

REPORT OF THE COMMITTEE
ON THE RESULTS OF
THE VII CLASS COMMON
EXAMINATION,
MARCH 1976

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Secretary

PREFACE

It is certainly a matter of satisfaction to have an opportunity to contribute to the development of education in the society and it does not matter even if it is in a small way. The Committee took its terms of reference in this light and we are glad, though the job was strenuous, that we are asked to go into the causes of the failures of a greater number of candidates who appeared for the VIIth Class Common Examination of March, 1976.

The terms of reference were few but since we are asked to suggest measures for the improvement of educational standards, these were assessed not only as independent factors but also as those which interact with each other as well as with the other factors in the field of education. To avoid subjectivity the study of the problem was made through the collection of valid and reliable data both by mailing the necessary questionnaires as well as by conducting interviews. The data was scientifically analysed to draw valid and reliable conclusions which showed the directions in which the suggestions are to be made.

The committee, I may assure, bestowed its best attention and its deepest thought in offering its suggestions which, we hope, will be useful and practicable. We expect that a discerning mind may also see the chances of their application to the secondary stage as well. The schedules and the analyses of the data collected through them are separated and given under 'Appendices' to make the report simple, straight and amenable to quick reading. References to the relevant 'Appendices' are incorporated in the main part of the report to enable the willing reader to delve deep into the aspects of analysis to see how the findings are arrived at.

This detailed attempt naturally forced us to consume more time than was originally expected and we regret the delay in submitting this report. We are at the same time thankful to the Government for allowing us sufficient time to complete the work entrusted to us.

The Committee acknowledges with thanks the suggestions offered by the public and Teacher's Associations who thoughtfully responded to our press notification through which their views were solicited. It also thanks all the headmasters, teachers, students, parents and the inspecting officers who responded to our mailed questionnaires, and to the interview schedules. It also acknowledges the services of the ministerial staff

of the Office of the Commissioner for Government Examinations in tabulating the data and in typing the report in particular to Sri K. Purushottam and Sri P.V.S.R. Krishna Murthy. It also thanks the Director, State Council of Educational Research and Training for sparing the services of Sri B. Hari Sarvothama Rao, the Statistical Assistant of his office for guiding the tabulation work and for assisting in the analysis of the data.

The committee expresses its deep appreciation of the expert services rendered by Sri V. Satyanarayana Murthy in designing, analysing and interpreting the data and also in preparing the report in its present form.

P. ADINARAYANAA,
Chairman.

INTRODUCTION

Improvements in any field are the outcomes of a planned and continuous effort in the right direction. The flaws revealed in any system in its functioning are carefully studied and appropriate steps are initiated to set things right so that improvements leading to further progress can be effected. It is also the experience of many that an investigation to identify these flaws is occasioned when serious and unusual symptoms are noticed.

The unprecedentedly low percentage of passes in the VII Class Common Examination of March 1976, as a symptom of the existence of flaws or defects in the functioning of the instructional system needed investigation and the Government, sensing the necessity, constituted a committee to go deeper into it and to suggest measures for improvement.

The committee consisting of the Director of School Education, as Chairman; Addl. Director of School Education, Director, State Council of Educational Research and Training as members and Deputy Commissioner for Government Examinations as Member-Secretary, had in its fold, members from the Legislature as well as from the teaching profession. It was thus suitably representative in its constitution to examine the instructional system in depth, variety and extent.

Realising the necessity to acquire valid and reliable data to suggest measures for improvement, the Committee developed questionnaires for its collection.

It also employed the methods of 'case study' and 'structured interview' to validate and cross-check the data collected through the mailed-questionnaires.

In its meetings (See Appendix xiii) the Committee decided that the area of the sample is to consist of Hyderabad City, Srikakulam, Warangal and Kurnool districts of Andhra Pradesh to accord representation to the urban and rural elements. A meeting of the concerned District Educational Officers was conducted to appraise them of the purposes of the study, the way the questionnaires were prepared, and the way in which the respondents are to be selected. They were entrusted with the job of collecting data through the questionnaires and case studies.

To study the problems involved in the instructional management and to observe the actual functioning of the schools, members of the committee thought it useful to tour the sample-area.

The Committee for this purpose divided itself into four groups and distributed the sample area between themselves for study and observation, as follows:—

1st Group:

- | | | |
|--|---|-----------------|
| (1) Director of School Education A.P.,
Hyderabad. | } | Hyderabad City. |
| (2) Sri V. Radhakrishna Murthy. | | |
| (3) Deputy Commissioner for Govt. Examinations. | | |

2nd Group:

- | | | |
|--|---|--------------------|
| (1) Addl. Director of School Education,
A.P. Hyderabad. | } | Warangal District. |
| (2) Sri H. Satyanarayana Rao. | | |
| (3) Brother Vincent. | | |

3rd Group:

- | | | |
|---|---|----------------------|
| (1) Deputy Commissioner for Government
Examinations. | } | Srikakulam District. |
| (2) Sri P. Sreerama Murthy. | | |
| (3) Sri A. Venkatappaiah. | | |

4th Group:

- | | | |
|--|---|-------------------|
| (1) Director, State Council of Educational
Research and Training. | } | Kurnool District. |
| (2) Sri P. Ramabrahmam. | | |
| (3) Sri P. Nanjundaiah. | | |

The Committee interviewed the teachers, parents, students and Head Masters and collected information on various aspects. They have also observed the teachers while they were teaching in their respective classrooms. In this process it was heartening to note that they could get the fullest possible co-operation from the District Educational Officers, Inspecting staff as well as from the respondents and interviewees.

Data was also collected through the Press Notification issued by the Member-Secretary soliciting the opinions of the public and the Teacher Organisations as well.

The data collected from these various sources was analysed and tabulated. Relevant conclusions were drawn which served as the basis for discussions to suggest measures for improvement. To be sure of this basis, validation of the data for the purposes of drawing conclusions was made at 95% confidence level by making use of the chi square test.

It is the fervent hope of the Committee that the study thus made on a scientific basis and the conclusions so arrived at would help enhance the reliability of the approach made by it. The suggestions offered by the Committee can be found at the end of the relevant chapters. These recommendations are also grouped under the last Chapter which is termed as 'Summary of Recommendations'.

The reader of the report may sometimes be inquisitive to peep at the supporting data for any conclusion or conclusions. To satisfy him the schedules through which the data was collected and also the analysis of the data, schedule-wise, are furnished under the 'Appendices'.

The Committee feels that its effort is amply rewarded if the reader of this report is enabled to identify the snags in the instructional system (since the study is diagnostic) and is also convinced of the appropriateness of its recommendations to effect improvements.

1. THE BACK DROP.

1.01—Findings in Psychology have greatly modified the old dictum "Failure is the stepping stone to success" into "success begets success". This is specially true in the case of educational activity at the 'School Stage'.

1.02—Abnormal percentage of failures in any external examination at the school stage is a concern not only of the individual students but also of the State as it results in wastage and stagnation. The concern of the State in relation to the extent of wastage and stagnation gains special significance in the context of its serious efforts to establish Democratic Socialism and its attendant policies of free and compulsory education for the citizen. The seriousness of the purpose of the State in its contribution towards the expansion of educational facilities is discernible in the enormous increase in the number of primary and upper primary schools and in enrolment. While at the upper primary stage the enrolment was 2.3 lakhs in 1956-57 it rose to 6.1 lakhs by 1974-75. Talking in terms of schools, the number of primary schools in 1956-57 was 29,076 which rose to 36895 by 1974-75. The number of upper primary schools during 1956-57 was 329 but by 1974-75 the number rose to 3,702. The low percentage of results at the VII Class common examination of March/April, 1976, besides attracting the serious attention of the Government might have made every thinking citizen take an excursion into the field of guessing its probable reasons and must have nudged him to form a unilateral hypothesis that something is seriously wrong with instruction and testing at the school education level.

1.03—But, a layman usually fails to understand the complexity of a teaching-learning situation. The syllabi, the textbooks, the teacher competencies, the physical facilities in schools, the supervisory function of officials, the socio-cultural background of the students, parents and teachers are only a few of the factors which contribute to the establishment and maintenance of educational standards at the school level.

1.04—It is probably a general temptation of the human mind to attribute any unusual happening to the appearance of simultaneous changes in the field. The two new features of the VII Class common examination of 1976 are the introduction of new type question papers and the stipulation of a special minimum of marks in the common examination for the failing students to get the advantage of the marks of their internal assessment. When it is pointed out that these changes are natural for

any evaluation procedure, the contention which is advanced often that in the context of the 'abolition of the detentions' these changes have acquired special significance as contributory causes to the low percentage of passes at the VII Class common examination. And viewed from this angle the low percentage of passes can be the cumulative effect of the negligence of either the students or the teachers or both, of their educational activities.

1.05 The class room instruction is the central factor which influences the degree of success of students at any examination, and this by itself is a very complex phenomenon. A number of factors act and inter-act in a teaching-learning situation. Some of them are under the control of teachers and can be manipulated. But the others are outside the control of either students or teachers, which vitally affect the learning processes. Though some of these external factors can be controlled and thus manipulated by the educational administrators, many others still exist outside the domain of the influence of these people also.

1.06 The educational experts keep the national goals of the society in view while framing the curricula. The teachers may be involved in the process but essentially it is the job of experts as they have to fix priorities in achievement while resolving many of the competing claims of various disciplines and other areas of educational experiences. Usually, it is a theory-oriented academic exercise and the advantages or defects in it are more usually established in the process of its functioning.

1.07 The syllabi follow the curriculum and are placed in the hands of the teachers and administrators. Text Books follow them and the students and teachers plunge into the educational activity. The achievements of the students are of course evaluated at the end of the course.

1.08 To ensure success of this process which looks probably unrealistically simple as expressed above, a number of conflicts are to be resolved, a series of snags are to be surmounted and a host of bottle-necks are to be avoided.

1.09 The objectives of education for the State in the first instance, need not necessarily synchronise with the objectives of the parents or the students. Even with parents and students a variety of objectives can exist. The courses designed may not be potential enough either to attain the objectives of the state or those of the parents or students. The teachers may be keeping their own objectives in view while operating the curriculum or syllabi. Even here all the teachers may not have the same objectives in view even though they operate the same syllabus.

The educational supervisors may feel that the courses are prescribed for a different set of objectives. Again, in the case of these objectives the priorities, even where similarities exist, need not also be in the same order. The evaluator may aim at testing objectives for which the teacher or the student might not have given credence.

1.10 Where variations in objectives and their priorities exist the subsequent processes are apt to go wrong resulting finally in a number of failures at the summative evaluation.

1.11 Granting synchronisation of the objectives of education with the objectives of instruction from the point of view of the teachers students and evaluators, a number of factors still come in the way of the successful attainment of these objectives. Foremost of these is the physical and instructional facilities. If children cannot sit or move comfortably in their seats, if they cannot have enough space in the class room to accommodate themselves, if the teacher is not helped by the availability of the required aids or equipment, successful learning cannot be anticipated. Without providing buildings, furniture, games material, libraries (both for the teachers and the students), and laboratories, the tone of the teaching cannot be high even if the teacher is ingenious and well trained.

1.12 The teacher is the key figure in managing any teaching-learning situation. The external factors which usually influence him are the pressures of the community which are working on him, the administrative directives he receives, the expectations of his colleagues, and the curriculum which was designed for him and for the students. He is also influenced by his personal needs, his idea of the role of a teacher and the professional knowledge he had acquired and continues to acquire. His approaches in the class room are constantly influenced by his perception of his long range goals, his expectations of a specific lesson, his effort to involve the students in the learning process and the feedback he tries to obtain from his evaluation of the achievement of the students.

1.13 We expect good teaching from the teacher though we often fail to define what good teaching is. Good teaching is always towards a chosen goal. But his goals are multiple and complex involving a good deal of interaction between them. Some of the variables which affect his effectiveness, like the school and community contexts (i.e., physical equipment, the laws and customs in the society, needs and ideas of the community members) are often beyond his control as well as his perception. He is also influenced by his formative experiences of the teaching which may comprise his training, nature and degree of socialisation, and his established ways of reaction to his environment.

1.14 He needs constant and readily available and practically employable suggestions for his class-room problems. He is entrusted with the difficult task of developing in the students, the higher mental processes like reasoning, imagining, re-organising and integrating ideas besides analysing and evaluating them. But unfortunately these are such aspects of learning which cannot be studied by the experts in any laboratory situations. Where things can be studied by an experimental psychologist, it is felt difficult to apply his findings to the problems of class-room teaching as he has to plan and guide learning experience^f with forty or more children for five or six hours a day in school. Learning^s conditions in a class-room are highly complex and cannot be either controlled or disregarded.

1.15 The student is even more important in a teaching-learning situation. The external pressures which influence the learner are parental expectations, peer norms, group influences and social-class norms. The students vary in their nature and abilities, developmental levels, and self-concepts. The degree of his involvement in the instructional process depends on his long-range expectations, his perception of the specific tasks of specific lessons, his involvement in those tasks and on his experiences which influence his actions, feelings and perceptions. The results of the evaluative process provide him with a feed-back: in relation to self-satisfactions, peer reactions, and transfer value of his learning to life experiences.

1.16 Children are always learning, though often they learn something we do not intend. The problem is to control the learning process so that the changes we want will be forth-coming. To control the process a teacher needs a deep study of it. He needs a learning theory which takes into account the individual differences in learning, which can prescribe workable methods of motivation, which deals with problems like transfer of learning, with the insights which must be existing to learn a thing and with the explanation or stipulation of the conditions that foster growth.

1.17 Any study of the large scale failures at an external examination fails to do justice if at least some of these basic factors which govern the instructional process, are not kept in mind either in formulating any design for study or in forging a pattern for improvement.

1.18 And we hope that the present study reveals that the members of the committee kept this in view.

2. THE COMMON EXAMINATION OF CLASS VII— A RETROSPECT.

2.00 As a consequence of the increase in the number of students and in the variety of schools (variety in relation to Management, Location, Percentage of the students, etc.) and of the social responsibility of the schools to make candidates available to certain jobs, the necessity to prescribe and attain uniform standards arose. The target of maintaining uniform standards at the primary stage or the introduction of relevant steps to realise it cannot be considered as the purposes of the changes which have been brought into the common examination of March, 1976 since the prescription of a public examination for these purposes was there even before 1966. The changes introduced in the structure and syllabi of the primary education resulted in the prescription of common examination only as a continuation of the erstwhile public examination.

2.01 The eight year elementary education was replaced by the seven year integrated elementary education, the syllabus of which was introduced in Class VI in 1964-65. By 1965-66 there were two top classes in Elementary Education. One was the old eighth class and the other was the new seventh class.

2.02 There used to be a public examination at the end of 8th standard (it was so called) and it was last conducted in 1966. About the new VII Class it was decided to have a public examination for the students of Class VII also as per the integrated syllabus. It was thus originally a bid to replace the old public examination for 8th standard, a necessity consequent on the implementation of the integrated elementary education syllabus. The State Education Advisory Committee during its last meeting on 19-1-1966 thus formally resolved to hold a common examination at the end of Class VII in all schools.

2.03 During the same year the office of the Commissioner for Government Examinations was entrusted with the task of setting, printing and distributing common question papers along with the principles of valuation. The District Educational Officers were entrusted with the job of conducting the examination getting the scripts valued the scripts and despatching marks to schools to enable the Headmasters to tabulate and declare the results. Model papers were got prepared by the Commissioner for Government Examinations and were distributed to schools

2.04 The first Common Examination in the State of Andhra Pradesh was held in April, 1966 as per G.O. Ms. No. 779, Education, dated 22-3-1966 with a view to achieving a fair degree of uniformity in the standards of attainments of the pupils in different schools. The maximum marks for the common examination papers was 50 for each subject while for the remaining 50 marks internal assessment was taken into account.

2.05 The examination was later discontinued owing to various reasons but was revived in 1970-71. The change introduced when it was revived was that the District Educational Officers were given full charge of all the processes, starting from the setting of the question papers and ending with the declaration of the results. The need for the revival was occasioned by the necessity for selecting candidates in the rural areas for the award of Merit Scholarships by the Government of India.

2.06 The rules for promotion in the common examination (*vide* A.P.E.R. 95 (1)) are as follows :—

(1) Marks obtained in the class tests and the terminal examinations are to be totalled up and reduced for 50 in each subject.

(2) Marks obtained in the common examination will be calculated for 50 in each subject.

(3) The marks are then totalled up for 100 in each subject and a student is considered to have passed in the examination against the minimum prescribed as follows :—

(a) First Language	30%
(b) Second Language—Hindi	15%
(c) Third Language—English	30%
(d) Mathematics	25%
(e) General Science	25%
(f) Social Studies	25%

2.07 For securing greater uniformity of standards two changes have been brought about during 1975-76, *viz.*, getting common question papers prepared by the Commissioner for Government Examinations and the prescription of special minimum. A candidate who failed to score a minimum percentage of pass marks in any subject excluding Hindi cannot have the advantage of adding marks from internal assessment for a pass. The special minimum prescribed was 25% and it was later reduced to 15% for the year under reference i.e. 1975-76. Subsequently the Government have removed this restriction also for the year 1975-76 in view of a judgement by the High Court of Andhra Pradesh.

2.08 Consequent on these changes the results of Class VII fell to the lowest level resulting in an alarming increase of stagnation figures. The enormity of the problem can be seen if one can have a look at the number of students who failed (2, 25, 395 students failed out of 3, 14, 154 appeared).

2.09 The Government then through its G.O. Ms. No 477, dated 21-4-1976 (see Appendix I) constituted a committee and asked it to examine all the relevant factors which contributed to the failure of many students of class VII, at the common examination of March, 1976. with special reference to the pattern of question papers, scheme of evaluation, methods of teaching, academic performance of the pupils in the previous classes and instructional facilities in the schools.

2.10 The Committee decided to have a systematic study of these through the twin processes of mailing questionnaires to Teachers, Headmasters, Inspecting Officers and interviewing them. The plan of action adopted by the committee is detailed in the ensuing chapter.

3. THE DESIGN OF THE STUDY.

3.1. *Significance of the study :*

3.11. The aspects which the G. O. (*vide Appendix-I*) included for the purpose of study are various, pertinent, complex, and interrelated. They also cover a wide area of education. The G.O. recognises, thus, the fact that the large number of failures could not have been the result of any one factor in the field of Education. What it apparently aims at is to find out the major factors which are operating in interaction. Incidentally it also wants to know whether any major problems exist needing solution or reconciliation. The Government apparently wants to know whether any failure of its policy is reflected in the large number of failures.

3.12. Five major factors were identified in the G.O. which is instrumental for the constitution of the committee. They may be, reiterated as follows :

- I. Pattern of question papers.
- II. Scheme of Evaluation.
- III. Methods of Teaching.
- IV. Academic performance of the pupils in the previous classes.
- V. Instructional facilities.

3.13. Each factor has a number of aspects for study. The 'question papers' need to be studied in their aspects of structure, degree of difficulty, degree of familiarity of the students with such papers, the time allotted, besides determining whether the question papers really tested only those objectives which the teacher and the pupil tried to achieve through the processes of class-room instruction. It is also pertinent to find out whether the teacher has the skills and abilities necessary to achieve them and whether the existing instructional facilities in schools are of any material help to him.

3.14. The factor "Scheme of evaluation" involves the degree of subjectivity that can still operate in spite of the precautions taken in the construction of the test as well as in the supply of Principles of Valuation. Where essay questions are concerned it is also important to know whether any discretion of the examiner can be exercised or was actually exercised

in spite of the guidelines supplied to them in the shape of 'Principles of Valuation'. Above all, it is of paramount significance to know whether the question papers contain the pattern of questions which the class-room teacher usually adopts and values. This supplies to us the knowledge of the existence of any gap between the type of study the students adopt and the type of study expected of them as indicated by the nature of the questions of the question papers.

3.15. Crucial to the issue of fall of standards, as evidenced by the fall in the percentage of passes in the examination, is the class-room interaction between the teacher and the student. Leaving the personality aspects of the teacher, and external pressures on the teacher and the student (since it is a time consuming process to assess them in their wide variety) concentration has to be bestowed on the skills, the competencies and the approaches of the teacher in relation to the class-room interaction. Relevant to this study are the *gaps* between (a) the specific objectives of the teacher and the student, (b) the effort of the teacher to motivate and the involvement of the student in the tasks set for him either by himself or by the teacher, (c) the effort of the teacher to stage a suitable class-room situation and the experiences (involving actions, feelings etc.) of the children which may be goal-directed or disruptive, and (d) the nature of feed-back obtained by the teacher and the student. These gaps are the indicators of the level of competencies and skills of the teacher which in their turn are influenced by the pressures of the community, the influences of administration, the expectations of his colleagues and the nature of curriculum and syllabus, the overall school climate and his professional knowledge.

3.16. The study of the academic performance of the pupils in the previous classes indicates the contribution of schools over years. It is the indicator of a trend of consistency either in the improvement or in the deterioration of the standards. This yields information about the nature and quality of the educational programmes over years and a deteriorating trend value may indicate the gap between the professed policy and its execution in the field.

3.17. Expansion of educational facilities by increasing the number of schools has its own contributing factors towards the deterioration of quality. It usually happens that the urgency in starting schools gains precedence over the necessity to provide for the basic equipmental needs to any satisfactory measure. Though these two factors *viz.*, the teacher and the physical facilities can substitute each other, lack of minimum instructional facilities in a school tells very seriously on the instructional efficiency of the teacher even though he may be ingenious. If the teacher is of average competency, lack of facilities would become

an insurmountable hurdle to achieve better or improved standards. Hence the study of physical facilities should not only reveal the deficiencies in the equipmental position of the schools but also the dent made by the lack of it on the efficiency of the instructional programmes. The existence of deficiencies in this area, while the educational administration intensifies its efforts to place instruction on a scientific footing, renders such efforts open to the danger of failure.

3.18. The study of the five factors, as indicated by the above paragraphs, is, then, to survey them in their operation for the purposes of diagnosis.

3.2. *The Tools.*—The data are collected partly by mailing questionnaires to the respondents and partly through interview-schedules. Opinions of the public were also invited through a press-note by the Secretary of the Committee and there was good response from the public and teacher associations. In all, thirteen schedules have been prepared. Four of them are questionnaires; three of them are case studies while six of them are structured-interview schedules. The details of the schedules are as follows:—

Schedule-I

This is a questionnaire issued to the teachers of Class VIII, Headmasters of Upper Primary Schools and High Schools (where there is class VII) and to the inspecting officers. It seeks to gather information about the question papers of the common examination of Class VII (March 1976) in relation to the following aspects.—

- (a) Length of the question papers of the common examination of March 1976.
- (b) Nature and extent of the coverage of objectives in these question papers.
- (c) The difficulty level of the question papers.
- (d) The 'Surprise' element in these question papers from the point of view of the students.
- (e) The existence or absence of proper prior practice on the model of the question papers.
- (f) The extent to which the papers could provide for individual differences in the students.
- (g) Adequacy of time allotted for answering the question papers.
- (h) Existence of defects in the wording of the question papers.
- (i) The structure of the question papers.

- (j) The quality of the print and the paper which went into the printing of these question papers.
- (k) The approach that was made necessary for the students to answer these question papers.
- (l) The 'reading load' of the question papers.

The aspects given above indicate in a way the questions the study seeks to answer in relation to the question papers of the common examination of March 1976.

Schedule-II

This is also a questionnaire issued to the teachers who have been teaching Class VII of the Upper Primary Schools as well as of the High Schools. This is issued to find out the normal procedures adopted by the teachers to meet the various instructional needs. The information called through this schedule is on the following aspects.

- (a) Quality of the planning and preparation of the teacher.
- (b) The nature and extent of the usage of the teaching-aids.
- (c) The extent of utilisation of the guidelines of the syllabus for the purposes of teaching.
- (d) The nature of the class-room management.
- (e) The nature of relationship of the teacher with the students
- (f) The role of assignments in instruction and learning.
- (g) The policy of non-detention in relation to its contribution to the teacher effectiveness.

These aspects indicate the nature of issues which the study intends to identify.

Schedule-III.

This is a questionnaire issued to the Headmasters of the Upper Primary Schools and High Schools where there is Class VII. This seeks to collect information about the nature and extent of the availability of instructional facilities in the schools.

Information is collected through this schedule on the following aspects.

- (a) The nature and extent of physical facilities available in the Schools.
- (b) The nature and extent of facilities for instruction (in general).

- (c) The nature and extent of the availability of physical comforts available for teachers, which are conducive to their academic efficiency.
- (d) The nature and extent of instructional facilities available for social studies teachers.
- (e) The nature and extent of instructional facilities available for improving Science Teaching.
- (f) The nature and extent of instructional facilities available for improving the teaching of languages.
- (g) The nature and extent of instructional facilities available for improving the teaching of Mathematics.

These aspects indicate the deficiencies which the study seeks to identify in relation to 'Physical and Instructional facilities'.

Schedule IV.

This is a questionnaire issued to the Assistant and Chief Examiners to collect information on the following aspects of the Scheme of Evaluation'.

- (a) The validity of the principles of valuation.
- (b) The scope for the discretion of the examiners.
- (c) The patterns of answers by the examinees.

Schedule-V.

This is a case study to collect information about the past academic achievement of the students (from class III to VII). It seeks to gather information about the following questions.

- (a) How many students whose performance was satisfactory in the previous classes, failed in Class-VII.
- (b) How many students, whose performance was not satisfactory in the previous classes have passed in the common examination of Class-VII.
- (c) How many students are there whose previous performance was not satisfactory and who, probably consequently, failed in the common examination of Class VII.

Schedule-VI.

This is a case study of institutions. It seeks to find out whether there could have been a fall in the percentages of results of the schools had the principle of special minimum been introduced in 1972 itself.

Schedule-VII.

This is also a case study of institutions. It seeks to find out whether the marks in the Internal assessment were continually rising as against the marks obtained by the students in the common examination.

Schedule-VIII.

This is an interview (structured) schedule. The respondents are the teachers of class-VII. It sought information on the following aspects.

- (a) Quality of the planning and preparation of the teachers.
- (b) The steps taken by the teacher to adjust the students to the change in the question papers.
- (c) The competencies of the teacher in 'testing'.
- (d) Knowledge and skill of the teacher in relation to the instructional processes.
- (e) Teacher's attitude and ability in identifying the causes of failures.
- (f) Knowledge and skill of the teacher in making students improve memory.
- (g) The opinion of the teachers on the special minimum.
- (h) The opinion of the teachers on the question papers.

These aspects indicate the questions that the study sought for identification and solution.

Schedule-IX.

This is also an interview (Structured) schedule. The respondents are the students of class-VII (some of them have passed in the common examination March 1976 and the others have failed). It sought to gather information on the following aspects.

- (a) The existence of the scope for an upset of expectations (on the part of the students).
- (b) Adequacy of time.
- (c) Difficulties, in academic aspects, faced by the students.
- (d) The self-assessment of their performance.
- (e) The degree of familiarity established by them to meet the change in the question papers.

Schedule-X.

This is an interview schedule, the respondents being the parents. It sought to collect information on the following aspects from them.

- (a) The extent of their knowledge of the change in the pattern of question papers.
- (b) The steps taken by the parents to watch the progress of their children in the scholastic achievement.
- (c) Their expectations of the school.
- (d) Their estimates of their children.
- (e) Their opinion on the special minimum.
- (f) Their opinion on the question papers.

This schedule is constructed to know what the parents feel about the change in the question papers as well as to see how much interest they are in a position to take in the educational improvement of their children. The respondents are mostly educated parents.

Schedule-XI.

This too is an interview-schedule (structured). The respondents are the Headmasters of the Upper Primary Schools and high schools where there is class VII. The information, sought for through this schedule, is expected to throw light on the following aspects.

- (a) The steps they have taken to ensure success of their students at the common examination of March, 1976.
- (b) The steps they have taken to improve the academic standards of their students.
- (c) Their foresight in adjusting the students to the change.
- (d) The ways they are adopting to obtain and utilise 'feed-back' from the students.
- (e) Their opinions on the structure of the question papers.
- (f) Their opinion on the nature of the questions in the question papers of the common examination of March 1976.
- (g) The nature and quality of their academic leadership.

Scheduled XII.

This is a schedule meant for the members to record their observations about the 'School climate'. The items are also structured for the benefit of the members to create ease in recording their observations as well as to ensure uniformity in the aspects on which information is collected. The aspects included in this are :—

- (a) Physical facilities of the school.
- (b) Students' attendance and patterns of study.

- (c) Conveniences for the members of the staff.
- (d) Quality of teaching (in general).
- (e) Image of the school in the eyes of the members of the locality.
- (f) Image of the teachers in the eyes of the members of the locality.
- (g) Image of the Headmaster in the eyes of the members of the community.
- (h) Facilitating factors of instruction.
- (i) Obstructing factors of instruction.

Schedule XIII :

This is prepared to facilitate the members of the Committee to record their observations about the methods of teaching being adopted by the teachers. The observations are recorded by actually observing the teacher in his act of teaching. It is structured to obtain observations uniformly on the following aspects :

- (a) Ability of the teacher in identifying what is to be learnt.
- (b) Steps adopted by the teacher to make students keep on learning.
- (c) Steps adopted by the teachers to make students retain the content that is learnt or being learnt.
- (d) Methods adopted by the teacher to transmit new content to the students.

3.3. *The Sample :*

Warangal, Srikakulam and Kurnool districts and the Twin Cities are taken as the sample area in Andhra Pradesh for study. The sample consists of a cross section of the population involved in the process of education. Teachers, Headmasters, Inspecting Officers, Parents and students are involved in the sample to give representation for their respective roles. In selecting the schools care has been taken to involve schools of both boys and girls under different managements (viz., the Government, the Zilla Praishead, the Municipality and Private). In deciding about the proportion of representation of various schools (i.e., Upper Primary, Secondary and Boys and Girls) in the sample due weightage was given to different managements keeping in mind the relative number of schools (approximately) under different schools from rural and urban areas are also included managements in the sampledistricts in which the survey is made. The following table roughly gives the schools involved in the study management-wise and sex-wise.

	<u>Upper Primary Schools</u>				<u>High Schools</u>				Tot.
	<u>Urban</u>		<u>Rural</u>		<u>Urban</u>		<u>Rural</u>		
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	
1. Govt									
Managed..	3%	1.0%	2.0%	1.0%	2.0%	1.0%	3.0%	1.0%	14%
2. Aided	2.0%	1.0%	2.0%	1.0%	2.0%	1.0%	2.0%	1.0%	12%
3. Z.P. Managed	10%	3.0%	10%	2.0%	10%	2.0%	10%	3.0%	50.0%
4. Municipal Schools ..	5%	1.0%	5%	1.0%	5%	1.0%	5%	1.0%	24.0%
Total	20.0%	6.0%	19.0%	5.0%	19.0%	5.0%	20.0%	6.0%	100

The sample involved schedule-wise is as follows :—

<i>Sl. No. of the Schedule</i>	<i>Teachers</i>	<i>Examiners</i>	<i>Head Masters</i>	<i>Parents</i>	<i>Students</i>	<i>Inspecting officers</i>	<i>No. of Schoc involr</i>
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Schedule-I	..	1,030	..	189	..	..	36
Schedule-II	..	1,290	..	..	..	..	2
Schedule-III	264	..	..	2
Schedule-IV	334	..	..	..	..
Schedule-V	1
Schedule-VI	1
Schedule-VII	1
Schedule-VIII	..	216	..	..	..	..	..
Schedule-IX
						*174(P) 123(F)	..
Schedule-X	184	..	..
ScheduleXI	44	..	..	4
ScheduleXII	44	..	..	4
Schedule-XIII	..	178	..	..	..	..	..

*P-Students who passed in the common examination, March 1976.

F-Students who failed in the common examination, March 1976.

3.4. *The Hypotheses :*

The study is designed on the basis of the following hypotheses:

(1) The fall in the percentage of passes may be due to the prescription of the special minimum at the common examination.

(2) The fall in the percentage of passes may be due to the change in the pattern of question papers.

(3) The fall in the percentage of passes may be the cumulative effect of a fall in the standards over years.

(4) The fall in the standards as envisaged by the fall in the percentage of passes is due to the lack of physical and instructional facilities in schools.

(5) The fall in the percentage of passes may be due to defects in the scheme of evaluation.

(6) The fall in the percentage of passes may be due to the failure of instructional methods in the class-room.

(7) The fall in the percentage of passes may be due to the non-detention policy of the State.

(8) The fall in the percentage of passes may be due to the inability on the part of the parents to keep proper watch on the progress of the academic achievement of their children.

(9) The fall in the percentage of passes may be due to the prevailing 'School climate'.

(10) The fall in the percentage of passes may be due to failure of Headmasters and teachers in playing co-ordinated roles properly.

(11) The fall in the percentage of passes may be due to the inability on the part of teacher to keep pace with the expectations of the department as given out by the trend of its moves to systematise and rationalise class-room instruction.

(12) The fall in the standards may be due to the lack of 'will and commitment' on the part of the teachers and the Headmasters

(13) The fall in the percentage of passes may be due to the lack of academic leadership by the Headmasters.

(14) The fall in the percentage of passes may be due to the gap between the type of class-room emphasis on teaching and testing and the points of emphasis demonstrated by the questions in the common examination.

3.5. *Collection of data :*

The data through schedules I to VII was collected through the District Educational Officers of the three districts (Srikakulam, Kurnool, Warangal) and the Twin Cities. The District Educational Officers were briefed about the purposes of the study and about the precautions to be taken in collecting the data. The District Educational Officers were also provided with the details of the sample (i.e., the schools from which the data is to be collected) and they in their turn identified Deputy Educational Officers working under them to ensure prompt replies to the correspondence.

3.51. The data through schedules VIII to XIII was collected by the members of the committee themselves. They were provided with 'Recording Sheets' to record their observations and reactions. The schools they are to visit were identified in the meeting of the Committee.

3.6. *Analysis and Interpretation of the Data:*

The data so collected was analysed taking into account the positive responses to the items Aspect-wise and Schedule-wise. A comparative study either management-wise or sex-wise was not undertaken, since general conclusions are attempted. The inclusion of different types of schools under different managements both in the urban and rural areas was to make the sample as representative as possible. Inferences thus were drawn item-wise, Aspect-wise and Schedule-wise. Based on these inferences, general conclusions are reached in relation to the five factors mentioned in the G.O. (through which the committee is constituted) as terms of reference in such a way that either all or some of the hypotheses formulated could be identified as contributory causes for the fall in the percentage of results.

3.61. Item validity was taken on the basis of 'Chi square' tests at 1% and 5% levels of significance. The sizes of the samples for the schedules were validated by calculating the range of error in the percentage of positive responses at the 5% level of significance. The items that have no 'Chi' square validity are usually taken to mean that opinions on such items are equally divided. Where 'Chi' square validity was established either at 1% or 5% or 10% (in a few cases) the items are considered as valid either for a positive opinion or a negative opinion as the case may be.

3.62. Where a rating scale is provided (schedules XII and XIII) analysis is made separately for the two positive points on the scale and the results are so interpreted.

3.63. In the analysis of the data the following formulae were used for levels of significance and reliability.

(i) for testing the validity of the item responses.

$$(0-e)^2$$

$\chi^2 = E \frac{(0-e)^2}{e}$ for samples of size of more than 30.

$\chi^2 = E \frac{(0-e)^2}{e}$ with the application of 'Yates' correction for samples of sizes less than 30.

(ii) for the confidence interval of a percentage (Reliability)

$$P^1 - 2.58 \sqrt{\frac{P^1(1-P^1)}{n}} < P < P^1 + 2.58 \sqrt{\frac{P^1(1-P^1)}{n}}$$

where n = size of the sample

(iii) for determining the error in estimating the true proportion of responses with 95% confidence for a given sample size.

$$Z_{0.05}$$

$$E = \frac{Z_{0.05}}{2 \sqrt{n}}$$

$$2 \sqrt{n}$$

$$E = Z_{0.05} = 1.96 \text{ (Table value)}$$

Where n = size of the sample.

4. APPROACH TO THE FINDINGS AND RECOMMENDATIONS.

4. The educational system of any society can be judged to be efficient if it achieves the goals, both long term and short term, set for it. Instrumental to the success of any system are various factors of which the teaching-learning process usually stands out significant and this is a complex interactive process. The teacher interacts with the students, with the goals, with the pressures on him, with the Physical and instructional Facilities, with the evaluation system (both formative and summative) with his own perceptions, motives and with a host of others. This process of interaction generates a number of problems, satisfactory resolution of which will finally contribute to the efficiency of the teaching process. Though the study made was limited to the problems mentioned in the terms of reference these related considerations were also kept in mind in offering the recommendations. The findings along with the recommendations are incorporated in the following chapters

5. PHYSICAL AND INSTRUCTIONAL FACILITIES.

5.01- A Teacher needs physical facilities in school if he is to be effective in a class room . Even a very efficient teacher courts failure if the children of his class cannot sit in a comfortable and relaxed way in a class room and if the class room it self is not sufficiently ventilated and airy. The children need games materail and playground to activate their limbs as well as to refresh their minds. The old maxim that "All work and no play makes Jack a dull boy" holds good even today, probably with greater significance.

5.02. The teacher specially at the primary school is more guided by the text books prescribed for the children to determine the amount of content he is to put across. He still relies on it to prescribe assignments as a basis to make students study. Financial inability to modernise the schools fully in terms of equipment cannot mean that his minimum needs in the supply of charts, and in the supply of science equipment can be ignored for long if any improvement of standards is attempted.

5.03 But the study revealed deficiencies (see Appendix XI) in many important areas. In nearly 50% (1)* of the schools there are inadequacies in respect of :—

1. the accommodation for the classes;
2. the facilities for games and sports;
3. the availability of open space for a school garden;
4. the availability of science equipment for the teachers to demonstrate experiments in the class-room;
5. the supply of text books (table copies) for the teachers and the availability of information -charts for social studies.

5.04— A school is not merely to provide for the seating accommodation of children. It should have a staff room where the teacher can relax correct the home assignments for the children, read for professional efficiency consult each other etc,. It should have a science room to house laboratory and provide space for the science teachers to demonstrate experiments to the students. The teachers need to be fed with books and magazines to update their knowledge and to adopt appropriate methods of teaching. Since an outdated teacher will only multiply his problems in relation to the content, goals, as well as in his interaction with his students the school should have a library for students and teachers and a reading room for the children . His task of enthusing the students to learn with

(1) The percentage given in this report are the percentages pertaining to the Sample, studied.

sustained interest is well nigh impossible, if he is not provided with the necessary equipment to make abstract things concrete, functional (in relation to the thought-process) and thus useful. His ingenuity cannot provide substitutes for buildings, games materials, play fields chemicals, acids or test tubes, for globes, maps and charts or even for a black board or a chalk.

5.05—Yet serious deficiencies in these areas also are revealed by the study. Nearly 70% of the schools do not have the following facilities to any adequate extent.

1. Furniture for the students to sit in the classes.
2. A hall where all the classes can congregate.
3. Room to keep games-material.
4. Shelves for teachers to keep their books, note-books of students etc.
5. Science room.
6. Useful library for the students.
7. Adequate number of copies of text books for distribution among poor students.
8. Story telling charts etc., for language teaching.

5.06—Deficiencies in the following facility is more widespread as it is revealed in the case of 86% of the schools studied in the sample.

1. Accomodation for all the classes.

5.07—In nearly 60% of the schools there is no staff room. There are no books for general and supplementary reading for the teachers. Charts of "Alphabets" and "Flash Cards" are also not available in these schools.

5.08—In 11% of the schools even a copy of the syllabus is not available. In 20% of the schools chalk-boards are not available. In 30% of schools adequate supply of chalk-piece boxes is not forth-coming. In the same percentage of schools, teachers, specially in the languages, with adequate qualifications are not available.

5.09—Instructional facilities in all the subjects are not adequate in the case of at least half of the number of schools though the position in the case of science and mathematics appears to be slightly better than in the case of social studies. The teaching of languages seems to suffer most.

5.10—The following deficiencies are also noticed by members of the committee, on their visits to the schools:—

1. The seating arrangement for the staff is not satisfactory in nearly half of the schools.
2. Library facilities for the teachers are poor.

3. The facilities for demonstrating experiments are not satisfactory in a majority of the schools, and
4. Teaching aids like maps, charts, etc., are not available in nearly half of the schools.

5.11—It is also to be remembered that a school is held in esteem by the students as well as parents only if it is well equipped.

5.12—It is, of course, ideal to remove all these deficiencies. But the financial resources which we can spare are meagre. Yet the committee feels that (1) efforts must be made by the Government to provide.—

- (a) adequate accommodation for all the classes in all the schools in a phased manner.
- (b) adequate and regular supply of table-copies of text books to teachers.
- (c) adequate supply of charts, maps, laboratory equipment, etc.
- (d) furniture for students to sit and to do practicals.
- (e) adequate supply of text books for poor students.
- (f) library facilities for the teachers and the students.
- (g) a staff room, a games room, and a science room for all the schools.
- (h) adequate supply of stationery, boxes of chalk and other necessary material.
- (i) furniture like shelves etc., for teachers.

(2) In the case of schools under the management of local bodies and municipalities grants may be made earmarking them for improving the equipment in schools.

(3) The SCERT may be asked to supply lists of useful books to equip libraries for students and teachers.

(4) The SCERT may also be requested to prepare small book-lets in the regional languages on instructional approaches, content, methods of creating and sustaining motivation, interest and attention etc. for the class room teachers.

(5) The SCERT may also prepare small book-lets on topics of Psychology which have class room application.

(6) The amount under contingent expenditure may be increased and made available to the Headmasters in time.

6. TEACHING METHODS.

6.01.—Teacher effectiveness is always felt in relation to the specific and general objectives of education both short-term and long-term. It is essential that the teacher should know how the short term objectives lead to the long-term ones and how the specific outcomes would lead to the general objectives. An understanding of these leads him to the identification of the goals.

6.02.—The accepted objectives are knowledge of content and development of abilities, attitudes and interests based on the processes in which the knowledge of the content is obtained as well as on the content. It is not enough, if the teacher knows the objectives of the teaching-learning process in general. He has to adjust them for individuals or groups of different socio-economic backgrounds.

6.03.—A teacher is thus not a born artist but a technician who has to work in specific ways for achieving specific outcomes specifically in the context of mass-education. To be a successful technician he should be continually growing professionally and the professional training he receives, both pre-service and in-service, should itself be directed towards the specific goals, articulated in terms of competencies.

6.04.—To manage a teaching-learning situation the teacher is expected to be clear about what he is aiming at and how he proposes to achieve it. For planning the class room instruction he should be aware of what the children already know so as to use it as a basis for imparting further knowledge. At the Planning stage itself he should be in a position to estimate the utility of the existing aids so that he may prepare those which are not available.

6.05.—The study of the way in which the teachers are proceeding (vide Appendix-III) revealed interesting information. The responses of the teachers to the mailed questionnaire (Appendix-III) and to the questions in their interview with the members of the committee (Appendix-III) revealed a significant fact that they feel they are doing the right thing which, on examination, is not technically satisfactory, and that a number of serious deficiencies exist in their planning of instruction.

6.06— The study revealed (vide Appendix-III) the following information :—

(1) More than 90% of the respondents feel that they need preparation before teaching and they also admit that they do prepare their teaching-notes determining the basic facts, principles etc., to be taught arranging them in either a hierarchical or a sequential order on the basis of the pre-requisites necessary on the part of the students, so that teaching can be effective.

(2) More than 86% of the teachers profess that they have the skill of identifying facts, principles etc., from the content, arranging them in a hierarchical order of difficulty. They also seem to be in the habit of determining the pre-requisites before they plan for the teaching procedures.

(3) Most of the teachers, say that they do realise the rôle of 'Teaching Aids' for teaching at both the planning and performing stages and use the available ones besides preparing those which are not available.

(4) Most of the teachers (more than 80%) profess that they are following the syllabus scrupulously in (a) picking up objectives, (b) planning for activities, (c) devising teaching steps in Mathematics, (d) in stressing the desirable vocabulary and (e) in developing language skills.

(5) They profess that they are taking the previous experiences of students into account in teaching either science or Social Studies. They seem to be sure that they are applying the 'reinforcers' in their teaching the class-rooms.

6.07— The observations noted by the Members of the Committee (vide Appendix III) give out the following information.

(1) While professing that they plan targets in terms of facts, principles, etc., the teachers are not sure that they are preparing lessons in terms of these targets and pre-requisites. Systematic planning in terms of target-achievement does not exist to any appreciable extent.

6.08— Learning is mastering difficulties. Backwardness results when this mastery does not result. The methods of teaching employed by the teachers should in essence aim at enabling the students to master the difficulties in learning any knowledge they are expected to learn. The study revealed that the teachers are not actually employing desirable procedures though they profess that they are adopting useful measures.

5.09— Effective teaching is always based on the 'feed-back' which

the teacher receives by employing suitable techniques. The techniques for this can be assignments, unit tests, diagnostic tests, oral questions etc., all of which the teachers can normally employ.

6.10— Teaching cannot be made effective by staging an act of teaching in a haphazard way. It should be so designed as to prevent educational backwardness and it should be followed up by bringing in the necessary changes in the approach to teaching so that the backward students can catch up. The techniques adopted by the teachers do not seem to be proper when viewed from this angle.

6.11—The responses of the teachers, in these respects are as follows:

(1) They feel that they are employing 'problem approach' in teaching the upper primary classes and 'play' in the lower primary classes. They say that they are keeping the backward students in view while teaching and are creating opportunities to the students for supplementary reading.

(2) They profess that they are taking the previous experiences of the students into account in teaching either Science or Social Studies. They seem to be sure that they are applying 'reinforcers,' in their teaching in the class-rooms.

(3) Many of the teachers say that (a) they are acquainted with the home background of their students and that (b) they are aware of the personal problems and the socio-economic backgrounds of their students. 97% of the teachers profess that they keep the backward students in view while teaching.

(4) Three methods of teaching are pre-dominantly used according to their own statements. They are (i) S.W.A.P. (Unit Approach Method), (ii) Question answer method, and (iii) Direct Method. But it is doubtful whether they know how they can use the different methods even though they are professing to be using different methods. For example, there is no 'Swap' method as such or a 'question-answer' method.

(5) 85% of the teachers asserted that they revised the portion of the content of Class VII for the benefit of the backward students.

(6) More than 55% of the teachers do not administer any diagnostic tests to identify the deficiencies of backward students. They simply estimate them in a crude way, probably in comparison with the brighter boys.

(7) Most of the teachers professed that they are employing unit tests, oral questions and assignments for the purposes of obtaining 'feed-back.'

(8) 79% of the teachers deny that they depend on the questions given at end of the lessons in Science and Social Studies. When enquired about the type of assignments the teachers give, the following are (given as) the types employed by them. (The number at the end of the item is the percentage of the number of teachers who mentioned it).

- (1) Exercises at the end of the lesson (42).
- (2) Drilling exercises (probably meant for reinforcement for spellings, meanings, facts etc. (18).
- (3) Drawing of Maps, Charts, Diagrams etc. (18).
- (4) Written exercises (meaning probably questions they set for homework) (13).
- (5) Routine and repeated exercises (4).
- (6) Upgraded exercises (4)
- (7) Graded exercises (2).
- (8) Exercises for memorisation (1).

(1) Most of the teachers said that they are (i) setting special assignments as homework, (ii) grouping the backward students under clever and brilliant students for supervised study and (iii) holding special classes to repeat lectures for their benefit. A few of the teachers prescribed imposition and some are giving material rewards. Very few teachers say that they are appraising the parents of the backwardness of their children.

(2) To improve standards quite a few of the teachers want the detention system to be resorted to. A few of the teachers want the number of students in the class to be reduced. Some of the teachers feel that the syllabuses are heavy and need reduction in terms of content and topics, while many teachers feel that the physical facilities (including equipment) are to be improved. Some of the teachers also feel that since the writing work of the teachers is being increased (for preparation, writing plans, tests etc.,) their work-load is to be reduced and that 'Saturday' also may be declared as a holiday. They contend that this will provide time for students to study since they are kept at school for longer hours on week days for remedial teaching and extra coaching.

(3) In the opinion expressed by the teachers the following are considered as 'very important' reasons contributing to the increase in failures in the common examination of March, 1976.

1. Inability to understand the content even if the students study because they were already backward, when they entered Class VII.
2. Lack of parental supervision at home.
3. The backwardness with which the students start in Class VII

4. Inability to work out problems independently in mathematics due to lack of knowledge in previous classes.

6.12—While they deny on the one hand that they do not depend on exercises given at the end of the lessons, majority of them do the same. Nearly 88% of them use assignments for the purposes of 'reinforcement' of learning as seen from the list above.

6.13—The Headmaster of a school is the King-pin in a school system. He is the on-the-spot supervisor of the activities of the teachers and students of his school. The way he is going about his job shows, how ill-planned and ill-directed his activities are in relation to the supervision of the teaching as well as the testing programmes and improving the achievement of the backward students. The information collected (*vide* Appendix IX) reveals that :—

(1) 66% of the Headmasters are of the opinion that the teachers usually do their best and it is the students who are not industrious and hence the percentage of the results fell.

(2) Opinion was equally divided on the following :—

(a) Whether they could ensure the length of the question paper set by the teachers for the terminal examinations to be similar to that of the model papers.

(b) finding out the difficulties faced by the students in answering similar papers set by the teachers of the schools.

(3) The Headmasters wanted to know by supervision of class-room teaching the following :—

(a) whether the teacher is completing the syllabus,

(b) whether the students are given any written work,

(c) whether the year plan is followed,

(d) whether the written work of the student is properly corrected,

(e) discipline of the students, and

(f) preparation of the teachers.

(4) More than 85% of the Headmasters say that they took special care to get syllabuses completed so that the revision of lessons could be done keeping the new model of question papers in view.

(5) More than 70% of the Headmasters say that the syllabuses were properly revised.

6.14—Objectives are important for any programme of work, and the teaching-learning process is not an exception to this. These

should be specific and concrete when we want to systematise the teaching-learning process in our class-rooms. It is the development of abilities that is to be mostly aimed at. Equally important are the procedures of class room teaching. The content needs to be converted into concepts and generalisations for the purposes of formulating specific outcomes, while the procedures must finally enable the students to think that they have acquired useful knowledge and thus to feel elated at their success in knowing useful things.

But the observations of the members of the committee show that the following deficiencies exist in relation to these aspects (The names of the subjects in the teaching of which these deficiencies are spotted out are given in the brackets).

1. Inability to relate specifications to objectives (English, Hindi and Science).
2. Inability to relate objectives to the level of the students. (all subjects)
3. Inability to enable students form proper concepts (Telugu and Science).
4. Inability to make students frame generalisations (English, Telugu and Science).
5. Inability to make students formulate relevant generalisations (English, Telugu, Hindi and Science).
6. Inability to stimulate thought in children (Telugu and Science).
7. Inability to use teaching-aids properly. (Telugu and Hindi).
8. Inability to utilise the local resources (All subjects except social studies).
9. Inability to identify difficulties of students in learning the new lesson (Hindi).
10. Lack of usefulness in the aids prepared (English, Telugu, Hindi and Mathematics).
11. Inability to encourage students to raise questions (Telugu).
12. Inability to encourage students to summarise ideas (Telugu and Science).
13. Inability to encourage students to expand generalisations, principles etc. (All subjects).
14. Inability to apply reinforcers while teaching (Telugu, Hindi, Social Studies and Science).

15. Inability to encourage students to participate enthusiastically (Telugu and Hindi).
16. Inability to adopt suitable ways in mastering the difficulties of students in learning difficult and abstract ideas, concepts etc. (Telugu, Hindi and Science).
17. Inability to adopt suitable ways in identifying backward students (English and Science).
18. Inability to adopt suitable ways to identify the various aspects in which students are backward. (English, Telugu, Hindi and Science).
19. Inability to adopt suitable ways in developing observation skills (English, Telugu, Maths and Science).
20. Inability to adopt suitable ways in enabling students to get at abstract principles (English, Telugu and Social Studies).
21. Inability to use adequate proportion of thought-provoking questions (Hindi, Maths and Science).
22. Inability to stimulate students to take up supplementary reading. (All the subjects).

6.15—It is the general climate of the school that makes the indolent work harder, the inefficient to improve his efficiency the wayward to fall in line. The observations of the members of the Committee about the tone of the school (*vide* Appendix IX) are as follows :—

1. The staff is punctual in attending the schools.
2. Sincerity in implementing the instructional plans in teaching exists in many schools.
3. Sincerity in preparing the instructional plans also exists in many schools.
4. The quality of assignments is not satisfactory.
5. Scope for participation by students even to a limited extent in the learning process exists in only half of the schools.
6. The quality of class-room teaching in primary classes is satisfactory in half of the schools.
7. In slightly more than half of the schools the teachers do not have much control over the content they teach.
8. The degree of co-operation between the staff and the head-master is satisfactory in 82% of the schools.

9. The degree of co-operation between the subject-teachers in planning instruction is satisfactory in more than half of the schools.
10. The extent of utilisation of the community resources is satisfactory in only a few of the schools.
11. The planning made for improving instruction is satisfactory in only half of the schools.
12. The steps taken to improve the standards of educationally backward children are satisfactory in slightly less than half of the schools.
13. The extent of instructional supervision by the headmasters is satisfactory in many schools.
14. Academic freedom for teachers in carrying out instructional programmes exists in many of the schools,
15. The extent of commitment of the Headmaster to his duty in toning up the standards of the school is satisfactory in most of the schools.
16. The efforts of the school to improve different abilities or skills in the students other than the mastery of the content are not satisfactory in many of the schools.
17. The general discipline of the students is satisfactory in most of the schools.

6.16—The study revealed many things. The teachers are going their own way in their preparation, planning and instruction as well as in their evaluation. Teaching is for content. The entire information given in the text books, in the eyes of the teacher, is to go into his instruction. Their inability to fix relevant specific objectives is making their preparation faulty. Their inability in choosing the relevant techniques can also be partly ascribed to the lack of physical facilities. Large classes are making instruction a routine activity dominated by the lecture and narration techniques. Their inability to have proper evaluation tools for formative and summative types is not only creating backwardness but is also perpetuating it.

6.17.—Teachers, by and large, are traditional in their approach in relation to class-room teaching. They coach students for a summative test which is external. In so far as this summative test examines students in relation to their control over information as included in the text book, identity of this limited objective between class-room teaching and testing (Summative) is automatically achieved. Deviation in the selection of the

objectives of the summative test is thus, throwing the teachers as well as the students off their track.

6.18.—This study also revealed that desirable academic leadership is not forth-coming either from the Heads of Institutions or from the Inspecting Officers in the required direction to any adequate degree. The teacher teaches (Lectures or narrates) in a class room; the heads of institutions are assuring themselves that teaching is going on in class rooms and that the prescribed courses are covered; the inspecting officers are advising the heads of institutions as well as the teachers. But there does not seem to be a unifying thread unifying the activities of the teacher, the head of the institution and the inspecting officer excepting that the courses are covered before the summative test is administered. The coverage of content, which itself is voluminous, is thus placing too many cognitive pressures on the students, whose interest has already waned in the process of learning the information which is burdening them with the necessity of remembering a labyrinth of details.

6.19.—The students are participating in the learning process in a confused way. Their goal, probably derived from the wishes of their parents, is to get credits in the summative test that is based on content. The content, which they are forced to master, is vast, varied and complex. The principle of immediacy in obtaining the satisfaction of achieving objectives is thus violated and hence they are easily attracted by diversions. The efforts to get credits are postponed till the summative test approaches but then they find it humanly impossible to read and retain the details of information. The learning of the languages is only to meet a summative test-situation and thus what operates in the case of non-language subjects operates in the case of the languages also since importance for the improvement of self-expression is subordinated, in class-room teaching, to the importance of comprehending the content of the language lessons. Their approach to study is to meet what the teacher values in his formative tests or assignments rather than what the teachers specify as objectives in their planning and preparation for the instruction. No wonder, if they fail in large numbers when the summative test asks for impossibilities (*viz.*, high memory power, or abilities other than what they perceived them to be through their experience in answering class room tests, questions or assignments).

6.20.—The teachers seem to be happy to work for stipulated outcomes. The heads of institutions, the supervising or inspecting officers, the students and probably many of the parents too, lay stress on the coverage of the content which is specified in the text books. There is no wonder if a teacher feels satisfied that he has done his job if he covers

the content (when, indeed, he should have uncovered it) to the knowledge and satisfaction of his supervisors and his students since the coverage of content is considered to be a desideratum of his effectiveness both by convention and by rule. This view is so widely prevalent in the field that the failure of students at the summative tests, can be ascribed to the extensive nature of the syllabus and the bulk of the content, which we are not able to minimise because of the explosion of knowledge in various fields.

6.21.—Researches in the fields of instruction and psychology have also grown. A teacher is expected to master the knowledge in these fields as well as to possess the acumen of applying them. This job being hard, besides calling upon a greater part of his time, is usually either neglected or ignored, making success in his job more and more difficult for him. He is further helped in his negligence or ignorance by the lack of finality or workable procedures suitable to his class-room circumstances in these areas of knowledge. Varied approaches are given to him calling upon him to choose and often he does not bother about choosing any of them since he is not sure that any of them is workable in his class-room situation and he is partly right as the classes in mass education are more heterogenous than homogenous. Where many of the schools do not have either library for teachers, or professional magazines on problems of instruction giving any tried-out procedures, reading of a stray book here or a magazine there either creates more doubts or leaves many ends open. And the study reveals lack of facilities to make technical or professional assistance readily available for the teacher in an employable shape.

6.22.—Creation of facilities for the improvement of the teacher effectiveness will bear no tangible fruit unless the teacher is motivated to utilise them. Motivation, is more an individualistic phenomenon rather than a general one. Each individual wants to be satisfied at his own level, when once he feels he is effective in his profession. General increase in salary is not an incentive for better efforts. It is one thing to be not dissatisfied with one's job and it is quite another to be motivated to put in his best to achieve higher targets. We do not have at present any positive incentives which can attract higher effort. On the other hand we have a few positive disincentives to veer away teachers from improving their professional competency. The stipulation of seniority in Government and local bodies for promotions makes a teacher indifferent to improve his professional competencies. It, on the other hand, renders him susceptible to eagerly check up his seniority list and bide his time till the people who joined earlier in the service vacate their posts, or retire. This may not be creating positive dissatisfaction about the job but usually it does not make him strike a level of satisfaction aspired for by him. Achievement of a target does not spur him to more and more efforts unless it is matched at every level with an

offer either to fulfil his needs, or allay his fears or fructify his expectations.

6.23.—Hence for the improvement of class-room instruction the committee feels that the following steps must be taken.

(A) Ensuring systematic class-room instruction by—

1. Clarifying and listing up the specific outcomes at least in terms of generalisations and concepts in relation to different subjects for different classes giving due consideration to the hierarchical nature of the skills and abilities (i.e. from simple to complex and basic to advanced).
2. Specifying basic facts in various subjects from the point of view of (a) concept formation (b) formulation of generalisations (c) building up formulae etc.
3. Providing the teachers with samples of class-room discussions (in small book lets) leading to formation of generalisations, concepts etc.
4. Providing teachers with a variety of test items covering the content of various subjects for various classes with due consideration to the different objectives. In preparing test items on knowledge, only facts which become relevant to the achievement of the specific outcomes which were clearly stated as class-room objectives, may be given cognizance.
5. Providing the teachers with diagnostic test-items in various subjects for various classes.
6. Providing the teachers with lists of generalisations and concepts unit-wise or topic-wise for various classes in various subjects.
7. Providing the teachers with samples of lesson plans which aim at (a) demonstrating the ways of involving the students in class-room discussions (b) demonstrating plans to enable the students to formulate generalisations and concepts (c) stimulating the students to critically think (d) demonstrating the way in which the student can acquire and retain information easily and (e) judicious coverage of the content.
8. Providing the teachers with different samples of assignments, in all subjects and all classes for (a) reinforcement of learning (b) self-study (c) supplementary or extensive study (d) evaluation of the skills and abilities specifying (1) the time required (roughly) for the students to answer them and (2) the difficulties which the students are expected to master etc.
9. Providing the teachers with specific targets which should be attained by all the students (for this purpose sets of generalisations

lower order and higher order ones may be formulated.). The prescription of the minimum is to be with due consideration to such of the facts as given below:—

- (a) In mass-education the facilitating factors of study are not the same for all the students.
 - (b) In mass-education even the slightly mentally backward children should find satisfaction of achievement.
 - (c) In mass-education diversity of levels of goals for students exist and each can have his own ways of achieving them.
 - (d) The prescribed minimum must enable the children to master the difficulties of the new lesson.
 - (e) Even an average teacher must be able to enable his students achieve the chosen class room-outcomes.
 - (f) Backwardness (scholastic) is relative to (1) the level of goals and (2) the achievement of the identical groups (socio-economic, mental, or, maturational level).
 - (g) Inter-student competition in a heterogenous class does not help the individual students attain higher levels of achievement.
10. Encouraging subject-teachers to form in to committees and plan for the achievement of stipulated outcomes so that each teacher knows the nature of abilities already acquired by the students of his class.
- (B) Improvement in the 'Will' and 'commitment' on the part of the teachers for higher achievement by attempting to.
- (1) remove the disincentives such as compulsory service as deputy inspector *etc.*, for promotion, departmental tests (accounts and the others) which have no relationship with the improvement of competencies in class-room teaching.
 - (2) make the post of headmaster (as he is an on-the-spot-supervisor) more attractive (if necessary providing a better scale of pay) and open only to these of proven competency in class-room teaching.
 - (3) develop procedures (in consultation with the teachers) to objectively assess the competencies of the teachers and build-up information about their various abilities to pick up people for promotion and higher jobs (say, the posts of Headmasters). Self-rating by the teachers themselves can also be included as one of the means in collecting information about their competencies and professional achievements.

- (4) make professional assistance quickly available to the teachers to effectively meet the class-room problems in achieving the stipulated outcomes.
- (5) involve teachers in identifying the specific outcomes they wish to achieve in relation to their students.
- (6) devise and conduct tests as part of the assessment of the class-room competencies of the teachers on content, knowledge and application of psychological principles, processes of instruction *etc.*, giving a definite slant to judge the applicational competencies.
- (7) accord monetary incentives in the shape of increments for the achievements of higher targets by the teachers. These incentives may also apply when proven improvement of other competencies (other than those of the curricular area) exist.

(c) Making academic leadership effective by—

- (1) appointing teachers of proven academic ability as headmasters.
- (2) making the headmaster of the chairman of all subject teachers committees which should.
 - (a) fix targets in terms of generalisations, concepts, skills, *etc.*, class-wise.
 - (b) periodically (say once in two months) review the progress achieved in attaining the targets to find out hurdles and readjusting the schedules which were previously worked out.
 - (c) periodically meet and discuss what adjustments are needed in the targets set for the classes, in view of the experiences of the teachers to achieve their own targets, in the higher classes.
- (3) Making the headmaster sit with the teachers of various classes to—
 - (a) enable the teacher to schedule the targets set for his class in relation to time (monthly targets may be prepared.)
 - (b) evolve procedures with the agreement of the teacher, to assess for himself whether the targets are achieved.
 - (c) assess the achievement of targets as per agreed procedures.
 - (d) review (fortnightly) in a meeting with the teachers the progress they are making in achieving the targets to spot

out the difficulties which cropped up while trying to achieve the planned targets and to readjust the scheduling of the targets in relation to time where necessary.

- (e) recognise the deficiencies in class-room teaching and thus help teachers to take up more fruitful approaches.
 - (f) suggest to the relevant administrative or inspecting authorities the academic problems on which inservice courses (short courses for a few days) are to be arranged in different subjects for his teachers (This happens when the head of the institution and other competent teachers fail to fill in their deficiencies).
- (4) Making the Headmaster send in short periodical reports to his higher authorities about (a) the targets planned class wise and subject-wise (b) the extent of the achievement of these targets (c) the causes (briefly) for the non-achievement of the targets (if any) (d) the deficiencies of the teachers.
- (5) Establishing district-units with specialists in different subjects to give in service training courses to teachers as per the deficiencies revealed in the review reports to the inspecting and administrative officers.
- (6) Advising the inspecting officers to—
- (a) make original surveys of deficiencies of teachers of various subjects.
 - (b) form into a group of experts to give orientation to teachers in solving such of these deficiencies which they feel that they can solve.
 - (c) disseminate tried-out approaches to fruitful teaching.
 - (d) guide the headmasters and teachers by attending the subject committee meetings, whenever they plan, for fixing the targets and for scheduling them in relation to time.
 - (e) attend schools where he could give useful instructions on the basis of the review reports from Headmasters about the non-achievement of targets due to academic difficulties of the teachers.
 - (f) keep a record of brilliant teachers who can help other teachers who are not wellversed with fruitful approaches to teaching.

7. Question Papers

7.01. Any summative test can test only a sample of the abilities or attainments of the students. It reveals reliable results only when the objectives (*i.e.*, the sample of abilities taken for testing) coincide with the targets of class-room teaching. Where this does not happen the students succeed only on the basis of experiences other than those provided by the schools.

7.02. If the summative test is an external examination the psychological fear is also an integral part of the testing-situation. This dread and its potential to lead children to failure gets minimised if the teacher and students know the objectives which would be taken up by the evaluator in constructing his test. It is further reduced if, the formulac, the types of choices provided in it *etc.*, are also familiar to the students, and if similar testing is carried out by teachers for the purposes of formative evaluation.

7.03. When the external examination is only capable of taking a sample of the achievement of abilities, of content *etc.*, it always happens that the teachers as well as the students go about guessing the questions which might possibly appear in the examination. Where the guess goes wrong the student gets penalised for no fault of his since it is almost impossible to remember the whole of the content. Lucky, then, are the students who can correctly guess.

7.04. To nullify the disadvantages of an external summative test a compromise is accepted by giving value to the internal assessment to a certain extent. But since internal assessment suffers from the subjectivity of the teachers it is sometimes stipulated as in the case of the common examination of VII Class of March, 1976 that the student should score a minimum percentage in the external examination to get the benefit of internal assessment. This is for the benefit of those who will be failing to get the required minimum to pass in the external examination.

7.05. Causes for the failure of the students thus arise from the lack of familiarity of the students with the structure of the paper and the nature of the questions of the external examination due to :

- (i) lack of practice on such patterns.
- (ii) lack of identity of the perceptions of the students as to what will be expected of them in that test (*i.e.*, about the abilities)
- (iii) incorrect guessing.

(iv) too much pressure on memory, specially when the syllabuses are heavy and the courses are difficult for the students at that age-level.

(v) a sudden deviation from the existing practices for which adjustment is not possible within the limited time available.

7.06 The problems of question papers were studied through questionnaires issued to the teachers, headmasters, and inspecting officers (*vide* Appendix II) as well as through the interviews by the members of the committee.

7.07 The responses from teachers and inspecting officers revealed the following information :—

(1) The questions are set on various objectives in sufficient quantity and that there is no undue concentration on any one objective.

(2) There is a definite opinion on the part of the respondents that the papers tested the memory power of the students to an undue extent.

(3) Some of the questions confused the students to some extent at least.

(4) The respondents feel that certain amount of expected—questions did appear in the question papers. The questions are not entirely unexpected by the students.

(5) The students are aware that a sufficiently good number of questions are to be answered.

(6) that age, the students cannot be expected to answer question papers of such length.

(7) The respondents agree that there is greater coverage of content, while covering also some of the important portions on topics of the content.

(8) The respondents feel that the type of study made by the students was defective *vis-a-vis* the type of answers required by the question papers.

(9) Those who depended on the questions given at the end of the lessons, were surprised by the question papers.

(10) The 'surprise element' of the question papers thus stemmed from the facts that (a) the questions given at the end of the lessons did not appear in the question papers (b) the question papers are too long for the children of that age (c) the type of study and preparation of the students were not related to the type of questions asked in the examination.

(11) While denying the lack of practice, in general, in answering such lengthy papers, the opinion of respondents is equally divided (almost) that they did not have the practice of answering such type of questions or such lengthy question papers indicating that the practice given was not only inadequate but also was on improper lines.

(12) The above fact is further borne out by their admission that many of the students read the whole of the question paper before they started answering them.

(13) They further admitted that the question papers set at the school level for terminal examinations etc., did not stress that the question papers would cover most of the content of the text book.

(14) The question papers catered to the needs of the main categories of abilities of the students and this is also reflected by the percentage.

(15) The instructions are clear and the language of the questions also is intelligible in so far as they are in the mother-tongue or the regional language while the difficulty of understanding the language of the questions in English and Hindi papers existed.

(16) The instructions, though many, given in the beginning of the paper and section-wise are simple and intelligible. Opinion is divided on the creation of confusion because of the division of the question paper into two parts and it is leaning more on the side of the denial of the existence of such a confusion.

(17) The paper on which the questions are printed is good enough and the print used could be read by the students except in English.

(18) The questions needed a different approach in answering them, different from the one to which they are usually accustomed, in calling for the abilities of summarisation, thinking on content, formulation of concepts, generalisations etc.

(19) The questions in Mathematics paper were on the pattern given in the text book.

(20) The students also lost some-time in reading the question paper before starting answering, indicating that they are not well trained in making proper approach in answering lengthy papers.

(21) The students are to read much of language, which is sometimes difficult for them to comprehend *i.e.*, to understand what is expected of them in answering them specially in the case of 'English' and 'Hindi' papers. Students could not also comprehend the basic concepts, generalisations *etc.*, involved in the questions asked in the Mathematics paper.

(22) The conclusion of the respondents is that not only the questions but also the question papers are long. Both these factors broadly speaking, contributor to the confusion of the students.

7.08 The responses from the students in their interview with the members of the committee (*vide* Appendix-VII) on question papers revealed the following :—

1. The students know the type of question papers they have to answer.

2. Only 35% of the students know that they would get questions based on the content of the text book to the extent of 35% of marks in English.

3. The students know reasonably well that :—

(i) There will be two parts in each of the question papers.

(ii) They would get questions over almost all the topics of the content.

(iii) They will have no choice in the objective type question paper.

(iv) They have to answer some questions compulsorily.

(v) They have limited choice even if it exists.

(vi) They would not generally get the questions given at the end of the lessons.

(vii) The number of questions would be around 50.

4. But only 54.5% of the students say that they had no need to read the whole paper before starting to answer.

5. Nearly 47% of the students said that the time was sufficient: They seem to be feeling that time was not adequate for English, Hindi and Mathematics.

6. The following reasons are given as causes for the large failures :—

(1) Inability to understand what they studied.

(2) Inability to follow the lessons taught in the Class-room.

(3) Lack of practice in answering such type of questions.

(4) Lack of practice in answering such type of question papers.

(5) Last-hour study.

7. The students seem to have felt English, and Hindi and to some extent Mathematics papers difficult. They felt that they did not properly understand the questions given in these languages. Geometry seemed difficult for them.

8. 85% of the students said that their teachers explained to them how the question papers would be. But they could not explain the details of the change made in the question papers of March, 1976.

9. 40% of the students said that their teachers gave them 'Guessed' papers. But only 30% of them said that they were like the papers they answered in the common examination.

7.09 The responses from the parents in the interviews (vide— Appendix-VIII) revealed the following information.

1. 49% of the parents feel that their children would have passed if the special minimum was not there, while 41% of the parents feel that the special minimum of 15% needs change.

2. More than 68% of the parents feel that :—

(i) The question papers are too long for that age.

(ii) The question papers are difficult for the students.

(iii) The variety in the question papers confused children.

3. Only 42.9% of the parents felt that the division of the question papers into parts confused the students.

4. Nearly 70% of the parents feel that the time given for the question papers was inadequate.

7.10 The observations of the committee members when they interviewed the teachers (vide Appendix-III) give out the following information.

(1) While the majority of teachers say that they have informed the students of the change in question papers, only 20% of them feel that the students had enough prior practice to make them fully acquainted with the changes necessary in their approach for study or in answering the question papers.

(2) 67.5% of the teachers feel that with a reasonable amount of study the students could have done reasonably well in the common examination of March, 1976 while the same percentage felt that the standards of the question papers of the common examination are high.

(3) To improve the question papers of the common examination, 31% of the teachers recommended the length to be reduced and 20% suggested bolder print and good paper to be used. 27% of the teachers feel that the difficulty level is to be reduced. 10% of the teachers feel that the questions given at the end of the lessons in the text book may also be included. 5% of the teachers feel that more time is to be given (i.e., 3 hours instead of 2½ hours). 5% of the teachers feel that the Hindi Paper should be on the model of Telugu paper. 4% of the

teachers feel that the teachers who are teaching Class VII may be selected as paper setters.

(4) 69% of the teachers feel that the prescription of 15% as the special minimum is not inopportune while 78% of them think that it is justifiable. 75% of them termed the changes as hasty because sufficient prior intimation was not given to the students and teachers while 66% of them think it so because the parents should have been informed earlier. 78% of the teachers recommend the continuation of the 15% as special minimum. When they are asked to recommend different cut scores for the special minimum they recommended from 5% to 30%

(5) 58% of the teachers feel that the large failures at the common examination of March 1976 are not due to the prescription of the special minimum of 15%.

(6) The following are considered as very important reasons by the teachers for the internal assessment to be higher than the marks obtained in the common examination.

(i) Length of the question papers of the Common Examination (52.7%).

(ii) Size of the print of the question papers in the Common Examination (37.0%).

7. The following are considered as important reasons by the teachers.

(i) Emotional atmosphere attendant on the external promotional examination like our common examination (34.3%).

(ii) Non-inclusion of the questions given at the end of the lessons in the question papers of the Common Examination (25.1%).

(8) The following are considered as unimportant reasons by the teachers :—

(i) Strict valuation in the Common Examination (45.2%).

(ii) Strict invigilation in the Common Examination (45%).

(iii) Non-appearance of expected questions at the Common examination (35%).

(iv) Inclusion of all varieties of questions in the question papers of the Common examination (30%).

(9) More than 70% of the Headmasters said that they have gone through the question papers set by their teachers and that their papers contain similar instructions and that the types of questions were similar so that the students can have familiarity with the changed question papers. More than 75% of them also said that it was a practice with their teachers to mix all types of questions in the unit tests

or terminal examinations which they conducted on the new model. But only 64% of the Headmasters said that a 'Full-dress rehearsal' in the shape of a prefinal examination was conducted.

(10) More than 63% of the Headmasters say that they prepare their students for the examination by (a) giving a number of questions in each subject out of which the question paper is set. (b) asking for answers which can be had from the notes they dictated, while taking care that (c) questions on all the lessons are set.

(11) A majority of the Headmasters were attracted only by the superficial changes in the question papers and not in terms of the abilities and skills needed on the part of the students to answer the question papers and hence probably could not take the steps they should have taken. 75% of the Headmasters say that they supervise the teaching of their teachers in a class-room situation and this probably is limited to ensure themselves that the teachers are in the classes and are teaching the content.

7.11. The Study made it clear that due to (a) lack of familiarity (in certain cases) because of the lack of proper prior practice. (b) difficulty level of questions in certain question papers (c) the unusual length of the question papers (d) the disparity in the objectives of teaching and testing and finally (e) due to the stipulation of the special minimum which upset the estimate of the testing situation of the parents, teachers and students, many students have failed in the Common Examination of the VII Class of March, 1976. The Committee, hence, recommends the following short-term solutions :—

(a) The length of the question papers may be reduced by reducing the number of questions.

(b) The difficulty level of the questions may also be reduced.

(c) More number of questions may be based on the content of the lessons in the case of 'English'.

(d) The time need not be reduced because the length is reduced

(e) Better paper and bold print may be used in the printing of question papers.

(f) Intensive practice may be given to the students by conducting examinations on the same pattern in schools and

(g) The special minimum may be reduced from 25% to 20% as a short term measure to alleviate the difficulties of the students.

7.12. The problems in the fields of external examination need urgent solutions. The question papers should not contain any element

of surprise for the students or the teachers. Synchronisation, to the greatest possible degree between the formative and summative tests must be attained. The tendency for the students to go in for cheap guides must also be arrested as soon as possible. Credibility for the unit tests and terminal examinations need also to be established in the eyes of the students. Possibility for including of the questions set information tests in the so kind examination also may be explained to reduce the surprise element. It is desirable that the students should also know the types of questions which will be asked in the external examination and if possible the wordings of the questions so that fascination for the guess papers, guides or bazar notes may be removed. Since the external examination tests only a sample of the content for various objectives, the student who unfortunately, by chance, avoids study of such content cannot be penalised and provision for this contingency must also be made in the 'Question papers'.

7.13. These problems need long term measures. In view of the deficiencies revealed in the study and in view of the long range objectives detailed above the committee recommends the following.

1. Test items in sufficient number are to be prepared for various objectives and specifications for all classes and for all subjects. These test items are also to be supplied to all the schools. For the sake of convenience these may be printed on cards and each card is to contain one test item along with its objective and specification only. Each card may be given a number and on a separate card with the same number the time required to answer the item, the answer for the item, its objective and specification, and the marks it carries may be printed. All the unit tests, terminal examinations and even the external examinations must contain test items only from these test banks. The expected advantages of this measure are as follows.

- (a) The students get interested in the unit tests and terminal examinations since there is a chance of these items to appear in the question papers of the external examination.
- (b) The test papers or examination papers need not be prepared avoiding there by the chance of creating wrong perceptions in the students about what the examiner values. If sufficient copies of them could be had at the school level they avoid the necessity of preparing and duplicating question papers year after year. Since each question is a card the teacher is allowed

the freedom of choosing the items which he feels are important for his students. Different combinations by different teachers are rendered possible by this method.

- (c) When the Common Examination Boards of different districts are preparing the question papers for the terminal examinations, it is easy for them to circulate the numbers of the questions to the schools the combination of which forms the question paper.
- (d) In the case of external examination it is enough if the examiner can stipulate the blue print and anybody can pick up the items.
- (e) These test banks allow (since blue prints can also allow different combinations of the questions of the same objective, content and difficulty level) more than one paper to be made ready at short notices.
- (f) The dread of the possible appearance of unexpected questions would be minimised.

2. There should be two question papers in each subject flowing from the same blue print so that they are at the same difficulty level. They may be marked as X and Y or by any other symbols. Where the student feels that the paper selected for the examination is difficult for him because of the appearance of unexpected questions, he may be allowed to answer the alternate paper and when he does so 5% of the marks he obtained in it may be deducted if such a step does not fail him in the subject. The advantages of this step are expected as follows

- (a) The fear of the external examination is reduced since he can have a choice of answering another paper which may contain questions expected by him.
- (b) The danger of judging the academic achievement of the student by a sample which may not be suitable to him (since he can pass by choosing the alternate paper with a minor penalty, which may contain questions on content which he has studied thoroughly) is reduced.
- (c) the clamour for guess papers, important topics etc., in a classroom situation may be avoided.

In the non-language subjects essay questions (either long essay or short essay) may be avoided. As far as possible the question papers may contain very short answer type questions, fill-in the blanks questions and questions of the multiple choice type since all the objectives of the cognitive domain can be tested by these types. The advantages, are :

- (a) wider sample of content can be selected.
- (b) deeper examination of the various objectives and specifications can be had since on the same specification many

questions can be asked avoiding the danger of judging the student on one item or very few items about any one ability of the child and

(c) as a consequence of the above two (i.e. a & b) the possibility for a child to score pass marks will be more.

4. In the language subjects essay questions (both long and short) along with a few objective type questions can be asked since abilities of self expression are more important here. And when these types of questions are thus separated in relation to the subjects not only the objectives of the subjects will be better met but the students could be examined in their skill in answering different types of questions.

5. Where the objective type of questions only are asked (as recommended in the case of non-language subjects) no choices for the student need be given.

7.15. About the organisational aspect the Committee recommends the following :

1. Common Examination may be continued since it marks the end of the primary stage and since it is considered necessary for some jobs.

(2) The re-examination which at present admits candidates who could not attend the examination in March/April due to unavoidable reasons may also allow those who failed in the previous examinations. The private candidates also may be allowed to appear for this. Students may appear for this examination either for improvement or for a pass wholly or compartmentally. The students who pass compartmentally in this examination may also be allowed to continue their studies in Class VIII. This step is felt necessary to reduce wastage and stagnation as well as to allow the benefits of supplementary examination which are now allowed for class X (S.S.C.).

(3) The Commissioner for Government Examinations may arrange for setting of question papers and preparing principles of valuation for the maintenance of uniformity in standards.

(4) Valuation, declaration of results, issue of certificates etc., can be done by the District Educational Officers.

(5) 50% of marks of internal assessment and 50% marks at the Common examination may be taken to constitute the total marks obtained by the candidates in various subjects.

(6) Since there is a possibility for the marks in internal assessment to be boosted up, the S.C.E.R.T. may be requested to formulate relevant criteria for the purposes of internal assessment.

(7) The Committee also feels that it is not educationally sound to start teaching two additional languages in class-V. It recommends that the teaching of Hindi may be started in Class VI while teaching of English may be started in Class-V. The syllabus of Hindi may be suitably recast in this light.

8. SCHEME OF EVALUATION

8.1 The important aspect in any evaluation is to avoid subjectivity of the examiner. The subjectivity is usually more and often unavoidable in the case of essay questions since they allow for variations in answers. One precaution in this is to make essay questions as specific in scope and unambiguous in answering as possible. The responsibility of the evaluator is more in not only framing the test items but also in scoring them. The lesser the evaluators' differences in rating the answers to essay questions, the greater will be the ease and objectivity in scoring.

8.2. It is customary to issue principles of valuation specially in the case of valuing the answers of the essay and short answer type questions. It is helpful thus to avoid the inter-examiner differences as well as intra-examiner differences.

8.3. The responses received from the examiners for the questionnaire (vide Appendix-V) administered on them reveal the following information.

1. 86% of the examiners felt that the principles of valuation supplied to them are useful.

2. 37% of them feel that they could not do justice to the students by following the principles of valuation in valuing the scripts.

3. More than 65% of them said that :

(a) They gave credit to right points even in the case of those which are not mentioned in the model answers supplied to them.

(b) they gave credit to near right answers even though the expositions of the students differed from those supplied to them

(c) they gave credit to answers in non-language subjects ignoring the language mistakes.

(d) concession was given to students for overwritings in the multiple choice questions.

(e) they could use their discretion where they felt necessary.

4. More than 61% of the examiners said that :

(a) the students wrote points not mentioned in the model answers.

- (b) the students tried to write answers in their own language.
- (c) the students wrote from memory of facts from text books and guides.

(d) the examiners had to search for points in the answers.

5. Opinion was divided on the following:
- (a) the answers of the students are not limited to the scope of the questions (52.4%).
 - (b) the examiners have to decipher the meaning of what the students wrote in the answer scripts (59.9%).
 - (c) the answers of the students are stringent and to the point (50.0%).

6. Nearly 82% of the examiners felt that the essay questions allowed greater discretion for them while only 21.2% said so in the case of short answer questions and 17.6% said so in the case of objective type questions.

8.4. On the whole, it can be said that the principles of valuation were useful.

Discretion was used more freely in the case of essay questions. Little discretion was extended to the short answer as well as objective type questions. The answers of the examinees are neither usually straight nor pinpointed to the scope of the questions. They lacked the skills of processing information for either summarising or expanding ideas.

8.5. In view of these findings the committee recommends the following:

- (a) the number of essay questions may be kept at the minimum.
- (b) The principles of valuation may be worked out by a team of Chief Examiners as is done for S.S.C. so that they may have uniformity in the valuation of these questions.
- (c) The District Educational Officers shall obtain from the examiners comments about the defects commonly noticed in the answers of the students immediately after the conclusion of the Spot-Valuation of VII Class Common Examination and the same may be edited and communicated, along with a plan of action regarding the remedial measures to be taken by the schools in their respective districts.
- (d) The present system of combining internal and external assessment for a pass can be continued. But the S.C.E.R.T. may be requested to evolve criteria to make internal assessment reliable.

(e) The special minimum of 15% which is stipulated for the common examination of March 1976 is low. It may be raised to 20% in the case of all the subjects. (except for Hindi).

(f) In the long-term for the internal tests or examinations the question papers must contain items from question banks prepared by the experts, so that variations between the perceptions of teachers students and paper-setters of the tests or test items can be reduced to the minimum.

9. The Non-Detention Policy.

9.1 Andhra Pradesh is the only State that introduced non-detention policy. It has been in consonance with the thinking that the idea of a 'fail' or 'pass' is to be finally dispensed with, specially at the Secondary Stage. The first seven classes were identified as the primary stage and the next three years as the lower secondary stage. Accordingly the first qualifying examination was prescribed at the end of the seven year course, i.e., at the end of the upper primary stage and the second one was prescribed at the end of the lower secondary stage.

9.2 Promotion to the next higher classes within the primary and secondary stages was by the attendance of the students in these classes. The percentages were fixed fairly high to make the students attend schools more regularly to get the benefit of the teaching programme. While the students are thus made to attend the schools more often than they were obliged to under the previous regulations, care was taken to improve the class-room teaching by stipulating systematic planning for instruction and continuous testing. Logically this arrangement should have met the following educational requirements.

- (1) Removal of the dread of examination in students.
- (2) Avoidance of wastage and stagnation.
- (3) Avoidance of last-hour study for the sake of examination.
- (4) Allowing time for the students to proceed at their own pace and for teachers to plan leisurely and adjust teaching to the chosen targets and to the abilities and skills of the students.
- (5) Making instruction systematic based on the feed-back provided to the teachers by the unit tests and periodic examinations.
- (6) Making instruction ability and skill oriented rather than examination-oriented.
- (7) Variety and differences in teaching styles, differences in variables like schools, students and areas (Rural-Urban) can be provided for, on a better scale, as external pressures of annual promotional examinations, etc., are removed and as the teachers and students are provided with enough time.

9.3 But since the introduction of this policy, criticism of abolishing detentions continued and the falling standards are ascribed to it, in spite of

the massive in-service training programmes undertaken by the Government to enable this academically sound policy to succeed.

9.4 The effects of this policy as they are mentioned by its critics are as follows:—

- (a) The students became lethargic in their studies and are becoming increasingly indifferent to the instructional programmes of the schools till they enter classes VII and X.
- (b) They are consequently becoming more and more backward since in their eyes the emphasis was shifted from learning to attendance.
- (c) The parents too have become more and more indifferent since they are sure that their children would automatically pass and enter the higher classes.
- (d) The teachers are feeling that their efforts are bound to go waste and consequently are not taking the necessary care and interest in their efforts to teach the students.

9.5 The findings of the study in relation to some of these aspects are as follows:—

- (1) Many of the teachers feel (nearly 84% vide Appendix-III) that their teaching is affected by the non-detention policy meaning thereby that the students who were hitherto examination-motivated failed to be motivated by the other means employed by them.
- (2) Many of the teachers feel that many of the students are not fit to take up the course of class VII when they are promoted to it and this is one of the main reasons of their failure in greater numbers. Evidently the teachers' efforts to utilise the period of time to bring them up to the standard of class VII have failed. They also feel helpless in training the students to the standard of Class VII in a period of one year to enable them to take the Common Examination confidently.
- (3) The students also felt that many of them could not follow the teaching in class VII and thus accept that their backwardness at the starting of their study at class VII was a major reason for their failure.
- (4) The percentage of schools (from the sample studied for years 73-76) which are having greater average in the internal assessment than in the common examination is persistently increasing year after year.

This evidently shows that the marks of students in the internal assessment are boosted up to enable the students pass in the Common Examination even if they get low marks in it, and the necessity for doing this is spreading to more number of schools year after year.

(5) In the Schools studied the percentage of students who passed in the common examination though they got low marks (failing marks) in previous classes is very low while the percentage of failing candidates at the common examination who also failed in the previous classes, is quite large.

(6) The percentage component of students who passed without the help of the marks in the internal assessment is less when compared with the figures of the percentage of overall passes (figures from 1972 to 1976 are taken into account).

(7) The teachers as well as the students seem to be motivated even now by the examination (at the end of class VII and X) and teaching is for securing a pass in it. This meant the goals of instruction removed even farther than they were earlier as in the previous years it was at least one year (i.e. the annual promotional examination) thus making instruction aim at covering the syllabus rather than planning for targets and achieving them.

(8) The mode of teaching was not adjusted to the new circumstances as is evidenced by—

(i) the inability of the teachers to pick up appropriate specifications to the objectives (which, of course, are very important as the class-room outcomes of a lesson or a topic);

(ii) the inability of the teachers to prepare test items to provide information about the feed-back to themselves;

(iii) the inability of the student to comprehend how what he learns at the present moment enables him to pass in a common examination, years later;

(iv) the inability of the teacher to comprehend learning in terms of mastering difficulties from the point of view of students. It is this that is supposed to replace examination-motivation.

(v) the teachers and the students are still looking at courses in terms of factual details of information to be learnt and retained.

(vi) the inability of the teachers to frame even simple diagnostic tests to plan for better instruction and consequently they are thinking that the preparation of lesson plans and unit plans are only increasing their table-work at the expense of their teaching which they feel would have been more effective otherwise.

(vii) the inability on the part of the teachers to have practical knowledge of useful class-room instructional approaches, (the teachers, in their responses said that they are using predominantly the SWAP method which is not a method at all)-

(viii) the dependence of teachers on the exercises given at the end of the lessons in all the subjects, without properly planning for (a) reinforcement of learning, (b) evaluating abilities, (c) creation of interest in knowing etc.

(ix) the inability on the part of the headmasters to provide academic leadership as is evidenced by

- (i) their inability to guide teachers in fixing proper specifications as class-room outcomes.
- (ii) their inability to scrutinise the instructional plans of the teachers in relation to mastery of difficulties in learning on the part of the students.
- (iii) their inability to plan corporately for the achievement of targets scheduling them in relation to time.
- (iv) their dependence in their supervision only on unimportant things as the following:—
 - (a) whether the teachers are going to the classes as soon as the bell goes.
 - (b) whether the teacher is teaching the content of the subject.
 - (c) whether the teacher is covering the syllabus in terms of topics or lessons he has set apart for the month or fortnight or week as the case may be.
 - (e) whether the teacher is correcting the written work given by him.

9.6 The foregoing findings indicate that none of the educational advantages expected of the policy was achieved to any noticeable degree. The students could not be veered away from examination-motivation. Their goal, *i.e.*, passing in a qualifying examination, being farther than nearer they tended to be inattentive to what is going on in a class-room. By the time they come to the VII Class they become conscious of their inability to attain the goal and thus are probably more afraid of the qualifying examination. This policy might have avoided wastage and stagnation greatly except in relation to Class VII but keeping a student who is not self-confident in studies is probably not good. This is very likely to exert deleterious influence on his attitudes towards study and learning besides affecting his personality development. The time of

seven years could not be well utilised by either the teachers or the students since teaching continued to be text book oriented. Neither the goals (class-room outcomes) nor the teaching techniques are adjusted to the differences in schools (in their location or/and equipment), teacher competencies, student abilities and their backgrounds.

9.7 The Committee hence feels that the time has come for the Government to fully review the non-detention policy *in all its aspects*.

10. ACHIEVEMENT OF THE CHILDREN IN THE PREVIOUS CLASSES

10.01 The low percentage of passes in class VII during the common Examination of April, 1976, could have been either a sudden special happening or the culmination of adverse factors which might have been surreptitiously at work for some years. In case the second possibility is the fact, the malaise, naturally, which was there lurking has now come up to the surface.

10.02 One of these factors which needs examination is the achievement of the students (who failed in the common Examination, 1976) in the previous classes. A probe into this reveals whether the students have been continually backward over years or whether they became suddenly backward in the top class of the upper primary stage due to any peculiar circumstances.

10.03 A study of this problem was attempted through the method of 'case study' (vide Appendix-VI). The case studies of certain institutions as well as of some students were attempted.

10.04 The facts revealed by the studies in relation to the case studies of individual students are as follows:—

1 In Telugu:—

- (a) 26.4% of the students who passed the previous classes failed in the common examination.
- (b) 12.4% of the students who failed in some of the previous classes passed in the common examination.
- (c) 31.3% of the students who failed in some of the previous classes also failed in the common examination.

2. In Maths :—

- (a) 12.1% of the students who passed in the previous classes failed in the common examination.
- (b) 9.1% of the students who failed in some of the previous classes passed in the common examination.
- (c) 29.7% of the students who failed in some of the previous classes also failed in the common examination.

3. In Science :—

(a) 15.6% of the students who passed in the previous classes failed in the common examinations.

(b) 6.9% of the students who failed in some of the previous classes passed in the common examination.

(c) 39.1% of the students who failed in some of the previous classes also failed in the common examination.

4. In Social Studies:—

(a) 19.5% of the students who passed in the previous classes failed in the common examination.

(b) 8.4% of the students who failed in some of the previous classes passed in the common examination.

(c) 33.3% of the students who failed in some of the previous classes also failed in the common examination.

5. In English:—

(a) 12.1% of the students who passed in the previous classes failed in the common examination.

(b) 2.7% of the students who failed in some of the previous classes passed in the common examination.

(c) 51.1% of the students who failed in some of the previous classes also failed in the common examination.

10.05 These findings establish that the students who have once become backward are usually remaining backward even after years. This is specially true in the case of English. Students seem to be recovering in the case of Telugu rather than in the case of other subjects. The methods and approaches in teaching do not seem to be conducive to remove backwardness.

10.06 The fact revealed by the case studies of the institutions in relation to the Variance between the internal assessment and external examination (*i.e.*, the common examination) is that since 1973 there is a steady increase in the number of schools in which the students got more marks (on an average) in the internal assessment than in the external examination, in the year 1975. The number of schools, however increased more by 1976 in terms of percentages. The increase from 1975 to 1976 is quite high when compared with the rates of increase in the case of the previous years, *i.e.*, from 1973 to 1975. The increase is 13% in the case of Telugu, 15% in the case of Mathematics; 14% in the case of Science; 25% in the case of Social Studies and 22% in the

case of English. Taking 1973 as the starting year for comparison the increase by 1976 in the case of Telugu is from 37.6% to 64.2% in the case of Mathematics it is from 31.1% to 74.6%; in the case of Science it is from 35.6% to 70.7%; in the case of Social Studies, it is from 31.8% to 64.9%; and in the case of English it is from 37.6% to 75.2%.

10.07. The non-detention policy, which is expected to benefit the backward students by allowing time to the teachers and the students to adjust their teaching-learning situation by removing the pressures of annual promotional examinations, by initiating objective-oriented teaching and testing and by removing the pressure of content-memorisation, *did not succeed to any appreciable extent*. Lack of the ability on the part of the teachers to prepare and administer diagnostic tests, to build up teaching on a proper assessment of the pre-requisites of a sub-unit or unit already taught might have also contributed to this, apart from the attitudes of the teachers and students towards the annual promotional examinations. When promotions are on the basis of attendance, the marks in any examination appear to be of no consequence to the students, teachers and to the parents too. Consequently, the efforts which would have been put in by the students, teachers and parents to remove the backwardness of students under the circumstances of the existence of an annual promotional examination are not now forthcoming and no wonder that most of the schools are now probably forced to boost up the marks in internal assessment at the VII Class stage. The percentages of failures in the previous classes as well as at the common examination are as high as 51% (in English). In other subjects the percentage is not less than 30 (approximately).

10.08. There is thus the cumulative educational backwardness which is at the basis of the failures of many students at the Common Examination and which needs to be checked not only to reduce figures of wastage and stagnation but also to satisfy the demands of democracy and socialism.

10.09. Under any scheme of mass education, it is usually the responsibility of the school not only to attract the children but also to retain them in the school to enable the society derive the benefit of the expenditure on establishing and maintaining it. A dissatisfied, bored or frustrated student cannot either benefit himself or the society. He would leave the school sooner or later specially when his parents are not interested in his education. And in our society parents belonging to the socially and economically backward groups are not very much interested in the education of their children.

10.10. Motivating the child towards the instructional programmes of the school, in most of the cases, has become the sole responsibility

of the teacher. It is done till the introduction of the non-detection policy through the fear of the annual promotional examination. The promotional examinations at the end of Class VII and Class X still have a motivational force but it is not resulting in any improvement of standards since the teachers and the students find it very difficult to get over the backwardness during the very little time left over. That is why the students who have failed in the previous classes are also failing in a majority in Class VII. Students who have passed in previous classes are also failing in the Common Examination but comparatively the percentage is less.

10.11. The improvement in the percentage of passes at the VII Class Common Examination then rests largely with the removal of backwardness and with the efforts to prevent cumulative backwardness, which is the special effect of the way in which the non-detection policy is implemented in the Schools. Steps to avoid backwardness are already included in the steps initiated in the shape of systematising teaching and testing. The first step in any lesson plan or unit plan was that the objectives are to be based on the 'Prerequisites' which includes the knowledge, attitudes and skills already acquired by the students in studying the course thus far. The nature and extent of backwardness is also revealed to the teacher by the performance of the students in the unit tests and terminal examinations. When these steps are not taken care of properly it is natural that the teachers and the students go their own way. Lack of acceptable uniform specific objectives for the various units of the course content also is making the teachers as well as the inspecting authorities determine the nature of backwardness among the students in their own way. In other words, the instructional activity is not goal-directed-goals acceptable to the teacher, the evaluator, and the supervising and inspecting authorities.

10.12. When once the goals are made specific, modest, useful and attainable in Indian conditions the motivation to achieve them is feasible by meeting the needs of the children to know about their environment—social, economic, cultural and political. The teacher is the king pin at this stage. He needs to know their environment to reconcile these specific outcomes with the needs of the children at various ages. Motivation, then, has to depend on the degree of satisfaction the children derive in knowing about their environment and the teaching has to be geared towards this.

10.13. To remove and prevent backwardness the Committee recommends the following:

- (i) The Teacher has to set a modest minimum of the standards of attainment for all. But the improvement in attainment are to be related to individuals' past performances and need

not be related to the achievements of the other individuals. In view of this the unit test papers as well as the question papers for the examination can be different for different groups in the class room.

This avoids feeling of frustration among the backward children and any improvement shown by them would also contribute for further motivation in learning specially for these backward children. This greatly contributes, it is expected, towards individualising instruction. Besides, it avoids competition with the advantageously placed or talented children. With the type of test banks recommended elsewhere, this is not very difficult to be implemented.

- (ii) This type of testing provides the feed-back necessary for the teacher. If necessary he may administer diagnostic tests and get at the nature and extent of backwardness. Remedial teaching can be undertaken only in the case of those who fall below the modest minimum fixed, if opportunities to cover such deficiencies in later units do not exist.
- (iii) Study-sessions may be organised within school hours. Most of the students do not have the necessary atmosphere to study. When they come across any little difficulty at home nobody might be able to clarify. Methods like supervised study and socialised recitation may be employed within school hours for certain periods of every subject for these study-sessions. The students may be encouraged to study individually for themselves.
- (iv) Home assignments must be individualistic, as far as possible. They can be for small groups. There should be graded-assignments suited to the different groups having different levels of achievement. They can be not only for the re-inforcement of what is already learnt but also for independent study depending upon the abilities of the children as well as their aptitudes and interests. The teacher should be clear about the time that will be consumed by these assignments and about the difficulties children are likely to encounter. They should not contain difficulties which the children cannot surmount by their own effort. It is better if the teacher does the assignments himself first before giving them to the students. It is better if the students are not given home work which is expected to consume more than $1\frac{1}{2}$ to 2 hours per day. The assignments must have specific objectives and the strengths and weaknesses of the students must be made known to the students within 24 hours after their submission.
- (v) Learning is to be construed as mastering difficulties—the difficulties in mastering content in terms of facts, concepts,

generalisations etc. at the knowledge, understanding and applicational levels. The S.C.E.R.T. may be requested to prepare these lists. It may also prepare them in a hierarchical way where such a hierarchy exists. When once these are ready they supply direction and purpose to the teacher and the supervising officer in the areas of teaching, testing diagnostic testing and remedial teaching.

(vi) The District may be considered as a unit for fixing the achievable minimum for all the students. Over and above this another level may be fixed to cater to the needs of above the average and the brilliant students. The S.C.E.R.T. may work in collaboration with the District Educational Officers adjusting the difficulty levels of these objectives, to revise them where and when necessary to prepare diagnostic tests and to suggest areas of remedial teaching.

(vii) A moderate number of sets of text books must be made available for the students coming from the chronically backward classes. These text books will be useful for them for the study lessons proposed above. It is better if these students are not given any home assignments unless they ask for them as it is not usually possible for them to spare time at home.

(viii) Reporting to the students and parents should be in terms of the improvement in the achievement of individual students. No information about his position in general comparison with the total group of the class need be given. The reporting need not be in terms of marks or credits or grades but can better be in terms of the achievement of abilities fixed as targets. It should give out to the child the aspects in which he is weak, needing efforts for improvement and also the aspects in which he is up-to-the-mark. The making out of a report which contains a mixture of the weak and strong points in every report avoids the feeling of frustration in the backward children which usually arises when reported in terms of marks, credits or grades, since every one's report contains weak as well as strong points.

11. SUMMARY OF RECOMMENDATIONS

11.1. *PHYSICAL AND INSTRUCTIONAL FACILITIES*

11.11. Efforts must be made by the Government to provide (Vide para 5.12 of this report):

- (a) adequate accommodation for all the classes in all the schools in a phased manner.
- (b) adequate and regular supply of table copies of text books to teachers.
- (c) adequate supply of charts, maps, laboratory equipment etc.
- (d) furniture for the students to sit and do practicals.
- (e) adequate supply of text books for poor students.
- (f) library facilities for the teachers and students.
- (g) a staff room, a games room and a science room for all schools.
- (h) adequate supply of stationery, boxes of chalk and other necessary material.
- (i) play fields.
- (j) furniture like shelves etc., for teachers.

(2) In the case of schools under the management of local bodies and municipalities grants may be made earmarking them for school-improvement (in the equipmental aspect.)

(3) The S.C.E.R.T. may be asked to supply lists of useful books to equip libraries for students and teachers.

(4) The S.C.E.R.T. may also be requested to prepare small book lets in the regional languages on instructional approaches, content, methods of creating and sustaining motivation, interest and attention etc., for the class-room teachers.

(5) The S.C.E.R.T. may also prepare small book lets on topics of Psychology which have class-room application.

(6) The amount under contingent expenditure may be increased and made available to the Headmasters in time.

11.2 METHODS OF TRAINING

11.21. For the improvement of class room instruction steps must be taken as given below : (Vide para 6.24 of this report).

(A) Ensuring systematic class room instruction by :

- (1) Clarifying and listing up the specific outcomes atleast in terms of generalisations and concepts in relation to different subjects for different classes, giving due consideration to the hierarchical nature of the skills and abilities (i.e. from simple to complex and basic to advanced).
- (2) Specifying basic facts in various subjects from the point of view (a) of concept formation (b) formulation of generalisations (c) building up formulae etc.
- (3) Providing the teachers with samples of class-room discussions (in small book-lets) leading to the formation of generalisations, concepts etc.
- (4) Providing teachers with a variety of test items covering the content of various subjects for various classes with due consideration to the different objectives. In framing test items on knowledge, only facts which become relevant to the achievement of the specific outcomes which when clearly stated as class-room objectives, may be given cognisance.
- (5) Providing the teachers, with the diagnostic test items in various subjects for various classes.
- (6) Providing the teachers with lists of generalisations and concepts Unit-wise or topic-wise for various classes in various subjects.
- (7) Providing the teachers with samples of lesson plans which aim at (a) demonstrating the ways of involving the students in class room discussions (b) demonstrating plans to enable the students to formulate generalisations and concepts stimulating the students to think critically (c) demonstrating the way in which the students can acquire and retain information easily and (d) judicious coverage of the content.
- (8) Providing the teachers with different samples of Assignments, in all subjects and for all classes for (a) the reinforcement of learning (b) self-study (c) supplementary or extensive study (d) the evaluation of the skills and abilities specifying (1) the time required (roughly) for the students to answer them and (2) the difficulties which the students are expected to master etc.

(9) Providing the teachers with specific targets which should be attained by all the students (for this purpose sets of generalisations—lower order and higher order ones—may be formulated). The prescription of the minimum is to be with due consideration to such of the facts as :

(a) In mass-education the facilitating factors of study are not the same for all the students

(b) In mass-education even the slightly mentally back-ward children should find satisfaction of achievement.

(c) In mass-education diversity of levels of goals for students exist and each can have his own ways of achieving them.

(d) The prescribed minimum must enable the children to master the difficulties of the new lesson.

(e) Even an average teacher must be able to help his students achieve the chosen class room outcomes.

(f) Backwardness (scholastic) is relative to (1) the level of goals and (2) the achievement of the identical groups (socio-economic, mental or, maturational level).

(g) Inter-student competition in a heterogenous class does not help the individual students attain higher levels of achievement.

(10) Encouraging subject-teachers to form into committees and plan for the achievement of stipulated outcomes so that each teacher knows the nature of abilities already acquired by the students of his class.

(B) Improvement in the " will " and " commitment " on the part of the teachers for higher achievement by attempting to :

(1) remove the disincentives such as compulsory service as deputy inspector etc. for promotion, departmental tests (accounts and the others) which have no relationship with improvement of competencies in class-room teaching.

(2) make the post of Headmaster (as he is an on-the-spot supervisor) more attractive (if necessary providing a better scale of pay) and open only to those of proven competency in class room teaching.

(3) develop procedures (in consultation with the teachers) to objectively assess the competencies of the teachers and build-up information about their various abilities to pick up people for promotion to higher jobs (say, the posts of Headmasters). Self-rating by the teachers themselves can also be included

as one of the means in collecting information about their competencies and professional achievements.

- (4) make professional assistance quickly available to the teachers to effectively meet the class-room problems in achieving the stipulated outcomes.
- (5) involve teachers in identifying the specific outcomes they wish to achieve in relation to their students.
- (6) devise and conduct tests as part of the assessment of the class-room competencies of the teachers on content, knowledge and application of psychological principles, processes of instruction etc., giving definite aim to judge the applicational competencies.
- (7) accord monetary incentives in the shape of increments for the achievements of higher targets by the teachers. (These incentives may also apply when proven improvement of other competencies (other than those of the curricular area) exist.

(C) Making academic leadership effective by :—

- (1) appointing teachers of proven academic ability as headmasters.
- (2) making the headmaster as the chairman of all subject-teachers committees which should ;
 - (a) fix class-wise targets in terms of generalisations, concepts skills etc.,
 - (b) periodically (say once in two months) review the progress achieved in attaining the targets to find out hurdles and readjusting the schedules which were previously worked out.
 - (c) periodically meet and discuss what adjustments are needed in the targets of the different classes in view of the experiences of the teachers to achieve their own targets, in the higher classes.
- (3) Making the headmaster sit with the teachers of various classes to :
 - (a) enable the teacher to schedule the targets set for his class in relation to time (monthly targets may be prepared),
 - (b) evolve procedure with the agreement of the teacher, to assess for himself whether the targets are achieved,
 - (c) assess the achievement of targets as per agreed procedures,
 - (d) review (fortnightly) in a meeting with the teachers the progress they are making in achieving the targets to spot out the difficulties which cropped up while trying to achieve the planned

targets and to re-adjust the scheduling of the targets in relation to time, where necessary,

- (e) recognise the deficiencies in class-room teaching and thus help teachers to take-up more fruitful approaches.
 - (f) suggest to the relevant administrative or inspecting authorities on the academic problems on which in-service courses (short courses for a few days) are to be arranged in different subjects for his teachers (this happens when the head of the institution and other competent teachers fail to fill in their deficiencies).
- (4) Making the Headmaster send in short periodical reports to his higher authorities about (a) the targets planned class-wise and subject-wise (b) the extent of achievement of the targets (c) the causes (briefly) for the nonachievement of the targets (if any) (d) the deficiencies of the teachers.
- (5) Establishing district-units with specialists in different subjects to give in-service training courses to the teachers as per the deficiencies revealed in the review-reports sent to the inspecting and administrative Officers.
- (6) Advising the inspecting Officers to :
- (a) make original surveys of deficiencies of teachers of various subjects.
 - (b) form into a group of experts to give orientation to the teachers in removing such of those deficiencies which they feel they can do.
 - (c) disseminate tried-out approaches to fruitful teaching.
 - (d) guide the headmasters and teachers by attending the subject-committee meetings when they plan for fixing the targets and for scheduling them in relation to time.
 - (e) attend schools where they could give useful instructions on the basis of the review-reports from Headmasters about the non-achievement or under-achievement of the targets due to academic difficulties of the teachers.
 - (f) Keep a record of brilliant teachers who can help other teachers who are not well-versed with fruitful approaches to teaching.

11.3 QUESTION PAPERS

11.31 The Committee, as short term measures, recommend that (*vide* para 7.11 of this report):

- (a) the length of the question papers may be reduced by reducing the number of questions,

- (b) The difficulty level of the questions may also be reduced,
- (c) More number of questions may be based on the content of the lessons in the case of 'English',
- (d) The time need not be reduced because the length is reduced,
- (e) Better paper and bold print may be used in the printing of question papers,
- (f) Intensive practice may be given to the students by conducting examinations on the same pattern in schools, and ;
- (g) The special minimum may be reduced to 20% as a short term measure to alleviate the difficulties of the students.

11.32 The committee recommends the following long term solutions (vide para 7.13 of this report).

1. Test items in sufficient number are to be prepared for various objectives and specifications for all classes and for all subjects. These test items are also to be supplied to all the schools. For the sake of convenience these may be printed on cards and each card is to contain one test item along with its objective and specification only. Each card may be given a number and on a separate card with the same number the time required to answer the item, the answer for the item, its objective and specification, and marks it carries may be printed. All the unit tests, terminal examinations and even the external examinations must contain test items only from these test banks. The advantages expected of this measure are as follows:

- (a) The students get interested in the unit tests and terminal examinations since there is a chance of these items appearing in the question papers of the external examination.
- (b) The test papers or examination papers need not be prepared avoiding thereby the chance of creating wrong perceptions in the students about what the examiner values. If sufficient copies of them could be had at the school level they avoid the necessity of preparing and duplicating question papers year after year. Since each question is given on a card the teacher is allowed the freedom of choosing the items which he feels important for his students. Different combinations by different teachers are rendered, possible by this method.
- (c) When the Common Examination Boards of different districts are preparing the question papers for the terminal examinations it is easy for them to circulate to the schools the number of the questions form the question paper.

- (d) In the case of external examination it is enough if the examiner can stipulate the blue print and anybody can pick up the required items as per the specifications of the blue prints from among the items of the test bank. These test banks allow (since blue prints can also allow different combinations of the questions of the same objective, content and difficulty level)—more than one paper to be made ready at short notice.
- (e) The dread of the possible appearance of unexpected questions would be minimised.
2. There should be two question papers in each subject flowing from the same blue print so that they are at the same difficulty level. They may be marked as X and Y or by any other symbols. Where the student feels that the paper selected for the examination is difficult for him because of the appearance of un-expected questions he may be allowed to answer the alternative paper and when he does so 5% of the marks he obtained in it may be deducted if such a step does not fail him in the subject.

The advantages expected of this step are as follows:

- (a) The fear of the external examination is reduced since he can have a choice of answering another paper which may contain questions expected by him.
- (b) The danger of judging the academic achievement of the student by a 'sample' which may not be suitable to him, is averted since he can pass by choosing the alternate paper with a minor penalty, which may contain questions in content which he studied thoroughly.
- (c) The clamour for guess papers, important topics etc., in a class-room situation may be avoided.
3. In the non-language subjects essay questions (either long essay or short essay) may be avoided. As far as possible the question paper may contain very short answer type questions, fill up the blanks questions and questions of the multiple choice type since all the objectives of the cognitive domain can be tested by these types. The advantages are :
- (a) wider sample of content can be selected.
- (b) deeper examination of the various objectives and specifications can be had since on the same specification many questions can be asked avoiding the danger of judging the student on one item or very few items about any one ability of the child, and,

(c) as a consequence of the above two (i.e., a & b) the possibility for a child to score pass marks will be more.

4. In the language subjects essay question (both long and short) along with a few objective type questions can be asked since abilities of self expression are more important here. And when these types of questions are thus separated in relation to the subjects not only the objectives of the subjects will be better met but the students could be examined in their skill in answering different types of questions.
5. Where the objective type of questions only are asked (as recommended in the case of non-language subjects) no choice for the student need be given.

11.33 About the organisational aspect the committee recommends the following : (Vide para 7.15 of this Report).

- (1) Common examination may be continued since it marks the end of the primary stage and since it is considered necessary for some jobs.
- (2) The re-examination which at present admits candidates who could not attend the examination in March/April due to unavoidable reasons may also allow those who failed in the previous examinations. The private candidates also may be allowed to appear for this. Students may appear for this examination either for improvement or for a pass wholly or compartmentally. The students who pass compartmentally in this examination may also be allowed to continue their studies in class VIII. This step is felt necessary to reduce wastage and stagnation as well as to allow the benefits of supplementary examination which are now allowed for class X i.e. S.S.C.
- (3) The Commissioner for Government Examinations may arrange for setting question papers and preparing principles of valuation for the maintenance of uniformity in standards.
- (4) Valuation, declaration of results, issuing certificate etc., can be done by the District Educational Officers.
- (5) 50% of marks of internal assessment and 50% marks at the common examination may be taken to constitute the total marks obtained by the candidates in various subjects.
- (6) Since there is a possibility for the marks in internal assessment to be boosted up, the S.C.E.R.T. may be requested to formulate relevant criteria for the purpose of internal assessment.

- (7) The Committee also feels that it is not educationally sound to start teaching two additional languages in Class V. It recommends that the teaching of Hindi may be started in Class VI, while teaching of English may be started in Class V. The syllabus in Hindi may be suitably recast in this light.

11.4 SCHEME OF EVALUATION :

11.41 The Committee recommends the following (*vide* para 8.05. of this report).

- (a) The number of essay questions may be kept at the minimum.
- (b) The principles of valuation may be worked out by a team of Chief Examiners as is done for S.S.C. so that they may have uniformity in the valuation of these questions.
- (c) The District Educational Officers shall obtain from the examiners comments about the defects commonly noticed in the answers of the students immediately after the conclusion of the spot-valuation of the VII Class Common examination and the same may be edited and communicated along with a plan of action regarding the remedial measures to be taken, to the schools in their respective districts.
- (d) The present system of combining internal and external assessments for a pass can be continued. But the S.C.E.R.T. may be requested to evolve criteria to make internal assessment reliable.
- (e) The special minimum of 15% which is stipulated for the Common Examination of March, 1976 is low. It may be raised to 20% in all the subjects except for Hindi.
- (f) In the long term the question papers for the internal tests or examinations must contain items from question banks prepared by the experts, so that variations between the perceptions of teachers, students and paper-setters of the tests or test items can be reduced to the minimum.

11.5 THE NON-DETENTION POLICY :

11.51 The Committee recommends that the time has come for the Government to fully review the non-detention policy in all its aspects.

11.6 ACHIEVEMENT OF THE CHILDREN IN THE PREVIOUS CLASS :

11.61. The Committee recommends the following to remove the present educational backwardness (*vide* para 10.13 of this report).

- (i) The teacher has to set modest minimum standards of attainment for all. But the improvement in attainments are to be related to the individual's past performances and need on

be related to the achievements of the other individuals. In view of this the Unit test Papers as well as the question Papers for the examination can be different for different groups in the class room. This avoids the feeling of frustration among the backward children and any improvement shown by them would also contribute for further motivation in learning, specially in the case of these backward children. This greatly contributes, it is expected, towards individualising instruction. Besides, it avoids competition with the advantageously placed or talented children. With the type of test banks recommended elsewhere, this is not very difficult to be implemented.

- (ii) This type of testing provides the feed-back necessary for the teacher. If necessary, he may administer diagnostic tests and get at the nature and extent of backwardness. Remedial teaching can be undertaken only in the case of those who fall below the modest minimum fixed, if opportunities to cover such deficiencies in the later units do not exist.
- (iii) Study-sessions may be organised within school hours. Most of the students do not have the necessary atmosphere to study at home. They tend to lose interest in study when they come across any little difficulty which at home no-body can clarify. Methods like supervised study and socialised recitation may be employed within school hours for certain periods in every subject during these study sessions. The students may be encouraged to study individually for themselves.
- (iv) Home assignments must be individualistic, as far as possible. They can be for small groups. There should be graded assignments suited to the different groups having different levels of achievement. They can be not only for the re-inforcement of what is already learnt but also for independent study depending upon the abilities of the children as well as their aptitudes and interests. The teacher should be clear about the time that will be consumed by these assignments and about the difficulties children are likely to encounter. They should not contain difficulties which the children by their own effort fail to surmount. It is better if the teacher does the assignments himself first before giving them to the students. It is better if the students are not given home-work which is expected to consume more than $1\frac{1}{2}$ to 2 hours per day. The assignments must have specific objectives and the strengths and weaknesses of the students must be made known to the students within 24 hours after their submission.
- (v) Learning is to be construed as mastering difficulties—the difficulties in mastering content in terms of facts, concepts

generalisations etc., at the knowledge, understanding and applicational levels. The S.C.E.R.T. may be requested to prepare these lists. It may also prepare them in a hierarchical way where such a hierarchy exists. When once these are ready they supply direction and purpose to the teacher and the supervising Officer in the area of teaching, testing, diagnostic testing and remedial teaching.

- (vi) The district may be considered as a unit for fixing the achievable minimum for all the students. Over and above this another level may be fixed to cater to the needs of the above-average and the brilliant students. The S.C.E.R.T may work in collaboration with the District Educational Officers adjusting the difficulty levels of these objectives, to revise them where and when necessary, to prepare diagnostic tests and to suggest lines of remedial teaching.
- (vii) A moderate number of sets of text-books must be made available for the students coming from the economically backward classes. These text-books will be useful for them for the study-sessions proposed above. It is better if these students are not given any home assignments unless they ask for them as it is not usually possible for them to spare time at home.
- (viii) Reporting to the students and parents should be in terms of the improvement in the achievement of individual students. No information about his position in general comparison with the total group of the class need be given. The reporting need not be in terms of marks or credits or grades but can better be in terms of the achievement of abilities fixed as targets. It should give out to the child the aspects in which he is weak, needing efforts for improvement and also the aspects in which he is upto-the mark. The making out of a report in such a way that it contains a mixture of the weak and strong points in every report avoids the feeling of frustration in the backward children which usually arises when reported in terms of marks, credits or grades, since every one's report contains weak as well as strong points.

(Sd.) P. ADINARAYANA (CHAIRMAN)

(Sd.) P. RAMABRAHMAM

(Sd.) C. GOPINATHA RAO

(Sd.) H. SATYANARAYANA RAO.

(Sd.) NANJUNDIAH

(Sd.) A. VENKATAPPAIAH

(Sd.) RADHAKRISHNA MURTHY

(Sd.) S. KHADJA BEGUM

(Sd.) V. SATYANARAYANA MURTHY.

(Sd.) T. VENKA REDDY (MEMBER-SECRETARY)

**REPORT OF THE COMMITTEE
ON THE RESULTS OF
THE VII CLASS COMMON EXAMINATION
MARCH 1976**

APPENDICES

APPENDIX-I

GOVERNMENT OF ANDHRA PRADESH

A B S T R A C T

VII Class Common Examination, March 1976—Constitution of Committee to study the results—Orders—Issued.

EDUCATION (K) DEPARTMENT

G. O. (Ms) No. 477

Dated 21-4-1976.

O R D E R :

The evaluation of the performance of students in the VII Class Common Examination, March 1976 and their academic attainments have revealed a high percentage of failure. The Government have viewed this education wastage and stagnation with concern. Government, therefore, constitute a Committee with the following members:—

1. Director of School Education, A.P. Hyderabad. *Chairman.*
2. Additional Director of School Education,
Andhra Pradesh, Hyderabad. .. *Member.*
3. Sri P Ramabramam, M. L. C. .. *Member.*
4. Sri H. Satyanarayana Rao, M. L. A, Adoni. .. *Member.*
5. Sri P. Sreeramamurthy, Vijayawada. .. *Member.*
6. Sri A. Venkatappaiah, Headmaster, S.P. V.
K. R. High School, Dommeru, W. G. Dt. .. *Member.*
7. Sri P. Nanjundaiah, Headmaster, Municipal
High School, Anantapur. .. *Member.*
8. Sri Bro. Stanislus, Headmaster, St. Pauls
High School, Hyderabad. .. *Member.*
9. Director, State Council of Educational
Research and Training, Hyderabad. .. *Member.*
10. Deputy Commissioner for Government
Examinations, A. P. Hyderabad. .. *Member-Secretary.*

2. The Committee should study the results of VII Class Common Examination March 1976 from different points of view including pattern of question papers, scheme of evaluation, teaching methods, academic performance of the pupils in the previous classes (i.e., I to VI) and instructional facilities in schools, and make suitable recommendations for significant improvements in these areas.

3. The Committee shall submit its report to Government before the end of June 1976.

(By order and in the name of the Governor of Andhra Pradesh).

C. SRINIVASA SASTRY,

Secretary to Government.

APPENDIX-II
SCHEDULE-I
QUESTION PAPERS

The question papers are difficult for the students of VII Class to answer them because:—

- (1) The questions are not from those given at the end of the lessons in the text book.
- (2) The question paper is too lengthy and thus the students are emotionally upset.
- (3) The questions are very long extending to more than one or two lines.
- (4) The questions are asked on points which the teachers did not specify as important.
- (5) The questions require summarisation of points, the technique of which the students did not acquire.
- (6) The questions needed answers mostly from their thinking on the content.
- (7) Many questions are asked on things which have no importance as basic facts, principles, formulae, generalisations etc.
- (8) The paper on which the questions are printed made it difficult for the student to read the questions.
- (9) The print is small and thus it was difficult for the students to read the paper.
- (10) The students began to read the whole question paper before starting answering and thus lost time.
- (11) The students lacked practice in answering such type of questions.
- (12) The students lacked practice in answering such lengthy question papers.
- (13) Answering such lengthy question papers is beyond their age-capabilities.

- (14) Answering such question papers was not drilled in schools.
- (15) The students did not expect so many questions to be answered.
- (16) The questions in the Telugu (M. T) paper are not suitable to the objectives of teaching that subject.
- (17) The questions in English paper expected too much of original expression on the part of the students.
- (18) The questions in Mathematics paper are not on patterns given in their text books.
- (19) The questions in science needed much thinking and internalisation of concepts etc.
- (20) The questions in Social Studies sought much of information which cannot possibly be remembered.
- (21) The language of the questions is not intelligible to the students.
- (22) The questions did not indicate the scope of the expected answers precisely.
- (23) The instructions given are too many.
- (24) The instructions given are confusing.
- (25) The instructions are given in the beginning as well as per each section, thus confusing the students.
- (26) The study of the students was not related to the type of the question paper.
- (27) The students wrote lengthy answers without answering to the point, thus losing time.
- (28) The questions are set on almost all of the content and thus the students could not depend on selection of the content for mastery.
- (29) The questions did not cover all the important and usually expected portions or topics of the content.
- (30) The division of the question papers into two parts created confusion because of the lack of such practice.
- (31) Some of the questions aimed at confusing the student.
- (32) The questions expected much of memory power on the part of students in answering them.
- (33) The question papers neglected the objectives of teaching various subjects.
- (34) In the case of the question paper on 'English' the students have the difficulty in understanding the questions because

of the difficulty and quantum of the language which clothed the questions.

- (35) In the case of the question paper on 'Hindi' the students have the difficulty of understanding the questions because of the difficulty and quantum of the language which clothed the questions.
- (36) The students could not comprehend the important ideas (the basic concepts, generalisations etc.) involved in the questions in the case of Mathematics paper.
- (37) Adequate number of questions are not set on the objective 'Knowledge'.
- (38) Adequate number of questions are not set on the objective 'Understanding'.
- (39) Adequate number of questions are not set on the objective 'Application'.
- (40) Adequate number of questions are not given on the objective 'Skill'.
- (41) Adequate number of questions are not given in the question papers to enable the average student to get at least 15% of the marks.
- (42) Adequate number of questions are not given in the question papers to enable a 'below-average student' to secure atleast 15% of the marks.
- (43) Adequate number of questions are not included in the question papers to enable the brilliant (more than average student) to show their ability.

Analysis of the Questionnaire on Question Papers

(Schedule - I)

The Questionnaire (opinionnaire) is administered to Teachers, Headmasters and Inspecting Officers numbering 1,255 in the three districts and the twin cities of Hyderabad and Secunderabad. Teachers and Headmasters of working under different managements are also included in the sample. The details of the sample are given below in the table :

TABLE I. Details of Sample for Schedule-I.

District.	Teachers.	Headmasters.	Inspecting Officers.
Twin Cities	167	37	3
Kurnool	326	55	8
Srikakulam	415	90	18
Warangal	122	13	7
Total	1,030	195	36

A further split-up of the sample showing the details of the respondents school-wise and management-wise is given in Table - II (Enclosed herewith).

The statistics as to the number and variety of schools involved in the data collection for Schedule-I are also given in a tabular form (Table III) (Enclosed herewith).

TABLE II—*Split-up of the Sample of Respondents (Schedule-1)*

District	Category	LOCAL BODIES				GOVERNMENT								
		RURAL				RURAL				URBAN				
		H S		U P S		H S		U P S.		H S		U P S.		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
Srikakulam	Teachers	..	127	27	105	..	18	..	2	..	14	16	..	..
	Headmasters	..	24	3	34	..	3	..	1	..	1	3	..	..
Kurnool	Teachers	..	71	29	108	..	11	..	4	..	4	1	..	..
	Headmasters	..	9	1	26	..	..	..	1	..	..	..	..	..
Hyderabad City	Teachers	..	..	..	..	..	..	..	1	..	25	6	45	3
	Headmasters	..	..	..	..	..	..	..	..	..	3	1	11	..
Warangal	Teachers	..	55	..	48	..	..	..	..	..	9	..	10	..
	Headmasters	..	1	..	12	..	..	..	..	..	1	..	..	..
Total:	Teachers	..	253	56	261	..	29	..	7	..	52	23	55	3
	Headmasters	..	34	4	72	..	3	..	2	..	5	4	11	..
	Grand Total	..	287	60	333	..	32	..	9	..	57	27	66	3

TABLE II—(Contd.)

District.	Category.	AIDED								MUNICIPALITIES			
		RURAL				URBAN				URBAN			
		H S		U P S		H S		U P S		H S		U. P. S.	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(2)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)
Srikakulam	.. Teachers	5	..	3	..	14	7	4	..	19	..	..	25
	Headmasters	..	..	1	..	1	2	2	..	3	..	8	..
Kurnool	.. Teachers	..	..	16	..	5	4	18	..	28	..	27	..
	Headmasters	1	..	2	..	1	1	3	..	3	..	7	..
Hyderabad City	.. Teachers	..	..	..	..	18	39	31	..	..	..	..	..
	Headmasters	..	..	..	..	2	6	8	..	..	..	..	..
Warangal	.. Teachers	..	..	..	..	..	..	..	..	..	..	..	..
	Headmasters	..	..	..	..	..	..	..	..	..	..	..	..
Total:	Teachers	5	..	19	..	37	50	53	..	47	..	52	25
	Headmasters	1	..	3	..	4	9	13	..	6	..	15	..
Grand Total		6	..	22	..	41	59	66	..	53	..	67	25

Inspecting Officers involved in the Sample.

Srikakulam	..	18
Kurnool	..	8
Hyderabad City	..	3
Warangal	..	7

Total .. 36

Details of the Schools involved in Data Collection (Schedule I)

District	LOCAL BODIES								GOVERNMENT					
	RURAL				RURAL				URBAN					
	High School		U. P. S.		H. S.		U. P. S.		H. S.		U. P. S.			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)		
Srikakulam	30	6	38	..	6	..	3	4	1	..	..	..
Kurnool	20	10	34	..	2	1	2	1	1	..	..	..
Warangal	7	..	12	..	..	..	2	..	2	..	3	..
Hyderabad City .. ..	..	..	..	..	..	..	6	4	..	..	9	3
Total ..	57	16	84	..	8	1	13	9	4	..	12	3		

District	MUNICIPALITIES								AIDED						Total No. of Schools
	High School		U. P. S.		High School				U. P. S.						
	Boys	Girls	Boys	Girls	Rural		Urban		Rural		Urban				
					Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)			
Srikakulam	3	..	10	..	1	..	2	2	1	..	2	..	109		
Kurnool	7	..	9	..	3	..	2	2	2	1	2	1	100		
Warangal .. ..	..	..	..	..	..	..	..	..	..	..	..	..	26
Hyderabad City .. ..	..	..	..	..	..	..	9	6	..	..	8	4	49
Total ..	10	..	19	..	4	..	13	10	3	1	12	5	284		

The questionnaire contains 43 items of enquiry categorised under 13 Aspects. The break up of the items Aspect-wise is given below:

TABLE IV

Showing the Different aspects with their Relevant items

S.No.	Aspects.	Number of the items in the questionnaire.
I.	Length of the question papers	.. 2 and 3
II.	Coverage of objectives	.. 33, 37, 38, 39 and 40
III.	Difficulty of questions	.. 7, 13, 20, 29, 31 and 32.
IV.	The surprise element (in the questions)	.. 1, 4, 13, 15, 16, 28, and 29.
V.	Proper prior practice on the model	.. 10, 11, 12, 14 and 28.
VI.	Discrimination	.. 41, 42 and 43
VII.	Defects in the wording (of the questions)	21, 24, 31, 34 and 35.
VIII.	Structure (of the question Papers)	.. 22, 23, 24, 25 and 30.
IX.	Print (of the question Papers)	.. 8 and 9
X.	Approach in answering	.. 5, 6, 16, 17, 18, 19, & 27.
XI.	Reading load (English Paper)	.. 34.
XII.	Reading load (Hindi Paper)	.. 35.
XIII.	Comprehension difficulty (Relating to Mathematics Paper).	36.

As can be seen from the table above the items of the various aspects are jumbled up and incorporated in the questionnaire. It may be seen that some of the items figures in more than one aspect. The data collected after the details of the sample has been analysed for item validity employing X^2 test. The following table gives the X^2 values and the confidence levels item-wise.

TABLE V

Showing item validity with X^2 values and significance levels.

S. No.	Aspects No.	Item No.	Percentage of Responses (Affirmative)	X^2 value	Significance level
(1)	(2)	(3)	(4)	(5)	(6)
1.	I	2	81.5	501.8	1%
2.	I	3	61.1	62.4	1%
3.	IV	1	62.7	81.6	1%
4.	IV	4	43.9	17.8	1%
5.	IV	13	76.3	349.4	1%
6.	IV	15	48.1	1.6	..
7.	IV	26	67.0	146.0	1%
8.	IV	28	67.2	136.6	1%
9.	IV	29	47.5	2.8	..
10.	X ¹	5	79.9	450.8	1%
11.	X	6	82.7	538.8	1%
12.	X ¹	16	42.6	1.6	1%
13.	X	17	69.1	185.2	1%
14.	X	18	34.1	125.0	1%
15.	X	19	75.4	326.6	1%
16.	X	27	62.4	78.6	1%
17.	III	7	51.4	1.0	..
18.	III	13	76.5	349.4	1%
19.	III	20	80.3	462.0	1%
20.	III	29	47.5	2.8	..
21.	III	31	57.9	31.8	1%
22.	III	32	84.1	587.0	1%

(1)	(2)	(3)	(4)	(5)	(6)
23.	V	10	71.3	229.0	1%
24.	V	11	48.2	1.4	
25.	V	12	50.6	0.2	
26.	V	14	39.0	59.8	1%
27.	V	28	67.0	136.6	1%
28.	VIII	22	43.3	20.4	1%
29.	VIII	23	58.7	38.6	1%
30.	VIII	24	36.74	87.8	1%
31.	VIII	25	45.3	10.6	1%
32.	VIII	30	48.1	1.6	
33.	IX	8	30.5	189.8	1%
34.	IX	9	45.4	10.0	1%
35.	VII	21	30.0	199.2	1%
36.	VII	24	36.8	87.8	1%
37.	VII	31	58.0	31.8	1%
38.	VII	34	82.44	530.8	1%
39.	VII	35	78.5	411.0	1%
40.	II	33	41.3	37.2	1%
41.	H	37	35.4	105.6	1%
42.	H	38	32.4	154.2	1%
43.	II ..	39	35.6	103.2	1%
44.	II	40	35.2	107.8	1%
45.	VI	41	24.51	324.6	1%
46.	VI	42	42.1	30.6	1%
47.	VI	43	27.8	244.6	1%
48.	XI	34	83.3	530.8	1%
49.	XII	35	79.0	411.0	1%
50.	XIII	36	62.3	77.6	1%

The percentage responses are calculated on the basis of the responses, and weighted for the Aspects and the following table gives the position of percentages (of positive responses).

TABLE VI

Showing percentage position of Responses aspectwise

Aspects.	Percentages.
I. Length of question papers	71.3%
II. Coverage of objectives	36.0%
III. Difficulty of questions	66.3%
IV. The surprise Element (in the questions)	58.8%
V. Proper prior practice on the model	55.2%
VI. Discrimination	31.5%
VII. Defects in the wording (of the questions)	57.2%
VIII. Structure of the question papers	38.7%
IX. Print (of the question papers)	38.0%
X. Approach in answering	63.7%
XI. Reading Load (English Paper)	83.3%
XII. Reading Load (Hindi Paper)	79.0%
XIII. Comprehension difficulty (relating to Mathematics Paper)	62.3%

Aspect I :—(Length of the question papers), as already mentioned, comprises items 2 and 3 which run as follows :

2. The question papers are too lengthy and thus the students are emotionally upset.

3. The questions are very long extending to more than one or two lines.

Item 2 gets a positive response of 81.5% while item 3 gets 61.1%—The percentage for this factor is 71.3%. The conclusion of the respondents is that not only the questions but also the question papers are long. Both these factors contributed to the confusion of the students.

Aspect II:-(Coverage of Objectives) comprises items 33, 37, 38, 39 and 40 which are given below:-

33. The question papers neglected the objectives of teaching the various subjects.

37. Adequate numbers of questions are not set on the objective 'Knowledge'.

38. Adequate number of questions are not set on the objective 'Understanding'.

39. Adequate number of questions are not set on the objective 'Application'.

40. Adequate number of questions are not given on the objective 'skill'.

The percentages of positive responses for these items, respectively are 41.3, 35.4, 32.4, 35.6, 35.2. The percentage of positive responses for the factor is 36.8. The conclusion is that the questions are set on various objectives in sufficient quantity and that there is no undue concentration on any one objective. The serial number given to the items are the same given to them in the questionnaires. (This procedure is adopted in the analysis of all the schedules of the study).

Aspect III:-(Difficulty of the questions) comprise items 7, 13, 20, 29, 31 and 32 which are given below :-

7. Many questions are asked on things which have no importance as basic facts' principles, formulae, generalisations etc.

13. Answering such lengthy papers is beyond the abilities of children of that age.

20. The questions in social studies sought much of information which cannot possibly be remembered.

29. The questions did not cover all the usually expected important portions or topics of the content.

31. Some of the questions aimed at confusing the students.

32. The questions expected much of memory powers on the part of the students in answering them.

The percentage of positive responses for these items, respectively are 51.4, 76.5, 80.3, 47.5, 57.9, 84.1. The percentage of positive responses for the entire factor is 66.3. The conclusions are as follows :-

1. Opinions on items 7 and 29 are almost equally divided which are borne out by the chi square values of 1, and 2.8 respectively.

2. There is a definite opinion on the part of the participants on items 13, 20 and 32 meaning thereby that the papers tested the memory power of the students to an undue extent.

3. The response to item 31 is marginally positive showing thereby that some of the questions confused the students to some extent at least.

Aspect : IV—(The 'Surprise' Element in the question papers) includes items 1,4,13,15,26 28, and 29 which runs as follows :—

1. The questions are not from those given at the end of the lessons in the text book.

4. The questions are asked on points which the teachers did not specify as important.

13. Answering such lengthy papers is beyond the abilities of the children of that age.

15. The students did not expect as many questions to be answered.

26. The study of the students was not related to the type of the question paper.

28. The questions concerned almost all the content and thus the students could not depend on the selection of the content for mastery.

29. The questions did not cover all the usually expected important portions or the topics of the content.

The percentages of positive responses to these items respectively are 62.7, 34.9, 76.3, 48.1, 67.0, 67.2, and 47.5. The percentage for the total Aspect is 58.8.

The conclusions can be put down as follows :—

1. The respondents feel that certain amount of expected questions did appear in the question papers. The questions are not entirely unexpected by the students.

2. The students are aware that sufficiently good number of questions are to be answered.

3. But at that age, the students can not be expected to answer question papers of such length.

4. The respondents agree that there is greater coverage of content while covering some of the important portions or topics of the content.

5. The respondents feel that the type of study made by the students was defective *vis-a-vis* the type of answers required by the question papers

4. Those who depended on the questions given at the end of the lessons, were surprised by the question papers.

The 'Surprise element' of the question papers thus stemmed from the facts that (a) the questions given at the end of the lessons did not appear in the question papers (b) the question papers are too long for the children of that age. (c) the type of study and preparation of the students were not related to the type of questions asked in the examination.

Aspect V.—(Proper prior practice on the model) includes items 10, 11, 12, 14 and 28 which are :

10. The students began reading the whole question paper before starting answering and thus lost time.

11. The students lacked practice in answering such type of questions.

12. The students lacked practice in answering such lengthy question papers.

14. Answering such question papers was not drilled in schools.

28. The questions covered almost all the content and thus the students could not depend on the selection of content for mastery.

The percentages of positive responses for these items, respectively are 71.8, 48.2, 50.6, 55.0, 67.0 and for the Aspect, it is 55.2. The conclusions are as follows :

1. While denying the lack of practice in general in answering such lengthy papers the opinion of respondents is equally divided (almost) that they did not have the practice of answering such type of questions or such lengthy question papers indicating that the practice given was not adequate and not on proper lines.

2. The above fact is further borne out by their admission that the students read the whole of the question papers before they started answering them.

3. They further admitted the question papers set at the school level did not stress that the question papers would cover most of the content of the text book.

The inevitable conclusion is that though prior practice existed it was not given on proper lines.

Aspect-VI.—(Discriminating power of the question papers) comprises items 4, 42, 43 which are as follows :—

41. Adequate number of questions are not given in the question paper to enable the average student to get at least 15% of the marks.

42. Adequate number of questions are not given in the question papers to enable a below-average student to score at least 15% of the marks.

43. Adequate number of questions are not included in the question papers to enable the brilliant (more-than-average student) to show their ability.

The percentages of the positive responses for these items, respectively are 24.5, 42.1, and 27.8 and for the Aspect it is 31.5.

The inevitable conclusion is that the question papers catered to the needs of three main categories of abilities of the students and this is also reflected by the percentage for the Aspect.

Aspect VII.—(Defects in the wordings of the questions) comprises items 21, 24, 31, 34 and 35 which are :

21. The language of the question is not intelligible to the students.

24. The instructions given are confusing.

31. Some of the questions aimed at confusing the students.

34. In the case of the question paper on 'English' the students have the difficulty of understanding the questions because of the difficulty and quantum of the language which clothed the questions.

35. In the case of the question paper on 'Hindi' the students have the difficulty of understanding the questions because of the difficulty and quantum of the language which clothed the questions.

The percentages of positive responses respectively are 30.0, 36.8, 58.0, 82.4, and 78.5, and the percentage for the Aspect is 57.2.

The conclusion is that the instructions are clear and the language of the questions also is intelligible in so far as they are in the mother-tongue or the regional language while the difficulty of understanding the language of the questions in English and Hindi papers existed.

Aspects :—VIII.—(Structure of the question papers) includes items 22, 23, 24, 25, and 30, which are as follows :

22. The questions did not indicate, precisely the scope of the expected answers.

23. The instructions given are too many.
24. The instructions given are confusing.
25. The instructions given in the beginning as well as per each section, confused the students.
30. The division of the question papers into two parts created confusion because of lack of such practice previously.

The percentages of positive responses for those items, respectively are 43.5, 58.7, 36.7, 45.3, and 48.1, while that of the Aspect is 38.7.

The conclusion is that the instructions, though many, given in the beginning of the paper and section-wise are simple and intelligible. Opinion is divided on the creation of confusion because of the division of the question paper into two parts and it is leaning more on the side of the denial of the existence of such a confusion.

Aspect : IX.—(Print of the question papers) included items 8 and 9, which are

8. The paper on which the questions are printed made it difficult for the students to read the questions.
9. The print is small and thus it was difficult for the students to read the question papers.

The percentages of positive responses to these items are 30.5 and 45.4 while for the factor it is 38.0.

The conclusion is that the paper on which the questions are printed is good enough and the print used could be read by the students.

Aspect : X.—(Approach in answering) comprises items 5, 6, 17, 18, and 27 which are :—

5. The questions require summarisation of points, the technique of which the students did not acquire.
6. The questions needed answers mostly from their thinking on the 'content'.
16. The questions in Telugu Paper (M.T.) are not suitable to the objectives of teaching that subject.
17. The questions in the English paper expected too much of original expression on the part of the students.
18. The questions in the Mathematics paper are not on the patterns given in their text books.

19. The questions in science needed much thinking and internalisation of the concepts etc.

27. The students wrote unnecessarily lengthy answers thus losing time.

The percentages of positive responses to those items are respectively 79.9, 82.7, 42.6, 69.1, 34.1, 75.4 and 62.4 while for the Aspect it is 63.7.

The conclusions are as follows :

1. The questions needed a different approach in answering, different from the one to which they are usually accustomed, calling on their abilities of summarisation, thinking on content, formulation of concepts, generalisations etc.

2. The questions in Mathematics paper were on the patterns given in the text book.

3. The students also lost sometime in reading the question paper before starting answering indicating that they are not well trained in making proper approach in answering lengthy papers.

Aspects : XI, XII, XIII.—Are reading load (English Paper) reading load (Hindi Paper) and comprehensional difficulty in Mathematics. The items for each of them respectively are 34, 35, 36 which are as follows :

34. In the case of the question paper on 'English' the students have the difficulty of understanding the questions because of the difficulty and quantum of the language which clothed the questions.

35. In the case of the question paper on 'Hindi' the students have the difficulty of understanding the questions because of the difficulty and quantum of language which clothed them.

36. The students could not comprehend the important ideas (the basic concepts, generalisations etc.) involved in the questions in the case of 'Mathematics' Paper.

The percentages of positive responses, respectively are 83.3, 79.0 and 62.3. Incidentally they are the percentages for the Aspects also. The conclusions are that the students are to read much of language, and it was sometimes difficult for them to understand what is expected of them in answering the questions, specially in the case of 'English' and 'Hindi' papers. Students could not also comprehend the basic concepts generalisations etc., involved in the questions asked in the Mathematics Paper.

Statistical Validity of the Findings :

All the items except 6, 9, 17, 20, 24, 25 and 32 are statistically significant at 1% level. In the case of these exceptional items the percentages show that opinion is more or less equally divided in the population.

The error in estimating the true proportion of responses, with 95% confidence, for the sample size involved in schedule. It will be 7.8%.

APPENDIX—III. (Schedules 2.8 & 13).

Schedule.-2.

Teaching Methods.

1. What are the subjects you taught during 1975-76 (Please give the subjects class-wise.)
2. Do you need preparation to teach the classes given to you ?
Usually/Occassionaly/very rarely.
3. Do you write your teaching notes ?
4. Do you dictate the facts, principles etc. which the Children should learn before you teach ?
5. Do you determine the prerequisites in planning to teach facts, principles, formulae etc.
6. Do you prepare charts, maps and other teaching aids, if they are not available in your school, for your teaching.
7. Do you use the maps, charts and aids available in your school.
8. Do you consult the syllabus to fix objective to the lesson you propose to teach.
9. Do you consult the syllabus for the activities to be taken up in connection with the teaching of a lesson in science.
10. Do you consult the syllabus in setting activities to teach the lessons in social studies.
11. Do you follow the suggestions given in the syllabus in teaching the mother tongue.
12. Do you concentrate on the vocabulary and structures given in the syllabus in teaching English.
13. Do you consult the syllabus in determining the steps in teaching mathematics.
14. Do you read the text book and explain the content while teaching social studies.
15. Do you read and explain the content of text book in teaching science.

16. Do you ask the students to read the content of science or social studies before you explain the points in it.
17. Do you bring in the previous experiences of the students to explain the content of science/or social studies.
18. Do you take students out into the neighbourhood for observation of any natural phenomenon.
19. Do you take students out to know the phenomena of the social environment.
20. Do you follow the methods suggested in the syllabus in teaching language skills in mother tongue.
21. Do you follow the 'Hand Books' meticulously in teaching English.
22. Do you apply the principles or the techniques of teaching a foreign language in the teaching of Hindi.
23. Do you ask the students such questions to answer which they have to first think.
24. Do you say 'good' 'correct' etc. immediately when a student replies to questions asked in the class.
25. Do you consider any students of your class 'stupid' or not worthy to continue his studies.
26. Do you express such opinions as given in item 25 above in the class or individually to such students.
27. Do you make sure that the students mastered the presently finished unit or sub-unit before you proceed to the next.
28. Do you create opportunities for your students for supplementary reading.
29. Do you know the personal problems of most of your students.
30. Do you know the Home background of most of your students.
31. Do you know the socio-economic background of most of your students.
32. Do you assess the causes for the backwardness of your students.
33. Do you keep the backward students in your view while teaching the lesson.
34. Do you use play as a method in lower class.
35. Do you employ problem-approach in teaching subjects to the upper primary class.
36. Do you have any meetings with your headmaster about the measures to be taken to improve the standards of your students.

37. Do your set assignment other than those given in the text book at the end of the lessons for the students in science, social studies and mother-tongue.
38. Do your students answer your questions in their own Language.
39. Do you assess which of the facts, principles, concepts, formulae etc. of the content of each unit are difficult for the students to learn.
40. Do you arrange the difficulties of the students in learning 'content' of any subject in any hierarchical order before you start teaching.
41. Do you feel that due to the non-detention policy, your teaching is becoming ineffective.

Analysis of Schedule--II.

Schedule II, VIII and XIII pertain to the Methods and procedures of teaching. Schedule II was mailed out to the teachers while they were interviewed by the members of the Committee by using schedule VIII. Schedule XIII is devised to give out data about the observations of the members of the committee about the teacher in action in the class room. All the teachers are those teaching calss VII.

The teacher-respondents in the survey for Schedule II are 1310. They are working in the sampled-out area. The break-up of the sample district-wise is as follows :—

TABLE—I.

Number of respondents District-wise.

Sl.No.	District.				No. of Teachers.
1.	Srikakulam.	..	..	..	496
2.	Warangal. ..	..	..	..	212
3.	Kurnool. ..	..	..	..	395
4.	Twin cities.	..	..	..	207
				Total	1310

The teachers belonging to different managements are included in the sample. The respondents also belong to rural and urban areas. The break-up of the sample management-wise, with rural urban differences, in relation to each district is given in Table.—II.

The break-up of schools numbering 284 which are involved in the collection of the date for schedule II, management-wise and area-wise, is given in Table-III.

The questionnaire (Schedule-II) consists of enquiry about the methods of teaching, categorised under eight aspects. The purpose of the tool is to find out the deficiencies of teachers in the ways of their planning and preparation for the lessons and of their actual performance in a class-room situation. Responses are asked for on a three point scale 'usually' 'occasionally' and "very rarely" Responses under the category 'Usually' are taken as positive responses for the purposes of analysis. Items under category 'very rarely' are not taken as positive responses for analysis in relation to these items. The aspects and the items grouped under each of them are given in the table below:—

TABLE-II

THE VARIOUS ASPECTS WITH THE NUMBER OF ITEMS.

Sl. No.	Aspect.	No. of the items of the questionnaire.
(1)	(2)	(3)
I.	Control over content	4, 38, 39.
II.	Mode of preparation or Planning	1, 2, 3, 4.
III.	Preparation of 'Aids' and their utilisation.	5, 6,
IV.	Utilisation of the guidelines of syllabus.	7, 8, 9, 10, 11, 12, 19.
V.	Class-room management	13, 14, 16, 17, 18, 20, 21, 22, 24, 25, 26, 27, 31, 32, 33, 34.
VI.	Relationship with students.	28, 29, 30, 32.
VII.	Ways of employing 'Assignments'.	15, 36, 37.
VIII.	Non-detention	35, 40.

The break-up of the teachers (Management-wise and sex-wise) is given in table III. The break of the schools involved in the collection of data for schedule II is also given in table IX.

The percentages of responses item-wise and aspect-wise with their Chi-square values and significance levels are given in the table below ;

The Break-up of the Sample for Schedule-II.

Sl.No.	District.	LOCAL BODIES.						GOVERNMENT.							
		Rural.				Rural.				Urban.					
		H.S.		U.P.S.		H.S.		U.P.S.		H.S.		U.P.S.			
		Bs.	Gs.	Bs.	Gs.	Bs.	Gs.	Bs.	Gs.	Bs.	Gs.	Bs.	Gs.		
1.	Srikakulam ..	..	..	126	25	183	..	18	..	6	..	11	15	..	..
2.	Kurnool ..	..	..	79	30	138	..	8	..	7	..	6	4	..	..
3.	Warangal ..	..	..	92	..	91	..	..	..	..	..	14	..	15	..
4.	Twin Cities ..	..	..	..	..	..	..	..	..	..	..	32	4	54	10
Total :				297	55	412	..	26	..	13	..	63	23	69	10

TABLE—III.—(Contd.)
The Break-up of the Sample for Schedule-II.—(Contd.)

Sl.No.	District.	AIDED.								MUNICIPALITIES.				Total.	
		Rural.				Urban.				Urban.					
		H.S.		U.P.S.		H.S.		U.P.S.		H.S.		U.P.S.			
		Bs.	Gs.	Bs.	Gs.	Bs.	Gs.	Bs.	Gs.	Bs.	Gs.	Bs.	Gs.		
1.	Srikakulam ..	..	5	..	12	..	14	7	5	..	18	..	31	..	496
2.	Kurnool ..	..	14	..	10	..	6	4	28	..	28	..	33	..	395
3.	Warangal ..	..	..	..	..	..	..	..	..	..	..	..	..	..	212
4.	Twin Cities ..	..	..	..	..	19	42	39	7	..	..	..	..	..	207
Total :			19	..	22	..	39	53	72	7	46	..	64	..	1,310

TABLE-IV.
The Break-up of Schools Management-wise and Area-wise involved for the data collection of Schedule II.

Sl.No.	District.	LOCAL BODIES.				GOVERNMENT.									
		Rural.				Rural.				Urban.					
		H.S.		U.P.S.		H.S.		U.P.S.		H.S.		U.P.S.			
		Bs.	Gs.	Bs.	Gs.	Bs.	Gs.	Bs.	Gs.	Bs.	Gs.	Bs.	Gs.		
1.	Srikakulam ..	..	..	30	6	38	..	6	..	1	..	3	4	..	..
2.	Kurnool ..	..	..	20	10	34	..	2	1	1	..	2	1	..	..
3.	Warangal ..	..	..	7	..	12	..	..	..	2	..	2	..	3	..
4.	Twin Cities ..	..	..	..	..	..	..	..	..	..	..	6	4	9	3
Total :				57	16	84	..	8	1	4	..	13	9	12	3

TABLE-IV.—(Contd.)
The Break-up of Schools Management-wise and Area-wise involved for the data collection of Schedule-II.

Sl.No.	District.	AIDED.						MUNICIPALITIES.				Total.				
		Rural.			Urban.			Urban.								
		H.S.		U.P.S.	H.S.		U.P.S.	H.S.		U.P.S.						
Bs.	Gs.	Bs.	Gs.	Bs.	Gs.	Bs.	Gs.	Bs.	Gs.	Bs.	Gs.					
1.	Srikakulam ..	..	..	1	..	1	..	2	2	2	..	3	..	10	..	109
2.	Kurnool ..	..	..	3	..	2	1	2	2	2	1	7	..	9	..	100
3.	Warangal ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	26
4.	Twin Cities ..	..	..	..	..	..	..	9	6	8	4	..	..	..	..	49
Total :				4	..	3	1	13	10	12	5	10	..	19	..	284

TABLE V.

Showing percentages of responses with X^2 values and significance levels

Sl. No.	Aspect No.	Item No.	Percentages of responses	X^2 Values	Significance Level.
(1)	(2)	(3)	(4)	(5)	(6)
1.	I.	4	91.7	897.4	1%
2.	I.	38	86.4	694.8	1%
3.	I.	39	9.30	951.6	1%
4.	II.	1	96.2	1,101.4	1%
5.	II.	2	96.6	1,123.6	1%
6.	II.	3	97.6	1,172.6	1%
7.	II.	4	91.5	897.4	1%
8.	III.	5	81.0	498.6	1%
9.	III.	6	94.7	1,032.2	1%
10.	IV.	7	94.1	1,003.8	1%
11.	IV.	8	81.8	523.6	1%
12.	IV.	9	80.7	611.8	1%
13.	IV.	10	83.7	589.2	1%
14.	IV.	11	83.5	581.2	1%
15.	IV.	12	80.3	476.4	1%
16.	IV.	19	84.3	608.4	1%
17.	V.	13	46.3	6.2	1%
18.	V.	14	47.0	4.4	5%
19.	V.	16	77.2	372.0	1%
20.	V.	17	62.7	84.4	1%
21.	V.	18	52.5	3.2	..
22.	V.	20	76.2	356.2	1%
23.	V.	21	57.9	32.2	1%

(1)	(2)	(3)	(4)	(5)	(6)
24.	V.	22	51.8	1.6	..
25.	V.	23	93.0	955.0	1%
26.	V.	24	81.1	501.0	1%
27.	V.	25	22.5	338.0	1%
28.	V.	26	94.9	1,039.4	1%
29.	V.	27	94.6	1,028.6	1%
30.	V.	31	93.5	979.2	1%
31.	V.	32	98.0	1,188.0	1%
32.	V.	33	82.4	544.2	1%
33.	V.	34	78.9	433.6	1%
34.	VI.	28	77.5	369.0	1%
35.	VI.	29	66.3	138.0	1%
36.	VI.	30	76.0	350.0	1%
37.	VI.	32	97.5	1,188.0	1%
38.	VII.	15	45.0	12.6	1%
39.	VII.	36	91.9	900.8	1%
40.	VII.	37	84.1	503.0	1%
41.	VIII.	35	91.5	894.0	1%
42.	VIII.	40	84.5	616.8	1%

Aspect I.—(Control over content) includes items 4, 38 and 39 in the questionnaire. They run as.

4. Do you determine the prerequisites in planning to teach facts, principles and formulae?

38. Do you assess which of the facts, principles concepts formulae etc., of the content of each unit are difficult for the students to learn

39. Do you arrange the difficulties of the students in learning the content of any subject in any hierarchical order before you start teaching?

More than 86% of the respondents profess that they have the skill of identifying facts, principles *etc.*, from the content, arranging them in hierarchical order of difficulty. They also seem to be in the habit of determining prerequisites before they plan for the teaching procedures. The aspect (control over content) has an overall percentage of 90.3%

Aspect II.—(Mode of preparation or planning) contains items 1, 2, 3 and 4 which run as.

1. Do you need preparation to teach the classes given to you?
2. Do you write your teaching notes?
3. Do you decide upon the facts, principles *etc.*, which the children should learn before you teach?
4. Do you determine the prerequisites in planning to teach facts principles, formulae *etc.*,

More than 90% of the respondents feel that they need preparation before teaching and they also admit that they do prepare their teaching notes determining the basic facts, principles *etc.*, to be taught and arranging them in a hierarchical or sequential order on the basis of the prerequisites necessary on the part of the students, so that teaching can be effective.

Aspect III.—(Preparation of Aids and their utilisation) comprises items 5 and 6 which are :—

5. Do you prepare charts, maps and other teaching 'Aids' if they are not available in your school, for your teaching?
6. Do you use the maps, charts and aids available in your school?

Percentage of positive responses to these items are respectively 81.0 and 94.7. The overall percentage for the Aspect as a whole is 95.5.

Most of the teachers, say that they do realise the role of 'Teaching Aids' for teaching at both the planning and performing stages and use the available ones besides preparing those which are not available.

Aspect IV.—(Utilisation of the guidelines of the syllabus) comprises items 7, 8, 9, 10, 11, 12 and 19 which are : —

7. Do you consult the syllabus to fix objectives to the lesson you propose to teach?

8. Do you consult the syllabus for the activities to be taken up, in connection with the teaching of a lesson in science?

9. Do you consult the syllabus in setting activities to teach the lessons in social studies?

10. Do you follow the suggestions given in the syllabus in teaching the mother-tongue?

11. Do you concentrate on the vocabulary and structures given in the syllabus in teaching English?

12. Do you consult the syllabus in determining the steps in teaching mathematics?

19. Do you follow the methods suggested in the syllabus in teaching language skills in mother-tongue?

Most of the teachers (More than 80%) profess that they are following the syllabus scrupulously in picking up objectives, planning for activities, devising teaching steps in mathematics, in stressing the desirable vocabulary and in developing language skills. The aspect gets an overall percentage of 84.

Aspect V.—(Class-room Management consists of items 13, 14, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 31, 32, 33 and 34 which run as follows :—

13. Do you read the text-book and explain the content while teaching social studies?

14. Do you read and explain the content of the text-book in teaching science?

16. Do you bring in the previous experiences of the students to explain the content of science, or social studies?

17. Do you take students out into the neighbourhood for the observation of any natural phenomenon?

18. Do you take students out to know the phenomena of the Social environment?

20. Do you follow the 'hand books' meticulously in teaching English?

21. Do you apply the principles of the techniques of teaching English in the teaching of Hindi?

22. Do you ask the students such questions to answer which they have to think first?

23. Do you say 'good' 'correct' *etc.*, immediately when a student answers questions asked in the class?

24. Do you consider any students of your class 'stupid' or not worthy to continue studies?

25. Do you express such opinions (as in the above item) in the class or individually to such students?

26. Do you make sure that the students mastered the presently finished unit or sub-unit before you proceed to the next?

27. Do you create opportunities for your students for supplementary reading?

31. Do you assess the causes for the backwardness of your students?

32. Do you keep the backward students in your view while teaching the lesson?

33. Do you use 'Play' as a method in lower classes?

34. Do you employ problem-approach in teaching subjects to upper primary classes?

Opinions on items 13 and 14 are marginally divided (46.3% and 47%). They seem to be using text-books in class-room situations for reading and explaining the passages out of them.

Opinions on items, 18, 21, 22 are also marginally divided 52.5% 57.9% and 51.8%. Teachers do not seem to be taking out the students to acquaint them with the social environment. They do not in a majority, use thought-provoking questions in a class-room situation. The Hindi teachers are not employing the techniques of teaching a foreign language in the teaching of Hindi.

They do not also either consider any of their students 'stupid' or 'Unworthy of studies' or express so about any students. For the rest of items the positive responses are more than 75%. They profess that they are taking the previous experiences of student into account in teaching either science or social studies. They seem to be sure that they are applying the 'reinforcers' in their teaching in class-rooms.

They feel that they are employing 'Problem-approach' in teaching the upper primary classes and 'Play' in the lower primary classes. They seem to be keeping the backward students in view while teaching. They also appear to be creating opportunities to the students for supplementary reading.

Aspect VI.—Deals with the relationship of the teachers with their students. It comprises items 28, 29, 30 and 32.

28. Do you know the personal problems of most of your students?
29. Do you know the home backgrounds of most of your students?
30. Do you know the socio-economic background of your students?
32. Do you keep the backward students in your view while teaching the lesson?

While 66% of the teachers say that they are acquainted with the home background of their students, more than 75% of the teachers seem to be aware of the personal problems and the socio-economic backgrounds of their students. 97% of the teachers profess that they keep the backward students in view while teaching. This aspect has an overall percentage of 79.

Aspect VII.—(Employing Assignments) includes items 15, 36 and 37 which run as:

15. Do you ask the students questions on the content of science and/or social studies before you explain the points in those lessons?
36. Do you set assignments other than those given in the text book at the end of the lessons for the students in science, social studies and Mother-tongue?
37. Do your students answer your questions in their own languages?

The responses of teachers for item 15 is marginal (45%). More than 84% of the teachers profess that they set questions, independently (i.e. not those included in the texts and that most of their students answer them in their own language). The overall percentage for the aspect is 73.6.

Aspect VIII.—(Non-detention) deals with items 35 and 40 which are:

35. Do you have any meetings with your Headmaster about the measures to be taken to improve the standards of your students?
40. Do you feel that due to the non-detention policy your teaching is becoming ineffective?

While 91% of the teachers announced that there is co-operative planning in the case of improving the standards 84% feel that the non-detention policy is making their teaching ineffective. The overall percentage of the aspect is 74.

Statistical Validity for Schedule-II.

The items of the schedule except 14, 18, and 22 are valid at 1% level. Item 14 is valid at 5%.

Regarding the size of the sample the error with a sample of 1310 teachers is 2.8% at 95% confidence level.

As said in the beginning two more schedules were devised to study the class-room procedures since subjectivity of the respondents can creep into answers to the questionnaires in a survey type of approach. Valid predictions and reliable conclusions are possible only when information from the other and more reliable tools is obtained and compared.

SCHEDULE 8*Interview Schedule (for Teachers of class VII only)*

1. Do you plan the targets to be achieved for the year in terms of important facts, concepts understandings etc.
2. Do you plan for the teaching of the units and sub-units?
3. Do you know what pre-requisites must be there for the students to understand a unit or sub-unit?
4. Do you plan your lesson on this knowledge?
5. Do you prepare teaching aids if they are necessary and not available in your school?
6. Do you administer any tests to identify the backward students*?
7. Do you depend mostly on the questions given at the end of the lessons in Science and Social Studies?
8. Did you revise the portions of class VII ? (If not please give reasons).
9. Did you set unit tests papers and terminal examination papers on the new model of Class VII? (to be verified and differences to be noted in length, Sections, instructions etc.)
10. Did you inform the students of the new model paper or papers in your subject or subjects?
11. Did you feel that they had enough practice in the new mode paper?
12. Do you feel that the standard of the question papers this year is high? (if "yes", please give reasons by citing examples).

13. Do you feel that the students, if they had a reasonable study would be able to answer the C.E. question papers reasonably well. If "yes", please give reasons why there was no reasonable study.

14. Do you feel that fixing 15% as the minimum is the reason for the many failures in class VII?

15. Do you feel that the students who got below 15% in your subject rightly deserved those marks?

16. Did you mark those students as backward during the year of their study in class VII?

17. Do you feel that the students did not make any serious study for the examination?

18. Do you feel that fixing the special minimum of 15% is

(a) inopportune.

(b) unjustifiable.

(c) hastily because sufficient prior intimation was not given to the,

(i) students and teachers.

(ii) Parents.

19. Do you advise the continuation of special minimum of 15% in coming years?

20. What method do you generally use to teach a lesson? (describe if necessary).

21. How many students got more than 15% in your subject (roughly speaking).

22. If the students did not study properly what in your opinion are the reasons (please fix priority to the following in the opinion of the teachers and give the sub-numbers of this item under V. I. (very important) I, (important) and U.I. (unimportant) in the recording sheet).

(i) Lack of books.

(ii) Inability to understand the content even if they read because they are already backward when they entered class VII.

(iii) Inability to do sums independently in mathematics due to lack of knowledge in previous classes.

(iv) Rote learning and memorisation.

(v) The backwardness with which he started in class VII.

(vi) Lack of parental supervision at home.

(vii) Your inability to make them sit and study outside school hours.

(iii) Your non-adoption of the method of supervised study, during school hours.

(ix) His home environment.

(x) Non—Possession of Text books.

23. Do you advise

(i) Any higher minimum.

(ii) Lower minimum. If so, what would be the cut-score you advise.

24. What was the pass percentage expected by you in your subject ? (approximately).

25. Why is the internal assessment higher than what your student scored in the common examination (please fix priority as per the teacher and record the sub-numbers of the items under V.I. (very important), important and U.I. (unimportant).

(i) length of the question papers of the C.E.

(ii) Emotional atmosphere attendant on our external, deciding examination as the C.E.

(iii) Non-appearance of expected questions at C.E.

(iv) Non-inclusion of questions given at the end of the lessons in the question papers of C.E.

(v) Inclusion of all varieties of questions at the C.E. papers.

(vi) Size of the print of the C.E. papers.

(vii) Strict invigilation in the C.E.

(viii) Strict valuation in the C.E.

(ix) Easy questions at the internal examination and tests.

(x) Easy valuation in internal assessment.

(xi) Known and expected question in the internal assessment.

(xii) any other.

26. How do you know that the students understood the unit just taught and thus you can proceed to the next unit or sub-unit ?

27. What steps do you usually take to improve the backward students ?

28. What kinds of home work do you give to the students ?

29. Can you explain why the percentage fell ?

20. What are your suggestions for the improvement of standards in coming years in regard to—

- (i) Question papers at the C.E.
- (ii) Your own planning and work next year.
- (iii) Miscellaneous.

SCHEDULE VIII (Analysis)

Schedule VIII is an interview schedule. This is also a questionnaire (structured). This questionnaire consists of 30 items dealt under eight aspects which seek information on the teaching procedures, question papers, special minimum of 15% at the common examination etc. The aspects with the numbers of items are given below :—

TABLE VII—Aspects and the involved item-Nos. of Schedule-VIII.

Sl. No.	Aspect.	Numbers in the tool.
1.	Proper Planning	1, 2, 3, 4, 5.
2.	Adjusting students to the change in question papers.	10, 11.
3.	Competencies in testing	6, 9, 12, 16, 26.
4.	Knowledge of and skill in the teaching process.	13, 20, 27, 30 (ii) & (iii)
5.	Identification of causes for failures	17, 22, i to x, 29.
6.	Knowledge of and skill in making students retain content etc.	7, 8, 28.
7.	Opinion on the special minimum of 15%	18 a, b, c, i to ii, 19, 23.
8.	Opinions on the question papers and evaluation.	14, 15, 21, 24, 25 i to vii and 25 ix to xii.

The teachers interviewed are 216 in number of which 32 are English teachers, 43 are Telugu teachers, 22 are Hindi teachers, 31 are Mathematics Teachers, 27 are Science teachers, 27 are Social studies teachers; 3 teachers are teaching English and Mathematics, 11 are teaching English and Social studies, 9 are teaching Mathematics and Science, 4 are teaching English and Science, one teacher is teaching Mathematics and Social Studies and one is teaching Science and Hindi.

Item-wise and Aspect-wise positive responses are given in the table below with 'chi' square values and significance levels.

TABLE VIII

Percentages of positive responses for Schedule VIII—together with 'chi' square values and significance levels.

Sl. No.	Aspect	Item No.	% of positive responses		χ^2 Values	Significance level	
(1)	(2)	(3)	(4)		(5)	(6)	
1.	I	1	76.3		60.0	1%	
2.	I	2	88.8		136.8	„	
3.	I	3	68.5		29.6	1%	
4.	I	4	60.6		9.4	„	
5.	I	5	55.0		2.24	20%	
6.	II	10	98.6		196.4	1%	
7.	II	11	20.3		75.8	„	
8.	III	6	42.1		5.34	„	
9.	III	9	85.1		106.8	„	
10.	III	12	67.5		26.6	„	
11.	III	16	69.9		34.2	„	
12.	III	26	..		..	..
13.	IV	13	67.5		26.6	1%	
14.	IV	20	..		..	..
15.	IV	27	..		..	..
16.	IV	30	..		..	..
17.	IV	30(ii)	..		..	..
			V. I	I	U. I		
18.	V	22(i)	11.5	22.6	48.1	105.9	1%
19.	V	22(ii)	68	19.9	2.3	119.0	„
20.	V	22(iii)	40.2	23.1	8.8	10.48	„
21.	V	22(iv)	12	34.7	31.9	78.7	„
22.	V	22(v)	50.4	23.1	5.5	28.8	„
23.	V	22(vi)	59.2	26.8	4.1	70.7	„
24.	V	22(vii)	16.6	26.3	39.3	57.2	„
25.	V	22(viii)	10.6	29.3	41.2	79.2	„
26.	V	22(ix)	37.5	46.3	2.7	30.9	„

(1)	(2)	(3)	(4)	(5)	(6)		
27.	V	22(x)	17.1	16.7	34.2	105.0	1%
28.	V	29			..		..
29.	V	17	38.9			10.66	1%
30.	VI	7	31.0			31.0	..
31.	VI	8	85.6			109.6	..
32.	VI	28	..			..	..
33.	VII	18(a)	31.9			28.0	1%
34.	VII	18(a)	22.2			66.6	..
35.	VII	18(e)(t)	75.9			58.0	..
36.	VII	19	78.2			70.2	..
37.	VII	.. 23			<i>Cut scores recommended</i>		
			5%	10%	15%	20%	30%
				<i>Frequencies.</i>			
		1	3	72	41	42	5
38.	VIII	.. 14	41.6	..	..	2.66	10%
39.	VIII	.. 15	48.6	..	..	..	..
		V-I.		I.	U.I.		
43.	VIII	.. 25 (i)	52.7	20.9	4.6	37.7	1%
44.	VIII	.. 25 (ii)	29.1	34.3	10.1	1.75	..
45.	VIII	.. 25 (iii)	21.3	18.6	35.1	70.2	..
46.	VIII	.. 25 (iv)	12.9	25.1	30.0	84.2	..
47.	VIII	.. 25 (v)	14.8	27.4	27.7	63.5	..
48.	VIII	.. 25 (vii)	9.2	14.4	45.8	180.9	..
49.	VIII	.. 25 (vii)	37.0	20.9	15.2	15.9	..
50.	VIII	.. 25 (viii)	10.1	12.1	46.2	192.0	..
51.	VIII	.. 25 (ix)	17.6	24.1	35.1	62.0	..
52.	VIII	.. 25 (x)	.. 6.9	19.5	45.3	162.7	..
53.	VIII	.. 25 (xi)	11.5	38.5	18.5	50.2	..
54.	VIII	.. 25 (xii)	3.3	1.0	12.9	379.7	..

Percentages of positive responses to the Aspects are given in the following table.

TABLE IX-THE % OF POSITIVE RESPONSES TO ASPECTS (SCHEDULE-VIII).

Serial No. and Aspects.	% of positive responses.
I. Proper Planning	69.9%
II. Adjusting students to the change in questions papers.	59.2%
III. Competencies in testing	66.2%
VI. Knowledge of and skill in making students retain content.	58.3%
VII. Opinions on the special minimum of 15% ..	54.8%

Aspect-I (Proper Planning) comprises items 1, 2, 3, 4, and 5 which are :

1. Do you plan the targets to be achieved for the years in terms of important facts, concepts, understanding etc.
2. Do you plan for the teaching of the units and sub-units.
3. Do you know what prerequisites must be there for the students to understand a unit or sub-unit?
4. Do you plan your lesson on this knowledge?
5. Do you prepare teaching aids if they are necessary and not available in your school.?

For items 4 and 5 the responses are marginal (60.6 and 55.0). For items 1, 2 and 3 the percentages respectively are 36.3, 88.8 and 68.5 (while professing that they plan targets in terms of facts, principles etc. they are not sure that they are preparing lesson plans in terms of those targets and prerequisites. The inevitable conclusion is that systematic planning in terms of targets achievement does not exit to any appreciable extent.) The aspect as a whole gets 69.6%.

Aspect II (Adjusting students to the change in the question papers) includes items 10 and 11 which run as :

10. Did you inform the students of the new model paper or papers in your subject or subjects?

11. Did you feel that they had enough practice in the new model paper?

The aspect as a whole gets a marginal response of 59.2% (while the majority of teachers say that they have informed the students of the change in question papers only 20% of them feel that the students had enough prior practice to make them fully acquainted with the changes necessary in their approach for study or in answering the question papers.)

Aspect III (Competencies in testing) includes items 6, 9, 12, 16 and 26 which are :

6. Do you administer any tests to identify the backward students?

9. Did you set unit test papers and terminal examination papers on the new model of class VII?

12. Do you feel that the standard of the question papers this year is high.

16. Did you identify backward students during the year of their study in class VII?

26. How do you know that the students understood the unit just taught and thus you can proceed to the next unit or sub-unit.

(More than 55%-(57.9 to be exact) of the teachers do not administer any diagnostic tests to identify the deficiencies of backward students. They simply estimate them in a crude way probably in comparison with the brighter boys. Nearly 85% teachers say that they conducted unit tests and the terminal examinations on the new model in their schools and yet they feel that the students did not have enough practice on the model. 67% of the teachers feel that the standard of the question papers is high.)

While 38 teachers say that they employ unit tests for the 'Feed back' purpose, 130 teachers depend on oral questions and 42 on Assignments. The overall percentage for the aspect is 66.2.

Aspect IV (knowledge of and skill in the teaching process) consists of items 13, 20, 27, 30 (ii) and 30(iii) which are :

13. Do you feel that the students, if they have a reasonable study would be able to answer the common examination question papers reasonably well ?

20. What methods do you generally use to teach a lesson?

27. What steps do you usually take to improve the backward students?.

30. What are your suggestions for the improvements of standards in the coming years in regard to (ii) your own planning and work next year (iii) Miscellaneous?.

67.5% of the teachers feel that with a reasonable amount of study the students could have done reasonably well in the common examination of March, 1976 while the same percentage felt that the standards of the question papers in the common examination are high?.

The different methods followed in teaching different subjects is given in the following table indicating the number of teachers following each of them (the number in the cell is the No. of teachers).

[Statement

TABLE X—DIFFERENT METHODS PRACTISED BY TEACHERS SUBJECT WISE.

Serial No. and Subject.	METHOD.														
	Heuris- tic.	ELTC.	SWAP.	Direct.	Discus- sion.	QN. ANS.	Struct- ure.	Lec- ture.	Narra- tion.	Compo- sition.	Train- ing.	Demo- nstra- tion.	Map- show- wing.	Correl- lation.	Story.
1. Eng.	2	7	3	2	8	5	5	4	4	3	..	..	..
2. Tel.	8	6	..	8	1	2	5	..	1	..	..	1
3. Hin.	5	..	..	..	2	..	..	1	3	..	..	..
4. Maths	..	2	..	9	4	1	7	1	..	3	..	2	..	..	..
5. Scie.
6. S.S.	7	7	1	8	1	1	1	..	..	1	..	27
7. Urdu	1	..	..	..	..	..	..	1
Total.	..	4	2	41	25	4	36	14	5	9	2	13	6	1	1

(165)

This table shows that three methods of teaching are predominantly used. They are (1) Swap (Unit approach) (2) Question, Answer Method and (3) Direct method. But it is doubtful whether they know how to use the different methods even though they are professing to be using different methods. For example, there is no swap method as such or a question-answer method.

In relation to the steps the teachers are taking, 50 teachers say that they are setting special assignments, home work, while 41 teachers group the backward students under clever and brilliant students for supervised study. 71 Teachers say that they held special classes, and repeat lectures again for their benefit. 13 Teachers prescribe imposition and 3 teachers say that they are giving material rewards. 3 Teachers say that they are appraising the parents of the backwardness of their children.

To improve the question papers of the common examination 31 teachers recommended the length to be reduced and 19 suggested bolder print and good paper to be used. 27 teachers feel that the difficulty level is to be reduced. 1 teacher feels that questions given at the end of the lessons in the text-book may also be included. 6 teachers feel that more time is to be given (*i.e.* 3 hours instead of $2\frac{1}{2}$ hours). 6 teachers feel that the Hindi Paper should be on the model of Telugu paper. 5 teachers feel that the teachers who are teaching to Class VII may be selected as paper setters.

To improve standards, 32 teachers wish the detention system to be resorted to and 12 teachers want the number of students in the classes to be reduced. 18 teachers feel that the syllabuses are heavy and need reduction in terms of content and topics. 10 teachers feel that the physical facilities (including equipment) are to be improved. 9 teachers feel that since writing work of the teachers is being increased (for the preparation plans tests etc.) either the load may be reduced or Saturday also may be declared as a holiday. They contend that this will provide time for students to study since they are kept at school for longer hours on week days for remedial teaching and extra coaching).

Aspect V (Identification of causes for failures) includes items 17, 22 (i) to 22 (x) and 29 which are :

17. Do you feel that the students did not make any serious study for the examination.

22. If the Students did not Study properly what in your opinion are the reasons (please fix priority).

i. Lack of books.

ii. Inability to understand the content even if they read because they are already backward when they entered class VI

iii. Inability to do sums independently in mathematics due to lack of knowledge in previous classes.

iv. Rote learning and memorisation .

v. The backwardness with which he started in class VII.

vi. Lack of parental supervision at home.

vii. Your inability to make them sit and study out-side school hours.

viii. Your non-adoption of the method of supervised study, during school hours.

ix. His home environment.

(x) Non-possession of text-books.

29. Can you explain why the percentage fell ?

The following table gives the assignments of these factors into very important, important and unimportant.

Table-XI the Assignments of Factors into Categories of importance.

Very Important.		Important.		Un-Important.	
No.	%	No.	%	No.	%
25	11.5	49	22.6	104	48.1
147	68	43	19.9	5	2.3
87	40.2	50	23.1	19	8.8
26	12.	75	34.7	39	31.9
109	50.4	50	23.1	12	5.5
128	59.2	58	26.8	9	4.1
36	16.6	57	26.3	35	39.3
23	10.6	64	29.6	89	41.2
81	37.5	70	46.3	6	2.7
37	17.1	36	16.7	74	34.2

In the opinion of the teachers the following are considered as 'very important' reasons contributing to the increase in failure in the common examination of March, 1977.

1. Inability to understand the content even if the students study because they are already backward when they entered Class VII.
2. Lack of parental supervision at home.
3. The backwardness with which the students start Class VII.
4. Inability to do sums independently in mathematics due to lack of knowledge in previous classes.

The following factors are considered by the teachers as 'important'.

1. The home environment of the students.
2. Rote learning and memorisation.
3. The following causes are felt as 'unimportant' by the teachers.

1. Lack of books.
2. The non-adoption of the method of 'supervised study' by the teachers during school hours.
3. The inability of the teachers to make students sit and study outside school hours.
4. Non-possession of text books.

The causes for the fall of percentage of the successful candidates of class VII in the common examination of March, 1976 are given below (The number in the brackets is the number of teachers who cited the particular cause).

1. Non-detention policy of the state (57).
2. Introduction of changes in the Question papers (20).
3. Low standard of students coming from the lower classes (26).
4. Difficulty of the Question papers (24).
5. Lack of parental interest (17).
6. Lack of serious study on the part of the Students (5).
7. Poverty of the students and their environment (5).
8. Large classes (4).
9. More Marks (boosted-up) (3) in the internal assessment (3).
10. Lack of sufficient interval and special minimum (2).
11. Heavy syllabus (2).
12. Valuation procedures (1).
13. Late arrival of model question papers (1).

Aspect VI (Knowledge of and skill in making students retain the content) includes items 7, 8 and 28 which run as:

7. Do you depend mostly on the items or questions for exercises, given at the end of the lessons in Science and Social Studies?

8. Did you revise the portions of Class VII?

28. What kinds of home work do you give to the students?

While 79% of the teachers deny that they depend on the questions given at the end of the lessons in Science and Social Studies, 85% of them asserted that they revised the portions of Class VII: When enquired about the type of assignments the teachers give usually the following are cited by them (The number at the end of the item is the number of teachers who mentioned it).

1. Exercises at the end of the lesson (49).
2. Drilling exercises (probably meant as reinforcement.)
3. For spellings meanings facts etc., (22).
4. Drawing of Maps, Charts, diagrams etc., 21.
5. Routine and repeated exercises (6).

6. Ungraded exercises (5).
7. Grade exercises (2).
8. Exercises for memorisation (1).

It is clear that while they deny on the one hand that they do not depend on exercises given at the end of the lesson majority of them do the same. Nearly 104 of them use assignments for the purposes of 'reinforcement' of learning as seen from the list above.

Aspect VII (Opinion on the special minimum of 15%) includes items 18 (a), (b), (c) (i) & (ii) 19 & 23 which are:—

18. Do you feel that fixing the special minimum of 15% is
 - (a) inopportune.
 - (b) Unjustifiable.
 - (c) Hasty because sufficient prior intimation was not given to the
 - (i) Students and Teachers.
 - (ii) Parents.

19. Do you advise the continuation of special minimum of 15% in the coming years ?

23. Do you advise
 - (i) any higher minimum
 - (ii) Lower minimum. If so what would be the cut-score you advise

69% of the teachers feel that the prescription of 15% as the special minimum is not inopportune while 78% of them think that it is justifiable 75% of them feel that it is hasty because sufficient prior intimation was not given to the students and teachers while 66% of them think it so because parents should have been informed earlier. 78% of the teachers recommend the continuation of the 15% as special minimum. When they are asked to recommend different cut-scores they recommended from 5% to 30%. The frequencies of teachers recommending different cut-scores are given in the table below:

TABLE-XII DIFFERENT CUT-SCORES WITH THEIR FREQUENCIES

CUT-SCORE.	Frequency	Percentage.
5%	1	0.74
10%	3	2.21
15%	72	53.00
20%	14	10.30
25%	41	30.15
30%	5	3.60
Total	136	100%

Aspect VIII (Opinions on the question papers and evaluation) Includes items 14, 15, 21, 24, 25 I to VIII and 25 IX to XII which run as:—

14. Do you feel that fixing 15% as the minimum is the reason for many failure in Class VII?

15. Do you feel that the students who got below 15% in your subject rightly deserved those marks?

21. How many students got more than 15% in your subject (roughly speaking)?

24. What was the pass percentage expected by you in your subject approximately)?

15. Why is the internal assessment higher than what your students scored in the common examination (please fix priority).

- i. Length of the question papers of the common examination.
- ii. Non appearance of expected questions at the common examination.
- iii. Emotional atmosphere attendant on our external deciding examination as our common examination.
- iv. Non-inclusion of questions given at the end of the lessons in the question papers of common examination.
- v. Inclusion of all varieties of questions in question papers of the common examination.
- vi. Size of the print of the question papers of C.E.
- vii. Strict invigilation in the C.E.
- viii. strict valuation in the C.E.
- ix. easy questions at the internal examination and tests.
- x. Easy valuation in internal assessment.
- xi. Known and expected questions in the internal assessment.
- xii. Any other.

While opinion is more or less equally divided in item 15, 58% of the teachers feel that the large failures at the common examination of March, 1976 are not due to the prescription of the special minimum of 15%.

The following table gives the differences in the percentages of students actually passed getting 15% as the special minimum as against the expected percentages by the teachers. It is drawn in the shape of a frequency distribution and the frequencies (*i.e.* members in the cells) indicates the number of teachers.

TABLE XIII—DIFFERENCES IN ACTUAL AND EXPECTED PERCENTAGES OF PASSES (BY THE TEACHERS).

Class Internal	English		Telugu		Hindi		Maths		Science		S.S.	
	15% (actual)	Expected.	15% (actual)	Expected.	15% (actual)	Expected	15% (actual)	Expected	15% (actual)	Expected	15% (actual)	expected.
Below 30	1				7	1						
30-40	1	2				2	3	2				
40-50	1	3			2	1		2				
50-60	6	4	3		4	5	4	1	3	2	3	1
60-70	3	6	3	1	2	1	4	3	4	4	4	3
70-80	5	4	4	5	2	2	4	6	5	8	5	2
80-90	1	2	5	6	1	1	4	7	2	4	3	10
Above-90	6	4	8	7	2	3	6	4	7	3	6	5
	24	25	23	19	20	16	25	25	21	21	21	21

Responses to questions 21,24, do not seem to be reliable. For example in the case of the subject 'English' where the percentage of failures is believed to be more 25 teachers expected that their students would get more than 15% marks, it is the same in the case of mathematics. In science 21 teachers (out of 21) expected that more than 50% of the students would get the special minimum of 15%.

The following are considered as very important reasons by the teachers for the internal assessment to be higher than the marks obtained by students in the common examination

(i) Length of the question papers of the common examination (52.7%).

(vi) Size of print of the question papers in the common examination (37.0).

The following are considered as important reasons by the teachers.

(ii) Emotional atmosphere attendant on one external deciding examination as our common examination (34.3).

(iv) Non inclusion of the questions given at the end of the lesson in the question papers of the common examination (25.1).

The following are considered as unimportant reasons by the teachers.

(viii) Strict valuation in the common examination (45.2).

(vii) Strict invigilation in the common examination (45.8).

(iii) Non appearance of expected question at the common examination (35.1).

(v) Inclusion of all varieties of question in the question paper of the common examinations.

Statistical validity : The 'chi' square validation were calculated item-wise.

SCHEDULE 13

Observational Report on 'Teaching Methods' as displayed in actual teaching

(By the members of the Committee)

In observing the lessons, how are the following ?

1. The extent of control over content exhibited by the teacher of the subject, he teaches,

2. The propriety (suitability) of the objectives selected in this lesson plan or teaching notes for the lesson from the points of view of—
 - (a) Level of the students.
 - (b) relationship with the content.
 - (c) prerequisites the students possess (their previous knowledge etc.)
3. The propriety (suitability) of the specifications selected under the various objectives in his lesson plan or teaching notes.
4. The way he creates motivation in learning.
5. The suitability of his approach in the class-room to the objectives chosen.
6. The utilisation of the lecture or narration method in putting across facts.
7. The methods used in getting concepts formed.
8. The methods used in making students acquire the relevant generalisations.
9. The methods used in making students formulate the generalisations.
10. The ways adopted in making students participate in class-room discussions.
11. The methods used in stimulating thought in the minds of the students,
12. The ways adopted in encouraging students to raise questions.
13. The ways adopted in stimulating students to summarise the ideas they acquired over the content.
14. The ways used in stimulating students to expand the generalisations, principles etc. of the content.
15. The ways used in stimulating the students to resort to supplementary reading.
16. The methods adopted in making students over-learn the basic facts.
17. The ways adopted in making students do their homework interestingly and independently.
18. The ways utilised in applying the 'reinforcers' in learning.
19. The ways used in developing the lesson after introduction so as to achieve.
 - (a) the attention of the students.
 - (b) interest of the students,

(c) enthusiastic participation by the students either in discussion or in listening.

(d) confidence in them that they are learning and thus can learn.

20. The ways in which the teaching aids are used.
21. The ways in which there is a smooth transition from the known to the unknown or simple to complex.
22. The ways used in mastering the learning difficulties in learning difficult and abstract ideas, generalisations, concepts etc.
23. The way in which the experiment is conducted.
24. The way in which local resources are utilised in teaching where such is available.
25. The ways in which the student's previous knowledge is utilised in acquiring the new knowledge.
26. The ways adopted in identifying the difficulties of the students while learning the new lesson.
27. The ways adopted in identifying the backward students.
28. The ways adopted in identifying the aspects in which the backward students are backward.
29. The ways in which the results of class-room questioning are used in adjusting his teaching technique.
30. The ways adopted in developing observation skills (in teaching in science/social studies etc).
31. The ways adopted in getting at the abstract principles (in teaching mathematics).
32. The ways adopted in creating proper ideas about time and space (in teaching Social Studies).
33. The ways adopted in making the students acquire the skill of speedy calculations (in teaching Mathematics).
34. The ways adopted in giving practice to the students to reinforce learning (including drill and repetition in Language skills).
35. The quality of the teaching aids prepared.
36. The extent to which the directions or suggestions given in the syllabus are followed.
37. The tone adopted in putting questions to the students.

38. The attitude adopted towards the backward in students in the class.
39. The pace with which the content is covered.
40. The scope created for self-expression in teaching language lessons.
41. The degree to which 'sequence' of principles, concepts etc., is built into the teaching .
42. The proportion of thought—provoking questions used.

Analysis of Schedule XIII

This is an interview schedule (structured). This is designed to collect information about the actual class room teaching of the teacher as observed by the members of the committee.

The members of the committee observed lessons of 178 teachers in the 3 districts and the Twin Cities selected as the sampled area. Out of the 178 teachers interviewed and observed English teachers are 37, Telugu teachers are 33, Science teachers are 37, and Social Studies teachers are 31, in number. These teachers belong to different managements and are working in both urban and rural schools, and of both sexes.

The sample when tabulated is as follows :

TABLE XIV—DETAILS OF THE SAMPLE

Districts.	Eng.	Tel.	Hindi.	Maths	Science	Social Studies	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Srikakulam ..	15	14	4	11	14	16	74
Warangal ..	7	9	3	7	7	6	39
Kurnool. ..	6	5	--	2	6	2	21
Twin Cities ..	9	5	3	10	10	7	44
Total. ..	37	33	10	30	37	31	173

There are 42 items in these schools and they belong to 5 aspects. The assignment of items to the different aspects is shown in the following table.

Table XV—Different Aspects with their relevant items.

Sl. No.	Aspect	Number of the item
(1)	(2)	(3)
I.	Identification of what is to be learnt.	1,2,a,b,c,3 and 39
II.	Methods of transmitting new content.	4,5,6,7,8,9,10,11,20,21,24,25,29,35, and 36.
III.	Steps to make students keep on learning.	15,17,37,38.
IV.	Steps to make students retain that is learnt.	16,17,23,33,34,41.
V.	Steps to make students participate in learning.	10,12,13,14,18,19, a,b,c,d,22,25,27,28,30,31,32,40, 42.

Note :—Numbers in the column are the numbers of the items as given in the schedule.

The percentages of positive responses item-wise and aspect-wise and subject-wise are given in the table below :

[Statement

TABLE XVI.

The Percentages of responses aspect-wise, item-wise and subject-wise.

Sl.No.	Aspect.	Item No.	English.		Telugu.		Hindi.		Mathematics.		Social studies.		Science.	
			Good	Satisfactory.	Good	Satisfactory.	Good	Satisfactory.	Good	Satisfactory.	Good	Satisfactory.	Good	Satisfactory.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
1.	Aspect-I	1	21.6	54.0	21.2	60.6	40.0	40.0	26.6	50.0	41.9	32.4	21.6	48.6
2.	Do.	2a	..	51.3	..	57.5	10.0	60.0	6.6	36.6	16.1	41.9	8.1	32.4
3.	Do.	2b	2.7	48.6	3.0	57.5	10.0	70.0	3.3	46.6	16.1	48.3	5.4	43.2
4.	Do.	2c	..	48.6	3.0	48.4	10.0	70.0	3.3	40.0	12.9	41.9	8.1	32.4
5.	Do.	3	2.7	35.1	..	54.5	..	30.0	6.6	43.3	6.4	45.1	2.7	37.8
6.	Do.	39	2.7	70.2	3.0	66.6	..	80.0	3.3	80.0	3.2	77.4	8.9	67.5
7.	Aspect-II	4	5.4	62.1	6.0	54.5	20.0	40.0	13.3	53.3	29.0	38.7	13.5	51.3
8.	Do.	5	..	62.1	3.0	48.4	10.0	50.0	6.6	56.6	25.8	48.3	8.1	43.2
9.	Do.	6	5.4	70.2	12.1	66.6	10.0	70.0	6.6	70.0	25.8	61.2	10.8	67.5
10.	Do.	7	2.7	45.9	..	36.3	10.0	40.0	3.3	50.0	6.4	61.2	5.4	37.8
11.	Do.	8	2.7	40.5	3.0	21.8	..	60.0	3.3	50.0	16.1	48.3	5.4	37.8
12.	Do.	9	2.7	40.5	3.0	21.2	..	30.0	6.6	46.6	6.4	61.2	2.7	29.7
13.	Do.	11	2.7	45.9	3.0	39.3	10.0	40.0	10.0	43.3	9.6	48.3	3.7	37.8

14.	Do.	20	..	54.0	..	15.1	..	40.0	6.6	40.0	13.9	61.2	8.1	40.5
15.	Aspect II	21	2.7	54.0	..	48.4	10.0	50.0	3.3	56.6	12.9	64.5	5.4	56.7
16.	Do.	24	..	35.1	..	21.2	..	30.0	3.3	36.6	9.6	38.7	5.4	29.7
17.	Do.	26	2.7	48.6	3.0	54.5	..	40.0	3.3	56.6	12.9	54.8	8.1	43.2
18.	Do.	29	2.7	62.1	..	48.4	10.0	60.0	..	56.6	6.4	51.6	5.4	40.5
19.	Do.	35	..	40.5	..	15.1	..	10.0	..	40.0	9.6	48.3	5.4	40.5
20.	Do.	36	2.7	67.5	3.0	42.4	..	50.0	..	56.6	3.2	67.7	8.1	48.6
21.	Aspect III	10	5.4	62.1	4.0	51.5	10.0	50.0	6.6	56.6	25.8	41.9	5.4	48.6
22.	Do.	12	5.4	40.5	6.0	33.3	..	40.0	10.0	60.0	12.9	48.3	10.8	45.9
23.	Do.	13	..	45.9	..	36.3	..	60.0	3.3	50.0	12.9	51.6	8.1	37.8
24.	Do.	14	..	35.1	..	21.2	..	40.0	3.3	36.6	..	35.4	8.1	18.9
25.	Do.	18	2.7	45.9	..	36.3	..	40.0	..	53.3	12.9	32.2	8.1	29.7
26.	Do.	19a	13.5	54.0	6.0	54.5	10.0	80.0	3.3	83.3	29.0	48.3	18.9	51.3
27.	Do.	19b	10.8	54.0	..	57.5	10.0	50.0	10.0	56.6	25.8	41.9	13.5	40.5
28.	Do.	19c	10.8	51.3	..	45.4	10.0	30.0	6.6	60.0	29.0	41.9	10.8	48.6
29.	Do.	19d	8.1	48.6	..	54.5	10.0	50.0	6.6	56.6	25.8	45.1	2.7	40.5
30.	Do.	22	..	48.6	3.0	30.3	10.0	30.0	3.3	50.0	9.6	38.7	..	43.2
31.	Do.	25	2.7	56.7	..	57.5	..	50.0	..	66.6	6.4	61.2	2.7	43.2
32.	Do.	27	..	40.5	3.0	51.5	..	60.0	3.3	63.3	..	58.0	2.7	43.2

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
33.	Aspect III—(Contd.)	..	28	..	32.4	..	39.3	..	40.0	..	66.6	..	51.6	2.7	29.7
34.	Do.	..	30	..	5.4	..	6.0	..	..	..	6.6	6.4	48.3	2.7	32.
35.	oo.	..	31	..	2.7	..	3.0	..	..	..	46.6	..	6.4	..	..
36.	Do.	..	32	..	2.7	..	3.0	..	..	..	6.6	..	19.3	..	..
37.	Do.	..	40	2.7	54.0	3.0	54.5	10.0	50.0	..	16.6	3.2	12.9	..	18.9
38.	Do.	..	42	2.7	43.2	..	45.4	..	20.0	..	43.3	6.4	38.7	5.4	27.0
39.	Aspect IV	..	15	..	37.8	3.0	30.3	..	10.0	3.3	33.3	..	38.7	..	24.3
40.	Do.	..	17	2.7	54.0	..	48.4	..	70.0	..	66.6	3.2	67.7	15.4	45.9
41.	Do.	..	37	8.1	95.6	..	81.8	10.0	80.0	6.6	83.3	19.3	64.0	13.5	62.1
42.	Do.	..	38	2.7	64.8	3.0	54.5	10.0	60.0	3.3	80.0	12.9	61.2	2.7	54.0
43.	Aspect V	..	16	5.4	24.3	3.0	24.2	..	40.0	3.3	43.3	6.4	35.4	..	37.8
44.	Do.	..	17	2.7	51.3	..	48.4	..	70.0	..	66.6	2.2	67.7	2.7	48.6
45.	Do.	..	23	..	5.4	..	3.0	..	20.0	..	10.0	..	3.2	5.4	32.4
46.	Do.	..	33	..	..	..	6.0	..	..	3.3	60.0	..	..	..	2.7
47.	Do.	..	34	13.5	54.0	3.0	45.4	..	60.0	3.3	43.3	6.4	38.7	2.7	29.7
	Do.	..	41	2.7	45.9	3.0	36.3	..	50.0	3.3	50.0	3.2	58.0	5.4	45.9

The data was analysed to see the bright features and the deficiencies in teaching the various subjects. Items having more than 60% of positive responses (as recorded by the observers) were taken as bright features. Items having the positive responses between 45% & 55% are taken as deficiencies. Items having less than 45% of the positive responses are taken as serious deficiencies. The bright features common in the teaching of all the subjects were also listed. The deficiencies, specially the serious ones are listed and within brackets the subjects in the teaching of which these deficiencies were noticed were given. In counting the percentage for this purpose the column percentages of 'Good & Satisfactory' are combined and expressed as percentages of positive responses as recorded by the observers.

The bright features in the teaching of English (More than 60%)

5. Suitability of approach to the chosen objectives.
29. Class-room feedback is used in adjusting his technique of teaching.
36. Following the directions given in the syllabus.
- 19a. Suitability of the ways of getting attention of the students.
- 19b. Suitability of the ways to rouse interest of the students.
- 19c. Suitability of the ways to get enthusiastic participation by students.
25. Suitability of the ways to utilise previous knowledge.
37. Suitability of the tone adopted in putting questions.
38. Attitude of the teachers towards backward children.
34. Suitability of the ways in giving practice to children to reinforce learning.

The bright features in teaching Telugu (More than 60%)

- 2a. Suitability of objectives to the level of the students.
- 2b. Suitability of objectives to the content.
39. The pace adopted to cover content.
- 19a. Suitability of the ways adopted to get the attention of the students.
- 19b. Suitability of the ways adopted to rouse interest of the students.
25. Suitability of the ways adopted to utilise previous knowledge.
40. Scope given to the students for self-expression.
37. Suitability of the tone in putting questions.
38. Suitability of the way adopted in giving practice to children to reinforce learning.

The bright features in teaching Hindi (More than 60%)

- 2a Objectives are suitable to the level of students.
- 2b Objectives are related to the content.
- 2c Objectives are based on the pre-requisites which the students possess.
- 5 Approach to the chosen objectives is suitable.
- 8 Methods to make students acquire generalisations are suitable.
- 27 Smooth transition from known to unknown & simple to complex exists.
- 29 Class-room feed-back is used in adjusting class-room teaching.
- 10 Class-room feed-back is used making students participate.
- 13 Class-room feed-back is used to stimulate students to summarise ideas.
- 19a Class-room ways to get the attention of the students are suitable
- 19b Class-room ways to get the interests of the students are suitable.
- 19d Class-room ways to infuse confidence in them that they are learning & can learn are suitable.
- 27 Class-room ways to identify backward students are suitable.
- 40 Scope was created for the self expression of the students.
- 17 Suitable ways are adopted in making students work interestingly and independently.
- 34 Suitable ways were adopted in giving practice to students to reinforce their learning.

The bright features in teaching Maths (More than 60%)

- 5 Suitable approach to the objectives exists.
- 21 Smooth transition from known to the unknown and from simple to complex, exists.
- 26 Identification of the difficulties of the student in learning the new lesson exists.
- 29 Class-room feed-back is used to adjust the teaching technique
- 36 Suggestions of the syllabus are adopted.
- 12 Suitable ways were adopted in encouraging students to raise questions.
- 19b Suitable ways were adopted in rousing the interest of the student.
- 19c Suitable ways were adopted in obtaining the enthusiastic participation of the students.
- 19d Suitable ways were adopted in creating confidence in them so that they feel that they are learning and can learn.

- 25 Suitable ways were adopted in utilising the previous knowledge of the students.
- 27 Suitable ways were adopted in identifying backward students.
- 28 Suitable ways were adopted in identifying the aspects in which students were backward.
- 17 Suitable ways were adopted in making students do their home work interestingly and independently.
- 33 Suitable ways were adopted in making students acquire the skill of speedy calculations.

The bright features in teaching Social Studies (More than 60%)

- 2a Suitability of objectives to the level of the students.
- 2b Suitability of objectives to the content.
- 39 Suitability of pace to cover content.
- 5 Suitability of the approach to the objectives chosen.
- 7 Suitability of the methods used in getting concepts formed.
- 8 Suitability of the methods used in making students acquire generalisation.
- 9 Suitability of the methods used in making students formulate generalisation.
- 11 Suitability of the methods used in stimulating thought in students.
- 20 Suitability of the teaching aids used.
- 21 Suitability of the ways adopted for smooth transition from known to unknown & simple to complex.
- 26 Suitability of the ways in identifying the difficulties of students in learning the new lesson.
- 29 Utilisation of the class-room feed-back to adjust the teaching techniques.
- 36 Adoption of the suggestions giving in the syllabus.
- 12 Suitability of the ways adopted in encouraging students to raise questions.
- 13 Suitability of the ways adopted in stimulating the students to summarise ideas.
- 19b Suitability of the ways used in rousing the interest of the students.
- 19c Suitability of the ways used in enlisting the enthusiastic participation by the students.
- 19d Suitability of the ways to improve confidence in the students creating a feeling in them that they are learning & can learn.

- 25 Suitability of the ways in which the previous knowledge of the students was utilised.
- 27 Suitability of the ways used in identifying the backward students.
- 17 Suitability of the ways in making the students do homework interestingly and independently.
- 41 Suitability of the ways adopted in building the sequence of principles, concepts etc.,

The bright features in teaching Science (More than 60%)

- 21 Suitability of the ways adopted to ensure smooth transition from known to unknown & simple to complex.
- 12 Suitability of the ways adopted in encouraging students to raise questions.
- 19a Suitability of the ways adopted in obtaining enthusiastic participation by the students.

*The over-all bright features in teaching (In all subjects)
(More than 60%)*

- 1 Control over content exhibited by the teachers.
- 39 Suitability of the pace with which the syllabus is covered.
- 4 Suitability of the ways in creating motivation.
- 6 Beneficial utilisation of the lecture or narration method.
- 10 Beneficial ways adopted in making the students participate in class-room discussions.
- 19a Beneficial ways adopted in getting the attention of the students
- 38 Beneficial attitude towards the backward students.
- 37 Suitability of the tone adopted in putting questions.

Deficiencies revealed in teaching English (Between 45% & 55%)

- 2a Objectives are not related to the level of the students.
- 2b Objectives are not related to the content.
- 2c Objectives are not related to the prerequisites.
- 7 Proper methods were not used to enable students form concepts
- 11 Proper methods were not used to stimulate 'thought' in students
- 20 The teaching aids used were not proper.
- 21 There is no smooth transition from the known to unknown or simple to complex.
- 26 Difficulties of the students in learning the new lesson are not identified.

- 12 Suitable methods are not employed to encourage students to raise questions.
- 13 Suitable methods are not employed to stimulate students to summarise ideas.
- 18 Suitable reinforcers were not used.
- 19d Suitable approaches are not made to enable children feel that they are learning and can learn.
- 22 Proper estimates were not made to identify the learning difficulties.
- 40 Enough scope was not created for self-expression.

Deficiencies revealed in teaching Telugu (Between 45% & 55%)

- 2c Objectives were not related to the prerequisites.
- 3 The specifications selected were not proper.
- 5 The approach adopted is not suitable to the objectives chosen.
- 21 There is no smooth transition from known to unknown or from simple to complex.
- 26 Difficulties of the students in learning the new lesson are not identified.
- 36 The suggestions & directions of the syllabus were not followed.
- 19c Enthusiastic participation of students was not ensured.
- 19d Confidence in the students that they are learning and can learn, could not be created.
- 27 Proper ways were not adopted in identifying backward students.
- 42 Adequate proportion of thought-provoking questions are not used.
- 17 Proper ways were not adopted to make students do their homework interestingly and independently.
- 34 Proper ways were not adopted in giving practice to the students to reinforce learning.

Deficiencies revealed in teaching Hindi (Between 45% & 55%)

- 7 Proper methods were not used to enable students form relevant* concepts.
- 11 Proper methods were not used to stimulate 'thought' in students.
- 36 The directions and suggestions of the syllabus are not properly followed.
- 25 The previous knowledge of students was not properly utilised.

- 41 Adequate efforts were not made to build 'Sequences' into the teaching of concepts etc.

Deficiencies revealed in teaching Maths (Between 45% & 55%)

- 2b Objectives are not related to content.
 2c Objectives are not related to the prerequisites.
 3 The specifications selected were not proper.
 7 Proper methods were not selected to enable students to the relevant concepts.
 8 Proper methods were not used in making students acquire relevant generalisations.
 9 Proper methods were not used in making students formulate generalisations.
 11 Proper methods were not used to stimulate 'thought' in students.
 20 Teaching aids were not properly used.
 13 Proper ways are not adopted to stimulate students to summarise ideas.
 18 Suitable reinforcers were not used.
 22 Proper estimates were not made to identify learning difficulties
 31 Proper steps were not taken to enable students to get to the abstract concepts.
 16 Steps were not taken to make students overlearn basic facts.
 34 Proper ways were not adopted in giving practice to the students to reinforce learning.
 41 Adequate efforts were not made to build 'Sequence' into the teaching of concepts etc.

Deficiencies in Teaching Social Studies (Between 45 % & 55%)

- 2c Objectives are not related to the prerequisites.
 3 The specifications selected were not proper.
 24 Local resources were not utilised.
 35 The quality of the teaching aids prepared is not satisfactory.
 22 Class-room questioning is not adjusted to the teaching technique.
 28 Efforts were not made to identify the aspects in which students are backward.

Deficiencies in Teaching Science (Between 45 % & 55%)

- 2b Objectives are not related to content.
 2c Objectives are not related to prerequisites.

5. The approach adopted was not suitable to the objectives chosen.
20. Teaching aids were not properly used.
26. Difficulties of students in learning the new lesson are not identified.
29. Class—room feed-back is not used in adjusting the approach of the teachers to teaching.
35. The quality of the teaching aids prepared is not satisfactory.
36. The directions and suggestions of the syllabus were not followed fully.
10. The ways adopted to enable students participate in class-room discussion are not good;
196. Proper methods are not used in rousing the interest of the students.
17. Proper ways are not adopted in making students do homework independently and interestingly.
41. Adequate efforts were not made to build sequence into the teaching of concepts.

On observing the lessons given by the teachers the members felt that the following deficiencies are existing in the teachers.

1. Inability to relate specifications to objectives (English, Hindi & Science)
2. Inability to relate objectives to the level of the students (Maths & Science).
3. Inability to enable students form proper concepts (Telugu & Science)
4. Inability to make students acquire generalisations (English, Telugu & Science)
5. Inability to make students formulate relevant generalisations (English, Telugu, Hindi & Science).
6. Inability to stimulate thought in children (Telugu & Science).
7. Inability to use teaching aids properly (Telugu & Hindi)
8. Inability to utilise the local resources ((All subjects except social studies).
9. Inability to identify difficulties of students in learning the new lesson (Hindi).
10. Inability to prepare proper teaching aids (English, Telugu, Hindi & Maths).
11. Inability to encourage students to raise questions (Telugu).
12. Inability to encourage students to summarise ideas (Telugu, science)

13. Inability to encourage students to expand generalisations, principles etc. (All subjects).
14. Inability to apply reinforcers while teaching (Telugu, Hindi, Social Studies and Science)
15. Inability to encourage students to participate enthusiastically (Telugu & Hindi).
16. Inability to adopt suitable ways in mastering the difficulties of students in learning difficult and abstract ideas, concepts etc., (Telugu, Hindi & Science).
17. Inability to adopt suitable ways in identifying backward students (English & Science).
18. Inability to adopt suitable ways to identify the various aspects in which students are backward (English, Telugu, Hindi & Science)
19. Inability to adopt suitable ways in developing observation skills (English, Telugu, Maths & Science).
20. Inability to adopt suitable ways in enabling students to get at the abstract principles (English, Maths & Science.)
21. Inability to use adequate proportion of thought provoking questions (Hindi, Maths & Science).
22. Inability to stimulate students to take up supplementary reading (All the subjects).
23. Inability to make students over-learn basic facts (English, Telugu Hindi, Social Studies & Science).
24. Inability to demonstrate experiments (Science).
25. Inability to use proper ways to reinforce learning.

APPENDIX IV

Schedule III

INSTRUCTIONAL FACILITIES IN SCHOOLS (FOR THE HEAD-MASTERS)

- (1) Do you have in your school adequate.
- (i) Accomodation for the classes to run.
 - (ii) Separate furniture for the students to sit.
 - (iii) Chalk boards.
 - (iv) Facilities for games and sports.
 - (v) Text books for the teachers.
 - (vi) Supply of chalk-piece boxes.
 - (vii) Science equipment for the teachers to experiment in the classroom.
 - (viii) Maps and models to teach Social Studies.
 - (ix) Models and equipment to teach mathematics.
 - (x) Number of copies of text books to distribute them to the poor students.
 - (xi) Information charts for science teaching.
 - (xii) Do. for Social studies.
 - (xiii) Story telling charts for language teaching.
 - (xiv) Charts of alphabets.
 - (xv) Sets of Flash cards for language teaching.
 - (xvi) Qualified staff to teach all the subjects.
 - (xvii) Books on psychology, Methods of teaching, content etc.
 - (xviii) News papers, children's magazines etc.
 - (xix) Books for general and supplementary reading.
- (2) Do you have in your school.
- (a) a copy of the syllabus.
 - (b) staff room.
 - (c) library room.
 - (d) science room.
 - (e) a hall where all the classes can congregate.
 - (f) open space for a school garden.
 - (g) open space for play and games.
 - (h) library or reading room for the children.

ANALYSIS OF SCHEDULE III (INSTRUCTIONAL FACILITIES)

Schedule III was issued to the Headmasters of High Schools and Upper Primary Schools to ascertain the adequacy of the instructional facilities in schools. The schools are selected from different managements and they are in all 264 schools. The break-up of the sample is as follows :

TABLE I.
THE BREAK-UP OF THE SAMPLES

District	LOCAL BODIES (RURAL).								GOVERNMENT.							
	H.S.				U.P.S.				H.S.				U.P.S.			
	Rural.		Urban.		Rural.		Urban.		Rural.		Urban.		Rural.		Urban.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Srikakulam	30	6	..	..	38	..	..	..	6	..	3	4	4	1	..	12
Kurnool	21	8	..	..	35	..	..	..	2	..	1	1	..	1	..	..
Warangal	8	..	..	..	11	..	..	..	..	..	1	..	..	..	..	..
Twin Cities .. ..	..	..	..	..	..	..	..	..	..	..	5	1	..	..	..	..
Total	59	14	..	..	84	..	..	..	8	..	10	6	4	2	..	12

District.	MUNICIPALITIES.				AIDED.							
	Urban.				H. School				U.P.S.			
	H.S.		U.P.S.		Rural.		Urban.		Rural		Urban	
	Bs.	S.C.	B.C.	S.C.	B.	G.	B.	G.	B.	G.	B.	G.
Srikakulam	3	..	10	..	1	2	2	2	1	..	2	..
Kurnool	5	..	7	..	..	..	2	1	3	..	2	1
Warangal .. ..	..	..	..	..	..	..	..	..	..	..	..	..
Twin Cities .. ..	..	..	..	..	..	4	..	10	..	..	11	..
Total	8	..	17	..	1	2	8	13	4	..	15	1

There are seven aspects included in the schedule to ascertain the adequacy or otherwise of the physical and instructional facilities available in the schools. They are as follows :-

- (I) Physical facilities containing items 1,2,4 and II (5) (6) (7) (9) and (10).
- (II) Facilities for instruction (General) containing items 3,5,6,10,16,18) 19, and II (1) (3) and (8).
- (III) Facilities for Teachers containing items 17, 20, and II (2) (General)
- (IV) Facilities for the social studies teachers containing items 8, 12 and II (4).
- (V) Facilities for the science Teachers containing, items 7 and II.
- (VI) Facilities for the language Teachers containing items 13,14, and 15.
- (VII) Facilities for the Mathematics Teachers containing item (9),

The percentage of positive responses with the Chi Square Values and significance levels are given Aspect wise in the following table.

TABLE II—Percentages of positive Responses Aspect-wise and Item wise with Chi Square Values and Significance Levels,

Sl.No.	Aspect	No. of the Item.	Percentage of responses.	Chi Square value.	Significance Level.
1.	Aspect-I ..	1	48.8	0.12	1%
2.	Do. ..	2	26.1	60.0	..
3.	Do. ..	4	50.0	0.0	.
4.	Do. ..	II(5)	23.4	74.2	1%
5.	Do. ..	II(6)	52.3	0.54	..
6.	Do. ..	II(7)	62.5	16.4	1%
7.	Do. ..	II(9)	73.1	56.4	..
8.	Do. ..	II(10)	31.8	34.8	1%
9.	Aspect II ..	3	79.1	81.8	Do.
10.	.. ..	5	48.4	0.24	..
11.	Do. ..	6	70.4	44.0	1%
12.	Do. ..	10	20.0	94.4	Do.
13.	Do. ..	16	70.4	44.0	Do.
14.	Do. ..	18	42.0	6.68	Do.
15.	Do. ..	19	35.9	20.6	Do.
16.	Do. ..	(I)(1)	89.0	160.6	Do.
17.	Do. ..	II (3)	20.8	89.2	Do.

(1)	(2)	(3)	(4)	(5)	(6)
18.	Aspect-II	..(II)(8)	14.3	133.8	1%
19.	Do. III	.. II	14.3	133.8	..
20.	Aspect III ..	..20	32.5	32.0	..
21.	Do. ..	..II(2)	40.9	9.4	..
22.	Aspect IV ..	.. 8	59.4	9.4	..
23.	Do. ..	..12	50.4	0.014	..
24.	Do. ..	..II(4)	28.7	40.4	1%
25.	Do. V ..	.. 7	50.4	0.014	..
26.	Do. ..	..11	59.4	9.4	1%
27.	Do. VI	..13	29.5	44.0	Do
28.	Do. ..	..14	37.1	17.4	Do
29.	Do. ..	..15	34.0	26.6	Do
30.	Aspect VII	..	57.9	6.68	Do

The percentage position in relation to the various aspects is given in the following table.

TABLE III. The Percentages of positive Responses Aspect-Wise.

S. No.	Aspect	Percentage
(i)	Physical Facilities	46%
(ii)	Facilities for Inspection (General)	49%
(iii)	Do. Teachers.	29.1%
(iv)	Do. Do. of Social Studies	46.2%
(v)	Do. Do. of Science	54.9%
(vi)	Do. Do. Languages.	33.5%
(vii)	Do. Do. Mathematics.	57.9%

Opinion was equally divided about the adequacy of i.e. about nearly 50% of the schools which are involved in the study.

1. Accommodation for the classes (48.8%)
2. Facilities for games and sports (50.0%)
3. Open space for a school garden (52.3%)
4. Text books for the teachers (48.4%)
5. Information charts for social studies (50.4)
6. Science equipment for the teachers to demonstrate experiments in the class rooms (50.4%).

Nearly 70% of the schools do not have the following facilities adequately.

1. Furniture for the students to sit in the classes (26.1%)
2. A hall where all the classes can congregate (23.4%)
3. Rooms to keep games material.
4. Adequate number of copies of text books for distribution among poor students (20.0%)
5. Library (20.8%)
6. Shelves for teachers to keep their note-books of students etc., (32.5%)
7. Science Room (28.7%)
8. Story telling charts etc., for language teaching (29.5%)

Nearly 85% of the schools do not have the following adequately.

1. Reading room (14.3%)
2. Books on psychology, methods of teaching etc., for teachers (14.3%)

In nearly 60% of the schools there is no staff room, no books for general and supplementary reading for the teachers, and no charts of "Alphabets" or "Flash cards".

In 11% of the schools even a copy of the syllabus is not available. In 20% of the schools chalk boards are not available. In 30% of the schools adequate supply of chalk-piece boxes is not forthcoming. In the same percentage of schools staff members, who are adequately qualified are not available.

Facilities for the teachers are not available in nearly 70% of the schools. Instructional facilities in all the subjects are not adequate in the case of at least half of the number of schools though the position in the case of Science and Mathematics appear to be slightly better than in the case of Social studies. The language teaching seems to be the worst sufferer.

The percentage of error for this size of the sample at 95% confidence level is 6.0%.

1575—10*

APPENDIX V
SCHEDULE-IV

Directions :- We request you to answer the following questions. If your reply is 'Yes' put a tick mark in column 'Yes', given at the end of the question and if your reply is 'No' put a tick mark in column 'No', Do not put a tick mark in both the columns for a question.

QUESTIONS - (For Examiners)

PART- A.

Serial	Questions	Yes	No
1.	Are the principles of valuation supplied to you useful to you in evaluating the answers of the students?		
2.	Did the students write answers which are indicated in the principles of valuation?		
3.	Did you give marks to the answers in the script even if the content slightly differed, when you felt it relevant?		
4.	Are there any irrelevant facts, wrong answers etc., in the principles of evaluation supplied to you?		
5.	Did you give marks to answers even if they differed in language and the way of approach as compared with those given in the principles of valuation?		
6.	Did you give marks to answers in non-language subjects, disregarding language mistakes and giving importance only to the content?		
7.	Even if the answers to multiple choice questions are erased, re-written, corrected, did you give marks if you are convinced that it was		

- correct letter of the choice he indicated in the bracket?
8. Did the students write their answers in their own language and in their own approaches?
 9. Did you feel that the answers of the students results from rote memorisation or rote learning?
 10. Are the answers to the point, asked for in the questions?
 11. Are the answers of the students rambling and wayward ?
 12. Did you have the necessity to search for the relevant points in the answers of the students?
 13. Did you have to guess what the students intended to write from what they had actually written?
 14. Are the answers of the students direct?
 15. Did you feel that you could not do justice to the students in awarding the marks by strictly following the principles of evaluation?
 16. Could you give marks in deserving cases (deserving in your opinion) by even violating the principles of valuation?

PART - B

Please answer the following questions also.

Position :

Name :

The subjects you taught for classVII :

The other Classes to which you taught :

Qualifications :-

Teaching experience in teaching to class
VII: (in years)

Total teaching experience (in years):

- (1) Did you work previously as examiner?
- (2) In what capacity did you work (if you were an examiner)
- (3) Excluding this chance for how many times you were an examiner previously?
- (4) Were there principles of valuation in the previous years also?
- (5) Are the principles of valuation supplied to you this year are better than those of the previous years?
- (6) For what subjects were you an Examiner previously?
- (7) For what subject are you an Examiner this year?
- (8) How many scripts could you value per day in the previous years?
- (9) How many scripts could you value per day this year?
- (10) What is the reason, in your opinion, for this difference? (if there is difference)
- (11) Is the remuneration equitable to your labour in valuing the scripts?
- (12) If not how much per script is to be paid, in your opinion ?
- (13) In which of the following do you feel that the examiners can exercise their discretion (*i.e.* without being completely bound over by the principles of valuation) (please put a tick mark over the alternative /alternatives you choose)
 - (a) Essay type questions
 - (b) Short- answer type questions
 - (c) Multiple choice type questions.

APPENDIX V—(Contd.)

Analysis of Schedule-IV (For Examiners)

Schedule IV is a mailed questionnaire to the Examiners to get information about the validity of the principles of valuation, scope of discretion for them, patterns of answers by the examinees etc., In all there are 334 respondents. This figure includes the Examiners, Chief Examiners of all the subjects. The break-up of the sample subject-wise is as follows :—

Sl. No.	Subject	No. of Examiners and Chief Examiners
1.	English	60
2.	Telugu	61
3.	Hindi	48
4.	Mathematics	64
5.	Science	48
6.	Social Studies	50
7.	Urdu	3
Total		334

The schedule contains 16 items which are distributed over 4 aspects. The distribution is as follows :

TABLE II.

The different aspects with the relevant items.

Sl. No.	Aspect.	Item Nos.
1.	Aspect-I (Validity of the principles of valuation).	1,4 and 15
2.	Aspect-II (Scope for the discretion of the Examiners).	3, 5, 6, 7 and 16
3.	Aspect-III (Patterns of answers by the Examinees)	2, 8, 9, 10, 11, 12, 15 and 14.
4.	Aspect-IV (Views of Examiners)	4, 5, 13a, b and c.

The Items aspect-wise with square values and significance levels are given below.

TABLE II.

Item validity and significance levels aspect-wise [with the percentages of responses (positive)].

Sl. No.	Aspect	Item No.	% of responses	X ² Value	Level of significance
1.	Aspect-I	1	85.9	172.4	1%
2.	Aspect-I	4	29.9	53.5	„
3.	Do.	15	36.8	23.2	„
4.	Aspect-II	3	64.9	23.8	„
5.	Do.	5	74.8	82.4	„
6.	Do.	6	68.8	47.4	„
7.	Do.	7	78.4	108.0	„
8.	Do.	16	45.8	2.34	„
9.	Aspect-III	2	62.8	22.0	„
10.	Do.	8	62.5	21.0	„
11.	Do.	9	61.0	16.0	„
12.	Do.	10	52.4	0.76	„
13.	Do.	11	44.0	4.78	„
14.	Do.	12	73.3	72.8	„
15.	Do.	13	50.0	..	„
16.	Do.	14	50.6	0.46	„
17.	Aspect-IV	4	29.0	53.6	„
18.	Do.	5	74.8	82.4	„
19.	Do.	13a	82.3	..	„
20.	Do.	13b	21.2	..	„
21.	Do.	13c	17.6	..	„

While 86% of the Examiners felt that the principles of valuation supplied to them are useful only 30% of them felt that they contain either irrelevant or wrong answers or parts of answers specially in the case of languages.

37% of them feel that they could not do justice to the students by following the principles of valuation in valuing the scripts.

More than 65% of them said that :

- (a) they gave credit to right points even though they are not mentioned in the model answers supplied to them.
- (b) they gave credit to near right answers even though the exposition of the students differed from those supplied to them.
- (c) they gave credit to answers in non-language subjects ignoring the language mistakes.
- (d) concession was given to students for over-writings in the multiple choice questions.

More than 61% of the Examiners opined as follows.

- (a) Students wrote points which are not mentioned in the model answers.
- (b) Students tried to write answers in their own language.
- (c) Students wrote facts from text books and guides, out of rote learning.
- (d) The examiners had to search for points in the answers.

Opinion was divided on the following :

- (a) The answers of the students are not limited to the scope of the questions (52.4%).
- (b) The Examiners have to guess the meaning of what the students, wrote in the answer scripts (50.0).
- (c) The answers of the students are straight to the point (50.0).

Nearly 82% of the Examiners felt that the essay questions allowed greater discretion for them while 11% said so in the case of short answer questions and only 7% said so in the case of objective type questions.

On the whole, it can be said that the principles of valuation were useful. Discretion was used more freely in the case of essay questions. Little of discretion was exercised in the case of the short answer as well as objective type questions. The answers of the examinees are neither usually straight nor pin-pointed to the scope of the questions. They lacked the skills of processing information for either summarising or expanding ideas.

The percentage of error for this size of the sample at 95% confidence level is 5.3.

APPENDIX VI

Case Study-I

Schedule (5)

Name of the School :

District :

Guidelines.—Please select three pupils who have failed in the common Examination of March 1976 in your school. The selection of the pupils should be such that one of them is to be of average standard and the other two being one above the average and the other below the average. After selecting the pupils you are requested to furnish the marks obtained by each pupil (to be expressed in the percentage) in different school subjects from class III to VI against the name of the pupils as shown in the following table. The marks obtained by the pupils in VII Class (to be expressed in percentage) both in internal assessment and Common examination may be furnished separately.

Sl. No.	Name of the Pupil.	III CLASS	IV CLASS	V CLASS	VI CLASS	VII CLASS	VII CLASS
		Tel. Maths. Sc. S. S.	Tel. Maths. Science Social Studies	Tel. Maths. Science S. Studies English Hindi	Tel. Maths. Science S. Studies English Hindi	Tel. Maths. Science S. Studies English Hindi	Tel. Maths. Science S. Studies English Hindi

Analysis of Schedule-V.

This schedule (case study-I) is designed to find out the extent of variation in the performance of pupils failed in VII Class Common Examination of March, 1976 with their performance in the previous classes in different school subjects. The data has been collected from 161 secondary and Upper primary Schools in the four areas viz Hyderabad City, Warangal, Kurnool and Srikakulam districts. Data pertaining to 3 pupils who failed in Common Examination has been frated from each school. The sample of schools from which data has been collected is as follows :

TABLE-I—*The Break-Up of the Sample (Schedule V)*

S.No.	Name of the District.	High schools	Upper primary Schools.
1.	Hyderabad City	22	22
2.	Warangal	12	8
3.	Kurnool	22	21
4.	Srikakulam	28	26
	Total	84	77

The data furnished by the schools in respect of some of the pupils is not, however, complete. Hence the data of those pupils available in complete form is taken into consideration and processed. The following table will give the necessary information on this aspect.

[Statement

TABLE-II—Percentage distribution of students who failed—subject-wise

Sl. No.	Subject	No. of pupils who have passed in previous classes. (Pass percentage into Class VII with No. of Students).	No. of pupils who have passed in previous classes and failed in the common exam. in the subject.	No. of pupils who have failed in previous classes but passed in Common Exam.	Failed in both previous classes Common Examination.	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	Telugu	109 (29.9%)	96 (26.4%)	45 (12.4%)	114 (31.3%)	364
2.	Maths ..	182 (49.1%)	45 (12.4%)	34 (9.1%)	109 (29.7%)	370
3.	Science ..	158 (47.4%)	52 (15.6%)	23 (6.9%)	100 (30.1%)	.. 333
4.	Social Studies ..	134 (40.8%)	64 (19.5%)	21 (6.4%)	109 (33.3%)	.. 328
5.	English ..	141 (38.1%)	30 (8.1%)	10 (2.7%)	189 (51.1%)	.. 370

The conclusions which can be drawn from the table are :

(1) *In Telugu :*

(a) 26.4% of the students who passed in the previous classes failed in the common examination.

(b) 12.4% of the students who failed in some of the previous classes passed in the Common Examination.

(c) 31.3% of the students who failed in some of the previous classes also failed in the Common Examination.

(2) *In Maths :—*

(a) 12.4% of the students who passed in the previous classes failed in the Common Examination.

(b) 9.1% of the students who failed in some of the previous classes passed in the common Examination.

(c) 29.7% of the students who failed in some of the previous Classes also failed in the Common Examination.

(3) *In Science :*

(a) 15.6% of the students who passed in the previous classes failed in the Common Examination.

(b) 6.9% of the students who failed in some of the previous classes passed in the Common Examination.

(c) 30.1% of the students who failed in some of the previous classes also failed in the Common Examination.

(4) *In Social Studies :*

(a) 19.5% of the students who passed in the previous classes failed in the Common Examination.

(b) 6.4% of the students who failed in some of the previous classes passed in the Common Examination.

(c) 33.3% of the students who failed in some of the previous classes also failed in the Common Examination.

5) *In English :*

(a) 8.1% of the students who passed in the previous classes failed in the Common Examination.

(b) 2.7% of the students who failed in some of the previous classes passed in the Common Examination.

(c) 51.1% of the students who failed in some of the previous classes also failed in the Common Examination.

These findings establish that the students who have once become backward usually are remaining backward even after years. This is specially true in the case of "English", and the students seem to be recovering in the case of Telugu rather than in the case of other subjects. The methods and approaches in teaching do not seem to be conducive to remove backwardness.

The percentage of error for this size of the sample at 95% confidence level, subject-wise is as follows.

Telugu 5.4% Science 5.3% English 5.0% Maths. 5.0% Social studies 5.4%.

Case Study-II

Schedule (6)

Name of the School :

District :

Guidelines: Suppose that the rule of adding class marks to the Common Examination marks to declare a pupils to pass in the examination only if he had secured a special minimum of 25% in each subject in the C.E. is there even from 1972. In that case please furnish in the following table from the school records how many pupils secured 25% or more in each subject in the C.E.. (to be expressed in percentage) out of the total number of pupils appeared for the VII Class C.E from 1972 to 1975 in your school. Based on this rule please furnish how many pupils would have passed in each subject (to be expressed in percentage) in each year during the period. Please do not add class marks unless one secured 25% marks in C.E. in any subject for declaring a pass.

1972							1973							1974							1975						
Telugu	Maths	Science	Social Studies	English	Hindi		Telugu	Maths	Science	Social Studies	English	Hindi		Telugu	Maths	Science	Social Studies	English	Hindi		Telugu	Maths	Science	Social Studies	English	Hindi	

Analysis of Schedule-VI

In this schedule (case study-II) data has been collected from 150 schools regarding the percentage of passes in each subject and in general for the years 1972 to 1975; had there been the rule of adding Internal-Assessment marks to the Common-Examination-marks to those students only who have secured 25% marks in the Common Examination. The sample of 150 schools are taken in the following manner.

TABLE-III

The Breakup of the Sample—Schedule VI.

S.No. Management	High Schools	Upper Primary Schools
1. Local Bodies	37	34
2. Government	15	13
3. Aided	17	24
4. Municipalities	..	10
Total	69	81

After analysing the data, the percentages of schools in which the percentages of passes in each subject and in general is less than and more than 30 are calculated from 1972-75, had there been the rule of adding marks of Internal Assessment to the Common Examination marks only to those who have secured 25% marks in the Common Examination. The following table will give these percentages in each subject and in general.

[Statement

TABLE IV

Percentage Distribution of schools assuming the rule of special minimum of 25% to be existing from 1972 (for the Trend Value)

Subject	1972		1973		1974		1975	
	(Below 30%)	(Above 30%)	(below 30%)	(Above 30%)	(Below 30%)	(Above 30%)	Below 30%)	(Above 30%)
Telugu	23.1	46.5	19.8	58.7	20.4	61.3	25.0	68.6
Maths	18.4	55.4	19.1	58.7	13.8	52.8	26.4	68.6
Science	19.8	57.4	19.1	59.4	21.1	63.3	27.0	68.6
S. Studies	19.1	56.1	17.1	60.7	21.7	63.3	17.8	77.8
English	22.4	52.1	23.1	54.7	23.7	59.4	25.7	66.0
Total Percentage of passes ..	7.9	58.7	7.2	73.9	9.2	79.9	13.2	82.5

From the above table it can be observed that the percentage of schools in which the percentage of passes in each subject and in general exceed by 30 has an increasing trend and the increase is by 22.1 from 1972-75. This is the case if there had been the rule of adding Internal-Assessment-marks to Common-Examination-marks to those who have secured 25% marks in each subject in the Common Examination. Hence it can be concluded that prescribing the special minimum of 25% marks in each subject for the addition of Internal-Assessment-marks would not have virtually affected the results of the years 1972-75.

The percentage of error for this size of the sample is 8% (at 95% confidence level).

Case Study III

Schedule (7)

C.E.: Common Examination.

Name of the School :

I.A.: Internal Assessment.

District :

Guidelines : Please furnish the school average marks (percentage) in the Common Examination and School average marks (percentage) in the Internal Assessment in each subject from the year 1973 to 1976. The percentages so obtained may be halved and furnished in the following table subject-wise and year-wise.

TELUGU.		ENGLISH.				HINDI.					
1973	1974	1975	1976	1973	1974	1975	1976				
C.E.I.A.	C.E.I.A.	C.E.I.A.	C.E.I.A.	C.E.I.A.	C.E.I.A.	C.E.I.A.	C.E.I.A.				
GENL. SCIENCE.				MATHS.				SOCIAL STUDIES.			
1973	1974	1975	1976	1973	1974	1975	1976	1973	1974	1975	1976

Analysis of Schedule VII.

In the case study III (Schedule-VII), the data pertaining to the average marks (in percentage) in each school-subject in both the Common Examination and the Internal Assessment from the year 1972-73 onwards for Class VII of 154 schools was collected for the purpose of analysis with regard to the various aspects of the difference between marks in both the assessments.

The schools are taken in the following manner.

TABLE V

The Break-up of the sample (*Schedule VII*).

Sl.No.	Management.	High Schools	Upper primary Schools.
1.	Local Bodies	41	28
2.	Government	15	12
3.	Aided	23	24
4.	Municipalities	5	6
Total ..		84	70

It is observed from the data that the difference between the percentages of average marks in different subjects ranged from 0-20. In the following table the number of schools (in percentage) in which this difference exists in each subject are given.

TABLE VI.

Percentage distribution of schools having the difference from 0-20 percent.

S.No.	Subject.	1973		1974		1975		1976	
		C.E.	I.A.	C.E.	I.A.	C.E.	I.A.	C.E.	I.A.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1.	Telugu ..	35.7	37.6	31.1	48.7	32.4	51.3	29.2	64.2
2.	English ..	33.1	37.6	36.3	46.1	35.0	53.2	18.1	75.3
3.	Hindi ..	43.4	30.5	44.8	35.7	42.8	37.6	19.4	78.5
4.	Science ..	45.4	35.7	44.1	37.0	28.5	57.1	19.4	70.7
5.	Mathematics ..	43.5	31.1	48.7	35.7	36.3	49.3	16.2	74.6
6.	Social Studies ..	42.2	31.8	50.0	29.2	46.1	38.9	23.3	64.9

From the above table the variation in the marks of Internal Assessment and Common Examination in different schools (expressed in percentage) in each subject may be inferred as follows:—

Telugu : From 1973 to 1976 there is a steep increase of 26.6 in the percentage of schools in which marks in the Internal Assessment are more. But in the case of the percentage of schools, in which marks in the Common Examination are more, it has fallen by 6.3 during the period.

English : There is a considerable increase in the percentage of schools (37.7%) in which marks in the Internal Assessment are more during 1973-76, where as there is a significant fall of 15.0 in the percentage of schools in which marks in the Common Examination are more, during the same period.

Science : The fall in the percentage of Schools in which marks in the Common Examination are more is 26.0 where as the percentage increase in the case of schools in which marks in the Internal Assessment are more is 35.0.

Maths : The fall in the percentage of schools in which marks in the Common Examination are more is 27.3 whereas the percentage of schools in which marks in the Internal Assessment are more is 43.5.

Social Studies : The increase in the percentage of schools, in which marks in the Internal Assessment are more, is 35.1 and the fall in the percentage of schools, in which marks in the Common Examination are more, is 18.9.

The above inferences will reveal that in general from 1973-76 the percentage of schools in which marks in Internal Assessment are more has increased by cent per cent during the period of 1973-76.

The percentage of error for this size of the sample is 7.9% (at 95% confidence level.)

APPENDIX VII

SCHEDULE 9.

INTERVIEW SCHEDULE FOR STUDENTS.

1. Did you know the type of question papers you will have to answer in the common examination?
2. What of the following things you did not expect?
 - (i) Number of questions to be above or around 50.
 - (ii) There will be two parts in the question paper.
 - (iii) You need not read the whole paper first but start answering.
 - (iv) You will get questions over almost all the topics of the content.
 - (v) You will not generally get questions which you had at the end of the lesson.
 - (vi) You will have to answer some parts compulsorily.
 - (vii) You will have very limited choice even if it exists.
 - (viii) You will have no choice in the objective type papers (Part II or "B" of the question papers in all subjects.)
 - (ix) You will have only questions for 35 marks based on the content of the English text book.
 - (x) Any other.
3. (a) Was the time adequate for all the papers?
 - (b) If not, for what papers was it inadequate and why?
4. Did you know that you are :
 - (i) to summarise information.
 - (ii) write only points.
 - (iii) adhere to the length prescribed.
5. Was your study for examination adequate? If not, what are the reasons :—
 - (i) Home conditions.
 - (ii) Lack of text books.
 - (iii) Inability to understand what you studied.

- (iv) Inability to follow the lessons taught in the class-room.
- (v) Lack of practice in answering such lengthy papers.
- (vi) Lack of practice in answering such type of questions.
- (vii) Last-hour study.
- (viii) Non-appearance of expected questions.
6. (a) In which of the papers did you fare badly?
(b) Can you give your own reasons?
7. (a) Do you feel that you failed in certain papers in which you expected to have passed?
(b) If so, please name them.
8. Did you answer similar papers in your unit tests or terminal examinations?
9. (a) Did your teachers give you any 'guessed' question papers?
(b) If so, were they like the papers which you answered in the common examination?
10. (a) Did your teachers tell you how the question papers would be?
(b) What changes were you to expect?

Analysis of Scheduled IX (For Students).

This schedule is issued to the students who passed and failed in the VII Class examination, 1976 for collection of information. 174 students who passed and 123 students who failed were interviewed. The schedule contains 10 items with 31 sub-items. The sample contains schools from different managements.

TABLE I. *Break up of the sample.*

Serial No. and name of the School.	Srikakulam district.	Warangal district.	Kurnool District.	Twin-Cities.
1. Z.P. Boys High Schools.	20	8	8	..
2. Z. P. Upper Primary Schools.	26	5	6	..

(1)	(2)	(3)	(4)	(5)	(6)
3.	Govt. Rural Boys - High Schools. ..	10	..	..	..
4.	Govt. Urban Girls' - High Schools. ..	9	..	..	11
5.	Govt. Rural Upper- Primary Schools. ..	2	..	..	..
6.	Govt. Urban Boys - High Schools. ..	..	4	11	..
7.	Govt. Upper Primary Schools. ..	..	3	..	..
8.	Govt. Urban Upper Primary Schools. ..	..	..	10	16
9.	Municipal Boys High Schools. ..	10	..	8	..
10.	Municipal Upper Primary Schools. ..	10	3	..	..
11.	Aided Urban Boys High Schools. ..	10	..	9	35
12.	Aided Rural Boys High Schools. ..	10	..	10	..
13.	Aided Rural Upper Primary Schools. ..	8	..	..	..
14.	Aided Urban Girls' - High Schools. ..	..	5	..	10
15.	Aided Urban Upper Primary Schools. ..	..	..	10	16
	Total : ..	115	25	69	88

The distribution of the items under the various Aspects is given in the table below.

TABLE II—Aspects and items involved in them.

Aspect.	Nos.
I. Upset of Expectations	1,2
II. Time	3
III. Academic Aspects of their difficulties: ..	4,5
IV. Self-Assessment of performance	6,7
V. Degree of practice and familiarity established with the questions papers. ..	8,9, and 10.

The item-wise distribution Aspect-wise with chisquare validity and significance are shown below.

TABLE III—Items Aspect-wise with Chisquare values and significance levels

Serial No.	Aspect.	Items.	Percentage.	Chi-square value.	Significance level.
(1)	(2)	(3)	(3)	(4)	(5)
1.	Aspect-I	1	86.5	160.4	1%
2.	Do.	2 (i)	59.9	12.0	Do.
3.	Do.	2(ii)	77.1	88.6	Do.
4.	Do.	2(iii)	54.5	2.6	20%
5.	Do.	2 (iv)	72.3	60.6	1%
6.	Do.	2(v)	60.2	13.0	Do.
7.	Do.	2(vi)	65.6	29.8	Do.
8.	Do.	2(vii)	62.9	20.4	Do.
9.	Do.	2(viii)	69.0	43.8	Do.
10.	Do.	2(ix)	34.6	27.2	Do.
11.	Do.	2(x)			

(1)	(2)	(3)	(4)	(5)	(6)
12.	Aspect-II	.. 3(a+)	47.1	0.864	50%
13.	Do.	3(b)			
14.	Aspect-III	.. 4(i)	77.1	88.6	1%
15.	Do.	4(ii)	76.7	86.4	Do.
16.	Do.	4(iii)	7.30	64.2	Do.
17.	Do.	5(i)	40.7	9.8	Do.
18.	Do.	5(ii)	39.3	13.0	Do.
19.	Do.	5(iii)	31.9	37.8	Do.
20.	Do.	5(iv)	30.3	45.2	Do.
21.	Do.	5(v)	28.9	51.8	Do.
22.	Do.	5(vi)	23.5	82.2	Do.
23.	Do.	5(vii)	17.5	124.4	Do.
24.	Do.	5(viii)	38.0	16.4	Do.
25.	Do.	.. 6(a)			
26.	Do.	..	..	..	..
27.	Aspect-IV	.. 7(a)	32.3	36.4	Do.
28.	Do.	7(b)			
29.	Aspect-V	.. 8	75.0	76.0	Do.
30.	Do.	9(a)	39.7	12.0	Do.
31.	Do.	9(b)	30.3	45.2	Do.
32.	Do.	10(a)	84.8	146.0	Do.
33.	Do.	10(b)	34.3	28.6	Do.

Aspect-wise percentages of positive responses are shown in the following table.

TABLE IV.—*Aspect-wise percentage of responses.*

Aspect.	Percentages.
Aspect-I	64.3
Aspect-II	47.1
Aspect-III	43.4
Aspect-IV	32.3
Aspect-V	52.8

The tables given above reveals the following information:

The students know the type of question papers they have to answer (86.5%).

Only 35% of the students know that they would get questions based on the content of the text book to the extent of 35% of marks in English.

The students know reasonably well that:

- (i). There will be two parts in the question paper (77%)
- (ii). They would get questions over almost all the topics of the content (72.3%).
- (iii). They will have no choice in the objective type question papers (69.9%).
- (iv). They have to answer some questions compulsorily (65.6%).
- (v). They have limited choice even if it exists (62.9%).
- (vi). They would not generally get the questions given at the end of the lessons (60.2%).
- (vii). The number of questions would be around 50.

But only 54.5% of the students say that they need not read the whole paper before starting to answer.

Nearly 47% of the students said that the time was sufficient. They seem to be feeling that time was not adequate for English, Hindi, and Mathematics.

More than 73% of the students say that they know that they have to

- (i). summarise information.
- (ii). write only points.
- (iii). adhere to the length prescribed.

More than 38% of the students named the following as reasons for their inadequate study.

1. Home conditions.
2. Lack of text books.
3. Non-appearance of the expected questions.

The weightages in terms of responses for the following reasons are given below:

1. Inability to understand what they studied (31.9%).
2. Inability to follow the lessons taught in the class room (30.3%)

3. Lack of practice in answering such type of question papers (28.9%).
4. Lack of practice in answering such type of questions (23.5%).
5. Last hour study (17.5%).

The students seem to have felt English and Hindi and to some extent mathematics papers as difficult. They felt that they did not properly understand the questions given in these languages. Geometry seemed difficult for them

Only 32.3% of the students felt that they failed in papers in which they expected to pass.

75% of the students said that they answered similar papers in their unit tests or terminal examinations.

85% of the students said that their teachers explained to them how the question papers would be. But they could not explain the details of the changes made in the question paper of March, 1976.

40% of the students said that their teachers gave them "guessed" papers. But only 30 % of them said that they were like the papers they answered in the common examination.

APPENDIX VIII

Schedule 10

Interview Schedule for the Parents

1. Do you check up whether your children are regularly attending to school and home work?
2. Do you feel that the teaching is alright for your children?
3. Do you feel that your children will learn if only the teachers take interest and teach?
4. Do you feel that your children would have passed if the special minimum of 15 marks was not there?
5. Do you think that it is good to continue the special subject minimum of 15 marks?
6. Do you think that the number of minimum marks should be different? If so will you please suggest it?
7. Do you think that the teachers of your children are competent teachers?
8. Do you know that the question papers are changed this year for class VII?
9. Do you know that the teachers have given sufficient instructions and practice to the students, of the changes made?
10. Did you meet the teachers of your students to find out their progress?
11. Did you attend the parent teachers association meetings?
12. Are question papers too long for the students of Class VII at that age?
13. Are the questions difficult for the students of Class VII at that age?
14. Did you feel that the variety in the types of the questions confused the students?
15. Is the division of the question papers into parts (A&B or I&II) is confusing and difficult for the students.
16. Is the time given to answer the papers adequate?

Analysis of Schedule X (for parents).

This schedule is an interview schedule for the parents. In all 184 parents are interviewed. The schedule consists of 16 items. The sample is drawn from schools of different managements. The sample district-wise is as follows :—

TABLE I.*The break-up of the sample.*

S.No.	District.	Size of the sample.
1.	Srikakulam	75
2.	Warangal	36
3.	Karnool	52
4.	Twin Cities	21
	Total	184

The items are grouped under six Aspects which together with their item numbers are as follows :

TABLE II.*Distribution of items Aspect-wise.*

Aspect.	Numbers.
Aspect I Extent of knowledge of change ..	8.
Aspect II Steps to watch progress or improve it ...	1, 11.
Aspect III Parents expectations of the school ..	2, 7, 9, 10.
Aspect IV Parents estimate of their children ..	3.
Aspect V Opinion on the Special Minimum ..	4, 5, 6.
Aspect VI Opinion on question papers ..	12, 13, 14, 15 and 16.

The items aspect-wise with percentages of responses together with chi-square values and significance levels are given in the following table :

TABLE VI.

Positive percentages item-wise (values and significance) levels.

S.No.	Aspect.	Item No.	Percentage of responses.	Chi-square value.	Significance level.
1.	Aspect I	8	51.0	0.08	80%
2.	Aspect II	1	84.2	86.2	1%
3.	Do.	11	46.7	0.78	50%
4.	Aspect III	2	72.2	36.4	1%
5.	Do.	7	85.3	91.8	1%
6.	Do.	9	38.5	9.4	1%
7.	Do.	10	73.9	42.0	1%
8.	Aspect IV	3	45.1	1.76	20%
9.	Aspect V	4	49.4	0.02	90%
10.	Do.	5	78.2	59.0	1%
11.	Do.	6	41.3	5.56	1%
12.	Aspect VI	12	59.5	28.0	1%
13.	Do.	13	68.4	25.0	1%
14.	Do.	14	68.4	25.0	1%
15.	Do.	15	42.9	3.66	10%
16.	Do.	16	29.9	29.6	1%

The positive responses aspect-wise are as follows :

TABLE IV.

Positive responses Aspect-wise.

S.No.	Aspect.	Percentage response.
1.	Aspect. I	51%
2.	Aspect. II	65.4%
3.	Aspect. III	67.5%
4.	Aspect. IV	46.1%
5.	Aspect. V	56.3%
6.	Aspect. VI	55.8%

84.2% of the parents said that they are supervising the school and home work of their children. But only 46.7% said that they attend the meetings of the parent-teacher associations.

51% of the parents are aware of the changes in the Question papers.

More than 72% of the parents say that :

1. the teachers who taught their children were competent teachers
2. they meet the teachers of their children to find out their progress.
3. the teaching was alright for their children.

Only 38.5% of the parents said that the teachers gave instructions to the students of the changes made.

45% of the parents feel that their children can learn better if only the teachers take interest in teaching.

78% of the parents are favourable towards the special minimum of 15%.

49% of the parents feel that their children would have passed if the special minimum was not there, while 41% of the parents feel that the figure 15% needs change.

More than 69% of the teachers feel that :

1. The question papers are too long for that age.
2. The question papers are difficult for the students.
3. The variety in the question papers confused children.

Only 42.9% of the parents felt that the division of the question papers into two parts confused the students.

Nearly 70% of the parents feel that the time given for the question papers was inadequate.

Validity of percentages:— The range of error for the sample size of 174 at 95% level of confidence is 7.2%

All items except 8, 11, 3, 4 are valid at 1% significance level.

APPENDIX IX

Schedule II

Interview Schedule for the Headmasters

1. When did you receive the model papers of class VII during the academic year 1975-76 ?
2. Did you receive a set of them in previous years also ? If so when (Approx. Year)
3. When did you circulate them to teachers and students ?
4. Did you conduct unit tests in the same pattern in your school ?
5. Did you conduct terminal examination in the same pattern ?
6. Did you (a) go through the question papers, set by the teachers and (b) compare them with the models supplied to you ?
7. Did you make sure that the students came to know that they are to answer the question papers of a different and particular pattern ? (Please state the steps taken)
8. Did you take any special care to see that—
 - (a) Instructions are similar in internal examinations.
 - (b) Types of questions are similar.
 - (c) Lengths of papers are similar.
 - (d) Structurisation of the parts is the same.
9. Did you analyse the answers of the students or cause them analysed by the teachers to see where the students are making mistakes in answering the papers of the changed type ?
10. Did you, during the course of internal examination conducted on similar lines, supervise the students to find out what difficulties they are facing in answering such papers ?
(a) please state the difficulties of students, if you noticed any.
11. (a) Did you conduct a pre-final examination as a "full dress rehearsal" ? (b) If not, please give reasons?
12. Did you make sure that the contents prescribed by the syllabuses, were effectively completed ?

13. Did you ask your teachers to revise the content keeping the new model question papers in view ?
14. Did you make sure that they revised the contents of the prescribed syllabuses properly ?
15. Did you conduct any Parents Teacher Association meeting to explain to the parents of the students of class VII about the changed pattern ?
16. What, of the following, are the significant changes made in
(i) the new model of the question papers, from those of the previous year.
- length of the question paper.
 - type of the questions.
 - size of the print.
 - the colour and quality of the paper.
 - the clarity of questions.
 - the clarity of instructions to the candidates.
 - the structuring of the question papers.
 - the extent of coverage of content.
 - the extent of inclusion of important ideas, concepts, facts generalisations etc., of the content.
 - the extent of weightage to the various objectives.
 - the lack of correlation of the questions of the papers with those of the expected ones of the—
 - teachers.
 - students.
 - Any other—
 - And what of the above aspects, if any, in your opinion, are the reasons for many students failing in the C.E. of class VII (give numbers of the items only in recording).
17. What are the practices of the teachers in preparing their students for examinations in the case of classes upto class VII ?
- fixing important portions.
 - giving a number of questions in each subject out of which the question paper is prepared.
 - giving weightage to the questions at the end of the lesson in the question papers of internal examinations.
 - giving out a few 'guess' questions.

- (e) giving a few questions which can be expected by the students.
 - (f) giving essay type models.
 - (g) giving a mixture of essay, short answer and objective type questions.
 - (h) asking questions which were not asked in previous tests and examinations of the process of internal assessment.
 - (i) Asking questions from the answers of which can be had from the notes dictated.
 - (j) setting questions on all the lessons of the text.
 - (k) any other.
18. Do you know the percentage of backward students in the various classes, or sections in various subjects ?
 19. Do you have frequent meetings with the subject teachers of VII class ?
 20. Do you fix targets for the achievement of students class-wise and subject-wise in any way, except in terms of completion of the prescribed content ?
 21. Does every subject teacher of every class know :
 - (i) what to achieve through his class-room teaching, at least in matters of scholastic achievement.
 - (ii) how to achieve it.
 22. Do the teachers take your suggestions and implement them ? If not, please give reasons.
 23. (a) Do you supervise the teaching of the teachers in a class-room ?
 (b) If so, how frequently ?
 (c) If so, give a few things of what you want to know from such supervision ?
 24. Are you of the opinion that the teachers of your school usually do their best and it is the students who are not industrious and hence the percentage of the results of your school is low ?
 25. Do you wish that the special subject minimum of 15 must continue or do you suggest any other minimum mark ? Please give reasons.
 26. If no tests or examinations are conducted on the pattern of the model papers, please give reasons.
 27. What special arrangements do you make for the improvement of backward students ?

28. What academic issues do you discuss if you have such meetings with subject teachers of VII class ? (Give a few samples of specific academic problems discussed last year).
29. What arrangements are made to see that all the students can study the text books even if they cannot possess all of them ?
30. What steps do you take to ensure good planning in improving the standards of students of various classes in each subject ?
31. Is there a difference between the percentage of results which is expected by you and which you got ? Please give measures responsible, from your own reading of the situation, for such a difference.
32. (a) How do you keep yourself in touch with the regular scholastic improvement of students ?
 (b) At what intervals ?

Analysis of Schedule XI.

This is an interview schedule for the Headmasters to obtain further information about how they proceeded in making children adjust to the change in the question papers, and about their general routine activity in supervision and leadership. 44 Headmasters were interviewed and schools under different managements are involved. The break-up of the sample is as follows :—

Table 1 The break-up of the sample.

Sl. No.	School (category)	Number
(1)	(2)	(3)
1.	Z.P.High Schools	3
2.	Z.P. Upper Primary Schools	11
3.	Government Girls High Schools.	2
4.	Government Rural Boys High Schools	1
5.	Government Urban Boys High Schools	3
6.	Government Urban Upper Primary Schools	2
7.	Government Rural Upper Primary Schools	2
8.	Aided Boys High Schools	2
9.	Aided Urban Boys High Schools	3

(1)	(2)	(3)
10.	Aided Girls High Schools	2
11.	Aided Upper Primary Schools	2
12.	Aided Rural Boys High Schools.	2
13.	Aided Upper Primary Schools (Urban)	1
14.	Aided Upper Primary Schools (Rural)	1
15.	Municipal Boys High Schools	1
16.	Municipal Upper Primary Schools	2
	Total	44

The schedule contains 32 items (with sub-items) which are distributed into 7 aspects which along with the relevant items are given below:

TABLE II
(Aspects with their respective items.)

Aspect	Item Nos.
Aspect-I Steps to ensure adjustment..	.. 4,5,6,7,8,9,10,11,17, & 26.
Aspect-II Steps to improve standards of class VII to face the change in the question papers.	.. 12,13,14,15,18,19, 27,28.
Aspects-III Foresight and Feed back	.. 21,31,32 (b)
Aspect-IV Opinion on the structure	.. 16a,c,d,f,g.
Aspect-V Opinion on the nature of questions	.. 16b,e,h,i,j,k.
Aspect-VI Leadership ..	.. 20,21,22,23,a,b,c,24,25, 31 (a)
Aspect-VII Time available to adjust to the change	1,2,3.

The distribution of items aspect-wise with the percentage of responses with chi-square values and significance levels is given below:

TABLE-III

(Item-validity and significance levels along with percentages of positive responses—Item-wise & Aspect-wise.

Sl. No.	Aspect	Item No.	Percentage of responses	'Chi' square value	Significance Level
(1)	(2)	(3)	(4)	(5)	(6)
1.	Aspect-I	..	4 68.1%	5.1	5%
2.	Do.	..	5 65.9%	3.84	10%
3.	Do.	..	6a 77.2	12.02	1%
4.	Do.	..	6b 63.6	2.74	10%
5.	Do.	..	7 59.0	1.10	30%
6.	Do.	..	8a 74.9	10.02	1%
7.	Do.	..	8b 70.4	6.56	1%
8.	Do.	..	8c 50.0	0	—
9.	Do.	..	8d 63.6	2.74	10%
10.	Do.	..	9 54.5	0.204	70%
11.	Do.	..	10a 50.0	0	—
12.	Do.	..	11a 36.3	2.74	10%
13.	Do.	..	17a 56.8	0.568	50%
14.	Do.	..	17b 65.9	3.84	10%
15.	Do.	..	17c 56.8	0.568	50%
16.	Do.	..	17d 38.6	1.84	20%
17.	Do.	..	17e 45.4	0.204	70%
18.	Do.	..	17f 59.0	1.10	30%
19.	Do.	..	17g 77.2	12.02	1%
20.	Do.	..	17h 40.9	1.10	30%
21.	Do.	..	17i 63.6	2.74	10%
22.	Do.	..	17j 63.6	2.74	10%
23.	Do.	..	26 ..		

(1)	(2)	(3)	(4)	(5)	(6)	
24.	Aspect-II	..	12	88.6	24.6	1%
25.	Do.	..	13	86.3	21.8	1%
26.	Do.	..	14	72.7	8.2	1%
27.	Do.	..	15	22.7	12.02	1%
28.	Do.	..	18	45.4	0.204	70%
29.	Do.	..	19	68.1	5.10	5%
30.	Do.	..	27	..	..	..
31.	Do.	..	28	..	..	..
32.	Aspect-III	..	21(i)	72.7	8.2	1%
33.	Do.	..	21(ii)	54.5	0.204	70%
34.	Do.	..	31	..	..	..
35.	Do.	..	32B	..	..	..
36.	Aspect-IV	..	16a	86.3	21.8	1%
37.	Do.	..	16c	86.3	21.8	1%
38.	Do.	..	16d	74.9	10.2	1%
39.	Do.	..	16f	56.8	0.56	50%
40.	Do.	..	16g	68.1	5.10	10%
41.	Aspect-V	..	16b	79.5	14.2	1%
42.	Do.	..	16e	61.3	1.84	20%
43.	Do.	..	16h	65.9	3.84	10%
44.	Do.	..	16i	74.9	10.02	1%
45.	Do.	..	16j	70.4	6.56	1%
46.	Do.	..	16k(i)	54.5	0.205	70%
47.	Do.	..	16k(ii)	45.4	0.204	70%
48.	Aspect-VI	..	20	63.6	2.74	10%
49.	Do.	..	21(i)	72.7	8.2	1%
50.	Do.	..	21(ii)	54.5	0.204	70%

(1)	(2)	(3)	(4)	(5)	(6)	
51.	Aspect-VI	..	22	86.3	21.84	1%
52.	Do.	..	23a	74.9	10.02	1%
53.	Do.	..	23b	..	..	..
54.	Do.	..	23c	..	..	..
55.	Do.	..	24	65.9	3.84	5%
56.	Do.	..	25	..	..	..
57.	Do.	..	31a	..	..	..
58.	Aspect-VII	..	1	..	..	..
59.	Do.	..	2	..	..	..
60.	Do.	..	3	..	..	..

The percentages of responses for the Aspects are as follows :

TABLE IV
Percentage of positive responses.

Sl. No.	Aspect	Percentage responses
1)	(2)	(3)
1.	Aspect-I	59.1
2.	Aspect-II	64.0
3.	Aspect-III	63.6
4.	Aspect-IV	74.5
5.	Aspect-V	64.6
6.	Aspect-VI	75.7

There is low item validity for many of the items seen from the table probably due to the small sample involved. The items having significance at 1% level are :

6. (a) Do you go through the question papers set by the teachers, (77.2%).

7. (a) Did you take any special care to see that the instructions are similar in internal examinations (74.9%).
12. Did you make sure that the contents prescribed by the syllabuses were effectively completed (88.6%).
13. Did you ask your teachers to revise the content keeping the new model question papers in view (86.3%).
14. Did you make sure that they revised the contents of the prescribed syllabuses properly (72.7%).
15. Did you conduct any parent teacher Association meeting to explain to the parents of the students of Class-VII about the changed pattern (22.7%).
16. What of the following are the significant changes made in the new model of question papers from those of the previous year.
- (a) Length of the question papers (86.3%).
- (b) Type of the questions (79.5%).
- (c) Size of the print (86.3%).
- (d) Colour and quality of the question paper (74.9%).
- (f) The extent of inclusion of important ideas, principles etc. (74.9%).
- (j) Extent of weightage to various objectives (70.4%).
17. (g) Is the mixing of Essay, Short Answer, and objective type questions a practice with the teachers teaching Class VII (77.2%).
- 21.1. Does every subject teacher of every class know what to achieve through his class-room teaching atleast in matters of scholastic achievement. (72.7%).
22. Do your teachers take suggestions and implement them (86.3%).
23. (a) Do you supervise the teaching of the teachers in a class-room, (4.9%).
- The following items are significant at 5% Level.
4. Did you conduct unit tests in the same pattern in your school (68.1%).
19. Do you have frequent meetings with the subject teachers of VII Class (68.1%).
24. Are you of the opinion that the teachers of your School usually do their best and it is the students who are not industrious and hence the percentage of passes of your school is low (65.9%).

The following items are significant at 10% Level.

5. Did you conduct terminal examinations in the same pattern (65.9%).
6. (b) Did you compare the question papers set by your teachers with the models supplied to you (63.6%).
8. (c) Did you take any special care to see that the structuring of the parts of the question papers to be the same.
11. (a) Did you conduct a 'pre-final' examination as a 'full-dress rehearsal' (36.3%).
16. (g) Are the structuring of the question papers and (h) the extent of the coverage of the content significant changes. (68.1%).
17. What are the practices of your teachers in preparing students for the examination.
 - (a) Giving a number of questions in each subject out of which the question paper is prepared (65.9%).
 - (b) Asking questions the answers for which can be had from the notes dictated (63.6%).
 - (c) Setting questions on all the lessons of the test (63.6%).
20. Do you fix targets for the achievement of students class-wise and subject-wise in any way, except in terms of completion of the prescribed content (28.6%).

As can be seen from the above the percentages of positive responses for the items listed above are given in the brackets.

More than 70% of the Headmasters say that they have gone through the question papers set by their teachers and that the papers contain similar instructions and that the types of questions were similar so that the students can have familiarity with the changed question paper. More than 75% of them say that it was a practice with their teachers to mix all the types of questions in the unit tests or terminal examinations which they conducted on the new model. But only 64% of the Headmasters say that a 'full-dress rehearsal' in the shape of a prefinal examination was conducted.

More than 63% of the Headmasters say that they prepare their students for the examination by:

- (a) giving a number of questions in each subject out of which the question paper is set
- (b) asking for answers which can be had from the notes dictated while taking care that
- (c) questions on all the lessons are set.

More than 85% of the Headmasters say that they took special care to get the syllabuses completed so that the revision of lessons could be done keeping the new model of question papers in view.

More than 70% of the Headmasters ensured themselves that the syllabuses were properly revised.

While 68% of the Headmasters say that they held frequent meetings with the teachers of Class VII, only 23% of them held meetings of the parent-teacher associations to explain the parents the changes in the question papers.

While 86% of the Headmasters considered that (a) the length of the question papers, and (b) the size of the print are the significant changes, 75% of them felt that the colour and quality of the question papers also is a significant change. Only 68% of them thought the structuring of the question paper is a significant change.

The Headmasters in a majority were attracted only by the superficial changes in the question papers and not in terms of the abilities and skills needed on the part of the students to answer the question papers and hence probably could not take the steps they should have taken. While 75% of the Headmasters say that they supervise the teaching of their teachers in a class-room situation and this probably is limited to ensure themselves that the teachers are in the class and are teaching content.

66% of the Headmasters are of the opinion that the teachers usually do their best and it is the students who are not industrious and hence the percentage of passes fell.

Opinion was equally divided on the following:—

- (a) Whether they could ensure the length of the question papers set by the teachers to be similar to that of the model papers (50%).
- (b) Finding out the difficulties faced by the students in answering similar papers set by the teachers of the Schools.

The frequency with which the Headmasters supervise the teachers while they teach in the class-rooms is given in the following table.

TABLE: V-Frequency of supervision by the Headmasters :

Sl. No.	In terms of time	Number of Headmasters.	Percentages.
1.	Weekly once	3	6.8
2.	Weekly twice	3	6.8
3.	Fortnightly	9	20.4
4.	Once in a month	9	20.4
5.	Once in two months	3	6.8
6.	Once in three months	9	20.4
7.	Once in four months	4	9.1
8.	Very rarely	4	9.1

Where a pre-final examination as a 'full-dress rehearsal' was not conducted it was because of either (a) lack of finance or (b) lack of time due to late receipt of the model papers or (c) because there were no specific instructions to that effect.

The Headmasters wanted to know by a supervision of the class-room teaching the following :—

- (a) Whether the teacher is completing the syllabus.
- (b) Whether the students are given any written work.
- (c) Whether the year plan is followed.
- (d) Whether the written work of the student was properly corrected.
- (e) Discipline of the students.
- (f) Preparation of the teachers.

The Head Masters appear to be favourable for the conitnuance of the special minimum of 15%.

APPENDIX—X

SCHEDULE 12

Observational Recordings of the Members of the Committee of the 'Tone of the School'

Name of the School :

Name of the District :

Name of the Observer :

1. Attendance of the students (generally).
2. Accommodation for students.
3. Seating arrangements for the staff.
4. Punctuality of attendance of staff.
5. Degree of co-operation between staff and the Headmaster.
6. Library facilities for the students.
7. Library facilities for the teachers.
8. Lab facilities for conducting demonstrations of experiments.
9. Availability of various maps, charts, etc.
10. Sincerity, in implementing the instructional plans in teaching.
11. Sincerity, in preparation of instructional plans, of the staff.
12. Co-operation between the subject-teachers in planning instruction.
13. Co-operation between the staff of different subjects.
14. Quality of the assignments given to the Students.
15. Scope for the students' participation in the class-room.
16. Extent of supplementary reading by the students.
17. Extent of the utilisation of community resources by the Teachers.
18. Planning made for improving instruction.
19. Steps taken to improve the standards of educationally backward children.
20. Extent of supervision of the Headmaster of the teaching of the teachers.

21. Quality of suggestions given by the Headmaster in improving class-room instruction.
22. The respect which the teachers give to the Headmaster as academic leader.
23. The extent of humanitarian considerations of the needs of the staff which go into the administration of the Headmaster.
24. Academic freedom for the teacher.
25. Interference of the public in the school affairs.
26. The image of the school in the eyes of the public.
27. The image of the teachers in the eyes of the parents.
28. The image of the Headmaster in the eyes of the parents.
29. The quality of class-room teaching in primary classes.
30. The quality of class-room teaching in the upper primary classes.
31. The respect, the teachers get from their students.
32. The personal relationships of the teachers and the students.
33. The level of teaching-skills of the teachers.
34. The control of teachers over the content they teach.
35. The extent of commitment of the teachers to their duty.
36. The extent of commitment of the Headmaster to his duty in toning up the standards of the school.
37. The efforts of the school to improve different abilities and skills in the students other than mastery of content.
38. General discipline of the students.
39. The development of initiative, enthusiasm to work, the quality of being active etc., in the students.
40. The extent of individual care taken to solve personal and academic problems of the students.
41. The extent and quality of sanitary facilities available in school.
42. The sufficiency of play-grounds available.

ANALYSIS OF SCHEDULE XII (The 'tone' of the School).

Schedule 12 deals with the 'tone' of the schools. It contains 42 items on which information was collected by the members of the committee. Information was collected from 44 schools in which U.P.S. and

High Schools from different managements were included, the break-up of which is as follows :—

1. Zilla Parishad High Schools.	5
2. Z.P.Upper Primary Schools.	10
3. Govt.Boys High Schools	7
4. Govt. Upper Primary Schools	6
5. Aided High Schools	9
6. Aided Upper Primary Schools	4
7. Municipal High Schools	2
8. Municipal Upper Primary Schools	1

The items were grouped into 10 clusters which are as follows :—

<u>(CLUSTER (ASPECT))</u>	<u>ITEMS NOS.</u>
I. Physical facilities	2,6,41,42
II. Students Attendance	1
III. Pattern of Independent Study	16
IV. Staff conveniences	3,7,8,9
V. Quality of teaching	4,10,11,14,15,29,30,3,34 and 35.
VI. Image of the school.	26,37,38,39 and 40
VII. Image of the teachers.	27,31,32
VIII. Image of the Headmaster.	20,21,22,23, 28 and 36.
IX. Facilitating factors.	5,12,13,17,18,19,20,24, 35,36.
X. Obstructing factors.	2,2.,41,42

Statement

The percentages of responses together with their 'Chi' square values and levels of significance are given below :—

Sl.	ASPECT	Item	Percentages			Chisquare	Level of Significance	
			G	S	P		Positive response.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1.	Aspect I	2	27.2	34.1	36.3	.88	—	61.3
2.	Do.	6	9.1	22.7	68.1	25.2	1%	31.3
3.	Do.	41	9.1	38.6	50.0	11.7	„	47.7
4.	Do.	42	6.8	36.3	54.5	15.3	„	45.1
5.	Aspect II	1	34.1	34.1	13.6	5.02	—	68.2
6.	Aspect III	16	2.2	29.5	68.1	28.9	1 level	31.7
7.	Aspect IV	3	9.1	36.3	54.5	13.7	„	45.5
8.	Do.	7	2.2	25.0	72.7	34.1	„	27.2
9.	Do.	8	11.3	22.7	65.9	21.9	„	34.0
10.	Do.	9	6.8	38.6	52.2	14.4	„	45.4
11.	Aspect V	4	29.5	61.3	2.2	23.2	„	90.8
12.	Do.	10	11.3	56.8	31.8	13.72	„	68.1
13.	Do.	11	11.3	56.8	31.8	13.72	„	68.1
14.	Do.	14	2.2	45.4	47.7	17.3	„	47.6
15.	Do.	15	—	54.5	45.5	22.5	„	54.5
16.	Do.	29	19.5	29.5	50.0	18.47	„	49.0
17.	Do.	30	2.2	56.8	40.0	20.8	„	50.0
17.	Do.	30	2.2	56.8	40.0	20.8	„	50.0
18.	Do.	33	—	54.5	45.5	22.5	„	54.5

20.	Do.	..	..	35	20.4	65.9	13.6	21.3	..	50.3	86.3
21.	Aspect VI	..	..	26	31.8	59.1	9.1	16.5	..	50.3	90.9
22.	Do.	..	..	37	—	38.6	61.3	25.5	..	50.3	38.6
	Do.	..	..	38	15.9	68.1	9.1	27.7	..	50.3	84.0
23.	Do.	..	..	39	2.2	52.2	40.1	18.1	..	50.3	54.4
24.	Do.	..	..	40	2.2	52.2	43.1	18.7	..	50.3	54.4
25.	Aspect VII	..	..	27	31.8	56.8	11.3	13.72	..	50.3	88.6
26.	Do.	..	..	31	25.0	655.9	9.1	22.6	..	50.3	90.9
27.	Do.	..	..	32	25.0	59.1	15.9	13.6	..	50.3	84.1
28.	Aspect VIII	..	..	20	4.5	61.3	34.1	23.1	..	50.3	65.8
29.	Do.	..	..	21	4.5	54.5	38.	17.2	..	50.3	60.0
30.	Do.	..	..	22	15.9	72.7	11.3	30.9	..	50.3	88.
31.	Do.	..	..	23	9.1	81.8	6.8	48.1	..	50.3	89.9
32.	Do.	..	..	28	27.2	59.1	9.1	16.9	..	50.3	86.3
33.	Do.	..	..	36	20.4	65.9	13.6	27.6	..	50.3	86.3
34.	Aspect IX	..	..	5	27.2	54.5	13.6	11.46	..	50.3	84.7
35.	Do.	..	..	12	11.3	50.0	34.4	10.01	..	50.3	61.3
36.	Do.	..	..	13	11.3	66.8	29.5	13.87	..	50.3	68.1
37.	Do.	..	..	17	4.5	20.4	50.0	33.6	..	50.3	24.9
38.	Do.	..	..	18	4.5	50.0	45.4	17.3	..	50.3	54.5
39.	Do.	..	..	19	6.8	40.1	52.2	14.8	..	50.3	46.9
40.	Do.	..	..	20	2.2	61.3	34.1	23.1	..	50.3	63.5
41.	Do.	..	..	24	9.1	75.0	15.9	34.6	..	50.3	84.1
42.	Aspect X	..	..	2	27.2	34.1	36.3	.88	..	50.3	61.3
43.	Do.	..	..	25	9.1	18.1	65.9	24.7	1% level	50.3	27.2
44.	Do.	..	..	41	11.3	40.1	47.7	11.7	..	50.3	51.5
45.	Do.	..	..	42	6.8	31.8	61.3	15.3	..	50.3	38.6

The items which have positive responses of 60% or more (G+S) are taken as satisfactory while those which have the positive response below 60% are taken as unsatisfactory ones. According to this criteria, the following items which are related to physical and instructional facilities are not well obtained in the schools (numbers given to items are the numbers of the items in the interview schedule). The figures in the brackets are percentages of positive responses from the interviewers (G+S).

6. Library facilities for the students (31.7%)
47. The extent and quality of sanitary facilities available in the school (51.4%)
42. The sufficiency of the play-grounds available (38.6)
3. Seating arrangement for the staff (47.7%)
7. Library facilities for the Staff (45.4%)
8. Lab-facilities for conducting demonstrations of experiment (27.2%)
9. Availability of various maps, charts etc., (34.0%)

The extent of supplementary reading by the student (49.0%)

The achievements of schools in the following aspects are on a low key :—

14. Quality of the assignments, given to the students.
15. Scope for the students' participation in the class-room.
17. Extent of the utilisation of community resources.
18. Planning made for improving instruction.
19. Steps taken to improve the standards of the educationally backward children.
29. Quality of class-room teaching in the primary classes.
30. The quality of class room teaching in the Upper primary Classes.
33. The level of teaching skills of the teachers.
34. The control of the teachers over the content they teach.
37. The efforts of the school to improve different abilities and skills in the students other than mastery of content.
39. The development of initiative enthusiasm to work, the quality of being active etc., in the students.

APPENDIX—XI

GOVERNMENT OF ANDHRA PRADESH

ABSTRACT

EDUCATION—ABOLITION OF DETENTIONS IN CLASSES
OTHER THAN VII & X—NEW EVALUATION PROCEDURE—
ORDERS—ISSUED.

EDUCATION DEPARTMENT

[G.O.Ms.No.1781, Dated the 27th November, 1971.]

ORDER :

Government have decided to abolish the system of detaining students on the basis of Annual Examinations in all classes of primary and Secondary stages, except in classes VII and X. This decision has been taken with a view to minimise the high incidence of stagnation leading to wastage, especially in the primary stage. According to the present policy of Government all students will be promoted to the next higher classes in accordance with the evaluation procedure given hereunder, except in classes VII and X, where a common and public examination respectively will be conducted in addition.

2. Doing away with detentions does not mean promoting failed students indiscriminately, but it really means remedying the conditions which give rise to the need to detain students. It also means adopting of a system of effective and continuous testing and consequent application of remedial measures so as to render Annual detentions unnecessary. Abolition of detentions does not mean absence of examinations. New procedures should be adopted to make evaluation a continuous and integral part of educative process. The new evaluation procedure shall be as follows :—

1. *Primary stage of Education (Class I to IV) :—*

3. There shall be informal tests oral, written and practical conducted by the teachers every month. The results of these tests shall be entered systematically in the progress cards and pupil cumulative records, specially devised for the purpose. Home assignments and class work shall also be considered as part of evaluation. There shall be no promotion examinations for these classes at the end of each Academic year.

4. II-Upper Primary Stage Education (classes V to VII) :—

Evaluation procedure at this stage will include:—

- (a) Adoption of the prescribed pupil cumulative record, which shall be maintained for all students.
- (b) Adoption of the prescribed progress card, which shall be communicated to parents/guardians regularly;
- (c) Administration of teachers made tests at the end of teaching each unit of syllabus, the results of which shall be incorporated in the progress cards;
- (d) In addition, at the end of each quarter, for each subject, one formal examination will be conducted covering the syllabus completed during the quarter. The test material and the guidelines developed by the SCERT for these formal examinations shall be followed in all schools. The evaluation of these quarterly tests shall be entered in the pupil's cumulative record.
- (e) There shall be a non-demanding common external examination at the end of class V at the samith level. The result of this examination shall also be entered in the pupil's cumulative record.
- (f) At the end of class VII there shall be a common external promotion examination at the district level.
- (g) Common Examination Boards shall be constituted in each district with the District Educational Officer as Chairman, who shall be vested with the authority of issuing certificates to the passed students of VII Class;
- (h) In case of failed candidates in VII Class, weightages for class record shall be given to different types of internal assessment in the following way :—

Teacher made Unit Tests.	Quarterly and Half Yearly Examination.	Annual Examination.	Total.
25%	25%	50%	100%

5. III. Secondary stage of education (Classes VIII to X).

Evaluation procedures at this stage will include ;

- (a) Adoption of the prescribed pupil cumulative record, which shall be maintained for all students ;

(b) Adoption of the prescribed progress card, which shall be communicated to parents/guardians regularly ;

(c) Administration of teacher made tests at the end of teaching each unit of syllabus, the results of which shall be incorporated in the progress cards ;

(d) In addition, at the end of each quarter, for each subject, one formal examination will be conducted covering the syllabus completed during the quarter. The test material and the guide lines developed by the S.C.E.R.T. for these formal examinations shall be followed in all schools. The evaluation of these quarterly tests shall be entered in the pupil's cumulative record.

(e) There shall be a public examination, conducted by the Board of Secondary Education at the Class X, at the State level.

6. IV. Minimum attendance for Classes and for Tests :—

There shall be minimum attendance requirement for each student for the primary and secondary stages of education. For Primary stage, the minimum attendance shall be 80% and for Secondary State it shall be 90%. A condonation of 10% for exceptional and unavoidable reasons like prolonged illness, bereavement etc., may be given and the authority for such condonation shall vest with the Headmasters only. However, in cases where a student's performance in all the prescribed tests and examinations is satisfactory, the attendance requirement can be further reduced upto 60%. For the purpose of assessing satisfactory performance of a student, the average of all the tests administered to him for each subject shall be taken into consideration.

Similarly attendance at all the unit tests and term, examinations is compulsory. In case any student fails to take any test or examination for unavoidable reasons, the Headmaster of the School shall administer the test or examination again on him. The performance at these tests need not be taken into consideration for promoting the student to the next higher classes, but attendance at these tests or those re-administered by the Headmasters shall be compulsory requirement for promotion to the next higher class.

(By Order and in the name of the Governor of Andhra Pradesh)

S. R. RAMA MURTHY
Secretary to Government,

APPENDIX XII

GOVERNMENT OF ANDHRA PRADESH.

Education—VII Class Common Examination—Principles of promotion—Clarification—Issued.

EDUCATION (K) DEPARTMENT.

[G. O. Ms. No. 1046, Education, Dated the 17th November, 1976.]

READ :—

1. G.O. Ms. No. 1781, Education, dated 27-11-1971.
2. Government Memo. No. 180—F2/71-14, Education, dated 5-3-1972.
3. Government Memo. No. 323-K2/76-1, Education, dated 6-3-1976.
4. Government Memo. No. 1599-K2/76-2, Education, dated 30-4-76.
5. Government Memo. No. 2791-k2/76-4, Education, dated 20-8-1976.

ORDER :—

In the G.O. 1st read above read with the Memorandum issued in the reference second read above, orders have been issued to the effect that the marks obtained at internal assessment will count for 50% and those obtained in annual Examination will also count for 50% and the results of the candidates should be announced on the basis of the combined marks to be obtained as per rule 95 of the Andhra Pradesh Educational Rules.

2. In the reference third cited, an amendment to the aforesaid instructions was issued to the effect that a candidate should secure not less than 25% of marks or $\frac{1}{4}$ th of the maximum number of marks in each subject in the common Examination for promotion in addition to the marks he obtained at internal assessment. In the Memo. fourth cited further instructions were issued specifying the minimum percentage of marks to be obtained at the Common Examination and the minimum percentage of marks to be obtained after combining the marks secured at internal assessment and at the Common Examination. These instructions have been challenged in Writ Petitions before the High Court on the ground that they were issued after the Commencement of March,

1976 Examination. The High Court of Andhra Pradesh allowed the Writ Petitions in respect of candidates who appeared for March, 1976, Examinations. The High Court however observed "No doubt the Memo. No. 323, dated 5-3-1976 and the subsequent G.Os. issued by Government are valid and good for academic year 1976-77 and they cannot however, be held to be operative in regard to the students who studied during academic year 1975-76"

3. The Government hereby direct the orders and the instructions issued in the G.O. first read above, as amended in the references second and third cited shall be in force during th academic year 1976-77 and the subsequent academic years. Accordingly the Government direct that a candidate should secure not less than 25% marks of the maximum number of marks in each subject, except in Hindi, in the Common Examinations for promotion, in addition to the marks he obtains by internal assessment. In the second Language Hindi, no separate minimum percentage of marks to be obtained in the Common Examination is prescribed.

4. The examination shall be conducted for students who miss the Common Examination for bonafide reasons like ill-health, immediately after the re-opening of the schools in June/July.

5. The orders issued in sub-para (i) of Memo. No. 1599-12/76-2, Education dated 30-4-1976 are hereby cancelled. The other instructions issued in sub-para (ii) and (iii) of the said Memorandum, shall apply. Accordingly, the Government direct that—

(i) the qualifying marks for various subjects which a candidate should obtain for promotion to the next higher class arrived at either on the basis of the marks obtained in the common Examinations or by combining the Common Examination marks and the internal assessment marks, shall be as hereunder:—

Telugu or First Language	..	..	..	30%
*Hindi or Second Language	..	..	..	15%
English—Third Language	..	..	..	30%
Mathematics	..	..	..	25%
General Science	..	..	..	25%
Social Studies	..	..	..	25%

*This is however subject to the provisions of para 3 above with regard to the marks to be obtained in Second Language Hindi.

(ii) graded condonation for deficiency of marks for pass or promotion, reckoned on the marks obtained by the candidates either in the

Common Examination or in the combined marks of common examination and Internal assessment respectively, shall be permitted as per Rule 95(1) of Andhra Pradesh Educational Rules.

6. All the District Educational Officers and other concerned officers are requested to give wide publicity to these instructions for the information and guidance of all concerned.

(By Order and in the name of the Governor of Andhra Pradesh).

C. SRINIVASA SASTRY,
Secretary to Government.

APPENDIX-XIII

MINUTES OF THE MEETING OF THE COMMITTEE APPOINTED TO STUDY THE RESULTS OF VII CLASS COMMON EXAMINATION MARCH 1976, HELD ON 22-3-1976 AT THE OFFICE OF THE COMMISSIONER FOR GOVERNMENT EXAMINATIONS.

Ref:- G.O.Ms. No. 477, Education, dated 21.4.76.

The following members were present.

1. Sri P. Adinarayana, Director of School Education and chairman.
2. Smt. Khadija Begam, Addl. Director of School Education.
3. Sri H. Satyanarayana Rao. M.L.A., Adoni.
4. Sri P. Sroerama Murty, Vijayawada.
5. A. Venkatappaiah, Headmaster, P.V.K.R. High School, Dommeru, West Godavari District.
6. Sri P. Nanjundiah, H.M., P.S. Mpl. High school, Anantapur.
7. Sri C. Gopinatha Rao, Director, S.C.E.R.T.
8. Sri T. Venka Reddy, Dy. Commissioner for Government Examinations and Secretary.
9. Sri V. Radha Krishna Murthy, Secretary, Dakshina Bharata Hindi Prachara Saba, Hyderabad.

The following were special invitees from the Directorate of School Education.

1. Miss. Kamala Rapole, Jt. Director of School Education.
2. Smt. B. Sarojini Dasarathram, D.E.O., Hyderabad city.
3. Sri B. Konda Reddy, Dy. Director of School Education.
4. Smt. Sharada H. Rao, Dy. Director of School Education.

The Chairman of the committee Sri P. Adinarayana, (Director of School Education) has extended a warm welcome to all the members and requested the members to take active interest in the deliberations of the committee so that really suitable recommendations to bring about significant improvements in the class room instructions for improvement of standards in VIIth and other classes may take place. The Chairman

has explained the objectives of the committee in the light of the low percentage of the passers at the VII class common examination held in March 1976. He has presented an analytical picture of the genesis and development of the evaluation scheme for VII class pupils from 1970. He has explained the issues to be examined by the committee and the necessity to constitute the committee, the points mentioned in the Government Order viz. The question papers scheme of evaluation (prescribing minimum marks at the common examinations), teaching methods, academic performance of the pupils in the previous classes (non-detention policy) and instructional facilities in schools. In addition, the Chairman has given the position of March 1976 Common Examination. For March 1976, examination question papers and principle of valuation have been got set at the state level which was not the case during previous years except during 1967 and the scheme introduced in 1967 was discontinued for various reasons. Then in 1970, the Government has introduced the system of district examination at the level of VII class at district level. The D.E.Os. were authorized to get the question papers set and administer the examinations at the District level. He explained that a minimum number of marks was prescribed in each subject for this examination which was not done during previous years.

The Chairman asked the members to express their opinions on the various issues that were explained to them. Members have expressed their opinions giving reasons the low percentage of results at the VII class common Examination, March 1976 i.e., due to lack of interest of the students in studies, a consequence of non-detention policy, lack of interest in Teachers in teaching, lack of physical facilities and defects in organisation of administering the examination. Some members also suggested that a study be made regarding wastage and stagnation prior to and after the introduction of non-detention scheme. Some members suggested that Teachers and Inspectors may be associated with the work of the committee as special invitees. They expressed that reports of A.L. Narayana committee, Sri Narasimha Rao's report on evaluation procedures (C.O.B.O.S.E.) Sri Kuppuswamy and Sri Ekbote reports etc., may be supplied to the members.

After some discussion, the Committee decided to collect information and opinions from the cross section of the people namely teachers, Inspectors, Parents and pupils by issuing questionnaire (case study Interview observation) and getting the question papers scrutinised by competent persons and by calling for statistical information from the District Educational Officers for the last 3 examinations. This information may be furnished to the members of the committee and a meeting of the committee may be called after 15th July 1976. Questionnaires have to be evolved by 30-5-1976 and mailed to the concerned by 15-6-1976 and the information may be obtained by 30-6-1976. Next meeting may be held on 15-7-1976. Press note may be issued asking for the opinions

and comments from the public for improvements of class room practices and to be sent to the member—Secretary.

The committee decided to visit the following districts in order to get first hand information of the conditions prevailing in the schools namely Srikakulam, Kurnool, Warangal and Hyderabad city for a period of 20 days i.e., up to 10-8-1976. The report of the committee may be finalised by 30-8-76 and the Government may be addressed to extend the time for the submission of the report from 30-6-76 to 30-8-76.

T. Venka Reddy,

D.C.

27-5-76.

(Sd.)

29-5-76.

MINUTES OF THE COMMITTEE (LOCAL MEMBERS, ONLY) TO GO INTO THE REASONS FOR LARGE NUMBER OF FAILURES AT THE VII CLASS COMMON EXAMINATION, HELD IN MARCH 1976 - HELD AT THE OFFICE OF THE COMMISSIONER FOR GOVERNMENT EXAMINATIONS, A.P., HYDERABAD - ON 6-8-1976.

The Committee with the following members met on 6-8-1976 at the Office of the Commissioner for Government Examinations, Andhra Pradesh, Hyderabad.

1. Smt. Khadeeja Begum, Addl. Director of Schools Education.
2. Sri P. Ramabrahmam, M. L. C.
3. Sri P. Sreerama Murthy, Ex- M. L. C.
4. Sri C. Gopinatha Rao, Director, S. G. E. R. T.
5. Deputy Commissioner for Govt. Examinations.
6. Sri Vemuri Radhakrishna Murthy (not present)

Sri K. Purushotham, Addl. Joint Secretary to the Commissioner for Government Examinations, Sri V. Satyanarayana Murthy, Lecturer, Government Comprehensive College of Education, Hyderabad and Sri Nandapanthulu, District Educational Officer In-charge, Hyderabad city have also attended the meeting as special invitees.

As the Director of School Education, Andhra Pradesh, who is the Chairman of the Committee could not attend the meeting, Smt. Khadeeja Begum, Addl. Director of School Education, Andhra Pradesh, who is member of the Committee presided over the meeting.

After much discussion, the schedules Nos. 8 to 13, which have been drafted, have been approved in toto and the said schedules are to be filled in by the Chairman/Members of the Committee, when they visit the selected districts to visit the selected schools, for their survey and collection of data, which would be useful for the preparation of the Committee's report.

The Deputy Commissioner for Government Examinations, Andhra Pradesh, who is also Member-Secretary, of the Committee desired that particulars regarding results of the VII Class Common Examination

for the years 1974 and 1975, may be gathered from the District Educational Officer, Visakhapatnam or to obtain the information from the office, if the same is available, as the District Educational Officer, Visakhapatnam is stated to have followed the exact models of question papers, circulated by the S. C. E. R. T., during the years 1974 and 1975 except in English subject, as the particulars would be of use for the Committee for a comparative study of the "performance of pupils regarding the aspect of "practice" in answering the model papers.

If it has been decided that a tour may be undertaken by the committee in four groups, in three selected districts, a part from the Hyderabad city and in order to have a personal survey and obtain the first hand knowledge about the schools with reference to the schedules called out, 5 high schools and 5 upper primary schools, have to be visited, out of which 1 among each of the high schools and upper primary schools, should be a girls school. Out of five schools, 1 Government, 1 Zilla Parishad, 1 Municipal and 2 Aided schools and out of five upper primary schools, 3 Government (Sanatana school), 1 Municipal school and 1 Aided school should be visited. In the case of city 3 Government schools and 2 Aided Schools in respect of both high schools and upper primary schools are to be visited.

In the meanwhile the District Educational Officers of the selected districts may be requested to furnish the particulars of certain schools of the categories referred to above, in respect of both Rural and Urban areas, which got the highest and the lowest pass percentages of the VII class common Examination, March 1976, to enable the members to select and visit such schools during their forthcoming tour.

The four groups for purpose of tour are formulated as follows:

CITY :-

- (1) Director of School Education, Andhra Pradesh.
- (2) Sri V. Radhakrishna Murthy,
- (3) Sri V. Satyanarayana Murthy (not a member of the committee) and other members available.

WARANGAL :- (1) Addl. Director of School Education, Andhra Pradesh.

- (2) Sri H. Satyanarayana Rao and
- (3) Br. Vincent (member proposed to be appointed Orders of Government not yet received.)

SRIKAKULAM :- (1) Deputy Commissioner for Govt. Examinations Andhra Pradesh.

- (2) Sri P. Sreerama Murthy and
- (3) Sri Venkatappaiah.

- KURNOOL:-**
- (1) Director, SCERT, A.P.
 - (2) Sri Ramabrahmam and
 - (3) Sri Nanjundaiah.

It has been decided that the services of Sri Satyanarayana Murthy, Lecturer, Govt. Comprehensive College of Education, Hyderabad may be utilised as an associate member and the Principal, Govt. Comprehensive College of Education, Hyderabad may be addressed to place his services for his regular attendance at this office on Tuesdays and Thursdays, till the finalisation of the committee's report.

As the orders of Government regarding the sanction of expenditure towards the tour T.A. etc., to be incurred by the committee, are yet to be received, it has been decided that the required amount towards the T. T. A. for the members of the committee, may be met from the budget provision of the Office of the Commissioner for Govt. Examinations, A.P. Hyderabad, under intimation to the Government in this regard.

As the schedules run into many pages and as number of copies are required by the members of the Committee, to be filled up at the time of survey, it has been decided to get them printed at the Government Text Book Press, Hyderabad in anticipation of orders of Government regarding the payment of printing charges, etc.

Smt. KHADEEJA BEGUM,
Addl. Director of School Education
for Chairman.

(True Copy attested)

Member—Secretary
Deputy Commissioner.

(A) Weightage to difficulty level :

FIRST LANGUAGE (Tamil)

(1) **Details of Content :** Weightages in respect of Prose, Poetry, Non-detailed and Grammar are as follows :

(1)	(2)	Present.	Revised.
(1) Prose	25	35	35
(2) Poetry	25	25	30
(3) Non-detailed	20	20	20
(4) Grammar	20	20	15
(5) General Essay	10	10	10
		100	100

(2) **Weightages to Objectives :**

Sub-unit.	Marks allotted with reference to present Model Paper.	Marks and per centage allotted as per the draft model paper (revised)	Remarks.
(1) Knowledge	20	90	Expression under understanding.
(2) Understanding	40	10	
(3) Application.	15	10	
(4) Skills (Expression).	25	25	

(3) **Weightage to forms of question :-**

(1)	Marks allotted as per the present Model Paper.	Marks allotted with reference to the draft Model (revised) Paper.
1. Essay	25	40
2. Short Answers	25	30
3. Objective	20	30
4. One word answer	30	

(4) Weightage to difficulty level :

Level.	Marks and percentage allotted with reference to the present model paper.	Marks and percentage allotted as per model paper (revised).	Remarks.
(1)	(2)	(3)	(4)
(1) Difficulty	20	15	
(2) Average	60	55	
(3) Easy	20	30	

(5) Weightage of marks with reference to sections :

Section.	Marks and percentage as per present Model Paper.	Marks and percentage as per the draft Model Paper (revised).	Remarks.		
			Response No.	Marks.	
(1)	(2)	(3)	(4)	(5)	
Part 'A' (Essay)	25	70	Essay	6	40
			Sentences	5	
			Short answer 3		
			Sentences	10	30
				70	
Part 'B' Objective	20	30	Objective—One word.	30	30
Short answer	55				
				45	105

SECOND LANGUAGE (HINDI)

(1) *Details of Content :*

The draft model paper (revised) covers all the units and contents as in the old model paper.

(2) *Weightage to objectives :*

Sub-Unit.	Marks allotted with reference to present Model Paper.	Marks and percentage allotted as per the draft Model Paper. (revised).	Remarks.
(1)	(2)	(3)	(4)
(1) Knowledge	32	20	Marks and percentage allotted under the objective 'Knowledge' appear to below.
(2) Understanding	34	40	
(3) Application	26	25	
(4) Skills	8	15	

(3) *Weightage to forms of questions :*

(1)	Marks allotted as per the present Model Paper.	Marks allotted with reference to draft Model (revised) Paper.
(1)	(2)	(3)
(1) Essay	20	30
(2) Short Answer	40	40
(3) Objective	40	30

MATHS.

(1) *Details of Content :*

The draft model paper (revised) covers all the units and contents as in the old model paper.

(2) Weightage to objectives :

Sub-Unit.	Marks allotted with reference to present Model Paper.	Marks and percentage allotted as per the draft Model Paper (revised).	Remarks.
(1)	(2)	(3)	(4)
1. Knowledge ..	45	40	More weightage has been given in respect of "understanding and application" while in the case of skills weightage has been reduced to more than half with reference to the revised model paper.
2. Understanding	19	30	
3. Application	10	20	
4. Skills ..	26	10	

(3) Weightage to forms of questions :

Compares favourably with the old model question papers as 40 marks, 30 marks and 30 marks respectively for Essay, Short answer and Objective forms of questions have been allotted in the revised model question papers as against 42 marks, 28 marks and 30 marks respectively for the same forms of questions.

(4) Weightage to difficulty level :

Difficulty level.	Marks allotted with reference to present model paper.	Marks and percentage allotted as per model paper.	Remarks.
(1)	(2)	(3)	(4)
1. Difficulty	15	25	Raising of 'difficulty level' appears to be justified in view of the fact that duration of the question paper is for 2½ hours, as against the 2 hours, duration as originally intended with reference to the model paper already circulated.
2. Average	56	50	
3. Essay	29	25	

(5) *Weightage of Marks with reference to sections and time allotted to sections :*

There is no change in respect of marks allotted, viz., 70 marks and 30 marks allotted to sections 'A' and 'B' which is proper, in view of the duration of the question paper, which is for 2½ hours.

(4) *Weightage to difficulty level.*

<i>Level.</i>	Marks and percentage allotted with reference to present Model paper.	Marks and percentage allotted as per Model paper (revised).	Remarks.
(1)	(2)	(3)	(4)
1. Difficulty	42	30	Questions on the 'difficulty' level has been reduced to an extent of 12% while the questions on 'Average level' has been raised to 10%.
2. Average	38	48	
3. Easy	20	22	

(5) *Weightage of marks with reference to sections and time allotted to sections :*

<i>Section.</i>	Marks and percentage as per present Model paper.	Marks and percentage as per the draft Model paper (revised).
(1)	(2)	(3)
Part 'A'	40	70
Part 'B'	60	30

THIRD LANGUAGE (ENGLISH)

Type	Total number of questions and marks allotted			
	As per the present Model paper.		As per the revised Model paper.	
	Questions	Marks	Questions	Marks
(1)	(2)	(3)	(4)	(5)
1. Essay type	4	25	8	45
2. Short Answers	8	16	10	22
3. Very short Answers	49	34	6	8
4. Multiple Choice	13	14	10	10
5. Filling in the Blanks	22	11	15	15
Total :	86	100	51	100

GENERAL SCIENCE

(1) Details of Contents :

More details of topics have been mentioned under this heading in the revised model paper than the sub-units enumerated in the model paper.

(2) Weightage to objectives :

Sub-unit.	Marks allotted with reference to present model paper.	Marks and percentage allotted as per the draft model paper (revised.)
(1)	(2)	(3)
(1) Knowledge ..	59	40
(2) Understanding ..	22	29
(3) Application ..	13	20
(4) Skills ..	5	11

(3) *Weightage to forms of questions :*

	Marks allotted as per the present model paper.	Marks allotted with reference to draft model (revised) paper.
(1)	(2)	(4)
(1) Essay ..	30	} (Multiple choice Completion type.
(2) Short Answer	50	
(3) Objective	20	
		30
		15
		100

(4) *Weightage to difficulty level :*

<i>Difficulty level.</i>	Marks and percentage allotted with reference to present model paper.	Marks and percentage allotted as per model paper (revised.)	<i>Remarks.</i>
(1)	(2)	(3)	(4)
1. Difficulty	46	24 (25)	Marks allotted to "difficulty" and 'Easy' level questions put together tally with the total number of marks allotted to 'Average' level questions.
2. Average	32	48 (50)	
3. Easy	22	28 (25)	

Weightage of marks with reference to sections and time allotted to sections :

Section.	Marks and Weightage	Marks and Weightage	Remarks.
(1)	(2)	(3)	(4)
Part-I (Part 'A')	40 Section (i) (4)	30 2 1/2 hrs. (5)	In view of the setting 30 questions (multiple choice and completion type) under Part-II and setting apart 30 marks therefor, the revised division of marks appears to be necessary.
Part-II (Part 'B')	30 Section (ii) 40 Multiple 30 choice 12 Comple 30 tion type	40 30 20 20	

21 SOCIAL STUDIES.

(1) Details of Content:

The model paper setter has referred to the Parts, Units and Chapters "as given in the Text Book" and hence details regarding the topics etc., have not been mentioned.

Sub-Unit.	Marks and Weightage	Marks and Weightage	Remarks.
(4)	(2)	(3)	(4)
Knowledge	52	47	Weightage to objectives closely follows the same as in the old model paper.
Understanding	27	30	
Application	14	15	
Skills	7	8	

(3) *Weightage to forms of questions:*

	Marks allo- ted as per the present model <i>paper</i> .	Marks allot- ted with reference to the draft model paper (<i>revised</i> .)	<i>Remarks.</i>
(1)	(2)	(3)	(4)
1. Essay ..	30	40	Marks in respect of 'Essay' type questions have been raised and number of questions in respect of Short answer type have been reduced from 20 to 10 and the total number of questions to be answered (Essay and short answer) has been reduced from 25 to 15.
2. Short Answer ..	40	30	
3. Objective ..	30	30	

(4) *Weightage to difficulty level :*

<i>Level.</i>	Marks and percentage allotted with reference to present model <i>paper</i> .	Marks and percentage allotted with reference to <i>revised</i> model <i>paper</i> .	<i>Remarks.</i>
(1)	(2)	(3)	(4)
1. Difficulty ..	30	30	} No change.
2. Average ..	40	40	
3. Essay ..	30	30	

(5) *Weightage of marks with reference to section and time allotted to sections*

Section.	Marks and percentage as per old model paper	Marks and percentage as per the draft model paper (revised.)	Remarks.
(1)	(2)	(3)	(4)
Part 'A'	Section A-30	04	In the revised model paper, 30 questions are given allowing marks to each, while in the old model paper, 20 short answer type questions were given and 2 marks to each of the questions were allotted.
	Section B-40	04	
Part 'B'	Section C-30	08	

T. Venka Reddy,

(Joint Director, Government)

Asst.

<i>Distribution of Questions :</i>		As per the Present Model Paper.	As per the revised Model Paper.
(1)		(2)	(3)
(1) First Language (Telugu)			
1. Essay	.. ..	4	5
2. Short Answers	.. ..	5	10
3. One words and one sentence	.. ..	45	
4. Objective	.. ..	20	30
(2) Second Language (Hindi) :			
1. Essay	.. ..	4	4
2. Short Answers	.. ..	26	14
3. Objective	.. ..	16	30
(3) Maths :			
1. Essay	.. ..	6	5
2. Short Answers	.. ..	9	10
3. Objective	.. ..	30	30
(4) Science :			
1. Essay	.. ..	3	5
2. Short Answers	.. ..	10	10
3. Objective	.. ..	20	30
(5) Social Studies :			
1. Essay	.. ..	5	5
2. Short Answers	.. ..	20	10
3. Objective	.. ..	30	30

T. Venka Reddy.
Deputy Commissioner.

Minutes of the Meeting of the Committee to go into the Reasons for large number of failures-at-the VII Class Common Examination held in March 1976-Held at the Office of the Commissioner for Government Examinations Andhra Pradesh Hyderabad on 4-10-1976.

The Committee with the following members met at 10-00 a.m. 4-10-1976 at the office of the Commissioner for Government Examinations Andhra Pradesh, Hyderabad.

- | | | |
|---|----|-------------------|
| 1. Sri P. Adinarayana, Director of School Education, Andhra Pradesh, Hyderabad. | .. | Chairman |
| 2. Smt. Khadeeja Begum, Addl. Director of School Education, Andhra Pradesh, Hyderabad | .. | Member |
| 3. Sri C. Gopinatha Rao, Director of S.C.E.R.T. Andhra Pradesh, Hyderabad | .. | Member |
| 4. Sri T. Venka Reddy, Deputy Commissioner for Government Examinations, Andhra Pradesh Hyderabad. | .. | Member-Secretary |
| 5. Sri P. Sreerama Murthy, Vijayawada | .. | Member |
| 6. Sri P. Ramabrahmam, M.L.C. | .. | Member |
| 7. Sri H. Satyanarayana, M.L.A., Adoni. | .. | Member |
| 8. Sri A. Venkatappaiah, Headmaster, S.P.V.K.R. High School Dommeru, West Godavari District. | .. | Member |
| 9. Sri K. Purushotham, Addl. Joint Secretary to the Commissioner for Govt. Exams., Andhra Pradesh, Hyderabad. | } | Special Invitees. |
| 10. Sri V. Satyanarayana, Lecturer Government Comprehensive College of Education, Hyderabad | | |

Item No. 1 of Agenda

Revised model question papers of VII Class :

The Chairman informed the Committee that many representations were received saying that the model question paper in English for the VII Class Common Examination was difficult to the level of the pupils and 86 tasks set therein were too many and that question paper should be revised. Similarly comments were also received on question

papers in all other subjects. Keeping in view the comments, the model papers were got revised by the S.C.E.R.T. and the R.I.E. (for English) Bangalore. The revised model papers provide relief to the students by liberalising the weightages given to 'difficulty level' and to different types of questions. However, this interim recommendation for change of the models does not preclude the committee to revise the question papers in its final report. It was resolved to issue the revised model papers for implementation during 1976-77, and obtain the orders of Government approving the same with the following recommendation that the various model papers be got re-issued giving (a) weightages as 'difficulty level', as

Difficult 15%

Average 55%

Easy 30%

(b) the weightages to the specific objectives as

Mathematics and Science : Knowledge 40

Understanding 30

Application 20

Skill 10

And

For Social Studies : Knowledge 30

Understanding 30

Application 12

Skill 8

And

for other subjects as they are given in the revised papers.

(c) By classifying in non-language question paper each question with

the specific objective, specification, difficulty level, and expected responses (in hints) so that the teachers may set the papers accordingly at the school level.

It has also been decided that the revised model question papers should be got printed and supplied by the end of October, 1976 to all the Headmasters with Instructions that the monthly tests, terminal examinations, and preparatory examination (to be completed in February, 1977) should be on these models during the remaining part of 1976-77. It was also resolved that the schools be requested to set the question papers for VI (Sixth) Class Examinations on the lines of VII Class Model papers to provide sufficient practice for the pupils in answering the pattern of question papers of VII Class.

Item No. 2 of Agenda.

Tour programme of the Committee :

It has been decided that with regard to the tour to be undertaken by the members who have been formed into four groups, the dates of commencement of tour are as follows :—

<i>1st Group :</i>	<i>Date of commencement from:</i>
City .. (1) Director of School Education, A.P., Hyderabad.	} 23-10-1976
(2) Sri V. Radhakrishna Murthy	
(3) Sri V. Satyanarayana Murthy	
<i>2nd Group :</i>	
Warangal .. (1) Addl. Director of School Education, A.P., Hyderabad	} 24-10-1976
(2) Sri H. Satyanarayana Rao	
(3) Brother Vincent.	
<i>3rd Group :</i>	
Srikakulam .. (1) Deputy Commissioner for Government Examinations	} 25-10-1976
(2) Sri P. Sreerama Murthy	
(3) Sri Venkatappaiah	
<i>4th Group :</i>	
Kurnool .. (1) Director, S.C.E.R.T., Hyderabad.	} 12-10-1976
(2) Sri P. Ramabrahmam	
(3) Sri Nanjundaiah	

The District Educational Officers of the respective districts will be intimated about the tour programme of the Sub-Committees by means of D.O. letters and the local M.Ps., Legislators Ex-presidents of Panchayat Samithis, Ex-Chairmen of Zilla Parishads, Service Organisations, Professional Associations, Teachers, parents and student Unions will also be intimated of the same.

It has been decided that the Government, while being informed of the progress of the Committee's work, be requested to extend the date for the submission of the Committee's report to 31st December, 1976.

T. VENKA REDDY,

5-10-1976

Member/Secretary.

P. ADINARAYANA

Chairman and D.S.E.

5-10-1976

Minutes of the Meeting, of the Committee to go into the reasons for large number of failures at the VII Class Common Examination held in March, 1976, held at the Office of the Commissioner for Government Examinations, A. P. Hyderabad on 8-2-1977 and 9-2-1977.

The Committee with the following members met at 11-00 a.m. on 8-2-1977 and 9-2-1977 at the Office of the Commissioner for Government Examinations, A. P. Hyderabad.

1. Sri P. Adinayyana,
Director of School Education,
Andhra Pradesh, Hyderabad. *Chairman.*
2. Smt. Khadouja Begum,
Addl. Director of School Education,
Andhra Pradesh, Hyderabad. *Member.*
3. Sri T. Venka Reddy,
Deputy Commissioner for Government
Examinations, A. P. Hyderabad. *Member/Secretary.*
4. Sri P. Ramabrahmam, M.L.C. *Member.*
5. Sri P. Sreerama Murthy, Ex-M.L.C.,
Vijayawada. *Member.*
6. Sri A. Venkateswappaiah,
Retired -Headmaster, S.P.G.K.R. High
School, DOMMERU, West Godavari
District. *Member.*
7. Sri P. Nanjundalah, Headmaster,
Municipal High School, Anantapur. *Member.*
8. Sri Vemuri Radhakrishna Murthy,
Secretary, Dakshina Bharata Hindi
Prachara Sabha, Khairatabad, Hyderabad. *Member.*
9. Brother Vincent, Principal,
Little Flower High School, Hyderabad. *Member.*
10. Sri K. Purushotham,
Addl. Joint Secretary to the Commissioner
for Govt. Examinations., Andhra Pradesh
Hyderabad. *Special Invitee.*
11. Sri V. Satyanarayana Murthy,
Lecturer, Government Comprehensive
College of Education, Hyderabad. *Member (Co-opted)*

The Member-Secretary of the Committee explained to the Committee how the 13 schedules are analysed item-wise and factor-wise and how the statistical reliability for the items and size of the sample are established. The topics of conclusions, Schedule-wise, drawn from the statistical analysis are also presented to the members to supply a basis for detailed discussions.

Detailed discussion on the conclusions of each schedule ensued.

In relation to the conclusions of schedules I & II since there is overlapping and scope for combining "factors" the conclusions may be further edited, while conclusions of schedule III may remain as they are. It is decided to retain the last para of the conclusions of schedule IV since, it is a summary, embodies the nuclei of the other conclusions. It is decided to further summarise the conclusions of schedule V (case study), while expanding the conclusions reached on schedules VI & VII as agreed to. The conclusions of schedules VIII, IX and X are to be further edited while conclusions of schedule X are to be further rationalised since the persons who responded to this schedule are not randomly chosen. In schedule XII and XIII the category "good" only was taken to avoid the subjectivity of the ratio. Because these are unreviewed schedules, members felt that responses in category "satisfactory" can only be taken into account to draw conclusions. Accordingly a reanalysis of these two schedules is suggested to have more objective conclusions before the Committee for further discussions.

While discussing conclusions of schedules XII and XIII, the Chairman remarked about some of the conclusions (e.g. Punctuality of attendance of teachers, academic freedom for teachers) that placing much reliance on them may not be good since detailed and objective criteria were not supplied to the members to record their observations. In the case of punctuality, for example, reports are received that the teachers are attending to schools regularly and punctually. Again in relation to the academic freedom the educational system itself is such that the teachers are to teach curricula, syllabi etc., which are already determined for them. Hence, what the item 'Academic Freedom' implies to the teachers may be different for different people and as such too much reliance need not be placed on conclusions involving such things as these.

A suggestion also came up regarding the circulation of any draft syllabus to the teachers and their views obtained before approving it; it is also expressed that the teachers do not have very clear idea about the specifications of the various objectives. It is suggested that proper motivation for work needs to be created for the teachers and the Headmasters and that the Headmasters may be relieved of their routine

administrative work and if possible specification of their tasks may be detailed. However, detailed discussion on these was deferred to the subsequent meetings, when the recommendations would come up for discussions.

Discussions also took place on related issues of those given under the terms of reference to the Committee, which were :

- (a) Whether there should be Common Examination ?
- (b) If there is to be one, what is to be done at the state level and at the District level (alignment of the tasks) ?
- (c) What should be the structure of the question papers ?
- (d) What weightages are to be given for Internal Assessment and Common Examination ?
- (e) What should be the special minimum for the Common Examination ?
- (e) Issues involving syllabi and text-books.

It was decided to continue the Common Examination since VII Class marks and a pass in it are considered necessary for certain job etc. It is also decided that the papers will be set at the state level and principles of valuation will also be formulated at the state level for the sake of uniformity, while conducting the valuation, declaration of results, issue of certificates etc., will be managed at the district level. It is also agreed that the present structure of question papers may continue. It is decided that 50% of marks of Internal Assessment (subject-wise) and 50% of marks at the Common Examination may be taken to constitute the total marks obtained by the candidates in various subjects. But since there is a possibility for the marks in Internal Assessment to be boosted up it is felt necessary that relevant criteria are to be stipulated for the purposes of Internal Assessment.

It is felt that the special minimum 20% at the Common Examination may be fixed to enable candidates to get the benefit of adding the marks in the Internal Assessment since 15% is felt as low. Government may be requested to revise the G.O.Ms.No. 16, Education dated 17-11-1976, wherein 25% marks are prescribed as minimum since 25% of marks are prescribed marks in non-languages for a pass.

The members felt that it is not a sound educational principle to start two additional languages (additional to the mother tongue or regional language in Class V. Hence it is decided that teaching of Hindi may be started in Class VI, while teaching of English may be started in V. The Syllabus in Hindi may be recast in this light.

This arrangement, it is also felt, is not administratively difficult since it involves appointment of Hindi Pandits only in the Upper Primary Schools.

The following format is approved for drafting the report.

- I. Introduction.
- II. Design of Study.
- III. Sampling.
- IV. Tools and Techniques.
- V. Processing the data.
- VI. References of the Study.
- VII. Conclusions.
- VIII. Recommendations.

The report is expected to be finalised by the end of February so that the Committee may meet to consider the draft recommendations in March 1977.

T. VENKA REDDY,

9/2/77

Member - Secretary.

P. ADIBRAYANA,

9/2/77

Chairman.

//True copy attested//

Sd./-

Deputy Commissioner

v nd

Member-Secretary.

MINUTES OF THE MEETING OF THE COMMITTEE TO GO INTO THE REASONS FOR LARGE NUMBER OF FAILURE AT THE VII CLASS COMMON EXAMINATION HELD IN MARCH, 1976, HELD AT THE OFFICE OF THE COMMISSIONER FOR GOVERNMENT EXAMINATIONS, A.P. HYDERABAD ON 23-5-1977 AND 24-5-1977.

The meeting of the Committee of VII Class Common Examination results of March, 1976 was convened on 23rd and 24th of May, 1977 to finalise the draft report. The Members present are ;

1. Sri P. Adinarayana, *Chairman,*
Director of School Education,
Andhra Pradesh, Hyderabad.
2. Smt. Khadeeja Begum, *Member.*
Addl. Director of School Education,
Andhra Pradesh, Hyderabad.
3. Sri J. Venka Reddy, *Member—Secretary*
Deputy—Commissioner for
Government Examinations,
Andhra Pradesh, Hyderabad.
4. Sri P. Rambrahmam, M.L.C., *Member.*
5. Sri P. Sreerama Murthy, Ex. M.L.C., *Member.*
Vijayawada.
6. Sri A. Venkatappaiah, *Member.*
Retired Headmaster, S.P.G.K.R. High School,
DOMMERU, West Godavari Dist.
7. Sri V. Satyanarayana Murthy, *Member (Co-opted.)*
Lecturer,
Govt., Comprehensive College of Education,
Hyderabad.]

The Chairman, Sri P. Adinarayana presided over the meeting. He asked the members of their opinion about the draft report prepared and circulated to them. The members, in general, expressed satisfaction over the aspects included in the report.

The Chairman suggested that the content of the report, specially of the chapter on "findings and Recommendations" may be reprocessed merging the theoretical paragraphs with the findings and conclusions. He suggested that a chapter entitled "Summary of Recommendations" may be added in the end. He also suggested that references to appendices (since all the schedules and analysis of information gathered through the schedules are given under various Appendices) may be referred to at the relevant places in the Chapter on "Findings and portions of the report (Specially the Sections pertaining to Physical and instructional facilities, teaching methods) for the benefit of the members who have not gone through the report.

The Chairman then invited the suggestions of the members about any further recommendations or information to be incorporated in the report. Sri Srirama Murthy, M.L.C., suggested that certain statistics about the number of Primary & Upper Primary Schools and about enrolment may be given in the report. He further suggested that the second chapter namely viz, (VII Class Common Examination—a retrospect) may be enlarged. He wanted that A.L. Narayana's report and Gopal Rao Ekbote Committee's report may be examined for quoting the previous attempts made by the State in relation to matters of education.

The discussion then was diverted to the "Non-detention Policy" and the observations to be made. It was pointed out in the discussion that it was not included in the terms of the reference "of this Committee, though pertaining to some of its aspects information was collected to some degree. The Chairman observed that a separate study was being made by the S.C.E.R.T., specially on this problem. He had also agreed that in the information collected sufficient evidence which can enable the Committee to make pertinent observations, existed. This information, scattered in the findings, may be regrouped under the Chapter "Non-detention Policy" and that in view of these findings the Government may be requested to review the policy in all its aspects. To this suggestion all the Members, present, agreed.

The final meeting is proposed to be fixed towards the end of the First Week of June, 1977.

T. VENKA REDDY,
Member-Secretary.

P. ADINARAYANA,
Chairman.

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