In 1961, the Government of India established the National Council of Educational Research and Training (NCERT) as an autonomous organization to assist and advise the governments at the Centre and in States in the implementation of their policies for education, especially to bring about qualitative changes in school education and teacher preparation. Over the years, the Council has evolved into a unique organization, with its increasing range of activities that has influenced school education in India.

**Governance**

The Council is governed by five statutory committees, viz. Governing Council, Executive Committee (chaired by the Union Minister of Education), Finance Committee, Establishment Committee and Programme Advisory Committee. Several other committees like Academic Committee, Departmental Advisory Boards/Institutional Advisory Committees, Building and Works Committee, Educational Research and Innovations Committee and National Monitoring Committee for Textbook Development advise the Council on specific activities.
National Institute of Education (NIE), located in Delhi, comprises Departments, Divisions, Groups, Cells and Constituent Units (see appendix). These pursue academic programmes that include educational research, development of textbooks and other material in-service training of teachers and extension and dissemination through various modes. NIE is also the administrative nerve centre of the Council.

Diploma courses in Guidance and Counselling, Early Childhood Care and Educational and a certificate course in Peace Education are among the major training courses offered currently by NIE departments.

The NIE contributes to established areas of school education such as elementary education, science and mathematics, social science and humanities, language and art, education of children with special needs and computer education. In addition, it also encompasses population education, environmental education, curriculum studies, spreading a culture of 'reading' among children, educational measurement and evaluation, educational research, national talent search, women's studies and educational survey. Thursday Lecture Series and other fora as well as the film club activities involving faculty members and
participants from outside the Council promote healthy debate and intellectual discussion. Revival of heritage schools of national importance has been a significant programme adopted in recent times. For publication of textbooks and other print materials, the Council has a well-established Publication Department located on NIE campus.

The Council's five Regional Institutes of Education (RIEs) located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong offer various programmes for teachers-in-the-making. At present, the pre-service programmes at RIEs are 4-year integrated B.Sc-B.Ed., 2-year B.Ed., 1-year M.Ed. (elementary education) and 1-year diploma course in guidance and counselling.

The Central Institute of Educational Technology (CIET), located on the NIE campus in Delhi, is the hub of activities in the area of educational technology. Audio, video and multimedia programmes for children are developed at CIET. Much of this software is disseminated in transmission mode as TV and radio programmes, Gyandarshan and Gyanvani, meant especially for children. CIET also has the leadership role in the functioning of State Institutes of Educational Technology (SIETs). In the mid-nineteen seventies in collaboration with Indian Space Research Organization (ISRO), CIET had launched SITE programme for schools. In recent times, India's educational satellite (EDUSAT) technology has helped reach out to thousands of teachers through teleconferencing.

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) which is located in Bhopal organizes research,
development, training and training and extension programmes in the area of work education and vocational education.

**Over the years**

The Council was constituted with the objectives of promoting educational research, developing model textbooks, conducting pre-service and in-service training of teachers, networking with State Education Departments, universities and NGOs and functioning as a clearinghouse of ideas.

Over the years, nurturing innovations and bringing about qualitative change in school education have been the guiding principles of the Council. Substantial work has been done on early childhood education, research-based interventions, institutional planning, *Sarva Shiksha Abhiyan*, development of textbooks and national talent search scheme to identify, support and nurture talented students. Comprehensive survey of schools, initiation of vocational education, nationwide orientation of pre-service functionaries, activities such as Comprehensive Access to Primary Education in collaboration with international agencies. Science Education Project, work on Environmental Education and Nutrition Education have also made significant impact on different aspects of school education.

After the adoption of a common school (10+2) structure in the country, the Council brought out two documents titled 'The Ten Year Curriculum - A Framework' (1975), Higher Secondary Education and its Vocationalisation' (1976).

The Council has developed curriculum frameworks in 1988, 2000 & 2005, based on the recommendations of NPE (1986) regarding revision of school curricula every five years. The National Curriculum Framework (NCF) 2005 proposed a new paradigm for schooling to support child-centric education and an attempt to link it with life outside school. The spirit of the NCF is reflected in the syllabi which have been developed for all classes and for all subjects, with practising teachers and academic involved in the process.

Information about the journals, textbooks, NCF 2005 and 21 Focus Group Position Papers and activities of the Council are on the website, which is updated regularly for access an wider participation.

**Departments**

Department of Elementary Education (DEE)
Department of Teacher Education and Extension (DTEE)
Department of Languages (DoL)
Department of Education in Science and Mathematics (DESM)
Department of Educational Surveys and Data Processing (DES&DP)
Department of educational research and Policy Perspectives (DERPP)
Department of Education in Social Sciences and Humanities (DESSH)
Department of Education in Arts and Aesthetics (DEAA)
Department of Educational Psychology and Foundations of Education (DEPF E)
Department of Education of Groups with Special Needs (DEGSN)
Department of Computer Education and Technological Aids (DCETA)
Publication Department (PD)
Department of Women's Studies (DWS)

Divisions
Planning, Programming, Monitoring and Evaluation Division (PPMED)
International Relations Division (IRD)
Division of Library, Documentation and Information (DLDI)
Groups
Curriculum Group

Cells & Units
Hindi Cell
Reading Cell
Mathematics Cell
Internal Works Study Unit
Public Relations Unit

Constituent Units
Central Institute of Educational Technology (CIET)
Regional Institute of Education (RIE), Ajmer
Regional Institute of Education (RIE), Bhopal
Regional Institute of Education (RIE), Bhubaneswar
Regional Institute of Education (RIE), Shillong
Regional Institute of Education (RIE), Mysore

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