

**THE DEVELOPMENT OF THE
STATE INSTITUTES OF EDUCATION
IN THE FOURTH PLAN
(1969-1974)**

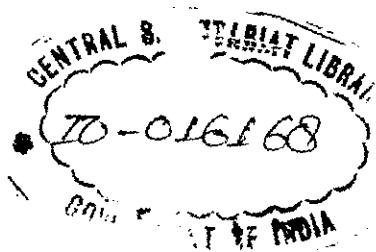
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FOREWARD

Improving the quality of education is as important as or in several ways even more important than expanding the facilities for education. In a developing country like ours the finances for education are very limited. Hence, every rupee, which becomes available, needs to be utilised with care and in such a manner as to secure the maximum return from it.

From the above point of view, the establishment of the State Institutes of Education from 1964 in different States marks an important landmark in the history of Indian education. However, any agency established for any programme needs to assess its work and to relate it to the changing conditions, while constantly directing its activities to the objective for which it has been set up. The directors of the State institutes of education have been meeting every year for stock-taking and for exchanging know-how, but the conference held this year has greater significance in view of the fact that the Fourth Plan is on the anvil and the activities of the State institutes will be directed to implement the schemes for qualitative improvement of school education as will be included in the core of the Plan.

The following pages are not, strictly speaking, a report of the Conference of the Directors of State Institutes of Education which was held in New Delhi on September 24-26, 1968 under the joint auspices of the Ministry of Education and the National Council of Educational Research and Training, but they represent the thinking which was done in the conference regarding an issue which could perhaps be described as *raison d'être* of the conference, namely, how to make the State institutes the most effective instrument of operation of all educational programmes of quality improvement in the Fourth Plan. The booklet also contains background material like relevant extracts from the Report of the Working Party on Educational Planning, Administration and Evaluation.

(ii)

Contrary to the usual belief, all programmes of quality improvement are not very expensive. In many cases, it means better coordination between various agencies, elimination of duplication, and putting persons in positions according to their aptitude and competence. In any case, the returns from such operations are so much more than the amount of money expended that I am sure the State Governments, Union Territory Administrations and other educational authorities and workers will find this booklet of some interest and advantage.

NEW DELHI

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THE DEVELOPMENT OF THE STATE INSTITUTES OF EDUCATION IN THE FOURTH PLAN (1969-74)

I

INTRODUCTORY

The State institutes of education were first established in 1964. Since then, the programme has expanded and there is now a State institute of education in every State (except Nagaland) and in the Union Territory of Delhi. The range and quality of work turned out is rather wide—some institutes doing exceptionally good work while some others are still struggling to find their feet. It is, therefore, essential to examine the role of the State institutes of education in the Fourth Plan and to suggest some tentative programmes for their development in the immediate future.

2. In the Fourth Plan, it is proposed to lay stress on programmes of consolidation and qualitative improvement. It is also proposed to lay stress on the development of those programmes which need human effort rather than monetary investment, such as improvement of curricula, adoption of better methods of teaching and evaluation, improvement of textbooks, provision of adequate supplies of high quality instructional materials, improvement of supervision, and optimum utilisation of facilities. Success in this endeavour will depend upon (1) definite decision by the State Governments to regard these programmes as the 'core' of the Fourth Plan and to provide for the purpose adequate funds which should not be reduced or diverted on any account; (2) the creation of an appropriate institutional set-up to look after these programmes of consolidation and qualitative improvement; (3) involvement of teachers in planning and implementing programmes of educational development; and (4) the adoption of a broad-based system of educational planning in which plans will be prepared at the institutional and district levels in addition to the State level or national plans which are prepared at present. The first of these is a policy decision for the State Governments to take. But in all the others, the SIE's have an important role to play. They hold a key

position at the State level in the institutional set-up needed or programmes of consolidation and qualitative improvement at the national, State and district levels;* they also have to work closely with teachers' organisations and training institutions; and they have a special responsibility in introducing and universalising the system of preparation of plans at the institutional and district levels. A proper development of the State institutes of education, therefore, is an important step for the success of the core programmes in the Fourth Plan.

II

ROLE AND FUNCTIONS OF THE SIE'S

3. In Kerala, the SIE is *the* agency for all programmes of qualitative improvement. In Andhra Pradesh, it deals with all programmes of qualitative improvement of school education, except textbooks. The position varies in other States. But under all circumstances, the SIE should remain the *principal* agency at the State level to look after the programmes of academic improvement of education; and if special organisations for any programme of qualitative improvement are needed, it is essential to coordinate their work with that of the SIE, in a suitable manner.

4. The essential purpose of the SIE is to produce an impact on the classroom situation and to improve the teaching-learning process; and therefore, its basic concerns are improvement of curriculum, evolving and disseminating new methods of teaching and evaluation, production of textbooks and other instructional materials, improvement of teacher education and supervision and in-service (arranged directly or indirectly, as the case may be) education of teacher-educators, supervisors, headmasters and teachers. As stated earlier, it may discharge these functions alone or in collaboration with other organisations/agencies with which proper links have been established. The SIE has also a subsidiary but important role in (1) identifying problems in the field, (2) striving

*See Annexure I for a broad description of this set-up and the role of the SIE's therein.

to get solutions to them, and (3) generally advising the Directorate of Education on planning and implementing programmes of qualitative improvement of education.

5. The main functions of the SIE's are : (1) research; (2) development and publications; (3) training and extension; (4) supervision and co-ordination; and (5) programme evaluation.

Research

6. With regard to research, the SIE may conduct surveys, investigations and even sophisticated research, depending upon the personnel and facilities available. It must, however, be noted that the studies undertaken by the SIE must be problem-oriented or programme-oriented in the sense that they have a direct relationship to programmes in hand or to problems that are to be tackled. Moreover, the SIE's have an indirect role in research which is even more important, namely, (1) to identify problems from the field for research and special investigations; (2) to get research and investigations on urgent problems carried out through appropriate organisations which would be financially assisted and whose work would be properly co-ordinated by the SIE; and (3) to apply the findings of research studies and investigations to programmes in hand and to disseminate them to the workers in the field.

Development and Publications

7. A crying need of the day is to produce materials of high quality which will help academic improvement and this will become more urgent as the numbers increase. This material will be needed by all categories of functionaries—teacher-educators, supervisors, headmasters, teachers—and students. It is a major responsibility of the SIE to identify the materials needed, to locate the competent organisations and personnel needed for their preparation, to get the material actually prepared, to publish or have it published and to make it available to all concerned. It may also be necessary to run journals for special functionaries such as teacher-educators, supervisors, headmasters or teachers and to bring out

special and occasional publications on important current topics and problems.

Training and Extension

8. The training programmes of the SIE's are very important. The SIE's should not, however, try to repeat programmes which should be conducted preferably by the universities. Long-term training programmes should also be avoided because the number of persons to be trained is very large and the work has to be completed within a short time to make an impact on the prevailing situation.

9. The principal responsibility of the SIE's in the field of training is to provide in-service education to important categories of personnel, namely, teacher-educators, supervisory officers, headmasters of primary, middle and secondary schools, administrative personnel and all senior officers of the Education Department below the district level. Some of these programmes will be conducted by the SIE's directly, *e.g.*, in-service education of teacher-educators or supervisory officers. But in respect of other categories, the programmes of in-service education could be arranged through appropriate agencies such as university departments, training institutions, or supervisory personnel. In respect of all such indirect programmes, however, the SIE's should be responsible for their planning, supervision and evaluation.

10. It is desirable that a one-week seminar should be arranged every year for all officers of the Department in which important and current educational issues are thoroughly discussed. The planning and conduct of such seminars should be a special responsibility of the SIE's.

11. It is necessary to build close liaison between the SIE's and the teacher training institutions because improvement of the teacher training programmes is an important means of bringing about academic improvement of education for which the SIE's are responsible. Two methods (indicated

below) which have been adopted for this purpose in some States will be found useful :

- (a) A Board of Teacher Education is established on the lines recommended by the Education Commission and the SIE is closely associated with it ;
and
- (b) The Director of the SIE is made responsible for the supervision of all teacher training institutions and training programmes in the State.

12. The SIE's should build up close liaison with teachers' organisations which should be involved, more and more, in programmes of improvement of education. One special field is the establishment of and encouragement to subject-teachers' associations, both at the State and at the district levels.

13. The training programmes of the SIE's should be of high quality and closely related to the problems that are being tackled by the State in a planned manner. For instance, it is essential to determine the programmes of improving teacher education or supervision in the first instance and then to plan training courses for teacher-educators or supervisors on the basis of these approved programmes. The new materials produced should be used in all these training programmes to make them meaningful and effective.

14. The SIE's have been entrusted with the programme of extension services to a group of primary schools. With the help of training institutions, they might, in addition, build up extension services to selected primary and secondary schools in the neighbourhood of these institutions. These programmes will give the SIE's an opportunity to know the problems in the field and to try out their programmes in a larger laboratory, as it were. The SIE's are, however, not expected to make any direct impact on the schools. Their work for school improvement will be mostly indirect—through research, curricular improvement, production of materials, and training of supervisors and teacher-educators,

Supervision and Coordination

15. Equally important is the responsibility of the SIE's to improve supervision. For this purpose, the SIE's should prepare evaluative criteria for schools and teacher training institutions of different categories, revise proformas for supervision, evaluate existing supervisory practices and suggest improvements in them, and conduct training programmes for supervisors.

16. The SIE's will also remain in charge of school complexes. The day-to-day supervision over these complexes will be a responsibility of the inspecting staff. But the planning of the programme, development and production of materials for its use and the evaluation of the programme from time to time should be a responsibility of the SIE's.

Programme Evaluation

17. Evaluation is an integral part of all programmes of qualitative improvement. The SIE's will have to assume responsibility for evaluation of all major programmes under implementation in the State Education Department including those which are being sponsored or implemented by it.

Emphasis on Quality

18. It has to be reiterated that the SIE's have to function as custodians of quality in school education. They should, therefore, avoid the common temptation to convert even qualitative programmes into quantitative ones by entering a race for achieving numerical targets. It is less how much they do than the excellence of what they do that matters.

III

STRUCTURE AND ORGANISATION

The SIE's and the Fourth Plan

19. It is necessary that the responsibility for implementing the core programmes of academic improvement of school education in the Fourth Plan should be largely

entrusted to the SIE's. These will vary from State to State. The structure and organisation of each SIE will have to vary with the core programmes.

Staff

20. The director of the SIE should be a senior officer of the Education Department, with a high status. He should be a member of the internal standing group for planning at the directorate level.

21. It is also necessary that the entire staff of the SIE should be of high quality and have both academic competence and executive ability. It will be desirable to fix special qualifications for these posts, depending upon the functions to be performed. The best persons available should be appointed to the SIE and, while doing so, the Director of the SIE should be consulted. A person once appointed to the SIE should not normally be transferred for a minimum period of three years.

22. The staff of SIE's should develop specialisation and high-level expertise in the essential fields. Their professional growth is very vital and needs emphasis.

Relations with Other Developmental Organisations

23. There should be a close liaison between the SIE's, university departments engaged in school improvement work, and the NCERT. All these organisations should strive to keep abreast of the latest developments in their fields, both in India and abroad, and should strive to stimulate and assist each other.

24. The NCERT, however, has large clearing-house and coordinating responsibilities, and at least for some time to come, it will have to make its expertise and consultancy services available to the SIE's in a big way.

25. The essential conditions for the success of the SIE's are :

- (1) their status as an integral part of the Education Department ;

- (2) linkage with the Plan by being entrusted with the planning and implementation of those programmes of qualitative improvement which lie within their sphere ;
- (3) close bonds with organisations for the training of teachers, supervisory personnel and teachers' organisations ;
- (4) academic competence and continuity of staff ; and
- (5) adequate provision of resources.*

*In this context the recommendations of the Conference of Directors of State Institutes of Education held in New Delhi on September 24-26, 1968 will be found of interest. These have been reproduced in Annexure II.

ANNEXURE I

INSTITUTIONAL ARRANGEMENTS FOR PROGRAMMES OF QUALITATIVE IMPROVEMENT

Extract from the Report of the Working Party on Educational Planning, Administration and Evaluation : (Paras 44-50).

44. The third important programme for reform in educational administration is to create appropriate institutional and personnel arrangements to look after programmes of qualitative improvement. During the last 20 years, the emphasis has been on expansion of educational facilities and rightly so. But a stage has now come when it should shift increasingly to improvement of quality. In the next 20 years or so, therefore, a major task before the Education Departments in the States will be to strive their utmost to improve the quality of education. It is this task for which they have now to equip themselves properly.

45. The quality of education is the result of a large number of factors. These include : quality, competence and dedication of teachers ; quality and motivation of students ; atmosphere of sustained hard work in educational institutions ; provision of facilities ; improved curricula ; dynamic methods of teaching and evaluation ; and favourable social atmosphere in which the educational institutions function. In dealing with problems of educational administration, however, we are concerned mainly with two aspects :

- (1) institutional structures needed for securing quality improvement, and
- (2) supervision and guidance to educational institutions.

It is these two problems that will be discussed in this section and the next.

46. Till 1947, the tradition of the Education Department has been opposed to the creation of any specialised

institutions looking after programmes of qualitative improvement and also to the appointment of special functionaries whose main object will be to look after the improvement of quality. The general theory was that every officer of the Department should be charged simultaneously with the responsibility for looking after the day-to-day administration as well as programmes of qualitative improvement. For a long time, this theory did work fairly successfully in practice because the administrative work of the departmental officers remained within reasonable bounds and they could have adequate time at their disposal to look after programmes of qualitative improvement. But as the administrative pressures began to grow, the work of qualitative improvement tended to be neglected and a situation was reached, by 1950 or so, when the departmental officers could manage to cope with the pressures of administrative work somehow but had hardly any time to look after the qualitative programmes. This situation has become worse still at present.

47. Thus the idea arose that programmes of qualitative improvement will not come into their own unless some special functionaries are set apart for the purpose and unless some special institutions charged with this responsibility are created. The experiment is being tried for more than fifteen years now in different areas, both at the Centre and in the States. Subject specialists are being appointed in the States and more and more subject inspectorates devoted to specific programmes are being organised. The Government of India established a number of institutions for qualitative improvement. These, for instance, included : the Central Bureau of Textbooks Research ; the Central Bureau of Educational and Vocational Guidance ; the National Institute of Audio-Visual Education ; the National Institute of Basic Education ; the National Institute of Fundamental Education ; the Directorate of Extension Programmes for Secondary Education ; the Central Institute of English ; and so on. Counterparts of such institutions have also sprung up in most States and include State Institutes of Education ; institutions of audio-visual education ; the State Bureaux of Educational and Vocational Guidance ; State Evaluation Units ; and State Institutes for Science and English ; etc. A

review of these programmes brings out the main point that these institutions have succeeded best where two main conditions have been fulfilled. The first was that the department should have chosen their best officers for these programmes or institutions. This was not always easy because the old administrative functions had a prestige and a power which made an officer generally unwilling to leave the administrative side and take up an academic position meant for improving quality. Very often, therefore, the State Governments selected unwanted or less competent officers and placed them in charge of these programmes. The consequences were, to say the least, disastrous. The second was that these specialised officers who had taken over academic responsibilities must have the cooperation and support of the general administrators who had authority and influence so that ideas and programmes could be taken up by the schools quickly and effectively. In several cases, this cooperation did not come forth and in some instances, there was actual hostility. Under such circumstances, the programme either received a setback or did not develop adequately.

48. In the light of the experience gained in the past, therefore, the following proposals can be made for the institutional structures needed to promote programmes of qualitative improvement :

- (i) The principal object of these institutional structures is to bring together professional persons with the necessary expertise to examine the different problems of school education, to devise suitable solutions to them and to make their findings available to the teaching community and the schools.
- (ii) The universities have, so far, remained aloof from school education. It is now necessary to involve them in this effort to improve school education through research, improvement of curricula, discovery of new methods of teaching and evaluation, training of teachers, discovery and development of talent and preparation of textbooks and teaching and learning materials. There should, therefore, be

a scheme under which grant-in-aid could be available to university departments if they undertake programmes of this type.

- (iii) There is also need of an apex-institution for this purpose at the national level. This has been met by the creation of the National Council of Educational Research and Training whose main object is to strive to improve quality of school education.
- (iv) It will also be necessary to establish State-level organisations for improvement of school education. It may be desirable, on the lines of the action taken at the Centre, to create a State Council of Education or a State Institute of Education as a counterpart organisation of the NCERT. Alternatively, there could be a few key organisations at the State level whose primary responsibility will be to improve school education. These, for instance, may include; the State Board of School Education; the State Institute of Education; the State Board of Teacher Education; the State Bureau of Textbook Promotion and Curriculum Research; the State Evaluation Organisation; the State Institute of Science; the State Institute of English; and the State Bureau of Educational and Vocational Guidance.
- (v) At the district level, there should be an adequate organisation to look after qualitative programmes. This should be headed by the district education officer. All heads of training institutions in the district and associations of teachers at the district level should also be intimately involved with this programme.

49. While operating this institutional organisation, special attention will have to be given to the following points :

- (a) They should be staffed by the best people we can get and for that purpose, the remuneration provided to the officers working in this section should be sufficiently attractive.

- (b) They should be required to function, not in isolation, but in close and continuous collaboration and cooperation with one another. For instance, the NCERT should work in close collaboration with the organisations at the State level and with the university departments. The State-level organisations, on their part, should work in close collaboration and cooperation with the university departments and with the organisations at the district level. The district-level organisations should maintain close liaison with the schools and teachers through the school complexes.
- (c) The work of these organisations should be regarded as an integral part of the Union Ministry of Education and the State Education Departments and should receive their full cooperation and support.

50. It is obvious that if such a structural organisation is created a link will be established between the classrooms where the teaching process essentially takes place and research and apex organisations in the universities and at the State and national levels. This will make it possible for problems from the field to be taken to high-level laboratories where they can be solved and, to carry, quickly and effectively, solutions to problems or new ideas and programmes developed at the national or State levels and in university departments to the thousands of classrooms in the country.

ANNEXURE II

RECOMMENDATIONS OF THE CONFERENCE OF DIRECTORS OF STATE INSTITUTES OF EDUCATION HELD AT NEW DELHI ON SEPTEMBER 24-26, 1968

I

ROLE AND FUNCTIONS OF SIE'S

1. The State Institute of Education should be the principal agency for academic improvement of all school education particularly at the elementary stage. In the Fourth Plan steps should be taken to make this role of the Institutes accepted by the State Governments and also by the SIE's. One concrete proposal, from this point of view, is that all programmes of academic improvement included in the Fourth Plan of the State should be entrusted to its SIE.

2. The role of the Ministry of Education and the NCERT respectively in the administrative and academic life of the SIE's must be spelt out. It is important that the SIE's should be supported in sound programmes administratively by the Ministry of Education and academically by NCERT.

3. In order to discharge their role adequately, the SIE's will have to maintain close liaison with :

- (i) NCERT and the Ministry of Education at the national level ;
- (ii) The universities in the States taking up programmes for the improvement of school education;
- (iii) Teachers' organisations ; and
- (iv) Other organisations at State level entrusted with some aspect of the qualitative improvement of education.

4. In the process of growth, it is important that the SIE's all over India shall consult one another and collaborate on programmes, thereby profiting by one another's experience. Where programmes have been successful, the literature on them should be translated from the regional language into Hindi or English. The responsibility for this could very well be taken by the National Council of Educational Research and Training.

5. The SIE's should strive to reach every institution in the State to give effect to the improvement that they have in view. To this end, they will have to work through—

- (a) training institutions ;
- (b) the educational inspectorate ; and
- (c) teachers' organisations.

In order to carry the numerous programmes of qualitative improvement to a large number of schools, it will be necessary to treat a district as a unit area of operation, and to involve academic and administrative agencies such as the district inspectorate and teachers' colleges within a district in implementing improvement programmes. The SIE's should establish a functional relationship with departmental agencies and other organisations in every district according to the requirements for implementing individual programmes.

6. The programmes of research, training, extension and publication of the SIE, unless they are as pilot projects for areas to be taken up for development at some future date, should be directly related to the schemes under implementation during the Fourth Plan.

7. The Fourth Five Year Plan stresses the need for qualitative improvement in school education. In accordance with this need, the SIE's should give priority to consolidation. The weaker SIE's should be strengthened adequately to cope with the programmes to be undertaken by them.

8. In order to be effective in implementing their programmes, it is essential for the State institutes of education

to dovetail their core programmes with the core programmes of the State plans. Unless this is done early and consistently, there is a danger of SIE's being left outside the programmes of the States.

9. There are examples of State plans in which SIE's have been involved all along in the core programmes of their respective State Governments. In such cases the State Government's programmes and the SIE programmes have profited from each other. This is a desirable relationship that should be promoted everywhere. Discrimination should also be exercised in regard to the dimensions of a programme chosen. If, for instance, the programme of a school complex is accepted, it is not essential to implement it all over the State. It is better to concentrate it in specific areas.

10. A programme of *qualitative* improvement should remain a qualitative programme and not deteriorate into a competitive, *quantitative* programme. It is essential to spell out the criteria of a qualitative programme to ensure that this takes precedence over statistical development.

11. It would be valuable for the SIE's to meet more frequently. Possibly half-yearly conferences would help.

12. The success of a State institute will depend upon the kind of personnel which is given to it. In this connection, the following may be borne in mind:

- (i) The director and all technical staff in the institute should not be transferred for a minimum period of, say, three years.
- (ii) Special qualifications should be prescribed for each technical post in the institute taking into consideration the specialised nature of work assigned to it, and the selection and posting of the persons should be done on the basis of the qualifications and experience.

(The approach to the sort of personnel required for State institutes of education is being considered by a sub-committee that will report back in the near future.

- (iii) Administrative convenience should not be the only consideration for the transfer of a particular person from or in the institute. For example, if a person specially suitable for the institute, is due for promotion to a higher scale in the department, he may be given that promotion within the institute and retained there.
- (iv) In order to attract suitable persons to work in the institute on a long-term basis, special allowances may be attached to the posts in the institute in accordance with the status and responsibility involved in different posts.

13. The personnel of the SIE will also have to develop special expertise and qualifications in areas of operation. In some cases, an important programme to this end would be in-service training of the SIE's staff itself. This should be a special responsibility of the NCERT.

14. The SIE being a part of the Government, it is required to normally undertake its publication work only through the government press. This has often resulted in a serious bottleneck in its work. Each institute is required to bring out a number of publications, many of which are of a specialised character; some of them also are periodicals and must reach the reader by the prescribed date. One suggestion is that appropriate funds should be provided in the institute's budget specifically for publication work outside the government press and the director of the institute should be authorised to operate on these funds within a prescribed ceiling in each case. In the case of periodicals particularly, the director should be authorised to get the periodicals printed in approved private presses. But these practices are operative in a few State institutes of education.

15. It is recommended that to avoid delay in the issue of sanctions, block grants should be given to the SIE's with authority for the director in each case to make adjustments.

16. The director of the SIE should be authorised to make a financial commitment up to a prescribed figure of

estimated expenditure for the year. This could be up to one-fourth estimated expenditure for the year. This is recommended so that the institute's activities need not be suspended for want of money at the beginning of a new financial year.

II

RECOMMENDATIONS ON SIE'S TRAINING PROGRAMMES

17. SIE's should be involved in all kinds of in-service courses. In some, they will participate directly; in others, the agency may vary but the planning and content, etc. will be done by the SIE's.

18. The in-service courses should not be of long duration. If necessary, the programme could be covered in several phases. The in-service courses may be for supervisors, headmasters, teacher-educators of all levels for which the SIE caters. Courses even for other workers such as writers of textbooks is an SIE concern.

19. Top priorities in the SIE training programme should be courses for teacher-educators and supervisory staff including headmasters.

III

RECOMMENDATIONS ON SIE'S AND SCHOOL IMPROVEMENT

20. The role of the State institutes of education in a programme of school improvement is primarily academic.

21. For this programme, each SIE should select the agencies and the schools depending on its own resources, those of the extension centres at primary level, primary training institutions and inspectorates.

22. The leadership role of the SIE in school improvement is to give concrete guidance to those agencies that are in charge of this programme. The SIE must destroy the superstition that school improvement can be achieved only

if large funds are made available. Lively teachers, sound guidance and the optimum utilisation of the available facilities can bring about improvement even where money is not available. The SIE exists to establish this in practice.

IV

DEVELOPMENT PROGRAMMES OF SIE'S

23. The State Institute of Education has the dual responsibility of preparing developmental programmes for school education and teacher education. In both cases, a minimum essential programme has to be developed. Revision of syllabi, training programme, and examination reform are examples of the core programme.

24. What goes into a developmental programme is of primary importance. This has to be geared to the aims and needs of the main programme. Every developmental programme should have the design consisting of the four following major steps : (i) study, research and investigation ; (ii) preparation, publication and dissemination of material ; (iii) basic training and extension programme on this material ; and (iv) evaluating the impact and further revision of material.

25. In addition to improving school textbooks, the SIE's should work towards the development of teachers' handbooks. Every textbook should be accompanied by a handbook of high quality. The handbooks should then be made known by using them as training material in prescribed extension programmes.

26. The use of supplementary reading materials may be enhanced. As a minimum essential programme, at least five good secondary reading books for every class should be selected and multiple copies supplied to schools.

27. The SIE's should follow a programme of evaluating the books published in their areas and prepare bibliographies for the use of schools.

28. A minimum essential programme for the preparation and supply of teaching aids in every subject should be taken up by the SIE's in collaboration with the State agencies concerned.

29. SIE's should have a programme for trying out and evaluating varied curricular materials with the help of a few experimental schools.

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RESEARCH

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30. SIE's have a multiple role in educational research. Institutional research projects of practical importance such as developmental research, achievement surveys, experimental tryouts may be initiated and/or continued. SIE's should also identify research problems from the field collaborating with research agencies, disseminating research findings to schools and other agencies, and using these findings in their own programmes.

