating CCRT trained teacher*



*Recognition and reward for doing commendable work in dissemination of Indian Art and Culture*



## Seminars

The CCRT organises Seminars for principals, headmasters, DEOs and senior administrators for a duration of three to four days.

The Seminars aim at:

- providing participants with an understanding of the aims and objectives of the CCRT;
- developing methodologies for the implementation of CCRT programmes;
- involving administrators in the process of improving school education at the state level;
- creating an awareness of the importance of cultural education for the all-round development of the students' personality; and
- involving schools in interacting with members of the community.



*Working towards an Arts Powered Partnership with Senior Administrators*

## Distance Learning Programme

The CCRT trains in-service teachers by organizing various training programmes. A constant need is felt to increase the number of trained teachers.

Distance Learning which provides access of learning when the source of information in the learning are separate by time and distance or both seems to be an ideal solution.

CCRT mooted the idea of starting a Distance Learning Programme. After a detailed study, it was felt that CCRT may take the help of Central Institute of Educational Technology (CIET) in recording the lectures/lecture demonstration/panel discussions by scholars/artists.



*Creation of standards and benchmarks*

## Extension Services and Community Feedback Programme

The CCRT organises a variety of educational activities for formal school students and children studying in non-formal institutions run by voluntary organisations under its Extension Services and Community Feedback Programme.



*Fostering respect for innovative teaching methods*



*Strengthening cultural roots*

The activities include:

- Educational tours to
  - monuments
  - museums
  - art galleries
  - craft centres
  - zoological parks/gardens
  - theme-based special exhibitions
- workshops on learning crafts using low-cost, locally-available resources;
- lectures and demonstrations by artists and experts on various art forms;
- demonstrations by artists and craftpersons in schools and colleges;
- slide-presentation supplementing class-room teaching;
- workshops for children in resettlement and *basti* colonies;
- workshops for differently abled students;
- workshops on Puppetry in Education; and
- camps on conservation of natural and cultural heritage.

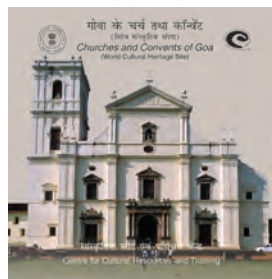
## Collection of Resources

The CCRT collects material related to the arts, crafts and cultures of India in the form of audio-video recordings, slides, photographs and written texts in order to enrich the content of its educational kits and to create a repository for scholars.

The main objectives of the CCRT documentation unit are:

- fieldwork and research related to arts and cultures of India;
- production of educational material on different aspects of Indian art and culture, in the shape of educational kits, which includes audio-visual material and written texts, and publications on cultural education;
- setting up an archive for research scholars;
- documentation and revival of rare or fragile art forms; and

- distribution of material on cultural education to schools from where teachers have been trained.











## Production of Educational Material

**T**owards fulfilling its objective of linking education with culture, the CCRT collects and documents material on the arts and cultures of India, and prepares audio-visual kits, which are used in different configurations, to promote, say, the study of a regional culture, or a specific art form and knowledge about the people behind it. The history of an art form, the process of making a craft item, and philosophies and concepts behind art forms are some of the themes around which these audio-visual resources are prepared.

The CCRT has been preparing a variety of material towards cultural education in the form of audio-visual and printed material. This educational material is the outcome of the continued interaction with scholars, experts and educators, and is based on careful study and research. This material is given to schools which have sent teachers to the CCRT to train, and teacher trainees are initiated into using them in a variety of teaching and learning situations in the school, for curriculum teaching and extension work. In addition, the material is available for sale at the CCRT headquarters and at its regional centres.

The CCRT takes out educational kits consisting of audio-visual material and CCRT publications, which are provided to the institutions from where the teachers have



*Motivating the youth to explore and experience their own heritage*

been trained. The institutions which have been provided with educational kits are instructed to send regular, half-yearly reports related to the use of the material with their comments and suggestions.







## Publications

The CCRT regularly takes out publications on subjects within the context of the arts and cultures of India. They can be for the benefit of either teachers, students or a general readership. They aim to reveal the depth and nuance to the subjects covered, and often highlight the close links between culture and the environment.

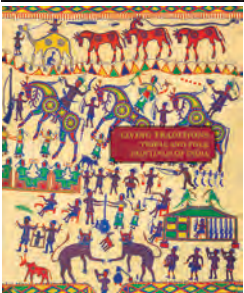
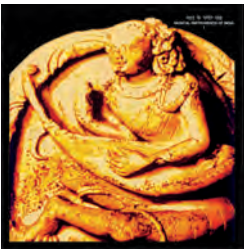
The CCRT has undertaken the publication of the following supplementary reading material:

- workbooks, handbooks, monographs on art and education; and
- cultural packages and folios, with activity booklets related to cultural education.

**Workbooks:** Workbooks comprise information on particular themes and contain activities for students.

**Handbooks:** Handbooks which are related to the training programmes organised by CCRT, provide guidelines to teachers on preparing lesson plans with cultural inputs using educational material produced by the CCRT.

**Cultural Packages:** The objective of presenting these educational packages is to enhance students' understanding of the development of India's culture. Each package consists of display cards along with write-ups and a booklet of information and creative activities on a particular art form.



*An illustration from publication on intangible heritage*



*An illustration from publication on tangible heritage*

## Cultural Talent Search Scholarship Scheme

The CCRT has been implementing the Cultural Talent Search Scholarship Scheme since 1982. Under the scheme, 650 scholarships are offered annually out of which 100 scholarships are reserved for Tribal Culture, 20 are reserved for differently abled children and 30 in the field of Creative Writing/Literary Arts. These scholarships support 10-14 year old children, who have shown talent and interest with respect to a

traditional art form. Both school-going children and children from traditional-practitioner families are eligible for the scholarship. 125 scholarships are reserved for the children of families practicing traditional art forms. Emphasis is laid on rare or endangered art forms. The scholarship continues until the recipient attains 20 years .... of age or completes the first year towards a university degree, whichever is earlier.



*Empowering the youth with skills and creativity*



## Cultural Clubs



The promotion, preservation and dissemination of information on India's cultural heritage has been the prime concern of the CCRT. With this objective in mind, the CCRT has undertaken the task of setting up Cultural Clubs in schools.

Cultural Clubs set up under the guidance of the CCRT have the following aims:

- motivating school children to acquire knowledge about India's rich cultural heritage;
- sensitising them to appreciate and value Indian arts and develop a sense of respect for continuity of cultural traditions;



*Appreciating the world filled with wonders and creative genius*

- empowering children to undertake action-projects to preserve culture and become custodians of our heritage.

The Cultural Club constitutes a forum through which children can engage meaningfully with their heritage and preserve it. For teachers, the Cultural Club is a tool to create awareness, and develop respect and appreciation towards Indian arts.

All members of the Cultural Club take part in the following activities:

- exchange of ideas/views/information/knowledge/resources, etc. during club meetings which in turn, can be shared with the rest of the school and neighbourhood;
- organise campaigns/*padyatras*/heritage walks/cultural events/action-projects towards the preservation of local natural and cultural heritage;
- participate in culturally important days and events, like festivals, fairs, *melas*, *haats*, national days, and creative activities involving community members; and
- bring out reports of the meetings and activities to be circulated in schools in order to inspire and motivate young students.
- CCRT awards an annual grant to establish and run these Cultural Clubs.

## Initiatives in the North-Eastern States

The CCRT is spearheading a host of schemes aimed at greater engagement with the North-Eastern region of India. The states of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura are home to unique cultures and ecologies, and the CCRT is committed to training teachers and students from, conduct research on, and create awareness about the region.

At the heart of this mission is the Regional Centre in Guwahati, the capital of Assam, where teachers and students from the North-East itself and the rest of the country can meet and interact.

To this end, the CCRT regularly organises workshops for students, often related to the preservation of their natural and cultural heritage, and training programmes for primary, middle, secondary and senior secondary level teachers from all parts of the country, which introduce them to innovative methods in classroom teaching using art forms and traditional crafts from the North-East.

The CCRT staff based in Guwahati engages in research and documentation projects concerned with the arts and cultures of the North-East.

Simultaneously, the CCRT organises cultural events, lectures and seminars at its headquarters in Delhi, which



*Dhol Cholona, folk dance from Assam*



*Folk living tradition, Yak Dance of Sikkim*



highlight the rich cultural, social and intellectual life of the North-Eastern states, and bring together people from the region with those from the other parts of India.

The CCRT and the Ministry of the Development of the North-East Region, Government of India, have set up a Centre dedicated to the North-East in the CCRT headquarters, which provides people from the north-east a cultural hub in Delhi, and also creates awareness with regard to the cultural moorings of the North-East.



*Nurturing heritage and living traditions*



*Facilitating the widespread dissemination of Indian art and culture*

## NEW INITIATIVES

### Project "Sanskriti" at Varanasi

Project *Sanskriti* is an initiative of Ministry of Culture in developing/establishing of Interpretation Centres in educational institutions in Varanasi envisioned by Hon'ble Prime Minister. The objective is to develop certain schools and colleges in Varanasi in a way that they have mastery over any luminary of Varanasi or over any of the theme regarding heritage of Varanasi.

To create awareness about the rich cultural legacy of Varanasi, an exercise was done in collaboration with State Education Department (Varanasi Mandal), 34 educational institutions were chosen to implement the Pilot Project. CCRT is working in collaboration with the chosen institutions on the themes of Pandit Mahamana Malviya, Rani Laxmibai, Dr. Sampooranand, Swami

Karpatri ji, Kashi Naresh, Sant Chintamani Mukherjee, Shri Lal Bahadur Shastri, Dr. Vidya Niwas Mishra, Sant Ravidas and Swami Vivekanand and others. It involves various activities ranging from developing museum corners, opening cultural club, organising debates, *padyatras*, literary competitions, recitation of writings of these literary figures, practical

classes on handicrafts, etc.



## National Institute of Culture and Heritage Management (NICHM)/ Arts Management

India, an ancient civilization of the world, boasts of a colorful and glorious history. Rapid industrialisation accompanied by a boom in urbanization has placed the heritage of India in serious peril. Heritage, both tangible and intangible, is disappearing at an alarming rate. The market economy and globalization have placed heritage under stress. Many arts and crafts organizations are struggling to survive by balancing two often contradictory forces viz the need to nurture purity of cultural heritage with market demands. Achieving this balance requires management skills of a high order. This poses a challenge of not merely salvaging and nurturing heritage but of managing and preserving its integrity. It calls for the emergence of a new breed of professional heritage managers who can apply the tools and techniques of management with great sensitivity to the task of conservation.

Under Centrally Sponsored New Plan Scheme document of the Ministry of Culture for 12th Five Year Plan period, the need for establishment of National Institute of Culture and Heritage Management (NICHM) has been recognised. CCRT is the Nodel Agency for implementation of this Scheme. It organises short courses on “Fundamentals in Arts Management” which focuses on Strategic Planning,

Marketing and Fund Raising, Human Resources and Financial Planning. The participants are holding leading positions of various cultural organisations across the country. This Course inspires the participants to rejuvenate, redefine and upskill themselves to plan and augment their managerial and leadership roles in an arts/ cultural organization.

### Who can participate?

The clients for the courses could consist of:

- Museum professionals
- Personnel of cultural organizations
- Library personnel
- Officials of Tourism organization
- Bureaucrats
- Executives of Companies
- Fresh University Graduates
- Foreign nationals
- School and University Teachers
- Tour Guides

The Course on Arts Management is a Short-term training programme.

## Scheme for Award of Fellowships to Outstanding Persons in the Field of Culture.



*Creativity at its peak*

The CCRT is also implementing the Fellowship Scheme for the “Award of Fellowships to outstanding persons in the Field of Culture”, under which 200 Junior and Senior Fellows each are selected who are paid grant money @ Rs. 10000/- and Rs. 20000/- per month respectively for a period of two years. The focus is on “in-depth study/research” in various facets of culture. These include New Emerging Areas of Cultural Studies. The Expert Committee for selection is constituted by the Ministry of Culture.

For details visit : [www.ccartindia.gov.in](http://www.ccartindia.gov.in)

## Scheme for “Award of Scholarships to Young Artistes in different Cultural Fields”

The CCRT is implementing the Scheme of “Award of Scholarships to Young Artistes in different Cultural fields”, under which 400 scholarships are provided in the age group 18-25 years in the field of Indian Classical Music, Classical Dances, Light Classical Music, Theatre, Visual Arts and Folk, Traditional and Indigenous Arts. Each scholar is paid Rs. 5000/- per month for a period of two years to cover his/her living expenses on travelling, books, art material or other equipment and tuition or training charges etc. The Expert Committee for selection is constituted by the Ministry of Culture.



*Transforming the lives of youth*

For details visit : [www.ccartindia.gov.in](http://www.ccartindia.gov.in)

## Virasat Kamaladevi - Cultural Festival

The CCRT celebrates *Virasat Kamaladevi* - Cultural Festival every year to commemorate the rich legacy and heritage of Kamaladevi Chattopadhyay. The festival commences with a Memorial Lecture by eminent art historians/scholars based on various facets of Indian art and culture and its linkages with education. The Centre receives scholars, artists and other guests for exchanging

views, dialogues and to express their views on educational dimensions of culture. It is followed by rendering of folk music, instrumental music, theatrical performances, ghazals and recitals. On this occasion a crafts fair-*Shilp Kala Utsav* is organized on a national basis i.e. artisans from different states of India showcase traditional crafts for duration of a fortnight.



Smt. Mrinal Pande delivering sixth Kamaladevi Memorial Lecture



Rendering of MohanVeena Vadan by Pandit Vishwa Mohan Bhatt





## National Mission on Cultural Mapping and Road Map

The Ministry of Culture, Government of India has initiated an ambitious Pilot Project to carry out survey on cultural topography of the country. CCRT's role in this Project is to collate and utilize the existing data of artists of various genres and the NGOs engaged in propagation of cultural manifestation available with Indian National Trust for Art and Cultural Heritage, Sangeet Natak Akademi, National School of Drama, Indira Gandhi National Centre for Arts, Lalit Kala Akademi, Zonal Cultural Centres, Anthropological Survey of India and other organizations under Ministry of Culture.

However, in addition to this existing data CCRT is conducting a survey for the rare arts/ traditions/ practices, which need attention and should be revived. The art only survives if it is being practiced hence this project intends to provide support to artists and practitioners in order to preserve some of the dying arts/ traditions/ practices. The objective at present is to create a data base on Indian arts and artists in order to empower especially those who are really in need of financial and social upliftment with award of various schemes.

For details visit : <http://culturalmapping.nic.in>











**Centre for Cultural Resources and Training**  
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