

◎ 3.8 NCERT :

□ 3.8.1 Introduction :

NCERT full form is in English National Council of Educational Research and Training established in 1961, to assist and advise the central and state governments on academic matters related to school education. Dr Hrushikesh Senapathy was officially appointed as new Director of NCERT in September 2015.

The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. The major objectives of NCERT and its constituent units are to: undertake, promote and coordinate research in areas related to school education; prepare and publish model textbooks, supplementary material, newsletters, journals and develop educational kits, multimedia digital materials, etc. organise pre-service and in-service training of teachers; develop and disseminate innovative educational techniques and practices; collaborate and network with state educational departments, universities, NGOs and other educational institutions; act as a clearing house for ideas and information in matters related to school education; and act as a nodal agency for

achieving the goals of Universalisation of Elementary Education. In addition to research, development, training, extension, publication and dissemination activities, NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education. The NCERT also interacts and works in collaboration with the international organisations, visiting foreign delegations and offers various training facilities to educational personnel from developing countries. The major constituent units of NCERT which are located in different regions of the country are :

- National Institute of Education (NIE), New Delhi
- Central Institute of Educational Technology (CIET), New Delhi
- Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
- Regional Institute of Education (RIE), Ajmer
- Regional Institute of Education (RIE), Bhopal
- Regional Institute of Education (RIE), Bhubaneswar
- Regional Institute of Education (RIE), Mysore
- North-East Regional Institute of Education (NERIE), Shillong

□ 3.8.2 The Constituents of the NCERT:

The NCERT has several Advisory Committees on which various educational organs at the state level are represented. It works in close co-operation with the education departments in the states and it has a network of 15 offices of Field Advisors in different states in order to carry out its functions effectively. It also maintains close liaison with Universities and also interacts with similar international and national organisations throughout the world.

The various constituents of the NCERT are the National Institute of Education (NIE), Centre for Educational Technology (CET), Regional Colleges of Education (RCE) recently designated as Regional Institute of Education (RIE) situated at Ajmer, Bhopal, Bhubaneswar and Mysore.

□ 3.8.3 Aims of NCERT :

National Council for Indian Education (NCIE) and National Council for Education Research and Training (NCERT) are two different concerns. Among the top priorities of NCERT are:

- (1) Undertake, aid, promote and coordinate research in areas related to school education;
- (2) Prepare and publish model textbooks, supplementary material, newsletters, journals and other related literature;
- (3) Organize pre-service and in-service training of teachers;
- (4) Develop and disseminate innovative educational techniques and practices;
- (5) Collaborate and network with state educational departments, universities, NGOs and other educational institutions;
- (6) Act as a clearing house for ideas and information in matters related to school education; and
- (7) Act as a nodal agency for achieving goals of universalisation of elementary education.

And also :

- (1) Implementation of National Curriculum Framework
- (2) Universalisation of Elementary Education (UEE)
- (3) Vocational education
- (4) Education of groups with special needs
- (5) Early childhood education
- (6) Evaluation and examination to reform IT education
- (7) Competitive Value education
- (8) Education of girl child
- (9) Production of teaching-learning experience
- (10) Improvement in teacher education
- (11) Improvement of thought of student etc.

□ 3.8.4 Constitution of NCERT :

There is a general body of NCERT. The members of the body of NCERT are the Union Education Minister as the President, all the Education Ministers in the States and Union Territories having legislatures and the Chief Executive Councillor, Delhi, the U.G.C. Chairman, Councillor Secretary, Ministry of Education, Govt. of India, four Vice-Chancellors of Universities, one from each region, 12 nominees of the Govt. of India among whom four are teachers and all members of the executive committee. With such a constitution, it becomes possible to take policy decisions at the highest level and in a mutually agreed manner.

The administration of NCERT is vested in the Executive Committee with the Union Education Minister as its President, and the Minister of State for education as its Vice-President. Among others, one of the Deputy Ministers of education in the Union Ministry is its member.

Other members of the Executive Committee are the Director and Joint Director of NCERT, the Chairman of UGC, one representative each of the Union Education Ministry and the Union Ministry of Finance, two eminent educationists. The Executive Committee takes decision on all matters concerning the affairs of NCERT. In general, the programmes of NCERT can be classified into, three categories such as research, training and extension.

The NCERT maintains four Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar and Mysore, These colleges are concerned with pre-service and in-service training courses like:

- (i) Five years courses in Science and languages i.e. B.Sc. B.Ed. (Hons) and B.A. E.Ed. (Hons)
- (ii) Two years B .Ed. course in Science, Commerce, Agriculture and Languages.
- (iii) M.Ed. Course.
- (iv) Post-graduate Programmes in Science only at RIE, Mysore.
- (v) Summer School-cum-Correspondence Courses leading to the B.Ed, degree.
- (vi) Extension work and In-service training in a variety of subjects including work-experience.
- (vii) Summer Institutes, particularly for science teachers.

◆ **The major objectives of the RIE are :**

- (1) To develop and provide a programme of teacher- education for the multipurpose schools and to prepare teachers for technical subjects, science, crafts, agriculture, commerce, home science and fine arts.
- (2) To provide in-service courses for the existing teachers of the practical subjects in the multi-purpose schools.
- (3) To provide in-service programmes and field services for the teachers, supervisors and administrators concerned with the multipurpose schools in the region, in which it is located.
- (4) To organize and develop a model demonstration multipurpose school.
- (5) To function as a regional centre for programmes or in- service education and field services for secondary schools in general.