

**CONFERENCE
OF
BOARDS OF SECONDARY EDUCATION
IN INDIA**

**Report of the
Eighth Annual Conference
TRIVANDRUM**

DECEMBER 13-16, 1976

Board of Public Examinations, Kerala

5483 TRIVANDRUM

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Eighth Annual Conference**

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December 13-18, 1976

Board of Public Examinations, Kerala

TRIVANDRUM

1977



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CHAPTER I.

The Report

1. The Eighth Annual Conference of Secondary Education in India was held in Trivandrum from the 13th to 16th December, 1976.

2. The registration of the delegates was held at 9 a.m. on the 13th December at the Kanakakunnu Palace where the Inaugural session was held. The list of the delegates and the special invitees is given in Appendix I.

3. The conference was inaugurated by His Excellency the Governor of Kerala Sri. N. N. Wanchoo at 10 a. m. at the Kanakakunnu Palace. In the absence of the Governor who had cancelled all his public engagements owing to the demise of Sri. K. M. George, Minister for Transport, Kerala State, the inaugural address was read out by Sri. K. Uppiliappan, Director of Public Instruction, Kerala State. On behalf of the host state Sri. K. Jacob Cheriyan, Joint Commissioner for Government Examinations, Kerala welcomed the delegates and guests to the conference. In the absence of Sri. Chakkiri Ahamadkutty, Minister for Education, Kerala who was to preside over the function, the presidential address was read out by Sri. K. Jacob Cheriyan. His Excellency the Governor in his inaugural address stressed the importance of implementing a uniform structural pattern for

education throughout India. He said that our educational system should be revamped so as to make it meet the needs and aspirations of our people. He pointed that the introduction of work experience in the Secondary stage, the provision of vocational training at the higher secondary stage, the innovative practices relating to examinations and the system of evaluation and the added significance given to science teaching in our schools would go a long way in reforming our secondary education. The address of the Governor is given at Appendix II of this report. The Education Minister of Kerala in his presidential address pointed out the unique features of the educational scene in Kerala and drew the attention of the delegates to the difficulties involved in implementing programmes like introduction of work experience at the secondary level, vocationalisation of Higher secondary education and the like. The address of the Education Minister is given at Appendix III. Prof. B. Misra, Chairman COBSE offered a vote of thanks.

4. The plenary session of the conference was held from 11.30 a.m. to 1 p. m. in the morning and 2 to 4.30 in the after noon. The items included in the Agenda for the discussion at the conference are given in Chapter 2.

5. On the 14th December, 1976 at 9 a. m. the delegates made a trip to Kovalam, a world famous seaside resort, from where they proceeded to Cape Comorin. The conference met in groups at the Kerala House, Kanyakumari to draft the various

resolutions on the basis of the discussions held at the plenary session. The draft resolutions were considered on the 15th December at a plenary session held at Tara Hotel, Trivandram and were finalised. The resolutions finally adopted by the conference are given in Chapter 3 of this report.

6. The resolutions were presented at a valedictory function held at Kerala Jawahar Bal Bhavan Auditorium where Dr. N. P. Pillai, Chairman, Educational Advisory Board, Kerala presided and Sri. K.T. Chandy, Member, Planning Board, Kerala State delivered the valedictory address. In his speech Sri. Chandy stressed the importance of planning right from the grassroot level and also the necessity of Co ordination at the Centre at the same time providing adequate autonomy to the states particularly in the context of putting education in the convenient list.

CHAPTER 2

Agenda for Annual Meeting from 13th to 16th December, 1976 at Trivandrum.

Item No.

- I To welcome new members of the COBSE
- II To receive the last Report of the Conference held at Bhubaneshwar.
- III Report of the Seminar/Regional Meeting held by the Eastern and South Regional Committees of the COBSE.
- IV Follow up of the recommendations of the last conference by the Boards.
- V Report of the principal activities of the Boards since the last conference with special reference to the implementation of the new 10+2 pattern of education.
- VI To consider the NCERT's document on 'Hr. Sec. Education and its vocationalisation'. In this connection also to consider the adoption of the new course structure and semester system for the plus two stage as visualised in the minutes of the joint meeting of the Ministry of Education, Central Board of Secondary Education, National Council of Educational

Research & Training and Kendriya Vidyalaya Sangathan held on 5-12-1976 under the Chairmanship of Prof. S. Nurul Hasan, Union Minister of Education.

(copy enclosed)

- VII** To consider the question of prescribing age limit for eligibility for taking High School/Higher Secondary Examinations of different Boards on a uniform basis. (item proposed by Chairman, Orissa Board).
- VIII** To consider the following items proposed by the Chairman, Assam Board:-
- a) Vocationalisation at +2 stage and difficulties in implementation and to suggest effective measures for it.
 - b) Introduction of National Survey Scheme for students studying at + 2 stage in different Boards.
 - c) Introduction of Semester system for school Education and Grade System at the final examination of the Boards and the relevant issues connected with them.
- IX** To consider the following items proposed by the Rajasthan Board:-
- a) Review of problems faced by the Boards of Secondary Education which have already implemented the 10+2 scheme.
 - b) Discussion on the latest Approach Paper on Higher Secondary Education and its vocationalisation prepared by the NCERT.

- c) Review of implementation of the plus two stage of vocational scheme.
 - d) Adoption of Grading pattern.
 - e) Review of the progress in the realisation of the objectives of COBSE through the formation of regional bodies of COBSE.
 - f) How can COBSE act as a forum for the dissemination of information about the useful work done by various Boards. Whether it would be possible for the Central Office of COBSE to start a monthly news letter.
- X To consider recognition of Secondary School and Senior Secondary School Examinations under the 10+2 scheme by the Boards on reciprocal basis.
- XI To consider the recommendations of the Standing Committee of the COBSE to be held on 12-12-1976 at Trivandrum.
- XII To consider the venue for the next meeting of the conference.
- XIII Any other matter with the permission of the Chair.

CHAPTER - 3.

VIII Conference of the Boards of Secondary Education in India held at Trivandrum from 13-12-1976 to 16-12-1976.

RECOMMENDATIONS

Resolution No. 1

The new Ten year Curriculum:

1. The Conference noted the progress that has been made by different Boards in the implementation of the new 10+2 pattern of education. It was felt that the new pattern does not merely visualize a structural change in terms of years but also envisages a radical reconstruction of the curriculum at all stages of education to bring about social, economic and cultural transformation, to raise the standard of education and to make education relevant to the present social needs. Those Boards which have not yet introduced the new pattern should take steps to do so soon.

2. The conference noted the objectives of Ten-year school education and the subjects to be taught, as described in the "Curriculum for the Ten-year school—A frame work" brought out by N.C.E.R.T. It was agreed that this should be the basis for preparation of the curriculum for the first ten years of schooling under the new pattern of education.

3. The Conference recommends that character building should be given due emphasis in curriculum and that all pupils should be taught the 10 duties of a citizen, as recently incorporated in the constitution of India, and encouraged to practice them in life. There should be provision to make every school-going child study three languages with the objective of having a good command over one language, working competence in another and elementary knowledge of the third one. The first language should be introduced in class I, the second by class III and the third by class VI.

4. The Conference recommended that work experience, science and mathematics should form an essential element of the curriculum for the ten year schools. The syllabus prepared by the N. C. E. R. T. in science, Mathematics and other subjects may be considered by the Boards for adoption in their schools. It was noted that Mathematics syllabus as evolved by the N. C. E. R. T. was a harmonious combination of traditional & new Mathematics.

5. A massive programme of orientation of teachers and general public should be organised by the Boards to familiarise them with the philosophy and content of the new pattern. In this connection the steps taken by the Central Board and the brochure and the handout brought out by it in collaboration with the Union Ministry of Education were noted.

Resolution No. II

Course structure for the plus two stage under the new pattern

The conference discussed the issues related to the implementation of the plus two stage with special reference to vocationalisation of education and adopting the semester system and made the following recommendations :

(1) The conference broadly agreed with the frame work suggested in the fovumrny on "Higher Secondary Education and its vocationalisation" published by the NCERT regarding objectives and course structure for the plus two stage. The Characteristic features of the scheme indicated in the document (i. e.) improvement in the academic standards, provision of a large number of vocational courses with a view to increasing the employability and introduction of the element of fleacibility in the scheme of diversification by providing for a wide choice of courses, transfer from academic stream to vocational stream or vice versa and bridge courses were accepted as the guiding principles in the formulation of the scheme of studies and developing curriculum by the Boards.

(2) It was also agreed that the scheme of studies and curriculum to be devised and developed by the Boards should conform to the national design as far as practicable. Adaptations to the national design by the Boards should however be permissible in consonance with the principles propounded in the National pattern to suit local

conditions. A broad uniformity in the scheme of studies and curricula of the Boards for academic courses at the plus two stage is desirable for smoothening the mobility of students.

3. The Conference was of the opinion that the plus two stage should form part of the school education. A time schedule should be drawn by the stages for bringing the plus two education under the fold of the Boards of School Education as envisaged in the recommendations of the Kothari Commission and reaffirmed in CABE resolutions. Even if due to administrative considerations in some States the plus two education is imparted in Colleges as a transitional measure, the academic control should cease with the Universities and be transferred to the Boards.

4. The Conference felt that a course of one language and general studies besides three electives should constitute the curriculum for the academic stream in the plus two stage. Provision for teaching another language may also be made in the Schools. Provision for an additional elective should also be made wherever possible. Schools should however endeavour to give proper counselling and guidance to students in the selection of electives so that the combination of subjects offered by them at this stage might not obstruct their future academic or professional career.

5. The element of flexibility and mobility incorporated in the scheme of studies at the plus two stage demands that the adoption of the semester

system would be helpful in achieving this objective. This implies that courses will have to be developed on modular basis as suggested in the document on Higher secondary Education and vocationalisation.

6. With a view to enlisting the support of the public and parents in the implementation of the new scheme of education, the conference recommended that the mass media and meetings of P. T. A.s should be utilised on a large scale. The Conference noted with satisfaction the efforts made by some Boards in this regard.

7. As regards the vocational courses the conference felt that vocational courses demanding at least two years of duration should be started to begin with. A further period of apprenticeship or practical training should also be provided for whenever necessary.

(8) The conference noted that about 100 vocational courses have been designed by NCERT. While considering adoption of these courses in schools or introducing any other courses as demanded by the local requirements, care should be taken that only such vocational courses are adopted for which (a) adequate facilities existed (b) chances of employment or self employment available in the area.

(9) It should be borne in mind that the vocational courses at the plus two stage should seek to impart vocational education and not mere vocational training. About 50% of the time should be spent on acquiring practical skills.

(10) The Conference was also at the view that students offering vocational courses should get chances of vertical mobility. Opportunities for higher level courses should be available. Credits earned by them at the plus two stage should be taken into account while considering their admission to higher institutes of professional education. Practical and field experience put in by candidates after completing the vocational courses should also be considered for purposes of admission to higher institutes of vocational/professional education.

(11) The Conference noted the steps taken by the Government in undertaking district surveys of India for identifying vocation as and the facilities in each region. It was felt that undertaking these surveys, the Boards should be associated.

Resolution No. III

The new evaluation systems including internal assessment and grading

The conference reviewed the present position of internal and external examinations obtaining in the different boards with special reference to the following:-

1. Method of selection of paper setters and examiners.
2. Question bank.
3. Internal assessment.
4. Grading.
5. Improvement of question papers.
6. Semester system.
7. Computerisation.

The conference recommends that

1. The varying practices of selecting paper setters from the schools or colleges by the Boards may continue provided the paper setters are selected only from persons who are specially trained on modern lines.

Along with the question papers, the blue print, model answers and marking schemes should invariably be asked for from the paper setters.

2. The boards should take steps to start question banks on the model of the system obtaining in Central Board, Madhyapradesh and Kerala boards. The group felt that specimen questions and model question papers prepared from the question bank may be published for the benefit of teachers and students.

3. Internal assessment is very necessary for better discipline and for the development of many desirable qualities in students. So the conference felt that internal assessment should be made for physical education and work experience. The N. C. E. R. T. may be requested to help the boards by formulating scientific procedures for internal assessment. This procedure should be simple enough to be feasible in all schools.

The conference also felt that the results of internal and external assessments should be shown separately.

The detailed assessment procedure for physical education developed by the Punjab School Education Board may be studied by all the Boards.

4. It is desirable to study in detail the scheme of grading on a seven-point scale recently introduced by the Central Board and explore the possibility of introducing the grading system in their own Boards. The C. O. B. S. E. should organise seminars with the help of N. C. E. R. T. and the Boards may organise further seminars to train their teachers. The basis of grading should be uniform throughout.

5. The Conference realised the importance of evaluation as an integral part of the teaching-learning process and recommended that besides the paper setters training courses, the school teachers may also be oriented in setting better questions with special emphasis on objective-based testing.

6. The semester system was accepted in principle. The system introduced by the Central Board of Secondary Education may be studied by the State Boards for early implementation in the plus two stage and subsequently in the secondary stage also.

7. Computerisation in the modern context is very helpful for prompt and efficient declaration of results and release of certificates. So the action may be taken by the various Boards for making use of computerisation in their examination. In this respect centralised evaluation system introduced by some boards may be studied. For this purpose the relevant material be circulated to the Boards by the C. O. B. S. E.

Resolution No. IV

Equivalence and recognition of Examinations:

The Conference discussed the problems relating to equivalence and recognition of the examinations of different Boards with particular reference to the examinations under the new pattern and recommended as follows: -

II. *Recognition and Equivalence:*

The problem of recognition and equivalence of High School examinations conducted by different Boards arises due to difference in (a) courses of study (b) number of years of study before the examination and (c) the procedure adopted for declaring the results of the examination.

As all Boards have adopted the uniform pattern of education and are expected to adopt uniform syllabi mostly in line with the National pattern, the problems arising out of differences in course content and number of years of study will be for a temporary period. The procedure of declaring the results by award of grades instead of marks with abolition of pass or fail in the results has been adopted. Until the system is uniformly adopted by all the Boards, the necessity of equivalence of the examinations of different Boards assures greater importance.

In view of the above facts it was recommended that

a) The Secondary school examinations conducted under the new pattern by all the member Boards be recognised as equivalent on reciprocal basis.

b) The system introduced by the Central Board in awarding grades may be followed by other Boards and till such time as other Boards adopt the grading system the conditions of eligibility of admission to the +2 stage prescribed by Boards adopting the grading system be accepted for purpose of admission to the plus two stage.

Age limit for Examinations:

It was found that in some States the 10 year school is followed a 2 year Pre-University course and 3 year degree course for obtaining the first degree while in other States the 10 year school course is followed by 4 years in the College for obtaining the first degree. Some of the States which had the 11 year school course followed by a 4 year college course have followed the national pattern by restructuring their courses into 1+10+2+3 the one year preceding the formal education corresponding the Pre-primary education. This situation would lead to difference in age of the students at the time of passing 10 year school examination and consequently the examination at the end of +2 stage. Without suggesting any change in the present age of entry the Primary classes adopted by different States it was considered that a minimum age limit should be prescribed for appearing at the High School Examination at the end of the 10 year School. It was therefore recommended that a student should

have attained 15 years of age on the 1st day of March of the year in which he would appear at the High School Examination.

Resolution No. V

Improving the System of Preparation and Printing of Text Books etc.

1. The Conference recommended that a renewed effort was required to produce better text books by the Boards/States and to make them available to the students in time. The following were approved:

By and large, unless the local State Governments have set up text book presses, the printing of text books should be entrusted to the Government presses established at Chandigarh, Bhubhaneswar and Mysore. It was however felt that there were a large number of administrative issues to be sorted out with the managements of these presses. Their general experience was that when they had offered the work to these presses they were choosy, or their rates were high.

It was accordingly suggested that the Ministry of Education, Government of India may organise in all these 3 presses, meetings of the Chairman/Secretaries of the Boards of Secondary Education/Directors of Text Book Bureaus of the neighbouring States. These meeting may enable the Boards to appreciate the various points involved and arrange for fuller utilisation of the facilities available at these presses.

While considering this, an additional suggestion was also made that confidential work of the Boards of the Region should be undertaken by these Presses and the possibility for undertaking this work may be explored. This may be an additional item of discussion at the meetings to be held with 3 Presses.

2. As regards preparation of text books and their contents, etc., the following were agreed upon:

i. That the text books/textual and other instructional materials prepared by the National Council of Educational Research and Training may be taken as the basis. As far as possible, these should be adopted and translated. Where necessary, they may be adopted to suit the local needs.

ii. That, keeping in view the ultimate aim that there must be a broad uniformity in content and levels of learning in the whole country, the Boards must phase out their programme of text book preparation so that at least over a period of 3 to 5 years, the national standards will be reached.

iii. This will enable the Boards of Secondary Education to ensure that the value system identified at the national level is reflected throughout the formal educational system all over the country.

iv. A view was expressed that National Council of Educational Research and Training should try to draw on the talents available on the States and for this purpose, the Boards of Secondary Education/Bureaus of Text books may send to the Director, National Council of Educational Research

& Training the panels of the text book writers maintained by them so that while constituting the Editorial Boards for various disciplines, these names may also be available with the Director, National Council of Educational Research and Training. It was necessary for the editorial boards of NCERT to have an All-India character and that they should not be purely Delhi based.

v. That the N. C. E. R. T. should make available the manuscripts to the borrowing States in time. It was also felt that N. C. E. R. T. may consider having multiples of blocks for their art work in the text books so that on account of this, delays may be avoided. This will also ensure correctness of presentation.

Resolution No. VI

Cobse's Role in Educational Reconstruction

The Conference carefully considered the present objects, in the light of the Memorandum of the Association of COBSE as given at the end of the report of the Seventh Annual Conference held at Bhubaneshwar. The fourteen main objects of Secondary School Education. The objects incidental or ancilliary to the attainment of the main objects were also carefully gone through. It was felt that valuable services which the conference was rendering to the cause of Secondary/Higher Secondary Education in the country should be further strengthened as under:-

1. The COBSE should bring out a news letter and not only the Boards but also the affiliated schools should be asked to subscribe to it.

2. The COBSE should ensure effective implementation of the new pattern of education. This purpose, the regional committees should meet periodically and review the progress of the Boards.

3. The COBSE should undertake a project to assess the content of the syllabuses of different Boards with a view to compare them with the National syllabus. A committee may be set up for the purpose by the Chairman of the COBSE.

4. The Boards Chairman and Secretaries should visit in Co-operation with the Chairman and Secretary of the Central Board of Secondary Education and the Commissioner of Kendriya Vidyalaya Sangathan and officers of other Boards a few schools where the new pattern have been introduced to have as first hand information and greater interaction about the implementation of the new pattern and the innovative practices being adopted there. Similarly the Central Boards officials should visit the schools of the State Boards in Association with their officials.

Resolution No. VII

The Conference resolves that a special conference may be held in September 1977 to discuss specially the mid-term appraisal and strategies of implementation of the new pattern of education by the Boards. The conference accepted the kind invitation of the Chairman of the Tamil Nadu Board to host the special Conference at Ooty.

Resolution No. VIII

The Conference accepted the kind invitation of the Chairman Punjab Board of School Education to hold the next annual session of the conference in Chandigarh in November or December 1977.

Resolution No. IX

The conference authorised the Chairman of the COBSE to constitute the standing committee and to appoint the Convener of the Regional committees.

Resolution No. X

The conference extends its grateful thanks to the Government of Kerala for making it possible for the conference to meet in Trivandrum and for providing necessary facilities for the same.

CHAPTER 4

Standing Committee and Regional Committees.

As authorised by the Conference at its VIII Annual Meeting held in Trivandrum, the Chairman of the COBSE has been pleased to constitute the standing Committee as follows:-

1. Commissioner for Government Examinations
Kerala State, Trivandrum. Chairman
2. Chairman, Punjab School Education Board,
Chandigarh Vice-Chairman
3. President, Board of Secondary Education,
Orissa, Cuttack.
4. Chairman, Central Board of Secondary
Education, New Delhi.
5. President, Board of Secondary Education,
West Bengal, Calcutta.
6. Chairman, Maharashtra State Board of
Secondary Education, Poona.
7. Chairman, Board of Secondary Education,
Andhra Pradesh, Hyderabad.
8. Chairman, Board of Secondary Education,
Rajasthan, Ajmir.
9. Permanent Secretary of the COBSE.

The Committee will function till the next annual meet of the Conference.

Regional Committees

- I. Eastern Region:** Bihar, Orissa, West Bengal, Assam, Manipur, and Meghalaya.
- Convener:-** Chairman, Board of Secondary Education, Assam.
- II. Northern Region:** Punjab, Haryana, Jammu & Kashmir and Himachal Pradesh.
- Convener:-** Chairman, Board of School Education, Himachal Pradesh.
- III. Central Region:** Delhi, Uttar Pradesh and Madhya Pradesh.
- Convener:-** Chairman, Central Board of Secondary Education, New Delhi.
- IV. Western Region:** Rajasthan, Gujarat and Maharashtra.
- Convener:-** Chairman, Board of Secondary Education, Rajasthan, Ajmer.
- V. Southern Region:** Andhra Pradesh, Kerala, Tamil Nadu and Karnataka.
- Convener:-** Chairman, Board of Secondary Education, Tamil Nadu.

APPENDICES

APPENDIX I.

List of Delegates

- | | |
|--|--|
| 1. T. Venka Reddy,
Dy. Commissioner
for Govt. Exa-
minations. | Board of Secondary
Education, Andhra-
Pradesh. |
| 2. Dandeswar Gogoi,
Chairman, | Board of Secondary
Education, Assam. |
| 3. Dr. Sailaja Nanda
Bharali. Secretary | |
| 4. M.A. M. Gilani,
Chairman, | Bihar School Exami-
nation, Board. |
| 5. Shib Shankar Das,
Secretary. | |
| 6. Maj. Gen. Budh
Singh, Chairman, | Board of School Edu-
cation, Haryana. |
| 7. Madan Lal Sharma,
Education Officer. | |
| 8. Prof: Tapindra Singh,
Chairman, | Himachal Pradesh
Board of School
Education. |
| 9. R.K. Malik, Secretary | |
| 10. B.L. Handa, Director | Jammu & Kashmir
State Board of School
Education. |
| 11. Dr. Agha Ashrafali,
Chairman, | |
| 12. Prof. Nazir Ahmed
Khan, Secretary. | Karnataka Secondary
Education Examination
Board. |
| 13. Muniswami,
Chairman. | |

14. S. Halappa,
Director. Board of Pre-University
Education, Karnataka.
15. K. Uppiliappan,
Commissioner for
Govt. Examinations
Kerala.
16. K. Jacob Cherian,
Joint Commissioner
for Govt. Examina-
tions, Kerala. Kerala Examination
Board
17. P. Lakshmanan Nair,
Secretary to the Com-
missioner for Govt.
Examinations, Kerala
18. Dr. T. B. Nayak,
Chairman, }
19. Dr. A. N. Kaul, } Board of Secondary
Adalati Secretary } Education, Madhya-
20. H. S. Dave, Registrar } pradesh
21. L. T. Bhelande,
Chairman, }
22. Paradeshi Gulabsingh }
Sardarsing, Secretary } Maharashtra State
Board of Secondary
Education, Poona.
23. Prof. B. Misra,
President }
24. Gopal Chandra }
Patnaik, Secretary } Board of School Edu-
cation, Orissa.

- | | | |
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| 25. Tara Singh Hundal,
Director | } | Punjab School Edu-
cation Board. |
| 26. G.L. Tapasi, Secretary to Chairman. | | |
| 27. S.P. Singh Bhandary,
Chairman | } | Board of Secondary
Education, Rajasthan |
| 28. P. L. Pareek,
Director | | |
| 29. Dr. S. K. Sharma,
Secretary. | | |
| 30. K. Venkatasubra-
monian, Chairman | } | Board of Secondary
Education, Tamil
Nadu. |
| 31. Dr. Haridas,
Observer. | | |
| 32. Anil Kumar Das
Gupta, President | } | Tripura Board of
Secondary Education. |
| 33. A. S. C. Jain,
Secretary. | | |
| 34. Raghunandan
Singh, Secretary | | Board of High School
and Intermediate Edu-
cation, Uttar Pradesh. |
| 35. Anil Chandra
Biswas, Secretary | | West Bengal Board of
Secondary Education. |
| 36. Prof. S. K. Datta
Secretary | | West Bengal Council of
Higher Secondary Edu-
cation, Calcutta. |
| 37. Dr. G.L. Bhakshi,
Chairman. | } | Central Board of
Secondary Education,
New Delhi. |
| 38. Dr. R. P. Singhal,
Secretary. | | |

39. Dr. P. D. Shukla,
Officer on Special
duty } National Staff College for
Educational Planners and
Administration. NCERT,
New Delhi.
40. Mrs. Anjali
Deyanand
Joint Secretary } Ministry of Education,
Government of India,
New Delhi.

APPENDIX II

Speech by his Excellency the Governor of Kerala on the occasion of the Inauguration of the All India Conference of Boards of Secondary Education in India at Trivandrum on the 13th December, 1976.

I am very glad to be present here this morning for the inauguration of this All India Conference of Boards of Secondary Education in India at Trivandrum and I thank you for the kind welcome accorded to me. First of all, I would like to welcome all members from outside Kerala who are attending this Conference, to Trivandrum and to Kerala, which is, as you have no doubt seen for yourselves, one of the most beautiful parts of India. I hope, therefore, that apart from your work at the Conference, you will find some time to enjoy some of the scene beauties of our State. It is also particularly appropriate that this Conference should be held at Trivandrum, because it is well known that the State of Kerala is the most advanced in India in the matter of literacy and education. I do hope that you will have both a profitable and a pleasant time during your stay in the State, to which I again bid you welcome.

The subjects which you are mainly concerned have been discussed threadbare in the last few years and not claiming to be an educational expert I fear I have nothing startlingly new to tell you. It is,

however, a fact that during the past few years particularly, there has been a ferment in the educational field — old ideas have been questioned, old systems of education found unsuitable and old methods of examination found inadequate. After prolonged debate, fortunately a consensus has now been evolved on what is generally known as the 10+2+3 pattern which has received wide acceptance. It has undoubtedly taken a long time to secure this acceptance, but now that there is agreement, one hopes that a uniform and sound system of education will be adopted and prevail throughout the country.

The general dealing that has more and more grown in the recent past is that our present system of education is not well-suited to our national needs and that it has turned out unemployable and dissatisfied persons who are alienated from their environment and feel rootless. If it is a rural youth receiving education, his schooling or university life seems to make him unfit for tasks facing rural society and he begins to run after white-collar jobs in the city, instead of employing his talents and educational opportunities for the advancement and development of the country-side. If it is a city lad, he too begins to feel superior to his fellows and appears to be motivated only towards securing a lucrative job for himself rather than towards any creative or independent work. In particular, as all acute observers of our educational system have observed, our system hitherto has failed to inculcate in our young men and young women and true dignity of labour and has failed to teach them that there is absolutely no shame in soiling one's

hands to get a job done. Obviously such a situation needs to be rectified urgently, for if it were to continue, we would add grievously to our already serious unemployment problem, particularly educated unemployment, since it is patent that we cannot create the innumerable white-collar jobs which our educated young seem to hanker after. Also, the system of education hitherto adopted has placed an exaggerated emphasis on the acquisition of a degree and has led to a meteoric expansion in our enrolments in the Universities—a phenomenon which has led simultaneously to a serious deterioration in the standards of our university education, which everyone bewails. I am glad that steps are now being taken, even if somewhat belatedly, to carry out much needed reform, so as to reorientate our educational system to accord more closely with our national needs and the requirements of a developing society.

It is important, however, that while we carry out much needed reform, we should never overlook that the primary objective of education is and must always remain the fuller all-round development of an individual's personality, mental, physical and moral, so as to enable him to use his God-given gifts and talents to the best advantage of himself and his society and to function as a useful citizen. Education must also train him to think for himself. By such development the student can fit into his proper niche in society and can contribute to his own and the society's advancement. Obviously, such education will increase his employability in the prevailing conditions in our country, by harmonising him better with his environment, but all this should

still not be taken to mean that the principal objective of sound education is to mean that the principal objective of sound education is to make a person more employable.

Your conference provides a very useful forum for exchange of ideas and experiences. While it is true that basically a uniform pattern is being adopted throughout the land, the fact remains that in a country of the diversity and size of India, conditions in different States will vary, so that a good deal of difference in emphasis and orientation is bound to arise, based on local conditions. It is in this respect that the experience of one State can be very useful to another and I have no doubt that your discussions at this Conference will be very helpful to all concerned.

There are three or four aspects of the educational reform which is being undertaken, to which I would like to refer briefly. The first is the provision of work experience in the secondary stage. This is a very welcome development, because it would help to relate what a student learns in his school to conditions around him and, in particular it will help to inculcate in him the dignity of labour. Attitudes acquired at an early stage of one's boyhood or girlhood become a part and parcel of one's mental make-up and character and, therefore, early exposure to work experience should help in creating valuable awareness amongst our young of the importance and dignity of work. Again, the work experience will have to be of a different nature in different areas, so as to harmonise better with the

conditions prevailing each area. In addition, work experience can also be utilised in suitable ways in connection with the 10-point Economic Programme of our Prime Minister, which can thus be made more real to our boys and girls.

I shall now refer to the provision of vocational training in the higher secondary stage. This is a most important reform, for two reasons. First, it would vastly improve the employability of our young boys and girls and teach them the arts and crafts which will be useful to them throughout their life. Also, this reform has the clear advantage that many pupils can terminate their schooling at this stage and not proceed to the University stage, for which they may not all be fitted, merely for the purpose of acquiring a degree which has hitherto been the passport for getting employment. Those, ofcourse, who are more fitted for the higher academic career can certainly go on to the University stage, but this particular reform will reduce the burden on the Universities by bringing about a reduction in their intake. For this reason, too, it has to be welcomed.

The examination system is also being reformed and grading is to take the place of the older system of marking. Almost all educationists have praised this reform which will make the evaluation of the pupil's work a continuous affair and also prevent some of the heart-breaks and unfairness the present system results in.

Finally, I should like to say a word about science teaching in schools. We live in an age of

science and technology and without their help it will not be practicable to solve the gigantic problems which our country faces. Accordingly, it is essential that our young boys and girls should be exposed to the discoveries and inventions of science and the scientific attitude at a very early stage of their career, so that they may not only be able to comprehend better the world around them as it is today, but also contribute in due course to the further enrichment of science and technology in this country. Such training will also help them to meet the day to day requirements of modern life, without a feeling of helplessness at a minor electrical or mechanical break down. The cultivation of a scientific attitude of mind and exposure to scientific and technical discoveries alone will help in the proper utilisation of modern scientific discoveries for the betterment of the social and economic conditions of our people.

The educational reforms which are being undertaken are of a very major nature and I have no doubt that a whole host of problems will crop up while carrying them out. So many details will have to be attended to, because the change-over to the new pattern is of a fundamental nature which will bring its own challenges. We have to meet such challenges with stout heart and confidence born of shared experience. For instance, a new syllabus will have to be formulated, new instruction materials prepared and teachers trained in new methods. On all these issues co-ordinated effort is necessary and the experience of one part of India will be a very valuable guide to others to have similar problems to

face. I am confident that this Conference will greatly help in smoothening your path for the future.

With these words I now wish your deliverations all success and have great pleasure in inaugurating this Conference.

APPENDIX III

Presidential Address by Sri. Chakkeeri Ahemedkutty, Minister for Education, Kerala

It gives me very great pleasure to welcome you, distinguished educationists from all part of the country on behalf of the Government of Kerala. To most of the delegates who come a long way from the different corners of India to this beautiful city in the southern tip of the country, I wish a very happy and joyous period of stay. I do hope that, when they go back, they would have only very pleasant memories of their sojourn and stay and that they would carry with them a wealth of experiences of personal and professional contacts and memories of most useful and enlightening discussions.

Education is the bedrock of nation building activities and it has been the policy of the Government of Kerala to give high priority to the education of the children in the State. A provision of about 74 crores was made in the budget for Education against a total expenditure of Rs. 200 crores on the Revenue account during 1974-75. There are about 12,000 schools in the State and a school going population of nearly 54 lakhs, which is nearly, 22% of the total population. With a literacy of 60.42, Kerala continues to retain the first rank among the States in India in regard to educational

advancement. This advancement and the phenomenal increase in the number of school going children, however, brought in its wake a number of problems, which it would have been difficult for any Government to tackle, problems such as those relating to extension of facilities for education, provision of adequate accommodation, rectification of defects and draw backs in the educational set-up, modernisation of curricula, improvement of standards of teaching and testing and problems relating to the salary and service conditions of teachers. It has been the earnest endeavour of the Kerala Government to tackle these problems in the most effective and satisfactory manner consistent with our limited financial resources. Kerala was the first State in India to promulgate a uniform law for all schools in the State — 'The Kerala Educational Act and Rules' and also to introduce the system of direct payment of salaries of teachers of Aided schools, which form more than sixty percent of the total number of schools. School text books have been completely nationalised in this State and education is free up to Standard X in all Government schools and State aided Schools. Thus you will find that the educational situation in this state is unique in several respects. I do not want to go into the several programmes of far-reaching significance which are currently being undertaken by the Kerala Education Department to improve the state of affairs in the educational field.

We are meeting here at a period when the whole country is engaged in the implementation of the new pattern of education commonly known as the

10+2+3 pattern. You might have noted it mentioned in the Kothari Commission Report that Kerala was the only State where the pattern of 10+2+3 had existed, with the two-year stage being located in Junior Colleges. Since Kerala has been following the 10+2+3 pattern since 1958, our problems are concerned not with changing over to a new pattern, but injecting into the existing system the innovative ideas relating to enrichment of curriculum, vocationalization at the Higher Secondary stage, introduction of work experience Programme at all stages of education, improvement of science teaching, utilisation of improved techniques of evaluation and testing etc. Take for instance this question of introducing work experience as the Central feature of school education at all levels. Unless school time table, courses of study, methods of instruction, examination, certification—all aspects of school as a matter of fact—are made flexible it would not be possible to bring the school closer to the community by providing a bridge between the scholastic life and a life of work. Similarly the recommendation of the Education Commission that every effort should be made to vocationalize the higher secondary stage so that, ultimately, 50% of the enrolment at this stage would be in vocational courses, is, although educationally and economically quite sound bristless with a number of practical problems. I have no ready made answers to problems like these, but I only want to draw your attention to the type of problems we are up against in the actual implementation of the 10+2+3 pattern.

This meeting of educationists from the different parts of this country will, I am confident, be successful in finding solutions for our vexed problems and formulating policies and taking decisions that would substantially further the cause of education in India. It is also my hope that such meetings would strengthen the bonds of unity among the various states and accelerate the process of national integration, in this vital field.

Jai Hind.

ANNEXURE A

Board of Secondary Education Andhra Pradesh, Hyderabad

REPORT:

1975-76 — Presented by Sri. T. V. Reddy. M. Sc., M. Ed., Deputy Commissioner for Government Examinations Andhra Pradesh, Hyderabad.

The Director of School Education, Andhra Pradesh is the Ex-officio Chairman, Board of Secondary Education and Commissioner for Government Examinations, Andhra Pradesh. The Board of Secondary Education functions as advisory body on Secondary Education to the Government of Andhra Pradesh.

The pattern of General Education in the State is 10+2+3 from 1969. The first batch of pupil under 10 + scheme appeared for the S.S C. (10 year course) public examination in April 1969. Earlier it was styled as S S L.C./H.S.C. which was eleven year course. Candidates who have completed the age of fourteen are eligible to appear the S. S. C. public Examination from 1976 onwards. There are six subjects which a candidate has to offer, three are in languages and three in non-languages i e. Mathematics (General/composite), General Science and Social Studies. A candidate has to obtain 35% of marks in each subject except in 2nd language in

which he should obtain 20% for a pass. Condonation of deficiency of marks in one or more subjects, which was existing earlier, is abolished for Sept 1976 S. S. C. public Examination. A failed candidate can appear for the public Examination compartmentally after appearing for all the subjects for first time. Divisions are awarded, those getting 60% & above are awarded first division, those getting 50% and above (and less than 60%) second division & others with the minimum prescribed pass marks, pass division.

Regarding upper primary stage, there is common examination for the pupil of Class VII. Question-papers and principles of valuation are supplied by the Commissioner for Government Examination and the District Educational Officers administer the VIIth class common examination.

The pattern of question papers is revised long back with proper weightages given to short answer and objective questions in addition to the essay questions. This change in the procedure and pattern was discussed with experts from the N. C. E. R. T. in 1968.

The number of Secondary Schools as on 1-3-76 is 3,475. The total number of candidates who appeared the S. S. C. public Examination held in March 1976 is 2,16,071 out of which 51,520 (about 24%) have passed. Out of these 1,60,192 are regular candidates and 55,879 are supplemental and private candidates.

The number of candidates who appeared for the supplemental S. S. C. public examination held

in Sept. 1976 is 97,443 out of which about 12% have passed.

Resolution I of COBSE held at Bhuvaneswar in Dec. 1976.

10+2+3 pattern is the pattern of general education in the State. The State council of Educational Research and Training, Hyderabad is actively evolving curriculum for the secondary schools, rectifying the present curriculum wherever necessary adapting the curriculum suggested by the N.C.E.R.T.

Resolution II

+2 stage of education is under the Board of Intermediate education which is an autonomous body under the Education Department. Some plans of action for vocationalisation of this stage of education are under the consideration of the board.

Resolution III

- A) Introduction of 'Grading system' is under consideration by the S. C. E. R. T.
- B) The design and blue print of the present question papers are based on essay, short-answer and objective questions. A seminar to train more question paper setters is likely to be held soon, to improve the competencies of the question paper setters.
- C) Internal assessment in work experience is being considered by the S. C. E. R. T.

- D) This will be followed up. But it is also necessary that COBSE secretariat devices a method to co-ordinate actively activities of various Boards.
- E) There is no re-valuation of answer books as such but there is re-counting of marks in case a candidate asks for it by paying prescribed fee.
- F) This is under consideration.

Resolution IV

This is under consideration.

Resolution V

20-point programme of the Prime Minister is being implemented.

ANNEXURE B

A Brief Report on the Salient Activities of the Time Board of Secondary Education. Assam, Gauhati.

Introduction:

The Secondary Education Board, Assam was constituted under the provisions of the Assam Secondary Education Act, 1961 in order to regulate, supervise and develop the system of Secondary Education in the State of Assam. It began to function in 1962 by holding the Higher Secondary Examination and taking the High School Leaving Certificate Examination from the Gauhati University in 1964. The Board was entrusted to conduct the High Madrassa Examination by the amendment of the Act in 1972. By the amendment of the Act in 1973, provision for the appointment of a full time Chairman has been made. The Director of Public Instruction, Assam was holding the charge of Chairman from the inception of the Board till 1974. The new full time Chairman Shri D. Gogoi took over charge of the Board from 1st of May, 1974. The Board that was constituted under the full time Chairmanship will have its term for 3 years till 1977. The Secretary of the Board is a tenure post, deputed by the Government of Assam from personnel of Assam Educational Service. The present Secretary Dr. S. Bharali joined the Board in September, 1975.

Besides the Chairman and the Secretary and the Finance & Accounts Officer and the Deputy Secretary, there are four Academic Officers to look after the improvement programme of the Board. There is a proposal to strengthen this unit by taking four Assistant Academic Officers. In order to meet the growing demands of the Examination Branch, an Assistant Controller of Examinations is taken to help the Controller of examinations.

Site & Building

The Board is functioning at present in its new large commodious building at Bamunimaidan, Gauhati-21 at a cost of about Rs. 9 lakhs. Further programme of expansion is within the development plan of the Board.

As per National Policy laid down by the Govt. on the recommendations of the Kothari Commission, the Board has introduced the new pattern of education 10+2 from the session 1973-74. The first batch of students under the new pattern appeared in the High School Leaving Certificate Examination 1976 and Higher Secondary School Leaving Certificate Examination in 1975 with two-year courses.

The following are highlights of the important activities of the Board during this term.

(1) Curriculum Reform

New Curriculum has been laid down for the High School with Mathematics and Science as compulsory subjects and Work-Experience as an integral

part of the course. The syllabus in different subjects has been up-dated and revised in their contents so as to modernise them. The Curriculum provides for languages, Social Studies, General Science and General Mathematics as core subjects and provision for one elective and one additional subject has been made. Co-curricular activities have been also provided under the curriculum but not made an examination subject. Substantial progress has been made in Work-Experience programme and internal assessment has been provided for Work - Experience. A suitable procedure of assessment of Work-Experience has been developed and accepted by the N. C. E. R. T. The score on Work-Experience is counted towards the results of the High School Leaving Certificate Examination.

Test Books

According to the amended Act, the function of publishing the text books has been entrusted to the Assam State Text Book Production & Publication Corporation Limited for the entire stage of secondary education. The manuscript of the text books are approved by the Board and printing, publishing and distribution is entirely done by the said Corporation. In spite of the best efforts the difficulties of prescribing the text books in some of the minority languages have not yet been completed. During the year in consonance with 20 point Economic Programme of the Prime Minister of India, the prices of the text books have been reduced and considerable relief has been given to the students for the purchase of their text books and exercise books through the Co operative Society formed in

the schools. The schools are also asked to start Book Banks for the benefit of the students of the lower income group of the society and it is heartening to note that Book Banks have been started almost in all the schools.

Examination Reform

Along with the Curriculum Reform, the Board also took a phased programme of examination reform. In the first stage, for subjects viz., English, General Mathematics, Social Studies and General Science were covered for Examination Reform. Paper setters were trained for these subjects with the help of the N.C.E R.T. The syllabus has been divided into convenient units and marks allotted for each unit. Designs of question papers were also prepared and circulated to the schools along with the model question papers. The following are the special features of this programme.

- (1) Overall option in question paper has been abolished. In its place option of equal nature has been provided in the case of essay type questions where necessary.
- (2) Short answer questions and very short answer questions have been introduced in order to cover the entire syllabus of the different courses.
- (3) The specification for different objectives has also been laid down.
- (4) The improved essay type question has only been introduced.

- (5) Model answer to the questions are prepared and circulated to the Examiners along with the question papers when the examination scripts are examined.
- (6) Correlation with the teaching and learning with testing has also been introduced for the benefit of the students.

The first examination under the above pattern has been successfully completed in 1976. It was found that the students' performance in the four subjects of examination reform has not been very much satisfactory and an analysis and study of the whole programme is undertaken. The results of the examination revealed certain interesting facts. The results of certain centres and certain areas are very bad in certain subjects. This shows that the results and the performance of the students is mostly due to the defects in teaching. Attempts been made to remove the deficiencies.

Short Teacher Training Programme

The Board realised the need for Teacher Training Programme from the very beginning as most of the teachers are not acquainted with the new content of the syllabus as well as the new evaluation process. As such, efforts has been made since 1973 to conduct short teacher training programme so as to remove the defects in teaching. The Board together with the Govt. help spent about two lakhs in 1974-75 and made another provision for spending about two lakhs during 1975-76. The total number of teachers who were benefited of such short training were about 6,000 in 1974-75 and a similar number

will be covered during 1975-76. Besides, 14 day training on curricular subjects of Social Studies, General Mathematics, English and General Science were also undertaken during these years. It is hoped that a good number of teachers will be covered from the existing schools. Recently, a grant of about two lakhs has been received from the N. C E R T. which is also being utilised for intensive teacher's training programme within the State

Recognition of Schools :-

The Board is empowered to grant recognition to High Schools, High Madrassa Schools and Higher Secondary Schools within the State. It framed its own regulations laying down the terms and conditions to be fulfilled by the schools for being recognised by the Board. The condition for recognition has been tightened with a view to see that there is no mushroom growth of schools without proper facilities and equipment. The problem of starting new High Schools is acute and the Board is trying its best to improve the standard of education by recognising only the well deserved schools.

Two Year Higher Secondary Education.

The Board started 2 year Higher Secondary courses from 1973 in place of 11 year Higher Secondary which was upto 1973 along with the two year P. U. started in the Universities. The Board has prepared the new courses of study for +2 stage and this has been at the final stage. The Govt. of Assam has constituted a Committee with the Chairman of the Board as the Chairman and representatives of the two universities to prescribe the same courses for

the Higher Secondary and Pre-University so long as Pre-University is under the control of the University. The syllabus prepared by the Board on the basis of the 10 year school syllabus has been sent to the Universities for their adoption and it is hoped that one set of syllabus both for P. U. and Higher Secondary will come into force from next academic session.

Vocationalisation

The question of vocationalisation at Higher Secondary level is also under the consideration of the Board and it has taken preliminary steps for the preparation of vocational courses into a number of subjects relevant to the State and socio-economic condition of the State. The Chairman of the Board was also made a member of the Committee for finalising the vocational pattern of education by the N. C. E. R. T. The final recommendation of the N. C. E. R. T. regarding vocational education has been received recently and these are on study. The Government of Assam has also instituted a Committee to study the vocational courses and the final recommendations of the Committee are not yet out. In view of the great emphasis put on vocationalisation of Secondary Education by the Education Minister of India and the steps taken by the N. C. E. R. T. towards implementation of the vocational courses, the matter is submitted to the Govt. for necessary policy decision in this respect. The Board will provide necessary policy guidance in order to implement the vocational courses once the policy decision is taken by the Government.

There is need for upgrading more schools into Higher Secondary Schools under the new pattern of education and a consistent policy in this respect is recommended to the State Government so that conversion of High Schools into Higher Secondary Schools comes about in a regular manner.

Publications of the Board

For the benefit of the teachers and the students, the Board has brought out a number of publications and distributed them to all the recognised schools. These are:

1. Work-Experience - Guideline
2. Karma Abhigyata—Hand policy of Work-Experience.
3. Model Question Papers—A guide to reformed examination.
4. Anatar Shiksha Yojana—Compilation of specific educational talks broadcast by AIR.

In addition, the Board has prepared a number of unit plans in different subjects and also a large number of hand outs on assessment method, work experience and circulated to the schools as guide materials. The Board has also published a magazine entitled 'Shiksha Prabah', a six monthly journal containing articles on education and important notification of the Board for the benefit of the schools. Two issues were already published during the last year and appreciated very much by the teachers and the public.

Private Candidates

The old course of the High School Leaving Certificate Examination was allowed to be continued for three years from 1976–1978. There were, thus, two High School Leaving Certificate Examinations and two High Madrassa Examinations in 1976 (one each for old and new courses). The students who passed the last examination conducted under the old course were allowed to appear in 1976 as private candidates. For the benefit of the private candidates under this course, compulsory coaching classes was introduced in 1974 and 1975 in order to help these failed candidates to appear in the High School Leaving Certificate Examination. The effect of the coaching classes was found to be good as there has been slight improvement in the results of the High School Leaving Certificate Examination in 1975 and 1976.

There was no private candidates under the new course for High School Leaving Certificate Examination, 1976 but there were certain students who received instruction in schools which failed to receive recognition from the Board. These students were allowed to appear as private institutional candidates in the High School Leaving Certificate Examination, 1976. For 1977 however, there will be private candidates in the new course from those who failed in the regular examination in 1976. In order to help this category of students, a novel plan has been prepared and provision for optional coaching has been provided by supplying designs for the students to work. For them, test examination has

been made compulsory and attendance on Work—Experience programme is also made compulsory. The designs on the different units of the syllabus meant for these students are supplied to the teacher with a view to set them exercises to the students and to make them work so that they can successfully take the examination and get them passed. This scheme is a precursor to the introduction of correspondences course which the Board is thinking to introduce later for the High School Leaving Certificate Examination. The results of the schemes will help the framing of the policy by the Board.

There has been considerable awareness about the new pattern of education amongst the teachers and the public. Although, there has been a criticism in a certain section about this new pattern, this has been accepted more or less well by the teaching community and as such considerable improvement can be expected in the subsequent years in the field.

The finances of the Board may be said to be satisfactory up till now though in recent years the Board has lost a substantial amount as the royalty on text books has ceased with the taking over of the Text books by the Text book Corporation Ltd. In spite of this, the Board has tried to manage its function economically and to provide funds for teacher training and other activities for the students and the teacher welfare. It has also instituted a large number of medals and prizes for meritorious students of the Board's examinations. The Board has deputed 20 teachers to visit West Bengal in order

to participate in a seminar on Work-Experience conducted by the Board of Secondary Education, West Bengal. The Board has also provided for pre-training course for meritorious students to compete for Science Talent Search Scheme and also for training of 100 students from the rural schools. It has also provided for conduct of seminars on Work-Experience and also proposed an exhibition of Work-Experience products during this year. The Board has provided expert advice to the professional organisations when they organise discussion for improvement of different subjects at different places. There is also provision for a research scheme to be conducted by the Officers of the Board on important problems of secondary education and to publish their findings so as to focus public attention.

Thus, the Board of Secondary Education, Assam has completed its first phase of construction and is moving further in consolidating its activities in order to improve the standard of secondary education in this country. In this respect, the Board is in constant touch with the N. C. E. R. T. and other progressive Boards of India.

(Sd.)

D. Gogoi, Chairman,
Board of Secondary Education,
Assam, Gauhati-21.

ANNEXURE C

Bihar School Examination Board Patna-17

Dr. L. K. Mishra's term as Chairman ended in June, 1976 and Shri M. A. M. Gilani was appointed in his place. The latter joined the Board on June 7, 1976.

2. *Progress in the Implementation of the 10 + 2 + 3 Pattern of Education:*

The existing pattern of Education in Bihar is 11 + 2 + 2. The Government have, however, decided to adopt the new pattern of 10 + 2 + 3.

For various reasons the implementation of the ten class Secondary course has been delayed and it is now proposed to introduce the new syllabi in all the ten classes by the year 1980, so that the first examination under the new pattern will be held in 1981.

The syllabi for all the classes have been drawn up and till 1976 the new syllabi have been introduced in classes I-III. It is proposed to introduce the same in classes IV-VII in 1977, in class-VIII in 1978, in class-IX in 1979 and finally in class X in 1980.

As per the existing decision of the Government the students will have a common course upto class-VIII and diversified courses in classes IX and X.

The present thinking, however, is in favour of a common course in the final classes as well and a proposal to that effect is to be placed before the Government shortly.

Text-books as per the new syllabi have been prepared for classes I-VII. For the remaining classes they are under preparation.

It is also proposed to introduce the +2 course in 1981 and the +3 course in 1983. These two courses are, however, proposed to be started on experimental basis in the existing intermediate and under graduate stages from 1979 and 1981 respectively. The proposal is yet to be placed before the Government.

3. *Pass in English Made Compulsory*

Prior to 1967 English was a compulsory subject in the Secondary stage. In 1967, however, the State Government decided not to make pass in English compulsory, so that such examinees as failed in English, but passed in the other subjects and received the minimum aggregate, were declared to have "Passed Without English". The Government have now revised this decision and from 1978 pass in English has been made compulsory for the Secondary students.

4. *Classical Languages Made Compulsory*

Uptill now the classical languages, such as Sanskrit, Arabic and Persian, have been optional subjects for Secondary students. They have been made compulsory with effect from 1979.

5. *Revaluation of Answer Books*

For the first time in 1976 the Bihar School Examination Board introduced the system of revaluation of answer books. The amended provisions are as follows:

(i) A candidate may apply for revaluation of a maximum of three subjects only.

(ii) There shall be no revaluation of the practical papers.

(iii) The application must be forwarded by the head of the concerned institution with his recommendation within one month of the date of issue of individual marks sheets by the Board office.

(iv) The prescribed fee for revaluation is Rs. 25/- only per paper.

(v) The head of the institution will send along with his recommendation the marks obtained by the candidate in the Test Examination in the concerned subject or subjects.

(vi) All applications for revaluation will be examined by the respective Moderating Boards of the concerned subjects. If the difference of the marks obtained by the examinee in the Test Examination and marks obtained by him in the Board Examination in a particular paper is less than 10% the application for revaluation shall be rejected by the Secretary of the Board. If that difference is 10% and above, the answerbook shall be referred to the Board of Moderators, and the Board of Moderators shall reevaluate the answer books separately without

altering the marks in the answer books, and if the difference in marks is 10% and above shall recommend for revaluation of the answer book.

(vii) The revaluation of answer books will be done by persons of the standing of Head-Examiners who will be selected by the Chairman of the Board to maintain secrecy. After the revaluation a Head Examiner will send the marks obtained by the examinee to the Chairman.

(viii) The marks obtained by a candidate as a result of the revaluation will be final and binding on him whether these marks are more or less than the marks obtained by him in the Board Examination.

(ix) The Board has decided to debar the concerned examiners from further assignments in cases where the marks obtained by the candidate in the Board Examination and the marks obtained as a result of revaluation differ by more than 15%.

In the Annual S. S. Examination, 1976, 1283 candidates applied for revaluation of answer books in different subjects, which comes to approximately 0.6% of the total number of candidates (1,98,125) appearing in the Annual Board Examination.

These 1283 candidates had submitted applications for revaluation of a total of 1996 answerbooks out of which the Board of Moderators recommended for revaluation of only 284 answerbooks. This comes to approximately 14% of the total number of answerbooks (1996) for which applications were

received. Out of these 284 cases, the Head-Examiners made no change in the marks already given by the Co-Examiners in 12 cases. Thus in 272 (i. e. 13.6%) cases only the marks were changed which resulted in the change of results of 157 candidates. In 1707 cases the Board of Moderators did not recommend revaluation by the Head-Examiners. In five cases the applications were rejected for non-fulfilment of conditions.

The magnitude of difference of the marks obtained originally and these obtained as a result of revaluation is as follows:—

(+)	1-5	in 45 cases
(—)	1-5	in 05 cases
(+)	6-10	in 97 cases
(—)	6-10	in 01 cases
(+)	11-15	in 70 cases
(+)	16-20	in 27 cases
(+)	21-25	in 19 cases
(+)	26-30	in 04 cases
(+)	31-35	in 02 cases
(+)	36-40	in 02 cases

272

It would appear from what has been stated above that the markings at the centralised evaluation centres were by and large satisfactory and that the candidates were also satisfied with the original marks as only a very negligible number of eligible candidates applied for revaluation.

6. *Low Pass Percentage*

1,98,125 students appeared in the Annual Secondary School Examination, 1976 out of which only 25.5% were successful. The complete eradication of unfair practices in the examination is responsible for this low yield which has now become endemic. This in its turn has been responsible for the steady decline in the number of candidates in both the Annual and the Supplementary Examinations as will be evident from the following figures.

<i>Year</i>	<i>No. of candidates appearing in the Annual Examination.</i>	<i>No. of candidates appearing in the Supplementary Examination</i>
1974	2,12,902	40,458
1975	2,04,900	47,693
1976	1,98,125	45,282
1977	1,80,000 (Estimated)	— —

These figures show that a large number of unsuccessful candidates are giving up their studies. The Board feels extremely concerned at this huge wastage and is looking for a solution. We shall very much welcome suggestions from sister Boards in this regard.

(Sd.)

Shib Shankar Das,
Secretary.

ANNEXURE D

Board of School Education, Haryana, Chandigarh

Report for Eighth Annual Meeting of the COBSE to be held at Trivandrum from December 13 to 16, 1976.

The Board of School Education, Haryana, Chandigarh started implementing the new pattern of education at the 10 years stage according to a phased programme besides continuing its constant endeavours for improvement in the standard of education in the State by providing life centred curricula, modernised syllabi and fair examinations. The following are the areas of our activities:-

- (i) Interim changes in the Syllabi.
- (ii) Work Experience.
- (iii) Orientation of Teachers.
- (iv) Equipment of Science Laboratories.
- (v) Audio Visual Aids.
- (vi) Reforms in Examinations.

1. Interim changes in the Syllabi

Haryana State proposes to switch over to the first phase of 10+2 pattern of School Education with effect from April, 1978. In pursuance of this decision, the Haryana Board of School Education

has made some changes in the existing Matriculation courses for the interim period to pave the way for complete switch over in due course.

The structure of external examination will remain based on six subjects.

With effect from April, 1976, the subjects of Mathematics and Sciences comprising of Physics, Chemistry and Life Sciences have been made compulsory for all male students. Girl students will be free to take the subjects of House-hold Arithmetic and General Science upto the academic year ending in March, 1978. From April, 1978 Mathematics and Science will be compulsory for them also.

To pave the way for this change, Mathematics will be made compulsory for girls in the Middle Classes first. This has been done for classes VI and VII this year and for VIII class from 1977. As a result of these changes, Arithmetic and Household Account will stand deleted from the Middle Standard Examination to be held in 1978. This background will enable the girl students to take up Mathematics in class IX in April, 1978.

2. **Work Experience**

(a) *Syllabi*

Work experience forms an essential and very important part of the educational scheme under the 10+2 scheme. A workable Syllabi of the items given in appendix 'A' has been prepared and circulated to all the High and Higher Secondary Schools

of the State which will opt for, at least items keeping in a view local facilities and availabilities of raw material.

(b) *School – Industry Association*

Industrial and Commercial concerns are being associated with the school education. In response to our requests, many industrialists have agreed to:

- (i) adopt schools located near their industries.
- (ii) establish small workshops costing 6 to 8 thousand rupees in the schools adopted by them.
- (iii) permit the students of the adopted schools to visit the factories as well as to give specific training to the teachers.
- (iv) provide useful scrap material to establish scrap banks located centrally for free distribution of scrap material to the schools.
- (v) allow trained students from the adopted schools to work in their factories on daily wages basis after proper trade tests and to employ them finally on regular basis as the vacancies occur.

(c) *Bee-keeping*

Bee-keeping has been started in 10 schools this year. Next year the number will be raised to fifty.

(d) *Agriculture and Kitchen Gardening*

As 80% of the students live in the villages, majority of the rural schools have opted for Agriculture and gardening. Agriculture Inspectors and Gram-

Sewaks will accord active co-operation to the schools to make work experience a success.

(e) *Crafts*

In the items like Basket making, Moodha making, Chick making, help of the locally available artisans & experts can be had on part-time basis.

(f) *Disposal of Products*

Priority for the purchase of products will be given to the students who have produced the articles. Some of the articles may be purchased by the school staff, whatever remains may be sent to the Co-operative Stores.

(g) *Incentive*

In order to provide incentive to the students, 50% of the profit accruing from the sale of the products should be given to the students, 10% to the teacher looking after the work experience and 40% to the work experience fund. The case is being put up to the Government for approval.

3. Orientation of teachers in the new Syllabi

The Haryana Education Department has launched a massive programme of inservice training for teachers of all categories working at the school stage. 3000 primary school teachers and 1800 secondary school teachers, teaching science and Mathematics to High / Higher Secondary Classes, have been given orientation courses during the summer vacations. In-service Training was also given in the subjects of English, Sanskrit, Agriculture and the State Institutes located at Gurgaon are doing very useful work in this respect.

4. **Equipment of Science Laboratories**

In consultation with the State Institute of Science and N. C. E. R. T., lists of items of Science apparatus and chemicals necessary for the institutions were prepared and circulated to all the schools with a view to having the science laboratories well-equipped. The State Government is giving Rs. 5000/- to every high school and Rs. 2000/- to every Middle School to equip the laboratories.

5. **Audio Visual Aids**

Keeping in view the utility of television as the best audio visual aids for the imparting of instructions in schools, the Board like last year has supplied T.V. booklets in the following subjects to the schools which fall within the radius of 100 Kms. from Delhi Television Centre to benefit from the existing education lessons telecast facilities:

Subjects

1. Mathematics for Classes VI, VII & VIII
(Combined)
2. Science for Classes VI, VII & VIII (Combined)
3. English for Class VI.
4. English for Class VII.
5. English for Class VIII.
6. Physics for Classes IX & X (Combined)
7. Chemistry/Biology for Classes IX & X
(Combined)
8. Geography (English) for Class IX

A new Radio Station has been established at Rohtak. Arrangements are being made to prepare suitable lessons for regular broadcast to the schools.

6. Reforms in Examinations

(a) *Model Question Papers*

The traditional question papers are being replaced by Model Question Papers designed according to the new concept. This has already been done in the subjects of English, Hindi and History Geography of High Classes and English, Hindi of Middle Classes. Strict instructions have been issued to the head of the institutions to check against the use of cheap notes.

(b) *Eradication of Unfair means in the Examination*

Constant vigil is maintained in ensuring that no resort to unfair means is taken by the teacher and the taught. The improvement in this respect is very encouraging.

7. Population Education

Lot of stress is being laid on the importance of the Population Education, though, no separate book has been prescribed for this subject. Topics relating to the effects of over population have been incorporated in the text-books in the subjects of Hindi, Social Studies, Geography and Sanskrit.

8. Work under 20 Point Economic Programme

Apart from the 'Book Banks' established by the Department in Schools and Colleges under 20-Point Economic Programme, the Department and the Board have reduced the prices of all the nationalised text-books this year by 10%.

APPENDIX 'A'

MATRIC STAGE

(IX to X Classes)

Groups of Work Experience

1. Engineering Groups

- | | |
|----------------------------------|--|
| I. Electrician | Electric Wiring, Radio and Transistor repairs. |
| II. Wood Work | Carpentry and Polishing. |
| III. Building Construction | Plumbing, White Washing Distempering. |
| IV. Repair of Household articles | Cycle repair, Press and Stove repair, Household gadgets, Lock repair, Sewing Machine repair. |

2. Agriculture & Animal Husbandry Group

- | | |
|----------------------|--|
| V. Agriculture | Gardening (vegetable group, kitchen gardening), Horticulture, Seed Production. |
| VI. Animal Husbandry | Bee Keeping, Fisheries, Sericulture. Poultry. |

3. Commerce & Commercial Art Group

- | | |
|---------------------------------------|---|
| VII. Home Science & Food Preservation | Preparation and Preservation of food, Jam, Squash and Pickle making |
|---------------------------------------|---|

- | | | |
|------|--------------|-------------------------------|
| VIII | Type-writing | English/Hindi
Type-writing |
| IX | Tailoring | Tailoring & Needle work |
| X | Book Binding | Book Binding. |

4. Handi-Craft Group

- | | | |
|-----|-------------|--|
| XI | Handicrafts | Chalk making, Candle making, Soap making, Ink making, Polish making, Leather work. |
| XII | Basketry | Basket. Chick, Moodha (Cane, Bamboo & Sarkanda), Rope making, Furniture. |

ANNEXURE E.

Himachal Pradesh Board of School Education Report

About the Achievements and Developments for 1975-76

The H. P. Board of School Education during its last six years of activities has now reached a stage when its programmes and policies for the improvement of quality of School Education has been crystalized. The Board is an autonomous organisation and an important Wing of the Department of Education of the Government of Himachal Pradesh & has successfully implemented a few latest reforms relating to the improvement in quality of teaching, examination, text-books and instruction of material.

Examination

During the past three years the Board has concentrated on the improvement of examination system and conduct of examination:

1. With the introduction of IX class examination from March, 1976 onwards, while the number of examinee candidates has shot up from 36055 to 76023, the burden of X class examination in the following year will be considerably lightened. This will be conducive to raising the quality of learning and decreasing, substantially, the number of failures.

2. The raise of pass percentage to 35% would mean the securing of the same higher percentage of 35% in external in each subject as well as in aggregate. That is henceforth a must to get through the public examinations conducted by the Board. The pass percentage, be it noted, is to be finally raised to 40% as recommended by the COBSE.
3. Candidates who obtain 75% marks and above in subjects are given distinction. Candidates securing 80% marks and above in aggregate are awarded Merit Certificates. Gold, Silver and Bronze medals are awarded to first three positions in our public examinations. One hundred and fifty Merit Scholarships of Rs 30/- per mensem each tenable for one year, have been given yearwise by the Board for the quinquennium comprising 1970 to 1974 in our two annual functions. As regards scholarships for 1975, cases are still under process.
4. The Board has introduced certain administrative measures to improve the conduct of examinations. 75% of the assignments in paper setting, head examiner ships etc., which used to be the monopoly of the College cadres, are being given to School staff. This has been done to inspire confidence among the school teachers and encourage their involvement in the school education.
5. Out of 195 centres, 95 local heads of the schools were appointed as Centre Superintendents on a trial basis. The experiment, if it promotes the

self-esteem of the teachers, will prove to be a step in the right direction.

6. To check the use of unfair means, an Inspector for each Centre was provided. The Inspectors were directed to be present in the examination hall, especially, on the occasion of papers like English & Mathematics. Moreover, District Education Officers, were made the overall in-charge of examination centres of their Districts. All the senior officials of the Board also remained tagged with one Centre or another to assist in checking the use of unfair means. Thus the inspection and supervision side was strengthened to a great extent.
7. The principle of change over 'from secrecy to non-secrecy' was boldly introduced in all the subjects except English & Mathematics, which has had the additional advantage of avoiding postal delays in the announcement of the results.
8. Keeping in view certain real difficulties of the people in this State, the number of examination Centres was increased from 160 to 195, and the three dozen or so new centres created this year is the biggest number ever opened in response to insistent public demand. Henceforth, however, the Board will be well advised to try its very best to stabilise these very centres, without conceding any avoidable further additions.
9. Question Bank has been started for J. B. T. Part I examination, which practice will be

extended in due course to other professional examinations as well.

- 10 As Government, in fulfilment of their pronouncements, provided cheap printing paper in time for the printing of answer books, the Board, in turn, was able to utilise it to the utmost benefit and overall economy of the examinations.
- 11 Original certificates have been issued upto March, 1976 without their being any backlog whatever. That enables us to retrieve our pledge in this regard given earlier.
- 12 The principle of semester system has been given a trial from the current academic session by arranging examination for classes IX & X in the first instance. The idea is to introduce the spirit of continuous involvement in the process of learning in our school children.
- 13 Another significant development under this head has been the appreciable decline in unfair means cases.

Curriculum and Text books

Another aspect of our programme has been the procurement of quality instructional packages for our school children. Needless to stress that the quality of learning resources created during the instructional material provided to the teachers and students.

- 1_ The Board has followed the policy of adopting the N.C.E.R.T. text-books and other useful

instructional material prepared locally by experienced and learned teachers of the State. We have taken special care in curbing possible interference of vested interest in this regard.

- 2 As for the Board whole-hearted support has been extended to the 20 Point Economic Programme of our beloved Prime Minister, Mrs. Indira Gandhi. The selling prices of 53 text-books for classes I to VIII have been reduced by 10% from March, 1976.
- 3 A comprehensive and systematic evaluation work of the text-books for Classes I to VIII is under way with the collaboration of the N. C. E. R. T. The comments / suggestions of teachers, educationists as well as even students reactions have been / are being carefully considered for incorporation in the reprints.
- 4 Government printing paper supplied by the Director of Education was used, in the first instance for Hindi and Science Text Books of Classes I to VIII i. e 146 metric tonnes. The second lot of 200 metric tonnes paper was also utilised for the remaining text books of various subjects. The standard price of the paper enabled the books to be prepared at cheaper rates.
- 5 Unicef-Aided Science text books for classes III and VI were got printed by the Board at markedly cheap rates. 25% of such text books were supplied free of cost to Scheduled Caste / Scheduled Tribes students of the Pradesh.

Similar Science Text Books for Classes IV and VII have also been printed for distribution among the students.

- 6 New rules and regulations for the registration of the book-sellers were framed by the Board. So far about 120 such book-sellers have been registered. The District authorities were addressed and requested to keep a vigilant eye and restrain the sale of such text-books by un-registered book-sellers.
- 7 Hindi text-books and three English text-books for Matric/Higher Secondary Part-I were made available to the students to make up for short supplies. Swedish printing paper lying with the Board was utilised for these publications offered at cheap rates.
- 8 Steps are also being taken to make up short supplies of English text-books for Higher Secondary Part-II. But inspite of our best efforts the shortage will continue for a year or so as the publishers have stopped printing of such text-books, while they are awaiting the introduction of 10+2 new pattern of education.
- 9 The proposal of having book banks was mooted to enable needy students to borrow text-books from the book banks for their use. In that regard, a very modest step has been taken in giving a few sets of text-books to Scheduled Caste / Tribe students and to the children of Class IV servants of the Board.

Vocationalization of Courses

In successfully comprehending the true spirit of new educational structure viz. 10 + 2 + 3 the Board has come out with proposals realistic enough for the vocationalisation of courses of studies and specification of the range of activities to be included in work experience as an integral part of school curriculum. For this our Hon'ble Chief Minister has already initiated the major steps in implementing which our per capita income has considerably increased. Needless to emphasis that the School Board is the key agency for intensifying the drive for vocationalisation and we are all committed to make this a success. The Board has recently mooted a scheme by which the three technical institutions in the State which are now functioning under the State Government will be intimately associated with this Board in so far as projection of meaningful curriculum and holding examinations are concerned. We are soon thinking of organising discussion groups to formulate a programme for making the vocational streams of plus 2 stage as contemplated in the New Educational Structure a really useful and relevant educational proposition.

Finances

The Board is functioning on the basis of no profit no loss. The growing scope activities of the Board is reflected in the Budgetary position of the Board which has become very sound at the present moment. Out of Rs. 45,00,000 a moderate amount of Rs 6,00,000 has been set apart as a fixed deposit for the building fund to be utilised for the proposed campus of the Board at suitable site still to be acquired.

Joint Campus

The Board has succeeded in having joint campus (Examination Wing as well as Administrative Wing) at Chaura Maidan, Simla-4 for the convenience of the public as well as for the smooth running of the Board.

Board Journal

The release of the first issue of the H. P. Board Journal of Education by the Hon'ble Chief Minister marked an important event on 1st December, 1976. It is a much needed step for bringing the practising class room teachers and the public of the Pradesh in a meaningful academic dialogue. This journal will not only high-light the Educational programmes and practices of the School Board in the Pradesh but would also be a streamulous for healthy educational debate by providing a quick and easily accessible forum. This Journal is bi-lingual (Hindi & English), half yearly and serious to provide its readers the latest development in the field of School Education in this Board as well as throughout the country.

Autonomy of the Board

The Board enactment of 1968, it is remarkable, envisages autonomous functioning of the Institution. Perhaps, our Board is marked out in the country with designating the Director of Education as Vice-Chairman. Elsewhere, with some notable exceptions, the Boards of School / Secondary Education are still tied up to the Directorate of Education, with the Director of Education additionally functioning as the Chairman. Steps are being taken to have the complete autonomy of the Board.

Programme Ahead

- i) Examination reforms proposed by the Examination reform Unit of the NCERT from time to time will be given serious consideration for the implementation.
- ii) With the adoption of a common pattern of education of 10+2 at the Primary, Secondary and Higher Secondary level we are hopefully looking forward to the evaluation of common studies of syllabi and common pattern of coverage of text books on national level and there may be necessary changes according to regional variations.
- iii) Formation of model question for all the subjects according to the new pattern of education will be taken up by the Board in the near future. It has been decided by the State Government that new pattern of education will be implemented in the State w.e.f. 1978 onwards. Thus the year 1977 has been given for the Board for its preparation etc. Thus the Board is seriously busy in considering syllabi and text books framed by the NCERT for this pattern of education.
- iv) State Institute of Education is being placed at the disposal of the Board of School Education according to the latest notification of the Government. Thus the formulation of new curricula and training of teachers and research work will be taken by the State Institute of Education in School Education.

The entire programme of the Board is a "Challenge to the change" which must be accepted by everyone of use involved in the venture. Our Board is bent on squarely meeting the challenge of the time and has already attempted to rise to the occasion.

Jai Hind

Sd/-R. K. Malik,
Secretary.

ANNEXURE F

The Jammu and Kashmir State Board of School Education

It was an eventful year for the Board as the New Act created the Board of School Education for carrying out the new policies for transformation of education. The State Government has adopted the Sahay Committee Report for implementation and the Board was asked to initiate steps to evolve the new pattern embodying its directive principles for radical re-structuring of the educational system to ensure rapid Socio-Economic transformation of society. In pursuance of this directive the entire Text Book organisation was transferred to the Board of School Education in January, 1976 and the Board was entrusted with the preparation of curricula and production of Text Books for the school stage under the 10+2+3 pattern of education viz class I to XII. Since the production of new curricula and books of the new pattern required time, it was decided to introduce NCERT books in a phased programme from class I to XII. The books on the language subjects are to be prepared a-fresh ourselves. The Board has adopted 15 titles of the NCERT and introduced them in Schools.

A working group comprising eminent and experienced subject experts and educationists of the State was constituted for laying down the strategy for introduction of the new curricula under the new

scheme of education. The final recommendations of the working group including the proposed language policy are under the active consideration of the Board and State Government.

The Board has gone ahead in amending some of its regulations in order to benefit the student community especially the Defence personnel and the employees of the Central government working in the State for purposes of appearing in the examination of the Board.

With the introduction of the new pattern of education, the old Higher Secondary Scheme has ceased to exist and the final examinations under this scheme were conducted in October, 1976. The failures of the Higher Secondary Core will have the opportunity to appear in the Matriculation Examination as Private candidates while the Higher Secondary Elective failures will have the option either to join the P.U.C. class from the academic year 1977 or to appear in the P.U.C. examination as private candidates. The Board has to conduct the P.U.C. examination from October–November 1977 in Kashmir and March–April 1978 in Jammu province and also to conduct B.A., B.Sc., B. Com part I examination from October–November 1978 in Kashmir and March–April 1979 in Jammu province.

It is worthwhile to mention here that Jammu and Kashmir has two universities which have totally different syllabi, curricula and courses of studies and text books. It is now left to the Board to prepare a common course of studies for both the provinces and do away with the present dual system.

The NCERT conducted an examination reform workshop in Srinagar and our Board was adequately represented. The Jammu & Kashmir initiated a basic long overdue reform of examinations by allowing the candidates to re-appear only in the subjects in which they failed and this reform had a most healthy effect on the students and has made their approach self reliant and understandable.

With the measures adopted to stream-line the declaration of results, the system has improved and is a happy sign. The Board has tightened the supervision at the examination centres introduced vigilance squads and amended its rules to permit inspectors to visit the centres frequently. Besides, centres which were vulnerable and exposed to rowdyism in the past have been closed.

The State Government in collaboration with the Board has launched a crash programme for the re-orientation of the teachers in Science and English and in the near future in the field of Mathematics.

The State Government organised a Science crash programme in Srinagar and executed it as under:-

60 (40 Male & 20 Female) qualified, trained and experienced teachers were selected from the entire valley and were given orientation programme in Science for 10 days at S. I. E. Srinagar. The orientation programme was entirely and exclusively limited to the content part of the books prepared by NCERT for classes 3rd, 4th and 5th. After this orientation programme these 60 candidates were divided into (resource personal) 20 teams, each

team consisting of 2 male and 1 female teacher. These 20 teams were asked to cover the entire valley district-wise.

In one district such centres were selected as would serve a nucleus to the adjoining primary schools without facing much inconvenience. At each centre 20 teams worked simultaneously. The intake capacity of each team was between 25-30. These 25-30 students were given orientation strictly restricted to the content part of the Science books prescribed by NCERT for classes 3rd, 4th & 5th. This meant that in 7 days time 600 teachers were trained in one centre and 21 days the entire district was covered having trained 1800 teachers.

Next this process was repeated in another district and so on. In this process about 3829 teachers were trained in about $4\frac{1}{2}$ months.

It may be worth mentioning here that the science books for classes 3rd, 4th & 5th prescribed by NCERT were translated into Urdu by State Institute of Education, Kashmir. In order to improve the quality of science education at primary level the State Government is also thinking in terms of supplying these primary schools with science kits prepared by NCERT.

ANNEXURE G

The Karnataka Secondary Education Examination Board, Bangalore

A Brief Report of the Activities of the Board

1. Introduction

The Karnataka Secondary Education Examination Board was established in the year 1966. This is a Statutory Board constituted as per the Karnataka Secondary Education Examination Board Act of 1966. As laid down in the Act, it consists of a Chairman, a Vice-Chairman and 39 Members representing various interests and institutions. There is a full-time Secretary of the rank of Joint Director of Public Instruction.

The Board was constituted mainly to conduct the Karnataka Secondary School Leaving Certificate Examination at the end of X Standard. But it is also conducting the following examinations: Sanskrita Examinations of different grades, Kannada Pandit and Munshi Examinations, Teacher Certificate Examinations Higher and Lower, Nursery Teachers Training Examination, Certificate in Physical Education, Diploma in Basic Education, Commerce Examinations, Music Examinations of different grades-both Karnatak and Hindustani, Bharatanatyam, Kathakali, Dramatics, Drawing Grade Examinations (Lower and Higher Grade) and Higher Art Examinations.

In addition the Board conducts the Government of India Merit Scholarship Examination for the VII Standard passed Meritorious students from Rural areas.

Government have directed the Board to conduct the examinations in Film Acting, Play Back Singing and Yakshagana from this year.

II. *Secrecy of question papers – Measures against leakage.*

Questions are prepared by giving weightage as follows:

- | | | |
|----------------------|---|------|
| a) Essay type | — | 25 % |
| b) Short answer type | | 50 % |
| c) Objective type | — | 25 % |

Three sets of question papers are got set in each of three Core Subjects, — Mathematics, Science and Social Studies. All the sets are translated into seven languages namely – Kannada, English, Hindi, Urdu, Tamil, Telugu & Marata. Any one set is picked up and sent for printing. In language subjects 2 sets are got from the paper setters. One set is sent for printing. Printing is done out-side the State to maintain secrecy. Question papers are packed in cloth lined covers in denominations of 100, 50, 20 and 10 at the Press itself. These sealed covers are sent to examination centres as per requirement in sealed steel trunks. Question papers are preserved at the examination Centres till the examination is over through double lock system under the supervision of Police authorities.

III. *Measures taken to minimise the Mal practices at Examination Centres:*

1. Generally Centres are located at District, Taluk Headquarters and in big villages. Normally Centres are not given to mofusal places.

2. The District Deputy Director of Public Instruction, Divisional Joint Directors of Public Instruction, the Chairman and the Secretary of the Board pay surprise visits to the Centres of examination during the course of the examination. Vigilance squade for each District is proposed to be constituted to pay surprise visits to the examination Centres.

3. The Inspector General of Police and other Police authorities are extending their full co-operation to prevent external interference at examination centres. This has helped in reducing the number of mal practices at examination centres.

IV. *Registration of Examiners – Preparation of Index Card*

The Board has introduced a new system of Registration of Examiners' names. According to the new system each applicant will pay a nominal fee of Rs. 10/- and get his/her name registered for the various subjects in which he is competent to be an examiner. The examiners will be selected from out of this list according to seniority and service. This resulted in saving of registration fee to the teachers and full data of all the examiners will be available to rationalise the remunerative work. So far 20,535 teachers have registered in the Board.

V. *Centralised Valuation and Mechanised Processing:*

The Board is following the Central Valuation Scheme for the S. S. L. C Examination to ensure uniformity in valuation and speedy tabulation.

Karnataka was one of the first Boards to adopt mechanisation of Pre-and Post-Examination processes by utilising a full-fledged Computer. Besides, central valuation was introduced by this Board as long ago as 1963. This system has proved successful in minimising post-examination malpractices and particularly in adhering to the pre-planned schedule of valuation and in announcement of results.

During this year the Board conducted two examinations one in April and another in October 1976. During April 1976 1,93,693 candidates appeared for S. S. L. C. Examination and the percentage of passes is 41.3%. Likewise for the September Examination 78,870 candidates appeared for the examination and the percentage of pass is 21.7%.

The Board has introduced the Central Valuation system for the Commerce Examination also. The results of the Commerce Examination are processed through Computer to save time and to maintain secrecy and accuracy.

VI. *Annual Convocation:*

The Board holds a Convocation, once in a year, to award certificates and prizes to the prize-winners in the various examinations conducted by the Board

VII. *The Board's Journal:*

The Board has started the publication of a quarterly journal in Kannada by name "MOULYA-MAPAKA". Articles on examination reforms, the policy matters and the decisions of the Board including circulars and regulations concerning Secondary Education are also published in the journal.

VIII.

Although this Board does not handle syllabi and textbooks, the representatives of the Board function on Committees constituted for revision of Syllabus, production of nationalised text books etc. Certain programmes of the State Evaluation Unit, particularly these involving training of paper-setters and teachers are implemented in collaboration with the Board.

Nationalisation of text books was started in 1958-59. Owing to the quantitative expansion of school education in the last decade, the demand for textbooks registered a steep rise. Consequently the work of preparation, production and distribution of nationalised textbooks increased enormously. The necessary infrastructure to prepare, print and distribute the textbooks had to be created. Hence, the Directorate of Textbooks was set up in 1969. In order to lay down general policies in all matters pertaining to Nationalised Textbooks a High Power Committee has been constituted with the Hon'ble Minister for Education as Chairman.

Master copies of textbooks in core subjects are prepared in Kannada translated into minority

languages—Tamil, Telugu, Hindi, Marathi, Urdu and English.

The Text-Book Press:

Government Text Book Press established at Mysore, headed by a Joint Director undertakes the production of about 75% of the total requirement of the State. The balance of work is entrusted to Private printers. The books are priced on 'No loss and no Profit' basis.

Distribution:

There is a Chief Text-book distribution centre at Mysore as an adjunct to the Government Text book Press. There are three divisional Book Depots one each at Bangalore, Dharwar and Gulbarga. 15 District Depots are set up in the remaining 15 Districts.

Text-books:

So far 404 Text-books have been Nationalised.

Primary		223
Secondary		165
Other Examinations	T. C. H. : Sanskrit Typewriting Music Etc	16
Total :		404

Preparation of Text Books:

Text-books are prepared by panel authorship. A committee consisting of a Chairman and 3 or 4

members is constituted for this purpose. This committee with 3 or 4 sitting over 9 to 12 months prepare the script. The script is scrutinised by practising teachers before it is printed.

Free Distribution of Textbooks under the 20 Point Economic Programme

One of the incentives for higher rate of enrolment and better attendance is the supply of textbooks free of charge.

In 1975-76 Free textbooks to the Primary School children belonging to S. C. & S. T. at the rate of Rs. 5/- per pupil in Standards - I to IV and at Rs. 10/- per pupil in Standards V to VII covering in all 80,000 children in lower primary and 40,000 in higher primary at a total cost of 8 lakhs were distributed during 1976-77, Rs. 11 Lakhs has been allotted for this purpose.

Supply of Paper at Controlled Rates:-

To stabilise the rising price of paper, Government of India allotted paper at controlled rates. A State Level Committee has been set up to receive allotment of paper and in turn allots this paper to:

- 1) Print N. T- B. S
- 2) To Educational Institution and Universities
- 3) To the Boards of Examinations to conduct Examination.

Revision of syllabus:

The State accepted the recommendation of the Education Commission of 1964-65, and introduced

a common curriculum of General Education for the first 10 years of school education. A General Curriculum Committee and several sub-committees were constituted to frame syllabuses for various subjects and languages. The new electiveless syllabus was introduced in Standard IX in 1969-70 and in Standards VIII and X in 1970-71.

The new syllabus for Primary Standards was introduced in a phased manner.

For Standards	I and II	..	1974-75
-do-	III and V	..	1975-76
·do-	IV and VI	..	1976-77
and -do-	VII	..	1977-78

Some special features of the revised syllabus

a) For the first four classes subjects are taught as general subjects. From Standard V onwards disciplinary approach is followed. For example General Science is taught upto standard IV, and Physics, Chemistry, Biology from Stanard V onwards.

b) Health Education forms a part of science syllabus.

c) Some elementary ideas of population education is included.

d) Moral education has been made compulsory.

e) Under work-experience, not only common activities for all the classes are suggested but also syllabus in 17 major work-experience subjects are included.

f) There has been a new shift in the presentation of the syllabuses. Instead of merely listing the topics, sub-topics, the concepts, terms and generalisation, contained in the topics and sub-topics, major outcomes expected and simple pupil activities are identified.

CHAIRMAN,
KARNATAKA SECONDARY EDUCATION
EXAMINATION BOARD.

ANNEXURE H

Board of Public Examinations Kerala

The State Institute of Education, Kerala was started as the academic wing of the Directorate of Public Instruction in 1964. It has grown steadily during the last decade. The Institute was started with the avowed object of improving the quality of instruction in Primary and Secondary Schools and also to attend to the Training and Research needs of the Education Department at all levels. The main functions of the State Institute may be broadly classified under four heads: (i) Inservice Training, (ii) Extension work, (iii) Research and (iv) Publication.

Kerala has been following the 10 + 2 + 3 pattern in education since 1964. We have already revised and upgraded our school curriculum with the help of experts from the N.C.E.R.T. and also in consultation with subject Experts, prominent teachers, representatives of Teachers' organisations etc.. In the light of the new curriculum that is going to be prepared by the N.C.E.R.T. perhaps a few modification and adjustments in our curriculum might become necessary. Nevertheless, considering the fact that our present curriculum which embodies the latest ideas in curriculum development and incorporates a lot of the modern developments in the different disciplines, it is expected that such

adjustments would only be few and minor. In keeping with the accepted pedagogic principle that a curriculum should be subject to continuous evaluation and revision, a permanent machinery in the form of a Standing Committee on Syllabus Revision has been set up in our State. To associate the personnel at the grass root level with the process of curriculum revision and to ascertain regular feedback from the actual field, curriculum committees have been constituted at District and School levels.

The process of implementation of the new curriculum which started in 1968 at the Primary level has now been completed, so much so that the curriculum for school education at all levels has been modernised, enriched and updated. The main tasks now facing the State Institute of Education are the following:—

- i. to provide Inservice training to the teachers at all level in order to equip them adequately to do justice to the new curriculum in terms of subject matter and methodology;
- ii. to change the pattern and course content of Preservice training of teachers so that the prospective teachers will be adequately prepared to meet the requirements of the revised curriculum.

The Institute has spared no efforts to equip the teachers adequately through a phased programme of Inservice training courses. However on account of the limited financial resources the courses had

necessarily to be of short duration. In spite of the Herculean efforts put in by the State Institute of Education over the past ten years to provide Inservice training to all our teachers, a sizable population of the teacher community still remains outside the ambit of these courses. The Institute is presently engaged in a multipronged programme of Inservice Training with a view to equipping this backlog of teachers in the shortest period possible.

In addition to the 'Snow-ball' scheme of Inservice Education which we had been following all these years, we have recently launched three schemes for this massive programme.

1. *Radio-cum-correspondence course:*

A Radio-cum-correspondence training course for primary teachers was started as a pilot project in 1974-75 as a joint venture of the State Institute of Education and All India Radio, Trivandrum. The objective of the project was to find out the feasibility of using the multimedia approach to train the greatest number of teachers in the least possible time with the minimum expenditure. The Pilot course was devoted to Science Subjects for Standard VI and registration was restricted to 1,500 Upper Primary School teachers. The course had four components, viz. learning packets, Radio lessons, contact courses and Evaluation.

Learning packets: All the lessons in the syllabus were not covered for the course; instead selection was made of 31 difficult topics in Biology, Physics and Chemistry. The learning packets or

correspondence course notes prepared on these 31 units were intended to serve neither as a duplication of text book material nor as a teacher's handbook or teacher's guide, but as auto learning material with sufficient enrichment material also to increase the teacher's proficiency and confidence. These were prepared along the lines of programmed instruction materials by experts after a ten-day workshop.

In order to ensure regular feed-back, 'response sheets' with test items were attached to each unit which had to be answered and returned to the State Institute of Science. These were evaluated with the help of a scoring key and sent back to the participant teachers along with the correct answers. Every week an average of 600 response sheets were received from the participants.

Radio lessons: These were different from the printed correspondence lessons in that class room situation was projected in them. Each lesson had three parts viz. the introduction of the subject matter, presentation through different teaching situations and discussions of methodology. Some time at the end of each lesson was devoted for answering teachers' queries on previous lessons. Different formats in radio presentation like dramatic situations; stories of application of the theory in life situations; dialogues; suggestions of projects to be carried out by teachers with students, a real class room situation etc., were tried out in different lessons.

To facilitate regular and uninterrupted listening, the broadcasts of these lessons were made from 1.30

p. m. to 1.50 p. m. to coincide with schools lunch hour. The lessons were broadcast on Wednesdays and Thursdays, over a period of four months.

Contact Course:

To familiarise the participants with the practical aspects of the theory, a 'contact course' of three days' duration was held at 26 Key Centres in the State, wherein all the most important experiments were demonstrated and doubts cleared. The practical work done by the participants was evaluated on a five point scale.

Evaluation and grading :

On the basis of replies furnished in the 'response sheets', regularity in sending them and performance at the 'contact course' the overall performance of each participant was graded on a five point scale and certificates awarded.

The programme being found highly successful, has been extended to other classes and subject areas during 1975-76 Teachers of Science, Standard V and Mathematics, Standard VIII are being given Inservice Training presently through this multimedia approach.

A Radio-cum-correspondence programme for Malayalam teachers of Standard V also has been launched this year with the collaboration of the Institute of Indian Languages, Mysore.

2. Evening courses and week-end courses in selected areas:

It has been felt that courses of a reasonable duration are necessary to derive the maximum

surrender value in terms of subject matter competencies for the teachers. Therefore steps have been taken to organise either week-end courses or Evening courses in selected cities or towns. These courses are to be organised in Colleges in these towns, drawing the resource personnel from the staff of the College. The syllabus for the course is prepared by the Institute of Education the total teaching time being 100 hours. Facilities for practical work shall be made available in the laboratories of the College. There will be continuous evaluation and certificates shall be issued for those who complete the courses successfully.

3. *Inservice courses through Voluntary agencies:*

A number of teachers' organisations and Subject Teacher Councils have evinced great interest in the Inservice education of teachers. They have come forward to organise courses on a voluntary basis. The Institute has started a scheme of giving token financial assistance to these voluntary efforts. The syllabus, schedule of work and the Resource personnel are provided by the Institute. The Sastra-Sahithya Parishad, a voluntary organisation of those interested in Science is co-operating with the Institute in this massive programme of training.

As regards Preservice training, it is being revised and restructured. A committee of experts has been constituted by the Government to go into the question of upgrading the Teacher Training curriculum vis-a-vis the enriched curriculum at the Primary School level. The work of the Committee is progressing satisfactorily and the new Training

Schools will start functioning in the coming academic year.

Some of the other items of work the Institute has been doing are the following:

1. **Research Programme:** A number of projects like ungraded teaching, reduction of wastage and stagnation etc., are in progress.
2. **Text Book Revision:** The books in all the school subjects have been revised in accordance with the revised curriculum.
3. **Examination Reforms:** A lot of work has been done in this area. S. S. L. C. Question papers have been patterned along modern lines.

Under examination reforms considerable work has been done in preparing 'Question Banks' in all the subjects. A project on Internal Assessment is now under way.

4. **Guidance Programmes:** Steps have been taken to start Career corner in all the High Schools in the State.
5. **Language Programmes:** Inservice courses for teachers of English, Hindi, Mother Tongue and the minority languages — preparation of hand-books for teachers, work books for teachers — preparation of supplementary reading material — publication of Nursery Rhymes etc.
6. **Training for librarians in schools, Physical Education teachers and teachers of Fine Arts.**

7. Planning and executing special strategies for educating culturally disadvantaged children.
8. Organising courses for Inspecting Officers and Heads of schools.
9. Publication of a number of reading books in Popular Science, Social Studies and Mathematics as enrichment material.
10. Programmes for the Gifted and the Backward.
11. All work relating to the award of scholarships to gifted children.
12. Training to teachers in new areas like educational technology, population education, Health and nutrition education etc.
13. Organising innovative projects and Action Research Programmes in Schools.

EXAMINATIONS

At the early stages, all the public examinations were conducted by the Director of Public Instruction direct forming an examination section in his Directorate, with a Deputy Director of Public Instruction or Secretary to assist him in administrative matters. Certificates were issued under his hand and seal. From 1st October 1964 an independent Unit as Commissionerate of Government Examinations was formed with the Director of Public Instruction as the Commissioner. Though the Commissioner enjoys all the powers of a head of the Department, his Office is still a wing of the General Education Department of the Kerala State. Truly speaking, the Commissionerate of Government Examinations, which is vested with the powers of conducting all approved Examinations is a part of the Governmental machinery and not an autonomous body, unlike in many other States in Indian Union.

There is a Joint Commissioner for Government Examinations and a Secretary to assist the Commissioner in conducting the Examinations. The Secretary to the Commissioner for Government Examinations will also function as Secretary to the Board of Public Examinations (Secondary Examination, Technical, non-technical and professional examinations) and as Secretary to the Board of Technical Examinations, the two main Boards constituted under the Commissionerate

Constitution of the Examination Boards (Secondary)

Government constitute the Board of Public Examinations from time to time, the usual term of the Board being three years. The Commissioner for Government Examinations / Director of Public Instruction shall be the Chairman of the Board. Two representatives — the Registrar and a member nominated by the Syndicate — of each of the three Universities (University of Kerala, University of Cochin and University of Calicut) in the State, the Director of Collegiate Education, Principal of a Training College and three non-officials of high reputation in the field of education shall be the members of the Board in addition to the Joint Commissioner for Government Examinations, Director of State Institute of Education and the Secretary to the Commissioner for Government Examinations who is to function as the Secretary, Board of Public Examinations. Usually the Board meets twice in a year to finalise the results of the S.S.L.C. Examinations of March and October, but, very rarely, they will have to meet on more occasions, as and when Policy matters demand their meeting. All items of work connected with the actual conduct of the examinations are to be done by the Commissioner for Govt. Examinations and under his orders.

TECHNICAL EXAMINATIONS

Perhaps the Commissionerate of Examinations, Kerala may be the single body in the country which

is conducting Academic and Technical Examinations simultaneously.

The Secretary, Board of Public Examinations, Kerala is vested with the powers to officiate as the Secretary to the Board of Technical Education also.

The number of Polytechnics in each District in the State are as follows :

<i>District</i>	<i>Government</i>	<i>Private</i>
Trivandrum	2	—
Quilon	—	1
Alleppey	—	2
Kottayam	1	—
Idukki	—	—
Ernakulam	1	—
Trichur	2	2
Palghat	1	—
Malappuram	1	1
Kozhikode	2	—
Cannanore	2	—

In addition to these Polytechnics there are 21 Junior Technical Schools in the State for imparting education on skilled jobs. These Junior Technical

Schools are run by Government. There is a Institute of Printing Technology at Shoranur for coaching Printing Technology.

The Rural Institute at Tavanur is aimed for the education on Agricultural and Rural Development. The examinations for the above institutions are also conducted by the Commissioner for Government Examinations.

There are 3 Music Academies in the State. The examinations relating to these Music Academies are also being conducted by this Board, though these academies are under the jurisdiction of the Director of Collegiate Education. These Academies are mainly intended for Vocal and Instrumental music such as Violin, Veena, Mridangam Dance etc. In addition to this there is a Music School at Trichur in the State which is exclusively intended for the study of classical Music only.

There are 4 Arts schools in the State which are coaching students for Diploma and Post Diploma course in Drawing, Painting and sculpture Modelling. This Board is issuing Diploma and Post Diplomas in respect of student who came out successful from these Institutions.

We have already introduced the group system for the S.S.L.C. from the march 1976 examination onwards. According to this scheme there shall be two groups.

- (a) The language group and
- (b) The subject group.

The apportionment of marks for the groups/subject is as follows:

	Maximum marks	Group minimum for a pass	Minimum for 1 Class
Group A — Language			
<i>First Language:</i>			
Part I	50	}	
Part II	50		
<i>Second Language:</i>			
English Paper I	50	}	90
Paper II	50		
<i>Third Language</i>			
Hindi	50	}	}
Group N — Core - subjects			
<i>Social Studies</i>			
Paper I (History & Civics)	50	}	
Paper II (Economics & Geography)	50		
Physics	50	}	120
Chemistry	50		
Biology	50		
	50		
<i>Mathematics:</i> Paper I	50	}	
Paper II	50		
Total:	600	210	360

360
and pass in
both the groups
simultaneously

The minimum marks that a candidate should secure for a pass is 90 out of 250 marks for the language group and 120 out of 350 marks for the subjects group. There is no separate minimum of marks for any subject or paper within a group.

The candidates should appear for all the subjects in the two groups in the first chance and in

subsequent chances they should appear for all the subjects in each group at a time in the case of compartmental groupwise candidates. Individual subjects within a group can not be separately attempted.

First class will be awarded to those candidates who secure not less than 360 marks out of the aggregate of 600 marks at one sitting and pass in both groups. Those who do not appear for any subject will not become eligible for a pass even if the candidate gets the groups total for that group.

ANNEXURE I

**BOARD OF SECONDARY EDUCATION,
MADHYA PRADESH BHOPAL. ALL
INDIA EIGHTH CONFERENCE OF
CHAIRMAN AND SECRETARIES AT
TRIVANDRUM, KERALA FROM 13TH
TO 16TH DECEMBER 1976.
IMPORTANT ACTIVITIES**

Board of Secondary Education, Madhya Pradesh, Bhopal

EIGHTH CONFERENCE OF CHAIRMAN AND SECRETARIES OF BOARDS OF SECONDARY EDUCATION IN INDIA AT TRIVANDRUM

(From 13th to 16th December, 1976)

Report of the Important Activities of the Board: Examination Reforms

The Board of Secondary Education, Madhya Pradesh, Bhopal started a programme of Examination reform from the year 1963-64. This programme of examination reforms was initiated by improving question papers. The question paper is one of the most important instrument in the process of our present written examination. Upto this time, 44 state-level, Divisional level & District level paper setters work shops have been organised by the Board to orientate nearly 3,000 teachers in the improved technique of evaluation and setting improved question papers. Besides the training 40 brochures on sample question papers, unit tests specimen test items, model questions, work shop reports etc., have been published for guidance to school teachers.

It is a matter of great satisfaction that now the question paper of the Board is not merely a tool for testing for the memory of the student but is a formal device to judge students actual achievements. To bring objectivity, validity and reliability

in the question papers, the following steps have been taken-up by the Board.

- I The questions are now so set as to test the candidates' knowledge, understanding, application, skill, comprehension, expression etc., rather than rote learning.
- II In conformity with the nature of the subject, upto a limited extent, objective questions in the form of multiple choice questions have been included in the question papers.
- III Very long and indefinite essay type questions have been removed
- IV To make the questions specific, the length of answer to each question is specified.
- V There is now little room for any ambiguity or vagueness.
- VI With a view to discourage selective study among students and their dependence on the guess-papers and cheap notes the Board has gradually reduced over-all option in the question papers and now system of providing over all option is completely wiped out.
- VII At present in each question paper 20% of the total questions easy, 60% average and 20% are difficult.
- VIII Due weightage is being given in the question paper to all the objectives testable through written examination. Beside this due weightage is also being given to all the topics and

sub-topics of syllabus looking to their importance and the time spent on them in the classroom.

(B) Administrative Examination Reform

- I This year's most important achievement of the Board was the announcement of the results of supplementary examination within a period of seven days from the date of completion of examination. The number of the students who appeared for supplementary examination was 30,000. With the same number of students in previous years the Board usually took 30 to 50 days for the declaration of the result.

- II With a view to simplify the process of examination the Board has decided that from this year the examination form shall not be required to be filled in by the regular candidates. Only private candidates shall submit their examination forms through forwarding officers. The head of institutions shall submit a list of candidates of his institution in triplicate to the Board. The forms have been so devised as will meet the requirements of the Board's Regulations. Provisions have also been made for getting the signatures of the candidates for the application and for the presence in the examination hall. The system has been devised to minimise the labour at the school and at the Board's office level. This shall also improve the system of keeping records as this will require much less space

and shall be more systematic. Improvements have also been made in the field of dealing with the cases of unfair means, in the examinations and cases of shortage of attendance.

Establishment of Question Bank

The Board has established a question bank. In this question bank, nearly, 12,000 questions have so far been prepared in almost all major subject viz. History, Geography, Civics, Economics, Physics, Chemistry, Biology and Commerce.

Teachers trained in the construction of improved objective based questions, were invited by the Board to write down the questions. So far two State Level test pool workshops have been organised by the Board. Questions written by individual teachers, are being scrutinised by a group of experts and then they are placed in the question bank after cataloguing. This question bank of the Board is made available to the paper setters. Programmes are being taken up to develop the question Bank for different subjects.

Centralised and Supervised Valuation of Answer Scripts

To bring uniformity and objectivity in valuation, the Scheme of Centralised & Supervised Valuation has been started for all candidates appearing for Higher Secondary and Intermediate Examinations of the Board. Under this scheme, examiners are invited at different Centres and they are required to value the answer scripts under the supervision of Head Valuers. They are also provided with sample answers. The salient features of this Scheme are as under :-

(i) Elimination of Subjectivity

The element of subjectivity has been minimised upto a great extent. The work of valuation is done under the supervision of Deputy Head Valuers.

Who are under direct control of Head Valuers. The valuers are also provided model answers.

(ii) Promptness in Valuation

Centralised Valuation Scheme enables the Board to announce the results in much less time.

(iii) Eradication of Mal-Practices

Under this Scheme the valuer has no knowledge of the answer scripts which he may be allotted for the day.

Tuition through correspondence courses

The Madhya Pradesh Board is one of the oldest institutions to start teaching through correspondence at the Intermediate Level. As many as 20,000 students have been enrolled for this course during the session. This programme has also now been extended for the Primary Teachers Training Courses in which nearly 10,000 pupil-teachers get tuition.

Curriculum for 10+2+3

As an advanced action to change over to the 10+2+3 Structure, the Board has prepared a draft syllabus for classes IX and X. This curriculum has been prepared on the basis of the curriculum prepared by the National Council of Educational Research and Training, New Delhi. Curriculum Scheme

of different Boards where this New Set-Up has been started, has also been referred. The Curriculum and Examination Scheme is as under :-

**SCHEME OF EXAMINATION FOR HIGH SCHOOL
EXAMINATION, 1979 UNDER THE
NEW EDUCATIONAL PATTERN OF 10+2+3**

Sl. No.	Subject	No. of papers	Marks Alloted	No. of Periods per week
I	First Languages	2	150	7
II	Second Language	1	100	4
III	Third Language (English)	1	100	4
IV	Mathematics	1	100	5
V	Sciences (Physics, Chemistry, Biology, Human. Biology)	2 + One Prac.	150 + 50	} 200 10
VI	Social Sciences	2	150	
VII	Work Experience	1	100	4
VIII	Physical Education	1	50	2
IX	Moral Education	1	50	1
	External:	9	800	45
	Internal :	3	200	
	Practical	1	—	—
		12 Papers	1000	45 total periods

I FIRST LANGUAGE

There shall be two papers of 75 marks each.
First language of Higher Standard:
Hindi, Marathi, Urdu, Punjabi, Sindhi, Bengali, Gujarati, Telugu, Tamil, Malayalam.

II SECOND LANGUAGE

There shall be one paper 100 marks.

General Standard :

Hindi, Sanskrit, Marathi, Urdu, Punjabi, Sindhi, Bengali, Gujarati, Telugu, Tamil, Malayalam, Arabic, Persian, French.

III THIRD LANGUAGE: ENGLISH

There shall be one paper of 100 marks.

NOTE—A. Hindi to be offered compulsorily by every candidate either as First language or second language (General).

NOTE—B. 1. Passing in third language English shall not be compulsory for passing the Examination.

2. Only Candidates passing the Examination with English shall be eligible for Higher Studies and for such vocational courses for which English is essential.

3. Candidates who have passed the Examination without English may appear in English in subsequent years.

III MATHEMATICS

Geometry and Algebra / Modern Mathematics. There will be one paper of 100 marks. Periods allotted: 5 periods per week.

IV. SCIENCE

(Physics, Chemistry: 1st Paper

(Biology Human Biology: IInd Paper

Weightage :	Physics	$\frac{1}{2}$
	Chemistry	$\frac{1}{2}$
	Biology	$\frac{2}{3}$
Human	Biology	$\frac{1}{3}$

Note: There will be two papers and one practical examination.

Marks:	Theory	$75 + 2 = 150$
	Practical	$50 \times 1 = 50$
		<u>200</u>

Periods: 8 periods for theory and 2 for Practical Per week.

Note: Out of 10 periods, two periods for Physics, two for Chemistry, three for Biology and one for human Biology and two for Practical work.

SOCIAL SCIENCES: History + Civics Ist Paper
Geography + Economics
IInd Paper.

Weightage:	History	$\frac{1}{2}$
	Civics	$\frac{1}{2}$
	Geography	$\frac{2}{3}$
	Economics	$\frac{1}{3}$

There will be two papers. Allotted marks 150 and 8 Periods per week.

Note:	For History	2 periods per week
	Civics	2 periods per week
	Geography	3 periods per week
	Economics	1 period per week

VI. WORK EXPERIENCE :

Every candidate shall offer drawing as a compulsory work Experience, but girls may offer Music in place of Drawing. One period shall be allotted for drawing Music, and rest 3 periods shall be for other Work Experience offered by the candidates. Total marks allotted shall be 100 and there shall be only Internal Examination. Assessment shall be done through Cumulative Records.

VII. PHYSICAL EDUCATION

Physical Education including P. T. (Internal Examination) Games, N.C.C., Scouting, Girls Guide, etc. marks 50 Periods 2
Paper One.

VIII MORAL EDUCATION

One paper. 50 marks. 1 period. Per week.
(Internal Examination)

Note: 1. There will be total 45 periods per week.

Periods per day excluding saturday 8

Periods on Saturday 5

2. Total Number of Papers: 45 Periods.

Internal: (3) + 1 Practical 1000

External: 9 Papers

3. Subjects: Total number of subjects: Nine.

4. Allotted Marks: External 800. Internal 200 =

5. Total number of teaching days proposed 200,

(The language formula is still under consideration and is likely to be modified)

Text Book Improvement Programme

With a view to provide good books at low cost to the school going children, the Board has taken up a programme for the improvement of text books. Under this programme, books in languages are prescribed, while books in subjects other than languages are recommended by the Board. The Board prepares Curriculum Guides, Instructions to Authors, and other Instructions regarding the physical aspects of the book. The price of the book is also fixed by the Board. Publishers are invited for getting the books written as per the criteria fixed by the Board. These books are got reviewed by a set of three reviewers and on the basis of merit, the books are prescribed/recommended. The Board has prescribed 149 books in languages, and 46 books have been recommended.

Recently, a new programme for preparation of books for the New Structure of 10+2+3, has also been initiated in which it is proposed to commission authors and get the books written. These books shall be got published by the Text Book Corporation of the State. The Board shall charge 10% royalty on these books and the royalty shall be used for the academic programmes of the Board.

Provision for Reappearing in the Examination to Improve Division

Candidates who have passed the Higher Secondary School Certificate Examination of the Board are permitted to reappear at the next examination for improving their performance. The permission is given during two successive years after

passing the examination. If the candidate improves his division in these attempts, his previous certificate shall be deposited in the Board and fresh certificate shall be issued. But in case he does not improve his division, his examination of this attempt shall be cancelled.

Preparation of Curriculum Guides for Better Teaching and Scientific Evaluation

The Board is engaged in the modernisation of the curriculum. Attempts are being made to make the curriculum objective based and specific. The Board has published curriculum guides in 10 subjects of the Higher Secondary School Certificate Examination viz. Physics, Chemistry, Biology, History, Geography, Civics, Economics, Elements of Commerce, Book Keeping & Accountancy and Agriculture. In these curriculum guides, each unit of the syllabi has been analysed into topics, sub-topics and aspects. The purpose of teaching each topic has been shown with the help of expected behaviour changes and concepts and skills to be developed through a particular content area. The teaching time for each topic of the syllabi in terms of school periods has been worked out with a view to give depth and relative importance to different topics. For scientific evaluation, the weightage of each topic has also been fixed with the help of scores which indicate the weightage of a particular topic in the final assessment programmes. These guides shall help the subject teachers in streamlining their teaching and evaluation.

Vocationalisation of Education

In our present education system there is no direct link between education and employment. With this end in view and looking to the dimensions of the problems arising from the growth of the organised employment market, particularly in relation to the growth of the number of educated people, this Board has proposed to start various vocational courses. These courses shall include the following trades:—

1. Type-Writing
2. Steno Typing
3. Book-Keeping and Accountancy and Secretarial practice.

The main objective of these trade courses is to train the students for taking up jobs in Government/Semi-Government and private agencies. These courses shall be started in selected Higher Secondary Schools.

Besides the above courses, new examination "DIPLOMA IN CO-OPERATION" has also been started by the Board. The duration of the course is one year. Every student who has passed Higher Secondary Examination, is eligible to appear in diploma course as a regular student. At the initial stage, the facility of teaching this course is limited upto 5 selective schools of the State. Gradually it shall be extended to other schools in future.

Mechanisation for Tabulating Examination Results

The Board, at present, is using DATA Processor for tabulating the examination results. With the

use of this machine, examination results and marks statements are despatched to the child on the same day. From the examinations of 1977, the Board proposes to use 1901 Computer which shall enable the Board to help better and early processing of the examination results.

Introduction of Grades in Examination Results

As a Pilot Project, the Board is actively considering the introduction of grades at 5 point scale instead of scores in the Basic Training Certificate Examination of the Board. After this Pilot Project, grade system may be extended to other examinations also. This scheme shall be developed on the basis of the experiences of the different Boards and Universities which have already introduced this system.

Two Full Examinations in an Academic session

With a view to give more chances to the examinees for taking the examinations, the Board is proposing to start one more examination in the middle of the session for those students who may fail in the main March/April Examinations of the Board. This shall also give opportunity introduction of part examinations. This will be over and above the supplementary examinations, which at present are conducted in the month of August/September in subjects in which the student fails to the maximum of three subjects.

Board's Experiment School

The Board runs two Model Schools at Bhopal & Rewa. The Schools function as a Board's laboratory where experiments on new syllabi, examination

system and instructional material are made. This year, projects on work experience under the proposed 10+2+3 Scheme, have been taken up in Model School, Bhopal. The work experience Projects which have been taken up are :

1. Elementary Electronics & Electricity.
2. Printing Technology.
3. Creative Arts.
4. Secretarial Services.
5. Photography.
6. Cycle Technology.
7. Poultry Farming.
8. Plastic Work.
9. Hosiery Work.
10. Batik Work.

Establishment of Book Banks in Schools

The Board has provided books worth Rs. Two lacs, in different subjects under Book Bank Scheme to about 130 Schools of the State. Forty sets of Books in Physics, Chemistry, Botany, Zoology, Elements of Commerce, General English, Civics, Economics and History have been supplied to each School.

Organization of Education tour for Tribal Students

This year the Board organised an educational tour for tribal students of Bastar and Jhabua Districts. About 26 students were selected from about 20 schools and were taken to different parts of the State viz Bastar, Beladila, Raipur, Bilai, Korba.

Jabalpur, Bhopal, Ujjain, Indore, Mandu, Maheshwar etc.

Grant-in-aid to Schools of Backward Areas

The Board selected 10 institutions of backward areas and has provided them with grants of Rs. 2,000/- each for Science equipments, Rs. 1000/- each for Sports material, and Rs. 2000/- each for purchase of furniture.

Publication of Quarterly Journal by the Board

The Board publishes a Quarterly Journal 'PARIKSHAK' on Examination, Curriculum and Text-Books. So far 27 issues of the Journal have been published. Recently the Board has brought out a special issue of 'PARIKSHAK' on new structure of education i.e. 10+2+3. The next issue is being published on work experience.

ANNEXURE J

Report on the Activities of the Board of Secondary Education: Orissa for the year 1976.

The Board of Secondary Education Orissa was constituted under the Orissa Secondary Education Act 1953 and started functioning from 1956. Till the appointment of Prof. B. Misra as the full-time President of the Board on 2.5.1975, the D. P. I. used to be appointed as the President except for the period from 28.1.71 to 27.1.72 when Prof. B. N. Rath was the full-time President after his retirement as D. P. I. (S). The Vice-President and the Secretary of the Board are appointed by Government and are sent on deputation from Orissa Educational Service. Two Deputy Secretaries, one Special Officer, one Finance Officer and seven Assistant Secretaries have been appointed to look after various administrative functions of the Board. There are also subject experts who help in academic supervision of schools.

Besides the President and Vice-President, there are 47 other members in the Board, 19 of whom are Ex-officio members, 18 members nominated by Government to represent various Directorates, inspecting and teaching branches and the Board of Primary Education and 10 elected members from the Legislative Assembly and from the three

Universities of the State. The day-to-day administration of the Board is conducted by the Executive Committee constituted under the Act and Regulations. Besides the Executive Committee the following Committees are constituted by the General Board for administration of various functions of the Board. —

Finance Committee
 Education Committee
 Examination Committee
 Recognition and Grants Committee
 Equivalence Committee
 Appeal Committee and Syllabus Committee
 on different subjects.

The following are some of the important activities of the Board during the year 1976 :—

Recognition of Schools

The Board had recognised 1855 high schools to present candidates at the High School Certificate Examination of 1976, out of which 199 were Girls High Schools. The total number of high schools which are being considered for grant of recognition for the year 1977 is likely to exceed 1900. The Board has decided to conduct inspection of all new schools before according recognition for the examination of 1977. Teams of Inspectors have been appointed by the Board and most of the new schools have been inspected by the teams. With the introduction of 10 year schooling from the session 1976-1977, the Board has revised the staffing pattern and

has recommended to Government for appointment of additional teachers to cope with the additional work-load in the new programme of 48 periods per week in the schools. All teachers in high schools except those for Sanskrit, Hindi and Art have been recommended to be Trained Graduates of which two should be Trained Graduates in Science, one each for Physical and Life Sciences.

Introduction of the new pattern of Education

The Board has introduced the new pattern of education from the session 1976-77 and for this purpose the Government of Orissa have issued instructions for conversion of the 11 year structure to the 10 year pattern as follows:-

The class XI has been renamed as grade 10, class X as grade 9 and so on upto class II which has been renamed as grade 1. The age of entry for grade 1 will be 6+. As the Board of Secondary Education used to deal with the curriculum of the four high school classes from grade 7 to grade 10, the frame-work of the courses of studies were prepared by the Board for these four classes. Necessary approval was obtained from Government for amendment of the Regulations for incorporating the changes in the courses of studies. Recently Government have entrusted the Board with the task of framing syllabus and preparing text-books for the Primary and Middle School levels with a view to ensuring an integrated school curriculum from grade 1 to grade 10. The course structure of the primary classes was mostly in line with the structure prescribed by the NCERT and necessary revisions

are being undertaken wherever required. The frame-work of the curriculum of the High School Certificate Examination as approved by the Board is given at *Appendix 'A'*

In framing this course structure we have taken care to see that there is no abrupt departure from the existing courses of studies, though fundamental changes have made to bring the course in conformity with the uniform pattern prescribed by the NCERT. Subjects of study have been provided under three groups. In the compulsory subjects listed under group -A, in place of two papers in English, we have now one paper carrying 100 marks. The mother-tongue remains one paper with 100 marks as in the old course. There is provision for a third language with choice of one of the following languages each carrying 100 marks.

- i. Hindi
- ii. One of the Classical languages; Sanskrit, Persian Pali etc.
- iii. A modern European language viz. Higher English, French, Russian etc.
- iv. Hindi and Sanskrit.

The Board has further recommended to include Higher Oriya and Sanskrit as a combined paper under the third language group. Mathematics has become Compulsory for all students. Domestic Science which was being offered by women students as an alternative for Mathematics has been included under group 'C', as an extra optional subject. There are now two papers in Science carrying 100 marks

each. So also Social Science consists of two papers in the new course as against one paper of History Civics and Geography in the old course.

Under group-B 200 marks have been provided for Health and Physical Education, Work Education, Art & Aesthetic Education and Community Service, each carrying 50 marks. Out of subjects provided under group-C any one can be taken as an extra optional subject by students selected by the Heads of Institutions. All subjects are made examinable with the provision that the subjects under group-B will be examined with reference to internal assessment records and the marks will be awarded in grades which will be recorded in the Certificates issued to the candidates. The result and Pass Division of a candidate will be determined on the basis of marks secured out of 800 marks in subjects listed under group 'A' and the marks secured above 30 in the extra optional subject listed under group C, in case a student takes up an extra optional subject, will be added to the aggregate marks. Failure in the extra optional subject will not affect the results of the candidates in the examination.

Besides the changes in the curriculum, steps have been taken on the other two co-ordinates of introduction of the new pattern of education namely; Teacher Training and Preparation of text-books.

Teacher Training

The training of teachers in Science, Work Experience and Social Science will be taken up in three stages. As a first step towards teacher training in Science education, 100 senior College

Teachers have been trained with the assistance of the NCERT to act as resource personnel in the massive training programme to be undertaken for the training of high school teachers. The new curriculum in Science will be introduced in grade 9 with effect from the academic session 1978-79 i.e. June 1978 and in grade 10 in June 1979 and students will appear at the High School Certificate Examination in the new course in 1980. In place of General Science comprising topics from Physics, Chemistry and Life Sciences, the new course will have two papers in Science containing not only more materials but more advanced topics in both Physical Science and Life Sciences. The time that has been kept in the school time table for study of Science has almost been doubled and as said earlier the Board has recommended to the State Government to amend the Regulations of the Board suitably so as to provide for two Science Teachers in the standard staff of high school with single section in each of the top four classes. It has been recommended that one of the two teachers should have specialisation in Physical Science and the other in Life Science at the B. Sc. stage. In some high schools no trained Science Graduate teachers have been posted. The work is being managed in some schools by teachers with Intermediate science qualification or by science graduates without training qualification. Ofcourse in a large number of schools there are one or more trained Science graduates. But most of these trained B.Sc.s are graduates in Physical Science who either had or had not Biology as a subject in their Intermediate classes. Where there are single Science teachers with qualification either in

Physical Science or in Biological Science, they are at present teaching both Physical and Biological Science portions of the syllabus. The Board has, therefore, recommended to Government that most of the additional teachers that will be appointed in Science should be as far as possible graduates in Life Science. In the existing situation it was, therefore, considered necessary to give an orientation training to the trained graduate science teachers, now working in the schools. The first phase of the training will be devoted to the curriculum covered in grade 9. The Physical Science Graduates will be given an orientation for two weeks in Physical Science portion and three weeks on the Life Science portion of the NCERT curriculum. Similarly, Science teachers with qualification in Life Science will be given an orientation of three weeks in Physical Science portion and two weeks in the Life Science portion of the curriculum. Thus in the first phase of the orientation programme, each trained graduate science teacher will be exposed to an orientation training of five weeks duration during the summer vacation of 1977. There will be a similar five weeks training programme in the summer vacation of 1978 for these teachers for the portion of the curriculum which will be covered in grade 10. Plans have been drawn up for imparting the orientation training to 15 batches of trained graduate teachers with 90 trainees in each batch. If there is a shortfall in trained Science Graduates, untrained B. Sc. teachers will be included to fill up the vacancies. The third phase of the orientation training will be for

new science teachers who are likely to be appointed by the end of session 1978-79. It is expected that 1000 additional trained graduate teachers will be given orientation training during the summer vacation of 1979. These teachers with some experience in teaching of the new course will be given an orientation for a duration of four weeks; two each for the curriculum of grade 9 and grade 10. Each teacher in the third phase will receive orientation in his own field of specialisation. The cost of orientation of 1350 existing trained graduate science teachers and 1000 new science teachers has been estimated to be Rs. 14,57,540/- out of which the Board will meet the expenditure to the extent of Rs. 9,67,540 and the NCERT has been requested to meet the remaining amount of Rs. 4,90,000.

Plans are under preparation for teacher training and orientation programmes in areas of Social Science and Work Experience.

Text Books

During the year under report the Board has printed and published 55 titles for the top four classes of the high schools. An improved syllabus in agriculture as an optional subject has been introduced in 20 selected schools with teachers deputed and facilities provided by the State Agriculture Department. A new book in agriculture has been prepared and published for grade 8 of such schools. A combined book for grade 9 and 10 in continuation of the above book is under preparation and will be published in February, 1977.

As a consequence of the introduction of new courses in Science and Social Science the Board has taken steps to prepare the necessary text-books. As it has been decided to conduct the new examination on the basis of courses included in grades 9 and 10, the new books in Science and Social Science will be introduced from the session 1978-79, and the first batch in the new course will appear at the examination in 1980. Steps have been taken not only to prepare the syllabi and manuscripts of the high school classes but also for the Primary and Middle School classes, the curriculum for which has recently been transferred to the control of the Board. A chart showing the programme of introduction of the new course is given as *Appendix 'B'*

Text-Book Banks and Improvement of School Libraries

Government of Orissa have sanctioned funds for opening of Book Banks in most of the high schools of the State and the Board has supplied the required text-books for the Book Banks with a discount of $12\frac{1}{2}\%$. The same rate of discount is allowed to all educational institutions whenever the Heads of institutions purchase books for the use of students.

All efforts have been made to make the books available in the interior parts of the State by transporting the books by the vehicles of the Board at a nominal charge of 1% of the total cost of books transported.

The programme of improvement of school libraries has been kept up this year. Besides books

published by the Text-Book Bureau some selected books published by the National Book Trust are being supplied as reference books to school libraries.

The introduction of the new pattern of education has been welcomed by the teaching community of the State. The teachers associations of the State particularly the Orissa Secondary School Teachers Association with the largest membership of middle and secondary school teachers has taken laudable steps in organising seminars and workshops at District and State level meetings in order to acquaint the teachers with various aspects of the new pattern of education. The President, Secretary and other officers of the Board have utilised the facility provided by the Teacher Associations and have participated in the deliberations.

Examinations conducted by the Board

The Board conducted the following examinations in the year 1976:-

1. High School Certificate Examination
2. Teachers' Certificate Examination of Secondary Training Schools
3. Teachers' Certificate Examination of Elementary Training Schools
4. Hindi Teachers' Certificate Examination
5. Certificate Course in Physical Education
6. Middle School Scholarship Examination
7. Higher Secondary School Certificate Examination

8. H. S. S. C. (Science & Tech.) and High School Certificate Examination (Technical Trade)
9. National Rural Talent Scholarship Examination
10. Certificate Course in Library Science.

The number of students appeared at the Examinations of 1976 and the percentage of success are shown at *Appendix 'C'*.

The Board has strengthened the administrative machinery for supervision of examination centres by appointment of Deputy Centre Superintendents, additional invigilators and provision of teams of visitors for surprise checking of centres. At the request of the Board, Government issued Press Notes before the Annual and Supplementary Examinations of 1976 to the effect that in the event of examinations not being conducted as per rules, the examinations in centres would be cancelled either wholly or in part and that no re-examination would be held. The Examination Committee on receipt of reports from Centre Superintendents and Observers cancelled examinations in 9 centres in the Annual and 7 centres in the Supplementary HSC examination, 1976 and took disciplinary action against a number of candidates involved in acts of malpractice. Separate examination centres were arranged for regular and private candidates and candidates were not allowed to sit for the examination in centres located in their own schools.

These steps have resulted in considerable improvement in the atmosphere of examination centres.

The Board has taken a decision to have central valuation and to process the results of HSC Examination by computer from 1977.

Examination Reform

A number of Key-persons have been trained with the assistance of the NCERT for imparting training to subject teachers in framing improved question papers. Brochures prepared in different subjects on the basis of two workshops for paper-setters and moderators have been printed and sent to all recognised high schools.

It is proposed to introduce the changes from the examination of 1980 when the candidates under the new course would appear at the examination. In the meantime steps will be taken to train the subject teachers in the improved techniques of paper-setting.

Seminars and Refresher Courses

The Board has introduced modern grammar in the high schools. This required orientation of class room teachers and a seminar for key-persons as a first step towards taking up training programme at the District and Sub-Divisional levels was held during the year.

A refresher course in Geography for class room teachers was also held during this year and we have plans for further such courses during the current financial year.

Work Experience Programme

The Board has accepted work-experience as an integral part of the new curriculum. As this brings

into play an entirely new approach to educational thinking and in view of the financial constraints we are exploring the possibility of utilising the existing resources and expertise of various departments in implementation of the programme

The seminar on Work Experience organised by the West Bengal Board at Rahara under the auspices of the Eastern Regional Committee of COBSE was attended by 17 delegates from our State. We included in our team, Principals of Training Colleges, Inspectors of Schools and Headmasters who are expected to play key roles in implementation of the programme.

In collaboration with the Khadi and Village Industries Board, Work Experience programme has been introduced in some high schools. Plans are being drawn up for utilisation of the working units of Industry, Agriculture, Veterinary, Fishery and Forest Departments for this purpose. Schools in nearby areas are proposed to be attached to the functioning units of these departments for training of teachers and initial Work Experience facilities for students.

Correspondence Course for Private Candidates

With the improvement in the content of the Science Syllabus at all levels upto the secondary stage it has become necessary to enrich and refresh the content knowledge of teachers. This has become specially an urgent problem in our State where a large number of teachers in Primary Schools are non-matriculantes.

It has been decided to introduce a Correspondence Course for the HSC examination from 1978. It would be initially restricted to non-matriculate Primary School Teachers but in course of time all categories of private candidates will come under the Correspondence Course.

Improvement in Administrative set-up and Finance

In order to cope with the expanded activities of the Board, two posts of Deputy Secretary have been created. Three additional posts of Assistant Secretary have been created to look after the academic, Primary and Text Book Sections of the Board. The Zonal offices of the Board at Berhumpur and Sambalpur are managed by two Assistant Secretaries.

The Board has decided to create a foundation fund of Rs. 50 lakhs. It has been decided to keep the amount in long term deposits and to utilise the interest on improvement programmes on Secondary Education. A sum of Rs. 40 lakhs has been invested in the foundation fund this year.

B. MISRA,

President,

Board of Secondary Education, Orissa.

APPENDIX 'A'

Group A

- | | | |
|------|--|-----------|
| (i) | English | 100 marks |
| (ii) | M.I.L. (Oriya/Hindi/Bengali/Telugu/
Urdu) | 100 marks |

OR

Alternative English in case of those whose mother tongue is not any of the five languages mentioned above

- | | | |
|-------|--|-----------|
| (iii) | One of the following languages
(third languages) | 100 marks |
| (a) | Hindi | |
| (b) | A classical language (Sanskrit/
Pali/Persian/Arabic/Greek/Latin) | |
| (c) | A modern European language
Higher English/German/French/
Spanish/Russian/Italian | |
| (d) | Hindi 50 marks and Sanskrit | 50 marks |

Provided that candidates who do not offer Oriya under (ii) M. I. L. shall offer lower Oriya 50 marks and 50 marks from (a) to (d) mentioned under (iii) and provided further that no one shall be allowed to offer more than 200 marks in any one language.

- | | | |
|------|---|------------------|
| (iv) | Mathematics | 100 marks |
| (v) | Science Paper-I | |
| | Physical Science | 100 marks |
| | Part-II Life Science | 100 marks |
| (vi) | Social Science—Paper I | |
| | History & Civics | 100 marks |
| | Paper-II Geography,
Economics & Commerce | 100 marks |
| | Total Group-A | 800 marks |

Group - B

(i)	Health and Physical Education	50 marks
(ii)	A selected subject from among those listed under work experience ...	50 marks
(iii)	Art & Aesthetic Education	50 marks
(iv)	Community Service	50 marks
	Total Group-B	200 marks

Group - C

Selected students may be allowed to offer an extra optional subject from amongst :—

- (i) Higher Mathematics or
- (ii) A classical or Modern Indian Language or any other subject to be listed by the Education Committee 100 marks

The pass mark in each paper will remain as it is at present. The examination in papers under Group 'A' will be conducted as is done for the HSC examination at present. The division in which a candidate will be placed will be based on the marks secured in Group 'A'. The examination for the subjects under Group B will be based on assessment with reference to internal assessment records, maintained by each school for the two years (grades 9 and 10) in respect of these subjects and the Board will award grades in the five point scale (A, B, C, D, E). The grades will be shown separately in the HSC pass certificate of each student. The internal assessment records will be open for inspection by the Board as and when necessary. The forms required in this connection should be supplied by the Board. The extra optional subject shall be available to meritorious students who will be considered by the Headmaster of the concerned High

Schools to be capable of carrying a heavier than average load. There will be no pass mark in the subject but any mark secured above 30 marks will be added to marks secured in subjects under Group-A and shall be counted towards division of each candidate and a mention of the extra optional subject will be made in the pass certificate.

There shall be 240 working days in a year out of which 220 days shall be for instruction and 20 days for school examination camps and community service etc.

A day will have 8 periods of 40 minutes duration each, plus two or three recesses of a total duration of 40 minutes. Thus the school will sit for 6 hours a day.

Saturdays shall be full working days

The following shall be approximate distribution of the periods for the different subjects:

For the different subjects

Total number of periods in a week—48

Subject	No. of periods
English	6
M. I. L.	4
Third language ₁ (s)	4
Mathematics	5
Science—Paper-I	4
Science—Paper-II	4
Social Science Paper-I	4
-do- Paper-II	4
Health Education, work experience, Art & Aesthetic Education- Community service	9
Extra optional	4
Total	48

APPENDIX—B

Chart showing the stages by which the new syllabus will be introduced

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	H- S. C. Examination
June 1977	Existing course	Existing course	Existing course with division of syllabi	Existing course	Existing course	Examination as per existing course
June 1978	New course	—do—	—do—	New course	—do—	—do—
June 1979	—do—	New course	—do—	—do—	New course	—do—
June 1980	—do—	—do—	New course	—do—	—do—	Examination as per new course. Examination as per old course for failed/private candidate

June 1981	—do—	—do—	—do—	—do—	—do—	—do—
June 1982	—do—	—do—	—do—	—do—	—do—	—do—
June 1983	—do—	—do—	—do—	—do—	—do—	Examination as per new course for Regular and Ex-Regular. Modified syllabus based on old course for external candidates

APPENDIX 'C'

RESULTS OF EXAMINATIONS CONDUCTED BY THE BOARD OF SECONDARY EDUCATION: ORISSA IN 1976

Name of the Examination	ANNUAL		SUPPLEMENTARY		Remarks
	No. appeared	% of pass	No. appeared	% of pass	
1. H. S. C. Examination	Regular-44062	46.00	Reg. 17782	21.7	
	Private -22435	23.4	Pvt. 6414	17.2	
2. C. T. "	2723	30.2			
3. E. T. "	478	29.00			
4. Hindi "	187	42.25			
5. P. E. T. "	151	80.00			
6. M. S. S. "	14016	×			
7. HSSC "	82	19.05	33	36.36	
8. HSSC (Sc. & Tech.)	34	82.04	6	100.00	
9. N. R. T. S. "	4218	×			
10. Library Sc. "	40	87.05			

Report regarding the steps taken by the Board for implementation of the recommendations made in the documents published by the NCERT namely; "10 year school curriculum - a framework", and "Higher Secondary Education and its vocationalisation"

(1) The Board has prepared a framework for the syllabus of its High School Certificate Examination in lines of the suggestions given in the document prepared by the NCERT. Details of the steps taken in this regard by the Board have been given in its Report on important activities, circulated separately and also in the note describing the action taken on the resolutions adopted at the 7th Annual Conference.

(2) The Orissa State Government have not taken a decision as to the agency which will be responsible for the 2 stage. The State Government have also not taken a decision regarding vocationalisation of education at the higher secondary stage. The Board has not, therefore, taken any action on the recommendations made in the second document prepared by the NCERT.

Report on the action taken on the Resolutions adopted at the 7th Annual Conference held at Bhubaneswar in December, 1975.

Resolution No. 1 – New pattern of education: Curriculum including work Experience for 10 year schools.

The Board of Secondary Education, Orissa, has prepared a framework for its 10 year school curriculum which is almost in the line recommended in the document prepared by the NCERT. There is some difference in respect of the languages. Besides Oriya as the first language and English as the second language, several options have been provided in the case of the third language. Under the third language, a student may learn Hindi/Sanskrit/Higher English/Lower Hindi and Lower Sanskrit taken together. Provision has been made for Work Experience, Community Service, Health and Physical Education and Art and Aesthetic Education in the syllabus. These are compulsory and examinable subjects. The Examination in the above subjects shall be by means of internal assessment and the awards shall be in grades.

The State Government are working out the financial implications of the introduction of the new curriculum and are examining a suggestion for payment of a small fee by the students to meet the recurring expenditure in teaching Work Experience

and Science. The Board, in collaboration with the NCERT, has taken steps to train all its trained science graduate teachers in the new science curriculum during the summer vacations of 1977 and 1978.

Besides core subjects, the Board has made provision for an optional elective subject in classes IX and X.

The teachers' organisations of the State, in collaboration with the Board, conducted a large number of teachers' seminars throughout the State to discuss the various issues involved in the introduction of the new 10 year school curriculum. These seminars have also served the purpose of dissemination of information about new pattern of education among teachers.

Resolution No. 2—**Vocationalisation of education**

The State has not taken any decision yet regarding vocationalisation at the higher secondary stage. The issues involved are still under examination. Hence the Board has not taken any step in this direction.

Resolution No 3—**Examination Reform**

(a) The Board has decided to introduce grading in assessment of the following subjects:—

- Work Experience
- Community Service
- Health and Physical Education and
- Art and Aesthetic Education,

The Board has not expressed itself in favour of award of grade in respect of other subjects for the high school certificate examination.

(b) The Board, in collaboration with the NCERT, hold in a number of workshops for prospective paper setters and has prepared brochures in six subjects. These brochures have been printed and sent to schools. Due to lack of funds seminars at regional and district levels have not been undertaken.

(c) Guidelines for introduction of internal assessment for Work Experience will be prepared after the syllabi are prepared. This exercise will be undertaken in 1978-79.

(d) The Board has tentatively taken a decision to allow private students to appear in the old course, that is, the existing course, even after the introduction of the new 10-year school curriculum for regular students. The Board is in favour of having a separate examination where science and work experience will not be subjects.

Resolution No. 4—Implementation of the new pattern of education

The new curriculum will be introduced in classes 1, 3, 6 and 9 with effect from June, 1978 and during the year 1977 necessary preparation will be made for the purpose. The State Government have already decided in favour of introduction of the new pattern. Preparation of syllabi and text books have been taken up and the work will continue during the year 1977. The new syllabi and text

books will be introduced year after year in the subsequent classes so that by 1980 all classes from 1 to 10 will have the new syllabus. The first batch of students who will study the new HSC syllabus in classes 9 to 10 will come out in June, 1980.

The Board has already taken the advice of different Departments of Government like Agriculture, Industries, Fishery as well as of the Khadi and Village Industries Board for introduction of Work Experience in schools. Work Experience as a pilot project has been introduced in a few schools with the help of the Khadi and Village Industries Board. The Board of Secondary Education has given some token financial assistance to those schools for initial expenditure in connection with introduction of Work Experience.

**Resolution No. 5- 20-point programme of the
Prime Minister**

The State Government have provided for book banks so as to cover most of the schools in the State. The Board of Secondary Education has co-operated with the efforts of the State Government in making its publications available in sufficient quantities to cope with the demands of the book banks.

ANNEXURE-K

Punjab School Education Board

Progress Report

The Punjab School Education Board came into existence in 1969. The entire school education in the State from the first class to the eleventh class falls under the purview of the Board. Its main functions are:

- i. To hold examinations and to frame all the rules and regulations in this regard.
- ii. To prescribe the syllabi, courses of study and the text books.
- iii. To arrange for the preparation, publishing and sale of textbooks and other educational material.
- iv. To prescribe conditions for recognition of institutions in terms of teachers and their qualifications, curriculum equipment, building and other educational facilities.
- v. To prescribe measures for the intellectual, physical, moral and ethical promotion and social welfare of students in recognised institutions and the conditions of their residence and discipline ;
- vi. To advise the State Government in all matters relating to school education.

To perform the above functions properly, the Board has constituted the following committees.

1. Textbook Committee. 2. Curriculum Committee, 3 Subject Committees. 4. Finance Committees, 5. Examination Committee, 6. Regulations Committee, 7. Unfairmeans Cases Committee. 8. Selection Committee, 9. Purchase Committee.

The main achievements of the Board are given below:

1. (i) The Schemes of studies of Matriculation and Higher Secondary (Part I) have been merged together and now only the Matriculation Examination is held.
- (ii) The curriculum of Higher Secondary (Part II) is being equalized progressively with that of the P. U. C. located in colleges.
- (iii) The curriculum of elective groups in XI class has been made more practical and useful by providing a better choice of subjects and by introducing some new subjects for example Commercial Art and Business Mathematics.
- (iv) The UNICEF Programme of teaching Science has been adopted. At present all the middle classes and the first three classes of Primary Department are covered under this programme.
- (v) Consequent upon the decision of the Government to vocationalize education, the Board has included vocational subjects

in the curriculum of middle, high and higher secondary classes. For the present, this scheme of vocationalisation has been introduced in selected middle and higher secondary schools in the State, on project basis. In high and higher secondary classes as many as 13 fields of vocation have been introduced and each field has been further split up broadly into two parts by suitable grouping of vocational courses pertaining to that particular field.

- (vi) Regional languages of other States have been given place as elective subjects in the curriculum of high classes and the study of Urdu as an elective subject has been introduced in the curriculum from VI to XI.
- (vii) Steps have been taken to bring better co-ordination in the schemes of studies for the Matriculation Classes and the Higher Secondary Class.
- (viii) Syllabuses of a good number of subjects of primary and middle classes have been revised, and the new syllabus of any subject is introduced as soon as the necessary reading material becomes ready.
- (ix) The syllabuses of IX and X classes have been integrated and the IX Class Examination has been abolished.
- (x) Syllabus of Health & Physical Education has been further strengthened by introducing

more activities. Further an entirely new syllabus for History has been framed keeping in view the modern approach to this subject.

2. The programme of nationalization of text books has been going on successfully and the present position is as under:

	<i>Nationalized</i>			<i>Non-Nationalized</i>		
	New	Revised	Old	Total	Total	
Pry. Deptt.	8	27	—	35	—	35
Midd. Deptt.	50	30	17	97	—	97
High/Hr.	102	—	—	102	55	157
Sec. Deptt.						
Vocational books	16	—	—	16	—	16
Total	176	57	17	250	55	305

- (ii) To meet the requirements of the modifications in the syllabi of Biology, Drawing, Civics and Agriculture of high classes, supplements to the existing text books have been prepared.
- (iii) It is worth mentioning that manuscripts of 64 books on different vocational subjects have been got ready and out of these 16 manuscripts have also been got printed in the current session. This has facilitated the work of teaching vocational subjects.
- (iv) The Board can be rightly be proud of getting prepared OXFORD School Atlas in

Punjabi and Hindi for the school students. The Punjabi version of the Atlas is a matchless effort of its kind and the Board has done a yeoman's service to Punjabi by producing this standard Atlas.

3. (i) The Board might be the only Board which has engaged language experts to make the manuscripts of proper standard from the language point of view. They thoroughly vet the manuscripts from this aspect before it is sent for printing.
- (ii) The Board has engaged three experienced and properly qualified artists to take care of the illustrative aspect of the manuscripts and books. By and by, they are developing their own library of illustrations and designs.
- (iii) The technique of compiling language text-books in the workshop of experts of the language concerned has been adopted. The Board is also trying to produce books based on graded vocabulary. Though there are strong limitations to such efforts, yet whatever is possible under the existing circumstances is being done.
- (iv) Efforts, however, humble these may be, have been made to standardise the spellings of Punjabi books.
- (v) Measures have also been adopted to evaluate the textbooks so that they are further improved.

4. Approval of all the non-nationalized books of private publishers which are at present prescribed as textbooks has been withdrawn from next year so that these are got evaluated afresh.
5. (i) Model question papers have been prepared and circulated for the Middle Standard examination in five subjects. Such question papers are already available for some subjects of Matriculation Examination.
(ii) The Board has adopted the principle of passing the Board's Examination subject-wise. Thus the subject once passed need not be repeated.
(iii) The technique of holding external practical test in Health and Physical Education has been further improved by appointing coordinators as supercheckers
(iv) The Board has finalized the scheme of Internal Assessment. In the first instance it has been confined to the scholastic achievements of the students only.
6. The Board held eight Division level seminars and four State level workshops in different subjects. Besides these two workshops were held to evaluate the textbooks.
7. (i) A separate cell has been created for the monthly Punjabi magazine 'Panjherian'. Its circulation has become many fold as a result of special concession to school children in its subscription.

- (ii) A new quarterly journal 'School Education' has been started to provide the teachers with an educational forum. It is also approved for school libraries.
 - (iii) A full fledged library under the charge of a qualified librarian has been set up.
 - (iv) Vocational Cell under the charge of a technically qualified officer has been set up to prepare the syllabuses and textbooks required for vocationalization of education.
 - (v) Statistical Cell has been created to handle all types of statistical work and to watch the stock and sale position of textbooks.
- 8 (i) About 180 titles were published last year. A good many titles for book banks were published on emergency basis.
- (ii) Under the 20-Point Programme, the following measures have been taken to bring down the prices of textbooks:
- (a) Provision of five percent 'additional charges' in the price fixation formula of the textbooks has been done away with.
 - (b) Binding charges have been decreased @ 5 paise per book.
 - (c) A handsome concession of 10% in price has been allowed to book banks and cooperative stores established in schools.

- (d) The prices of technical books for vocational courses have been fixed according to a new concessional formula for the benefit of the student community.
- (e) The price of guide books for teachers and publications such as the model question papers, has been drastically reduced.
- (iii) To provide a strong check against hoarding or blackmarketing on the part of private registered agencies, retail shops have been opened at the Board's Textbook Depots.
- 9. (i) The Middle Standard Examination has been instituted again from examination year 1977. The Matriculation (integrated) Examination will replace the present Matriculation (bifurcated) Examination from examination year 1978.
- (ii) Last year 62 new examination centres were created to remove congestion from the centres.
- (iii) In the last annual examinations of 1976, as many as 25 Superintendents had to be removed in the mid of examination to check the use of unfair means.
- (iv) For 1978 Examinations, all the centres will be registered afresh on the surety of panchayats, managing bodies and the heads of the concerned institutions that the use of unfair means would not be allowed.

- (v) All the cases of unfair means are cleared before the last date for the submission of admission forms for the next examination. Thus, no candidate is allowed to suffer from any unnecessary harassment.
 - (vi) The results of Board's examinations were declared much earlier and according to the schedule which was given on the date sheet. Result cards containing details of marks were despatched to the candidates simultaneously alongwith the declaration of the results. Supplementary examinations were held a month earlier. Ultimately, this will help the candidates to make definite decision about their future course of studies and thus they will not lose any academic session.
10. (i) The Board has set up an Inquiry Cell for the convenience of the public.
- (ii) Teachers' Home has been set up for the welfare of teachers working in the field.
 - (iii) The Board has opened a dispensary for its own employees under the charge of a fully qualified doctor.
 - (iv) The rate of interest on the Contributory Provident Fund of the employees has been increased from $7\frac{1}{4}\%$ to $9\frac{1}{4}\%$ p. a. payable half yearly.
11. (i) The Board has completed all steps to set up a Punjabi Development Department. It will have 4 sections i e.

- (a) Section for Punjabi Textbooks
- (b) Section for Punjabi as Medium of Instruction
- (c) Section for Teaching of Punjabi
- (d) Section for Child-Literature and Supplementary books.

(ii) The two projects-Examination Centres abroad and in other States of India, and Department of Tourism- are at present under the active consideration of the Board.

ANNEXURE L

Conference of Boards of Secondary Education to be held at Trivandrum from December 13 to 16, 1976.

Programmes and activities undertaken during the year 1975-76.

**Board of Secondary Education,
Rajasthan, Ajmer.**

INTRODUCTION

The Board of Secondary Education, Rajasthan, Ajmer launched upon a modest programme of introducing the new pattern of objective based question papers in the public examinations from the year 1964-65. The implementation of this programme involved the training of paper-setters and orientation of teachers in the mode of preparing objective based questions, Unit tests and Question Papers. This training has been imparted to a great majority of teachers teaching in the Secondary and Higher Secondary Schools in Rajasthan. This was the first academic programme undertaken by the Board.

Around the implementation of the examination reforms, has grown many other academic programmes like the Research Projects on the efficacy of objective based question papers, analysis of the errors committed by students, study of low results,

setting up of autonomous schools; introduction of Comprehensive Internal Assessment Scheme, revision of the syllabi in view of the objectives on subjects, orientation of teachers in the new concepts of different subjects, supply of brochures and booklets to all the schools. etc.

The programmes and activities of the Board have now taken a shape of a package programme. In addition to the above the Board is going ahead with programmes towards the implementation of the 10 + 2 scheme from July 1977. A brief of the programmes and activities undertaken during 1975-76 is mentioned below :-

A. I. Continuing Education

With a view to orientating teachers in the latest developments in different subjects the Board organised Refresher Courses in the following subjects from May 19 to June 3, 1975 :-

Subjects	No. of courses	No. of participating teachers.
For Asstt. Teachers		
English	2	71
Hindi	2	110
Commerce	1	57
Civics	1	47
History	1	44
Sanskrit	1	44
For Senior Teachers		
Geography	1	51
Home Science	1	55

The training in each subject was designed with the help of subject experts. The course contained philosophical, conceptual developments and latest trends in the subject which would help improve the knowledge and competence of teachers in the subject concerned.

II. Organisation of Summer Institutes

The following summer institutes were organised by the Board from May 19 to June 8, 1975 in order to enable teachers to teach the enriched syllabi of Science subjects effectively:-

- | | | |
|---|---|-----|
| (i) Summer Institute in
General Science: | | |
| (a) Physics & Astronomy | 4 | 189 |
| (b) Biology & Astronomy | 4 | 223 |
| (ii) Summer Institute for
Senior teachers in
Biology. | | |
| | 1 | 54 |

III. Paper Reading Seminar

With a view to arousing the interest of teachers in the problems of education, Paper Reading Seminars were held at seven centres in which teachers of adjoining districts participated. Teachers whose papers were rated best at these centres were invited to read their papers at the State Level Paper Reading Seminar held in the premises of the Board building at Ajmer on May 8 and 9, 1976 under the chairmanship of Dr. P. D. Shukla. Prizes were given by the Board to the teachers whose papers were rated best. The seminar gave opportunities

to participants to study intensively, think independently, listen patiently and express fearlessly without favour and fervour. A special issue of the Board Journal is being brought out containing articles read in the Paper Reading Seminars:

IV. Research Projects and Publications:

(A) Four research studies taken up by the Board in the subjects of General English for Secondary and Higher Secondary classes with a view to analysing the errors committed by candidates and judging the efficacy of the objective based question papers have been completed. Reports were made available to all schools. The findings of the reports were discussed in the meetings of the Headmasters Forum in each district and a remedial plan of action was developed by them for implementation in the class-rooms.

(B) A study of schools giving low results at the Secondary and Higher Secondary examinations of the Board for the year 1975 was taken up. A questionnaire was sent to schools with a view to finding out the causes of low results. This was followed by on the spot studies by a team of supervisors in the concerned schools. A remedial programme was suggested to each school by the team concerned. This study has been in progress since 1971. An evaluation of this study clearly denotes that schools, where the inspection teams were sent and remedial measures adopted, showed significant improvement in the results.

The Board tabulated the results of schools district-wise also and the District Education officers

took necessary steps for improving the results of individual schools. Schools which gave excellent results at the district level were given appreciation by the respective inspectorate.

V. Autonomous Schools

The Board granted autonomy to the following schools from July 1974:—

1. Banasthali Vidyapith, Banasthali
2. Vidya Bhawan, Udaipur,

The Secondary Schools Examination was conducted by these schools for the first time in March-April, 1976. A scrutiny of the results indicates that the variation in the scores between internal tests and external examination was minimal.

VI. Vocationalisation of Education

Under the scheme of vocationalisation of education courses in the following trades were introduced at the Higher Secondary level in six selected Higher Secondary schools in Rajasthan from July, 1974:—

1. Radio & Transistor Mechanic.
2. Motor Winding.
3. Automechanic.
4. Stenography and Secretarial Practice.
5. Tailoring & Dress designing.

The above courses With addition of two new courses in Pump machanic & Furniture making were extend to 17 Higher Secondary Schools in the year under review,

VII. Schemes for the Welfare of Teachers and Students

The Board has instituted a "Teachers Welfare Fund" with a view to helping distressed teachers and families of deceased teachers. Scholarships to meritorious children of teachers studying in professional courses are also granted from this Fund. During the year 1975-76 an amount of Rs. 50,269.50 has been sanctioned to teachers or families of deceased teachers. A sum of Rs. 25,540.00 was also paid towards scholarships to meritorious children of teachers from the teachers welfare fund.

VIII. Examination Results - 1976

Name of Examination	No. of students appeared	No. of Idn.	students passed	Pa-ssed	Pass percentage
1. Secondary School	127177	5446	24170	22291	2775 42.99
2. Higher Secondary	56715	3890	16880	10005	830 55.72

A remarkable feature of the results was that a perceptible improvement to the tune of 10% was reflected in the results.

B. Implementation of the 10 + 2 Scheme

The scheme of subjects for classes IX and X had been finalised last year. During the year under

review the following measures were adopted for implementing the scheme:

(A) Orientation of Teachers in the newly designed syllabuses for Classes IX and X

A training workshop for the Directors and Resource Persons in Physical Sciences, Social Sciences and Mathematics was held at Regional College of Education, Ajmer from April 12 to 17, 1976. The training programme for the orientation of teachers was chalked out in this seminar. A scheme of orientation of teachers detailing out the scope of topics to be taken up in the summer institutes, approach to topics, demonstrations and experiments to be performed was also elaborately drawn. The Working papers for orientation in different subjects were also prepared. Accordingly, the Board in collaboration with the NCERT, New Delhi organised 22 Summer Institutes in Science subjects (Physics-6, Chemistry-5, Mathematics-6, and Biology-5) during the summer vacation of 1976. In these courses 950 Asstt. teachers who are already teaching science subjects to classes IX and X, were acquainted with the new technique and concepts introduced in the revised syllabus. Similar courses were held for teachers who will be required to teach the subjects of History, Geography, Civics, Economics and Commerce during the mid-term break i.e. from October 5 to 20, 1976. 956 teachers were given orientation training in these courses. Besides, 332 teachers were given training in Work Experience activities in small groups. The activities in which the training was imparted include Tailoring, Wood work, Water pump repairs, Electric Gadgets-servicing

and maintenance, Radio Mechanism, Horticulture, Poultry, Clay Modeling, Paper Machie and Photography.

The Board intends to hold institutes for the remaining teachers in the above mentioned areas in the winter break and the ensuing summer vacations, who could not be invited.

(B) Introduction of grading pattern

The Board has accepted in principle that the grading system should be ushered in instead of the award of divisions from the year, the first phase of the ten year schooling is introduced.

The Board at present is engaged in making a study of the trends of scores in various subjects spread over a period of four years with a view to evolving the norms of grades subject-wise.

(C) Testing of Text books

Manuscripts of textbooks in sciences, Mathematics, and Social Sciences have already been prepared by the Board. The manuscripts of all the textbooks on the above subjects were printed in limited numbers and distributed among teachers attending Institutes already mentioned in the preceding paragraph. Suggestions given by the participants, Resource Persons and Directors of the Summer Institutes in Science subjects have been passed on to the authors with a view to receiving their comments and views and ultimately incorporating them in the textual material after proper scrutiny by the reviewers and the Committee of Courses. The same

procedure is being adopted for the textbooks in Social Sciences.

(D) Equipment needs Re-Assessed

Suggestions have been received from many quarters that our lab. and equipment requirements for teaching sciences and Mathematics could be considerably thinned down and moderated. A Working Group was set up by the Board which has revised the list of equipment in Physics, Chemistry, Biology and Mathematics. It is estimated that the total cost of equipment for Physics, Chemistry, Biology and Mathematics would roughly come to Rs. 5,000/—.

The Board is also working on preparing the Proto Types of Kits in Physics, Chemistry and Biology. It is hoped that the use of Kits would facilitate the teaching of Sciences even in schools where optional science is not being taught at present.

ANNEXURE 'M'

West Bengal Board of Secondary Education 77/2, Park Street, Calcutta-16.

Report on the Activities of the West Bengal Board of Secondary Education during 1975-76.

Name of the Board and its status-date of establishment

The Board of Secondary Education, West Bengal came into existence as a statutory body in May, 1951 created under the West Bengal Secondary Education Act, 1950 (West Bengal Act XXXVII of 1950). Upon repeal of the said Act, and the West Bengal Secondary Education (Temporary Provisions) Act, 1954, the West Bengal Board of Secondary Education was created under the West Bengal Board of Secondary Education Act, 1963 (West Bengal Act V of 1963) on the 1st January, 1964.

Constitution of the Board

According to the Act, 1963, the Board shall consist of 31 members, comprising the President appointed by the State Government, 12 ex-officio members, 8 persons to be nominated by the State Government from different categories, 2 Heads of recognised High Schools to be elected, a Dean to be nominated by each

of the Universities of Burdwan, Kalyani and North Bengal, one representative each of the three recognised Teachers' Associations and two representatives of the West Bengal State Legislature.

The major activities of the Board are undertaken through the five Statutory Committees, viz. (a) the Recognition Committee, (b) the Syllabus Committee, (c) the Examinations Committee, (d) the Appeal Committee and (e) the Finance Committee.

Major activities

(i) *Recognition of Schools*

During the year, the Board upgraded eleven 4-Class Junior High Schools (Classes V to VIII) to the status of X-Class High School with effect from 1.1.75. Recognition was also granted for the first time to six X-Class High School, three 4-Class Junior High Schools and three 2-Class Junior High Schools with effect from 1.1.75.

The total number of Schools under administrative control of the Board within the territorial jurisdiction of West Bengal as on 31.12.75 was—

X-Class (Classes V to X)	...	4,535
4-Class (Classes V to VIII)	...	2,295
2-Class (Classes V & VI)	...	906
Total	...	<u>7,736</u>

The Board at its meeting held on 8-4-76 decided to set up a Survey Committee with members of the Board for conducting a State-wise survey of the present position of Schools in all the 16 Districts in order to ascertain the requirement of new Schools in the different areas of the State and to assess factually the recognition position in different districts vis-a-vis the general condition of Schools. It was also decided to ascertain imbalances, if any, in the distribution of Schools. The Committee was also requested to report on allied issues related to the policy of recognition.

The Committee has submitted its report to the Board which was accepted in its 93rd meeting held on 30th October, 1976. It has recommended that there should be a planned development of Secondary Schools in the State.

The Committee is of the opinion that prior permission should be obtained before the starting of a new Secondary School in any area. It has also recommended that to meet the educational needs of backward areas and areas where there are large concentration of Scheduled Caste Scheduled Tribe and Hill people, the Board and the Government should sponsor Secondary Schools after proper selection of sites and obtaining the views of the District Administration.

It has, among other things, further recommended that the growth rate of Secondary Schools in the State during the next five years

should be 100 High Schools (Class V to Class X) and 200 Junior High Schools (Class V to Class VIII). It has also drawn the attention of the Board to the necessity of establishing more independent Girls Schools instead of co-educational schools.

The report is being submitted to Government for its consideration.

(ii) *Management
of Schools*

Rules for Management of Recognised Non-Government Institutions (Aided and Unaided), 1969 framed according to the provisions of the Act, 1963 provide that every Recognised Non-Government Institution shall have a Committee constituted in the manner and for the purposes laid down in the said Rules. The Board has, however, the power to sanction a special Constitution for a school on its application.

*Curriculum
& Syllabus*

The Curriculum and Syllabuses under the reorganised pattern of Secondary Education (10 + Stage) which were introduced with effect from 1.1.74 in Class VI and IX only were fully implemented in all the Classes from VI to X from 1975.

During the year the Syllabus in Russian (third Language) in the category of Foreign languages for Classes IX and X were finalised.

Preparation was made for introduction of Elements of Journalism as an additional subject and the Syllabus for the purpose was finalised.

Two anthologies, one in English entitled "English Prose and Verse (Selections)" and the other in Bengali entitled "Pathasankalan" were edited and published by the Board as prescribed text-books in English (Second language) and Bengali (First language) respectively for Classes IX (1976) and X (1977). New pieces of study in English (Second language) were prescribed for Madhyamik Pariksha (Secondary Examination), 1978. The Syllabus in English (First language) for the said Examination was also modified. New pieces of study in Bengali (First language) were also prescribed for the said Examination. "Niskriti" by Sarat Chandra Chattopadhyay was included in the list of Supplementary Readers in Bengali (First language) for the said Examination in 1979.

The Syllabus in Punjabi (Gurumukhi) First language for Classes IX and X was modified and the Syllabus in Instrumental Music as an additional subject was prescribed

Modifications made in the Syllabuses from time to time have been communicated to the Schools and published in the Parsad Varta, a monthly bulletin of the Board.

Board's Bulletin

Parsad Varta, a monthly bulletin of the Board, published first in December, 1974.

stepped into the second year of its existence with promise in December, 1975. In order to make the bulletin attractive, some new features were already introduced. A special issue of Parsad Varta containing sample questions in all major subjects for the Madhyamik Pariksha (Secondary Examination) was highly appreciated by the teachers, students and guardians alike. List of books for different classes declared suitable after review was also published in it. The bulletin has proved to be an effective bridge linking the schools situated in the remotest areas of the State with the Board's Headquarter. It has also been a very helpful medium at the hand of the Board for reorganising the Secondary Education in the State.

*Other
publications*

The following books have been published during the year :—

Name of Books

- 1) English Prose & Verse (Selections)
- 2) Parijat Readers, Book I
- 3) Parijat Readers, Book II
- 4) Bengali Selections (Patha Sankalan)
- 5) Sanskrit Sahitya Samgraha
- 6) Pathamalika ... Part I
- 7) Pathamalika ... Part II
- 8) Urdu Selections
- 9) Persian Selections
- 10) Nepali Selections
- 11) Curriculum & Syllabuses for recognised pattern of Secondary Education (In one volume)

The Board is taking steps for publication of an English Text book for Class VIII and one text-book in English and another in Bengali covering the Syllabus in Elements of Journalism.

Review of Books

In 1974-75, books written according to the new Syllabus on different subjects for Classes VI & IX were called from the publishers to scrutinize whether they were in conformity with the Syllabuses prepared by the Board. 2312 books on different subjects were received. A report in this regard was made in the last annual session of COBSE.

In 1976 about 3800 books on different subjects have been received for Classes VI to X. The review reports have not yet been finalised.

Examinations

With the introduction of the new pattern of Secondary Education from 1974, all recognised Schools in the State discontinued courses of study in School Final Syllabus and Higher Secondary Syllabus in Class IX from 1.1.74. Pupils of Class X of X-Class Schools who were following School Final Syllabus appeared at the School Final Examination, 1975 as regular students for the last time. Like-wise pupils of Class X of XI-Class Schools who were following Higher Secondary Syllabus appeared at the Higher Secondary Examination, 1976 as regular students for the last time.

In 1976, the Higher Secondary Examination commenced on the 24th March and the School Final Examination of candidates unsuccessful in previous years (including Compartmental & Supplementary) commenced on the 11th May.

The following tables will show the comparative percentage of passes and also growth rate of candidates in the recent years :

<i>Examination</i>	<i>Year</i>	<i>Candidates</i>	<i>Percentage of passes</i>
School Final Examination	1973	1,03,552	34.75%
	1974	1,31,895	47.20%
	1975	2,05,011	39.36%
	1976	84,804	**24.84%
Higher Secondary Examination	1973	1,68,559	37%
	1974	1,67,655	57%
	1975	1,69,723	58%
	1976	1,90,513	41.91%
Madhyamik Pariksha (Secondary Examination)	1976	1,43,283	48.53%

Madhyamik Pariksha (Secondary Examination) according to the Curriculum and Syllabuses for reorganised pattern of Secondary Education introduced from 1974 was held for the first time this year. The Examination was conducted in two phases. Oral tests in different

** As the last School Final Examination for regular Students was held in 1975, only unsuccessful candidates of previous years were eligible for sitting at S. F. Examination, 1976,

subjects and Examinations in Work Education, Physical Education and Social Service including School Performance commenced on 24.2.76 and 27.2.76 respectively. The written Examinations commenced on 23.4.76. The Board arranged for Oral Tests of 1,43,283 candidates of 4,461 Schools and the number of centres where test was conducted by external examiners was 607. As many as 3,538 examiners and 278 Head Examiners were appointed for this purpose only.

Examinations in Work Education, Physical Education and Social Service were held at every school by external examiners appointed by the Board.

The actual number of candidates who sat for the Madhyamik Pariksha (Secondary Examination) this year was 1,43,283. The overall percentage of pass was 48.53. The percentage of male regular candidates was 50.25 and that of female regular candidates was 46.22

As in the previous years, the Board formed a number of Visiting Teams comprising members of recognised Teachers' Organisations, Retired Headmasters, Members of the Board, educationists and some Officers and staff of the Board. Their reports indicate that the examinations held this year have been, by and large, fair.

As already reported at the last annual session, the setting up of 4 Regional Examination Councils from 1974 in terms of Board's

Regulations for decentralisation of Examination work, both pre-examination and post-examination has yielded satisfactory results. To strengthen their activities in the four regions, fifteen District Offices were also started. The District Supervisors appointed for each District Office further helped co-ordination of the entire work. The Regional Offices took the entire responsibility of holding the test examination of external candidates for the Madhyamik Pariksha (Secondary Examination) at different places prior to their admission to the Board's examination. This process was very helpful in the proper screening of eligible candidates.

Evaluation

It has been recognised that evaluation as a continuous process forms an integral part of the total system of education and is intimately related to educational objectives. It exercises a great influence on the pupils' study habits and the teachers' methods of instruction and thus helps not only to assess educational achievement but also to improve it. Written examination has, these for to be improved in such a way that it becomes a valid and reliable standard of educational achievement. There are however, several important aspects of the student's growth that cannot be judged by written examination alone and so other methods, such as, observation technique, oral tests and practical examinations have to be devised for evaluation of those aspects.

As a first step towards Examination Reform, the following measures have been taken:

(1) Instead of securing minimum marks in each subject as at present a candidate appearing at Madhyamik Pariksha (Secondary Examination) is required to secure minimum qualifying marks of 20% in each individual subject and allowed to pass if he secures an aggregate of 34% marks in a group - the four groups of subjects being (i) Languages, (ii) Sciences, (iii) India and Her People (History and Geography) and (iv) Work Education, Physical Education and Social Service.

(2) A change in the pattern of questions has been introduced to lay emphasis more on the objectives set forth subjectwise than on flat topics contained in the syllabus. Questions of objective type, short answer type and essay type are set in appropriate proportion.

For evolving objective-oriented questions on every subject a series of Seminars with experts were held during the year under review. The objective-oriented sample questions, after necessary amendment, were published by the Board for guidance of teachers.

(3) Oral Examinations have been arranged to assess the pupil's comprehension, clear thinking and precise and lucid expression.

(4) Practical Examinations in Work-Education, Physical Education and Social Service including School Performance have been provided to evaluate various traits of personality of the pupil, viz. Self-confidence, team-spirit, proper attitude towards work, power of integration of

work with education, Discipline, Leadership, Co-operation etc.

Thus, through the changed pattern of Examination, attempts are being made to assess the total personality of the candidate.

Curricular Activities

So far 12 District Level Orientation Seminars were held in which 3,440 teachers, headmasters/headmistress of secondary schools participated. The experts on different subjects, associated with the framing of the syllabus, attended the Seminars and guided the participating teachers in their group discussions. The participants discussed the objectives of the teaching of the different subjects and also dwelt on the orientation of the methods of teaching in order to achieve the objectives and thought out devices for introducing a life-centric education in relation to the teaching of different subjects.

During the year, two Orientation courses of four week duration in Discrete Mathematics were held by the Board at the Applied Mathematics Department of the Calcutta University. 90 teachers of High School successfully completed the Training Courses.

14 Orientation Training Courses for 15 days' duration were organised for teachers of Life Science by Life Science Teacher's Association in collaboration with the Board. So far 546 teachers of Life Science have been oriented

towards the integrated approach in the teaching of Life Science.

After the completion of the first Madhya-Pariksha (Secondary Examination) held this year, it has been felt that short-term in-service Training for teachers of Secondary Schools is essential. Oral examination has been a new feature and the pattern of questions has been changed in keeping with the aims and objectives of the Re-organised Pattern of 10 year Secondary Education. The Sample questions published by the Board were guidelines for the teachers but they did not have sufficient time to equip themselves properly for the changes ushered in. The Board organised 12 District Level Seminars in different districts of West Bengal covering all the major subjects and the response received from the teachers was quite encouraging. Different Teachers' Organisations and other voluntary organisations connected with Physical Education and Social Service also organised many seminars.

For proper teaching of different groups of subjects and for an integrated approach to the curriculum and syllabus introduced by the Board, the teachers would require further guidance particularly for the method of teaching. For this purpose, the Board has already accepted a plan to organise a Three-day In-service Training-cum-Orientation Programme for the teachers. In the first phase, arrangements are being made for Orientation Courses in four subjects viz. Mathematics, Life Science, Physical Science and India & Her People (Geography)

covering 2,500 teachers in each subject. In the second phase, the rest of the teachers in these four subjects will be covered. In future, such courses in other groups of subjects will be taken up.

Work

Education

Work Education introduced for the first time in the Secondary Schools Curriculum has been generally accepted with interest and enthusiasm by the students and the finished products of the 'Doing' projects displayed during the Madhyamik Pariksha (Secondary Examination) this year were reported by the team of external examiners, to be of a fair standard, both in regard to quality and quantity.

On an analysis and examination of the Work Education Projects offered by the candidates, it appeared that the Schools introduced 126 kinds of 'Doing (Production) Projects', which may be classified under the following groups:

1. Food and Preservation of Food.
2. Clothing
3. House Building
4. Production of Articles of Everyday use.

The State Government approved of the Board's scheme for establishment of a number of work-centres throughout the State to cover about 4,000 High Schools, in the first phase, for implementation of the scheme in collaboration with the Khadi and Village Industries

Commission. In pursuance of the said order, 105 Work Centres (High Schools) were selected. One Key teacher from each of the Work Centres was given an intensive training of 3 months' duration in New Model Charkas. Black smithy and Carpentry or repair of electric gadgets or Book binding, Village Pottery, Book keeping and Soap Making. The key teachers will not only introduce N M C's and other Cottage Industries in their respective Schools under Work Education Programme but also help and guide the teachers of neighbouring High Schools to introduce the same.

Physical Education

Physical Education has been included in the new curriculum as a compulsory and examinable subject.

The Board set up a "Physical Education Cell" with three experienced and fully qualified retired Government Officers with a view to implement its policy into action. The Board has been advising and guiding both practically and in theories all voluntary organisations in conducting In-service Training Courses in Physical Education & Social Service for teachers of Secondary Schools.

Nine voluntary organisations have so far oriented about 5,000 teachers in Physical Education and Social Service.

Audio-Visual Unit of the Board arranged 80 film shows during the year. Each show consisted in the display of films on Work Education, Life Science, Physical Education followed by three or four films on other interesting subjects and one educative story film at the end. This method of imparting education were highly appreciated by the students and the teachers.

*Seminar on
Work Education
(COBSE,
Eastern Region)*

On behalf of the Regional Committee, Eastern Region COBSE and under the auspices of the Board, a Seminar on Work Education was organised from 27.7.76 to 3.8.76, at Ramakrishna Mission Boys' Home, Rahara, West Bengal.

The Seminar was inaugurated by the Minister-in-Charge, Education, West Bengal. The President of West Bengal Board of Secondary Education, presided over the function. Participants hailing from 6 States (Assam 20, Bihar 11, Meghalay 3, Nagaland 5, Orissa 17, West Bengal 17 = Total 73) of the Eastern Region joined the Seminar. Participants were of mixed composition - teachers, Headmasters, Principals and Administrators connected with scheming of educational courses.

A useful programme, based on both practical and theoretical aspects of Work Education was chalked out. The daily programme included

sessions of general discussion where eminent educationists spoke on different aspects of Work Education and also practical demonstration in several useful trades which could be taken up by Secondary Schools as Work Projects. The participants divided themselves into six groups and did practical work in six trades, viz., Spinning by New Model Charka (N.M.C.) Soap & Phenyl making, Book binding, Bee keeping and Electrical gadgets Repairing.

Group Reports presented by the respective Chairman at the Plenary session await publication.

Useful educational tours were organised for the participants on two days.

The valedictory address was given by Shri J. Das Mahapatra, Minister-in-charge, Education, Orissa on 3.8.76. Certificates of completion of training was also presented to the Seminarists by him.

West Bengal Council of Higher Secondary Education

**8, Ho-Chi-Minh Sarani Flat No. 17 (3rd Floor)
Calcutta-700016**

Report on the activities of the West Bengal
Council of Higher Secondary Education during
1975 - 1976

1. Introductory Note

In pursuance of the National Policy of Education based on the recommendation of the Indian Education Commission, 1964-66, the new pattern of education, 10+2, has been introduced in the State of West Bengal for Secondary and Higher Secondary Stages. The new 10 year courses at Secondary Level had come into force from January, 1974 and as a follow up of that the 2 year Higher Secondary Courses came into effect from July, 1976.

The West Bengal Council of Higher Secondary Education is the statutory authority having powers to direct, supervise and control the Higher Secondary Education at the +2 stage, in West Bengal.

The scheme of studies at the Higher Secondary Level has been envisaged for two streams, namely, (a) General stream and (b) Vocational Stream. The General Stream Courses have been conceived to be mostly academic in nature and for a section of the pupils it will be preparatory study for admission to different types of Degree Courses at the University

or Institute Level including those offered by professional colleges, whereas, the Vocational Stream Courses have been conceived to be vocation-oriented mostly as a terminal study for a large number of pupils, with the idea that after successful completion of the Vocational Course, pupils can choose to enter into vocations to earn their livelihood either through employment or self-employment opportunities.

2. Major Activities

(i) Formulated the curriculum and syllabuses of Higher Secondary Education (Classes XI & XII) both for General Stream and Vocational Stream Courses.

(ii) Completed the recognition of Institutions both for General Stream and Vocational Stream Courses. 898 Institutions have been granted recognition for General Stream Courses. Of them 728 Institutions have been located in existing schools, 157 Institutions in existing colleges, while the remaining 13 have been entirely new Institutions. 94 Institutions located both in existing schools and colleges have been granted recognition for Vocational Stream Courses, the break-up being 21 for Agriculture, 6 for Industry (Textiles), 30 for Technical Courses, 10 for Para-Medical Courses and 27 for Trade and Commerce.

(iii) Prescribed the pattern of the Ad-hoc Managing Committee for the recognised Institutions pending making of rules in that behalf.

(iv) Outlined both administrative and academic details for proper functioning of the recognised Institutions including instruction of Courses.

(v) Compiled and published the Council's Selections on Language Subjects (English, Bengali, Hindi, Urdu, Santhali, Nepali and Sanskrit).

Could not go in for approval of Text books for the first academic year due both to organisational limitations and shortness of time at disposal of a new organisation for a new pattern.

A "Gentlemen's Agreement" (signed by the President of the Council, Publishers and Book Sellers Association of Bengal, and the Convener of the State Level Committee for Distribution of Paper) as to the price range per format for Text Books on other subjects was, however, arrived at.

(vi) Completed preliminary work in connection with empanelment of teachers for recognised Institutions according to qualifications prescribed by the Council.

(vii) Almost completed compilation of guidelines for teachers of the recognised Higher Secondary Institutions.

(viii) Took under active consideration preparatory measures for Teachers' Orientation Courses and Subject Seminars at different levels.

(ix) Completed Contact Conferences with the Heads of recognised Institutions at district level for assessing problems relating to implementation of the new Courses - both General Stream and Vocational Stream Courses.

(x) Prepared basic papers relating to Man Power Estimates and employment potential position relevant to Vocational Stream Courses.

(xi) Initiated preparatory work for setting the examination pattern, Assessment Method and Schedules, for the new Courses (The First Examination is scheduled to begin in March-April, 1978).

3. Conclusion

Despite usual constraints under which a new organisation like the Council has to grow, the Council has been able to plant the roots of the new pattern of +2 courses in West Bengal during the year 1975-76. It is hoped that the Council would grow from strength to strength in the years to come to set up a standard for the new academic pattern in pursuance of the National Policy of Education and also in close collaboration both with the Govt. and other sister organisations connected with education or educational training at different levels in West Bengal. To cut a new ground, the Council knows, is not an easy job, nor is it always a free trade for one. Particularly in the area of a very vital sector of social uplift like education, a great many considerations have to be reckoned with for making the implementation of the new pattern both meaningful and effective. The Council is well alive to that great task ahead.

ANNEXURE 'O'

Directorate of Government Examinations and Scert

Madras 600 006 — Tamilnadu

CONFERENCE OF BOARDS OF SECONDARY
EDUCATION IN INDIA

**VIII ANNUAL CONFERENCE
AT TRIVANDRUM**

13-12-1976 to 16-12-1976

"EVALUATION AND EXAMINATION REFORM"

Paper Presented

by

Thiru K. Venkatasubramanian, MA, BL, BT.,

Director of Government Examinations and Scert &

Chairman of Board of Secondary Education

Tamil Nadu — Madras 600 006

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Education, Tamilnadu, Madras 600 006.

1. **The Genesis-Historical Perspective**

A. *A Critical Examination of the Examination System*

1.1 *Periodic test even to the top people — Ancient Chinese Practice*

1.1.1 Imagine a Minister taking examinations to continue in power. Not only the highest official, the Minister but other civil servants also had to sit for examinations once in nine years. The Minister had to prove that he was entitled to his superior rank by competing regularly and winning the highest place. This was the practice adopted by ancient Chinese Emperors to keep the VIPs 'on their toes'.

1.1.2 In the China of the Second Century B. C., formal examinations involving written answers to a series of questions were also used for selecting recruits for the civil service. Candidates were required to pass written examinations in literature and history and also to demonstrate their proficiency in writing poetry, music and archery. This was probably the Genesis of the ICS, IAS type of examinations.

1.1.3 Those who were successful had to take the examinations, afresh every nine years to retain their posts and that included all the Ministers too. This was to imprint on the minds of all concerned that constant updating of knowledge was essential.

1.2 United Kingdom

1.2.1 In the Universities of mediaeval Europe, students were examined at the end of their course by means of a disputation in which they had to expound and debate points of logic and theology with their teachers and fellow students publicly. This was the genesis of what we call now the 'Public Examination'.

1.2.2 The proceedings were observed and the individual student was assessed by an examiner who sat on a three-legged stool or 'tripos'. The examinations for the honours degree in the University of Cambridge are still referred to as 'Tripos' examinations.

1.2.3 The Jesuits introduced written examinations into their schools in the 16th century. The Royal Society of Arts in England held its first examination

in 1858 and the College of Preceptors in 1853 for those who wanted to continue education beyond the secondary school. Few people in the U.K. win promotion or even obtain work without passing some kind of examination. This practice again emphasises the fact that constant updating of facts was imperative for real progress.

1.2.4 Oxford and Cambridge Universities had introduced written examinations *in order to improve teaching methods and encourage their students to work*. The first half of the 19th century also saw the ancient learned professions adopting written examination to ensure the competence of new entrants. The Law Society, which in its modern form dates back from 1825, took a large part in having the mere formality of the earlier oral examinations replaced by written examinations.

1.3 France

1.3.1 The French examination system stands out from those of the U. S. and the U. K. in its centralised orderliness. Napoleon-I's *Universite de France* is based upon the 17 Academies which cover the whole of the country.

1.3.2 Examinations form an integral part of the system. They are under the direct administration and control of the Ministry of National Education which is organised in four departments as 'premier degre', 'deuxieme degre', 'technique' and 'superieure'. The Ministry is ultimately responsible for examinations, syllabuses and question papers and for making the scripts. In 1905, the Central Government extended its control, including the

administration of examinations to cover schools and colleges of the religious order also.

1.4 **U. S. S. R.**

1.4.1 In the U.S.S R. examinations in the higher educational establishments and specialized secondary schools or 'technicums' are controlled by the Higher and Special Secondary Education set up. At the end of the course the examinations for the award of degrees or diplomas are controlled by the State and not by the individual institutes or universities.

1.5 **The United States**

1.5.1 Early colonial colleges founded in the 17th century in the United States had the practice of examining students orally in public. Before a large and learned assembly a student was required to deliver an oration on a theme proposed by his tutor and his performance was judged by a panel of teaching members of the college. A student's performance in these circumstances may not necessarily afford a true indication of his academic capabilities. But it developed certain unique qualities. However by the beginning of the 20th century written examinations were established at several levels.

1.5.2 After 1930 many changes were introduced into the curriculum at the elementary, secondary and general education levels. In order to assess the effectiveness of these experimental courses and programmes new types of tests and examinations were developed. Attempts were made with some success, to devise tests to measure some of the more

intangible results of educational programmes such as aptitudes, interests, emotional maturity and improvements in critical and aesthetic appreciation. Guidance and counselling formed an integral part of teaching.

1.5.3 Research into the constitution and use of objective tests and examinations had been undertaken in the United States more than in any other country. The training of teachers generally includes courses in the development and use of these tests. As a consequence a large portion of the teachers are more knowledgeable about this kind of test than their counterparts elsewhere. There has been a sufficiently large demand for standardised objective tests and to meet the demand of a number of specialist agencies such as the Educational Testing Service, Princeton, New Jersey have been set up. These agencies supply to schools and colleges and other institutions a large variety of tests for the assessment of students' abilities, aptitudes and attainments. They can be scored by computers so that the results of even large scale testing programmes can be made speedily available.

1.6 Indian Scene

1.6.1 In the old Gurukula system the evaluation of a student was on his total personality. He was a full time residential scholar. But now in India the conventional system of testing the student at the end of the course by a set of questions eliciting essay type answers largely persists. The standards vary from State to State.

1.6.2 **NCERT Examination Reform Department**

The Examination Reform and Research Division of the NCERT has done yeoman service in refining our examination procedures. However a lot remains to be done.

1.6.3 **Tamilnadu**

As per the present practice, examinations have become the regular feature in universities, school and other educational institutions. Examinations were also increasingly employed for the selection of recruits to the civil service and the professions and posts in industry and commerce.

1.6.4 **Separate Directorate of Examinations**

The institutions of separate office for the conduct of the public examination had taken place in 1861. It was called the commissionership for the Uncovenanted Civil Service examinations. The general direction of the system of Government examinations was thus entrusted to the Commissioner and he was made responsible for the proper working of it and also for the duties of the office were prescribed. The Commissioner for Government Examinations was a senior ICS Officer and usually a member of the Revenue Board. Like the Commissioner for land Revenue, Civil Supplies etc., one Revenue Board member became the Commissioner for Government Examinations.

1.6.5 The first commissioner appointed was Mr. Arbuthnot, ICS. After the resignation of his appointment the office for many years was filled by

members of the Board of Revenue. In 1880, however, Colonel R. M. Macdonald, the then Director of Public Instruction was appointed as Commissioner and since then the office has continued to be held by the Director of Public Instruction till the formation of a separate Directorate of Government Examinations in February 1975, when the Department of Government Examinations came under a separate head of the Department.

2. The Necessity of Examinations

2.1 The much-criticised system is meant for evaluation of progress of a student, evaluation of the effectiveness of instruction, guidance, selection and certification. Written, oral, practical, internal and external methods of mental measurements are available to test the person.

2.2 Examinations — Necessary Evil

Although some educationalists criticise examination on the ground that they distort the curriculum of the schools and colleges and encourage wasteful cramming at the expenses of healthy pursuit of studies, still majority of the people consider them to be effective instruments for the evaluation of educational progress and for vocational selection. Even though the system of examinations is an evil it seems to be a necessary *evil*.

2.3 In Andhra Pradesh the abolition of class examinations upto certain stage in school education resulted in deterioration of educational standards and in the wake of bitter experience the old system of examinations has been revived now.

3. Examination Reform

3.1 The need for reform in our present examination system is a subject which has been widely discussed among educationalists, administrators, teachers and students. There has always been criticism of our system of examination, inherited from the British. The Radhakrishnan Commission on University Education in 1949 said in the critical words, "we are convinced that if we are to suggest any single reform...it should be that of examinations". This is true even today.

3.2 The Paradox

The examination reform has to be viewed in the context of this paradox. Everyone has recognised that an examination system had been created not only to test the abilities and capacities of the students but also to create incentives among them and to exercise powerful effect on the total process of education, involving students, and teachers who come in contact with the system. But in the present state of affairs, learning has been reduced to a part-time activity and teaching, instead of being broad-based, has been narrowed down to mere coaching. Thus education of enjoyment for students is provided by some cause for agitation, demonstration and strikes. The final public examination at the end seems to dictate every movement in the classroom at all stages.

3.3 A Study by Ministry of Education

A study made by the Union Ministry of Education some years ago, pinpointed several defects

of the examination system. Among the defects noted are that question papers are lopsided or the number of questions to be answered is much more than what a student at that stage can satisfactorily tackle within the set time. *Sometimes, questions get narrowed down to certain areas of the syllabus only.* This puts the student who has not concentrated on such narrow areas at a great disadvantage. Especially in the Science paper if a Biology Professor sets the paper, Biology gets more than its due share while Physics and Chemistry suffer and vice versa.

3.4 **Analysis of Examination Results**

A thorough analysis of the SSLC Examination results of March 1976 indicates that as much as 42 percent of the pupils were declared as failures on the basis of the answers given at the public examination.

3.5 Tutorial Institutes fosters a tendency among students to select only certain portions from the syllabus and cramming them. A continual examination with large number of different types of questions covering the entire syllabus would be a better tool of evaluation. Internal assessment should also play its part.

4. **Delinking Employment from Examination**

4.1 Mr. L. K. Jha, former Governor of the Reserve Bank of India called for a reorientation of the educational system in the country, recognising the links between education and economic development so that the present unemployment could be

checked and frustrations and wastage of resources could be avoided.

4.2 He stressed the need to reduce the emphasis on University degrees for those seeking employment and suggested a proper reorganisation of secondary school system so as to equip the student not so much for entry into a university *but for entry into life*. A wholly new type of syllabus and curriculum would be needed for this change, he said.

5. Self Contained School System Urged

5.1 Mr. Jha rightly pointed out that the educational system should be oriented towards:

- (a) a determined effort to eradicate illiteracy not only among the young but also among the adults;
- (b) a secondary school system which is self-contained and not a mere stepping stone to university education. To do so, it should impart skills and knowledge which can equip the bulk of the students to start earning their living on leaving school. This requires *synchronisation of the patterns of development and employment policies in general*;
- (c) a vast network of vocational and training institutes integrated with both the primary schools system and the secondary school system; and

- (d) a highly selective higher education system to which the students capable of doing high level academic and research work or those already employed but needing higher education are admitted.

5.2 The 10 + 2 + 3 Pattern

With this view the revised 10 + 2 + 3 national pattern of education has been designed and is to be implemented in Tamil Nadu from 1978. A massive training programme in the revised syllabus under the 10 year pattern is being conducted by the SCERT, Tamil Nadu in collaboration with NCERT, New Delhi, in all the 15 districts of the State. The participants are also exposed to the new evaluation practices. All educationalists feel that all our lofty objectives fail if the examination/evaluation system is not in consonance with these ideals. Hence the improved concepts of evaluation and examination reforms will have to be fitted into the system.

6.0 Evaluation and Examination a Comparison

The distinction between Examination or Measurement on the one hand and Evaluation on the other is well known. The evaluationists have been claiming superiority on four counts:

(a) **Periodicity:** They claim that evaluation is continuous and is a part of organising learning while examination or measurement is held at fixed points of time – weekly, monthly, terminal, annual, etc.

(b) **Comprehensiveness:** While examination usually takes note of the scholastic achievement

only evaluation is comprehensive and includes besides achievement, interests, attitudes, aptitudes, hobbies, etc. That is, it relates to the total personality growth. By adopting such evaluation policies we need not repeat the tragedy of the world famous Mathematician Shri Ramanujam.

(c) **Use of Tools:** In evaluation the techniques of appraisal of collecting evidence are more varied and comprehensive. An attempt is also made to make them more valid, objective and reliable. While in examination usually oral, written and practical tests have been used. In evaluation in addition rating scales, written-work, checklists etc., are also used. There is a tendency to perfect the tools everytime in Evaluation.

(d) **Utilisation of Results:** The results of examinations are used mostly for grading, classification and certification while the results of evaluation are used in addition for diagnosis, guidance and remedial measures.

7.0 Evaluation – The Remedy

7.1 Dr. Malcolm S. Adiseshiah our illustrious Vice-Chancellor, advocates the need for a comprehensive evaluation procedure as a remedy, while considering the futurological needs of our nation in his renowned paper 'EDUCATION in 2001'.

The present examination procedure is a farce; and a farce should be scrapped and we should stop fighting to save this ante-deluvian tool. The alternative to it is not what has come to be called 'no examination, automatic promotion'. Rather we

should now devise an evaluation system for both the formal and non-formal sub-systems and for every level of learning: and a detailed procedure which will ensure that (a) it facilitates self-evaluation; (b) it promotes learning and self learning; teaching and futurological teaching; (c) it encompasses every value, integrity, innovativeness, interdisciplinarity, judgements and reflection that all education stands for (d) it produces performance records that are appropriate to purposes specific to it, viz, individual, professional, employment and self-employment, and further learning; (e) it provides a constant feed back for the larger issues of learning methodologies, teaching techniques, curricular planning, educational policies and the good life for all which is the end of all education”.

7.2 Let us see what Dr. S. Radhakrishnan had to say about our system in the University Commission's Report:

“One of the evils of the present methods of Instruction is that it is focussed too much on text books. This evil is most pronounced even in the study of languages and therefore it has become almost a racket. The standard lecture in a language class is centred on the prescribed text book, the teacher reading through the book, line by line taking all pains to wringing the sense out of every line and word and leaving no sweetness in the best literacy work. The best prospect of success in the Examination is through cramming up the summaries.—.

This practice extends even to History, Mathematics and Science Subjects. The students are prevented from developing their powers of judgement and they are taught to depend upon a borrowed stock of ideas”.

8.0 **Salient Features of Examination Reform:**

Thus it has been agreed on all hands that if we are to have a breakthrough in Education, Examination reform is a definite imperative.

In order to refine the examination system, many reforms have been suggested. Some of them are:

- (1) Internal assessment & Semester system.
- (2) Objective based teaching and testing.
- (3) Question Bank and Test Library.
- (4) Grading.
- (5) No declaration as pass or fail.
- (6) Continuous grading.

9.0 **Programmes and Activities in Tamilnadu**

9.1 **Internal Assessment Scheme:** There are already 468 schools which practice the IAS in Tamil Nadu.

The aim of the scheme is to further the development of the students in the following areas:

- (a) Scholastic and (b) Non scholastic.

(a) The scheme encourages the scholastic growth of the students. It insists on proper conduct of class tests and examinations; termwise

examinations and annual examinations. Under the scheme cumulative records have to be maintained and they show the students' achievements in different subjects in class tests and in term-wise examinations.

(b) Under non-scholastic areas attention is given for developing and measuring the following aspects:

(1) Physical Health of the students.

(2) Personal and Social qualities such as:

- (a) Regularity,**
- (b) Punctuality,**
- (c) Discipline,**
- (d) Habits of cleanliness,**
- (e) Emotional stability,**
- (f) Initiative,**
- (g) Co-operation**

(3) Interests of the students in five areas such as:

- (a) Literacy,**
- (b) Artistic,**
- (c) Musical,**
- (d) Scientific,**
- (e) Social service**

(4) Attitude of the students towards

- (a) Studies.**
- (b) School Programme.**
- (c) Teachers.**
- (d) Fellow-students.**
- (e) School property**

Co-Curricular activities:

Each student is expected to participate compulsorily in the following activities:

- (a) Library reading
- (b) Games
- (c) Sports
- (d) One-Literacy/scientific/cultural activity
- (e) One out-door activity.

The students are rated using a five - point letter-grade system. Grades are awarded to all the students each term. At the end of the academic year the three-grades given for the three terms for each academic year the three-grades given for the three terms for each activity is consolidated into a fresh grade on the basis of the average of the three-grades obtained in the three terms of the year. The school would issue a certificate to each student at the end of Standard XI studies.

The students performance in the scheme is utilised for the purpose of annual promotion. Students with academic deficiency in subjects are helped to get promoted by the school when they happen to do well in the various activities of the Internal Assessment Scheme. The Government of Tamil-Nadu has extended the scheme to 220 schools in the current year and the manual is being revised.

9.2 A Seminar on Comparative Study of Syllabi

A 3-day Seminar to compare the revised syllabi of Tamil Nadu with that of the SCERT was

organised from 23.8.76 to 27.8.76. It was the first and unique seminar ever organised in India and the deliberations of the Seminar were very useful in curriculum review and reconstruction.

9.3 **Improving Evaluation Practices in Teacher Education:**

All Examination Reforms have to be implemented eventually by the teachers and therefore a seminar on Improving Evaluation Practices in Teacher Education was organised from 16.8.1976 to 21.8.1976. 35 Teacher-educators participated and discussed in detail the various aspects of evaluating the theory and practical papers. The participants designed model question papers and evaluation proforma for various subjects and activities. It was also one of the unique seminars organised.

9.4 **Special Workshop on Evaluation**

A Special Workshop on Evaluation was organised from 5th to 14th October 1976 with the following objectives:

- 1) To prepare materials on objective based teaching and testing.
- 2) To prepare a balanced model question paper for the examination under the revised pattern of education.
- 3) To work on the syllabus for Class X.
- 4) To train vital personnel for serious examination work.

The Workshop was very successful and chalked out scheme of examinations for the revised 10th

std. which is being under the consideration of the Board of Secondary Education.

9.5 Examination Reform Unit

For imparting the techniques of question paper setting and preparing of model question papers in the various subjects, and to implement various examination reforms an examination reform unit in the Directorate of Government Examinations and SCERT has been proposed and it is under active consideration of the Government.

9.6 Conclusion

It is felt that unless the examinations wing is headed by a high ranking officer of the status of Director of Public Instruction we cannot do justice to the examination work and examination reform especially when the new 10 year pattern of school education is to be introduced in full swing this Department has to play a very vital role and hence it is believed that due status and recognition will be given to the Boards and Departments of examinations, I am sure this conference will resolve for such recognition which is very vital for implementing all examination reforms.

ANNEXURE 'P'

Central Board of Secondary Education: New Delhi

REPORT FOR THE YEAR 1975-76

Course for the Plus two stage

1. As reported earlier, the Central Board introduced the 10+2 pattern of school education in its member-schools with effect from May, 1975. After completion of syllabi & courses for classes IX and X, it has been engaged, during the year under report, in preparation of the syllabi and courses for the plus 2 stage. The Board's Committee of Courses and expert-groups met from time to time in a series of meetings and group discussions to prepare Syllabuses in different subject areas.

Assistance of the experts from all parts of the country was taken by the Board in preparing these syllabi and courses for plus 2 stage. National Institutes of repute in different vocations like Central Institute of English, Hyderabad, Central Silk Board, Ranchi, Central Leather Research Institute, Madras, Fisheries' College Mangalore, Indian lac Research Institute Namtumb (Bihar), ICAR and NCERT, New Delhi were associated in preparation of the syllabuses, besides different IITs and Polytechniques. The draft syllabuses were also

exposed to a larger group of teachers and experts for feed back. A good many of them were further improved in the light of suggestions received. A draft prospectus was also brought in Nov. 1976 and circulated to different concerned agencies.

2. During the process of formulation of syllabuses however, the Board has been very eager to take note of the new developments taking place in the field of education. In June this year, there was a national conference organized by the NCERT on curriculum for the plus two stage. The Curriculum Committee of the NCERT has suggested the structure of courses in its document "Higher Secondary Education and its Vocationalization" brought out recently. To be in line with the national thinking, the CBSE has revised its courses.

The new pattern of courses

3. The pattern of courses envisaged now for academic and vocational streams is as under :

<i>Course</i>	<i>Time allocation</i>
A. (i) Language	10% time for all streams.
(ii) General studies (social, economic, scientific, etc.)	15% time for all streams.
B. Science, Social - Science, Humanities, including literature.	75% time for the academic stream.

- C. Science, Social – 25% time for vocational
Science and Huma- stream.
nities courses relevant
to understand the basis
and scope of the con-
cerned vocations.
- D. Vocational and 50% time for the voca-
practical work. tional stream.

The core-course under category 'A' is being carefully thought out in collaboration with the NCERT and it is proposed to teach beside a language, important things like Contemporary India, Culture of India, Science and Society and problems of rural development and how to tackle them.

It is an essential feature of vocationalization that there is vocational education and not mere vocational training.

The new examination system

4. Another important recommendation made is the introduction of the semester system in the plus two stage. The broad outlines in accordance with this are being thought out as follows:

- (a) The assessment of First, Second and Third Semesters may be done internally. The answerbooks should be preserved by the school, to be made available to the Board for test checking.
- (b) The Board may send the question-papers to the schools for all the three semesters to ensure uniformity of standard and leave the

evaluation to the schools. The question papers will be based on the course prescribed for the particular semester only.

- (c) For laboratory/practical work, the Board will, however, not supply the papers.
- (d) The Board may conduct an external examination at the end of Fourth Semester in the syllabus for that semester and award a certificate which may also mention the Grades awarded to the student by the school in the last three semesters.

The Board after necessary review plans to bring out the re-structured syllabus by the next session.

The New Grading System

In order to bring uniformity in Grades being awarded at the University level and school level, the Board has now decided to adopt the system of Grades on 7-point scale in the following manner. This will replace the 5-point scale earlier announced. The new Grade system will be made applicable for the Secondary School Examinations of 1977.

Grade A	-	Excellent
Grade B	-	Very Good
Grade C	-	Good
Grade D	-	Average
Grade E	-	Fair
Grade F	-	Marginal
Grade G	-	Poor

Criteria for admission to Class XI

Consequent upon the introduction of Grading system, the Board has also evolved criteria for admission to Class XI (Statement attached).

Follow up of the First Stage

(i) **Revision of Courses:** Though the syllabi and courses for the first stage of the new pattern, i.e. Classes IX and X, were well received by educational institutions, however, in the light of comments received by the Board, it has decided to further improve the syllabuses. Accordingly, courses have been rationalized and at places pruned to lighten the burden on students. The syllabuses in History, Geography, Physics Chemistry, Mathematics and Life Sciences are the ones which have undergone modifications.

(ii) **The Revision of Text books:** In conformity with the syllabuses the textbooks have also been modified. The Board has brought out totally modified versions of the books of Economics and Civics. It also took the task of the preparation of the book of Commerce and has brought it out both in English and Hindi. It was also felt that the students were in acute need of a good book in Health Education. The Board took this venture and in collaboration with NCERT and Central Bureau of Health Education has prepared a textbook on the subject which is now in press.

As the Board is a central body to which schools from remote areas of the country are affiliated speaking different regional languages, it also

kept in view the demand of students needing books in their respective mother tongues. Under this programme the books of Sciences and Social Sciences in Urdu and Punjabi media were made available to the students with the assistance of Chandigarh Administration and Urdu Tarraqū Board, New Delhi.

(iii) **Orientation of Teachers :** The Board has been organizing a number of Summer Institutes every year to orient the teachers of its member-schools in the new course contents. Since certain modern methods of teaching and new innovations have been adopted in the syllabi and courses of 10+2 pattern, this feature has become all the more important. As a part of its phased programme, the Board has organised during the period under report a number of Summer Institutes on all-India basis and oriented about 5,000 more teachers in different subjects with the help of NCERT. For conducting different programmes the Board took assistance of sister agencies like Directorate of Education, Delhi, Kendriya Vidyalaya Sangathan and NCERT, New Delhi. Summer Institutes were also organised in a number of Work-Experiences like Batik, Tie and Dye, Commercial Art, Gardening, Electronic gadgets, etc. The duration of the programmes varied from 2 weeks to 4 weeks. Efforts were made that the teachers are oriented simultaneously in related Sciences like Physics and Chemistry.

Prior to these programmes, the Directors and resource persons who conducted the Summer Institutes were also oriented by the NCERT, New Delhi.

Publicity Material

As a part of the publicity drive for the new system of 10+2 pattern, the Board brought out a brochure on 10+2+3 system in collaboration with the Ministry of Education and Social Welfare, New Delhi. About one lakh copies of the said brochure were published which were distributed to various educational agencies and displayed in a number of workshops and public discussions on the new system of education. The brochure was very much appreciated by teachers, students and their parents for its unique feature of highlighting the different aspects of the new 10+2 pattern. The publicity drive was also strengthened by publishing more and more material about it in the Board's quarterly journal CENBOSEC-News & Views-which included articles written by its officers and other educationalists.

The CBSE also brought out a pamphlet on 10+2 pattern giving its salient features for use by public on mass scale. This was distributed by the Board throughout the country.

Project Technology Programme

As reported earlier, the Central Board is making constant efforts to improve teaching of Sciences and Mathematics in its member-schools. The new methodology of teaching Science with Project Method is being encouraged by organizing workshops in Project Technology and giving advance training to the Science teachers in U. K. As a follow up of this programme, the second workshop in series was conducted by the Board at Lawrence

School Lovedale (Tamil Nadu) this summer in July 1976. The first workshop was held at Sanawar (Simla Hills) in 1975. About 30 Science teachers in Physics, Chemistry and life Sciences were given advance training at Lovedale in new innovations of teaching Sciences through Project Method. A few of the teachers who had undergone training in the first workshop were also involved in order to enrich the discussions with their previous experience. The schools are being encouraged to develop various projects in their class rooms and also bring them to the notice of other schools, For this purpose the Board has provided a regular feature in its quarterly journal CENBOSEC News & Views wherein the project briefs developed in different schools are published for making all the member-schools conversant with them.

The Board has made selection of the first batch of six teachers for advance training in Project Technology in U. K. These teachers are to leave for England in the beginning of 1977.

CBSE-Camet Link

About 5 years back the Board had taken up a project of orientating its Mathematics teachers in the methodology of teaching in U. K. in collaboration with CAMET and CEDO, U. K. Under this programme three teachers are sent every year to England for getting advance training in school Mathematics teaching and also for developing material based on the Board's syllabus of Mathematics being taught in Indian schools. So far the 12 teachers in 4 batches have already undergone

training and the 5th batch of three teachers is getting training in U. K. this year. The material developed by these trained teachers has been published by the Board in the form of a book under the title 'Mathematics for Secondary Classes'. These teachers on return from U. K. also assist the Board in conducting its orientation programmes for the benefit of other teachers working in the member-schools of the Board. Under this project two workshops are also held every year in which about 100 teachers are trained by the Indian Resource Persons and the British Experts associated with the Project. This year two sub workshops were conducted at Daly College, Indore and St. Xavier School, Delhi.

Sports Meet

Keeping in view the need for all-round development of personality of the students the Board has launched upon a new programme of Sports Meets for the students of its member-schools. Under this programme the first National Sports Meet was held last year in December 1975. This was preceded by Zonal Meets held in Haryana, Orissa, Madhya Pradesh and Madras. This new Venture of the Board got appreciation from all corners of Education and Sports. Being encouraged by its unique success the Board is now holding the second National Sports Meet towards the end of Dec., 1976. About 250 schools will be participating in this Meet. Zonal meets have been held recently.

Visitors From Abroad

Taking note of the explosion of knowledge going on in the field of education and the need for

innovations, it is considered expedient to keep abreast with the trends in other countries. A number of foreign experts are, therefore, invited by the Board in order to take advantage of their ideas and experience. For modernizing the teaching of Sciences Mr. F. Groom and Mr. Osbaldiston of the Polytechnic of Nottingham, U. K. were invited by the Board last year to conduct its programmes. Similarly, Prof. A. C. Bajpai, Head of the Dept. of Mathematics, University of Technology, Loughborough, and Mr. B. Percival of the Grammar School of Loughborough, U. K., visited the Board for conducting its programmes in Mathematics. Mr. John Deakin, specialist in Examination Procedures of British Council, London, also paid a visit to the Board in February 1976 in connection with a seminar on evaluation in public examinations.

CENBOSEC News & Views

The Board has been bringing out its quarterly journal, CENBOSEC News and Views which depicts the important activities and advancements made in the field of Secondary Education and acquaints its member-schools and other educational institutions with policies and programmes of the Board.

APPENDIX A

Central Board of Secondary Education New Delhi

Admission Criteria for class XI under the new scheme

The Board has decided to award subject-wise Grades at the Secondary School Examination on a seven-point scale as follows:

Grade A	—	Excellent
Grade B	—	Very Good
Grade C	—	Good
Grade D	—	Average
Grade E	—	Fair
Grade F	—	Marginal
Grade G	—	Poor

In order to be eligible for admission to class XI under the new pattern, a student should fulfill the following requirements:

- a) For admission to Academic Stream, he should have obtained;
 - i) at least, Grade 'C' in Maths. and Sciences, Grade 'D' in the concerned language and at least Grade 'E' in the remaining subjects of the Secondary School Examination, if he wishes to offer Science Subjects in class XI; or
 - ii) at least Grade 'D' in one of the two languages (preferably at higher level) and in Social Sciences and at least Grade 'E' in the remaining subjects of the Secondary School Examination, if he wishes to offer Social Sciences subjects or humanities subjects in class XI; or
 - iii) at least Grade 'D' in Mathematics and in Social Sciences and the concerned language,

- and at least Grade 'E' in the remaining subjects, if he wishes to offer Commerce subjects in class XI; or
- iv) at least Grade 'D' in the respective language (s) and other related base subjects, and at least Grade 'E' in the remaining subjects of the Secondary School Examination, if he wishes to offer subjects other than those mentioned in (i), (ii) & (iii) above in class XI.
- b) For admission to Vocational stream, he should have obtained:-
- i) at least Grade 'D' in Work-Experience, the related basic sciences or social sciences and at least Grade 'E' in the remaining subjects of the Secondary School Examination. For a vocation like Stenography, he should have obtained at least Grade 'D' in work-experience and the concerned language. For Poultry Farming, he should have obtained, for example, at least Grade 'D' in work-experience and in Sciences.
- c) If a student has secured lower than Grade 'E' in any one of the remaining subjects mentioned in (a) or (b) above, he may be considered eligible for admission to academic or vocational stream in class XI provided he has obtained at least Grade 'B' in some other subject. If he has secured lower than Grade 'E' in any two subjects, he may be considered eligible for admission to class XI provided he has obtained at least Grade 'B' in other two subjects, one of them being a subject of external examination. No student will be eligible for admission to class XI if he has got lower than Grade 'E' in three or more subjects.
- d) If a student has been exempted from any subject by the Board on medical or other grounds, that subject will not be taken into account for purpose of admission to class XI.

