

adventures in secondary education

(twenty-five years of progress)



FOR REFERENCE ONLY



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RAJ-A

BOARD OF SECONDARY EDUCATION, RAJASTHAN
AJMER



Trophies and Shields awaiting the meritorious students and schools showing best results

FOREWORD

I have great pleasure in presenting the progress of the Board at this juncture when we have completed 25 years of our successful adventurous journey.

The Rajasthan Board of Secondary Education was established under the legislative enactment in the year 1957. In 1958 the total number of students who appeared in the examination was 40101. In 1983 we had 3,26,417 students who appeared for examinations in various courses under its purview that is Secondary, Higher Secondary, Praveshika and Upadhyaya.

In 1957 the Board started functioning in Jaipur. It was shifted to Ajmer in December 1961 and was accommodated in a rented building. The construction of Board's own building started in the year 1970 and was completed in the year 1975-76. The building has unique arrangement for storage of answer-books. It has a spacious structure with beautiful architectural design and has a 'commanding situation on the roadside.

The quality of evaluation depends upon the quality of curriculum, text-books and teaching methods. It has always been our endeavour to maintain and promote quality in these spheres. In almost all the subjects objective questions have been introduced.

The Board undertakes a large number of academic programmes. It organizes workshops for training paper-setters. Inservice training is provided to teachers in various improved techniques of evaluation including practical examinations. The orientation is given to teachers regarding enriched content matter. Question Banks in various subjects are being prepared to help the teachers and students. For teachers there is an annual programme of Paper Reading Seminar where they present innovations, action researches and studies on various disciplines. Teachers who secure first three positions are awarded cash prizes by the Board.

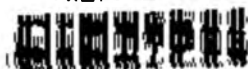
For the all-round development of the students, Internal Assessment Scheme has been introduced. The Headmasters and teachers are trained and are supplied guideline literature to implement the scheme effectively. Schools doing outstanding work in this field are given prizes. A number of other States have also adopted the Internal Assessment Scheme on our lines.

We also encourage schools to take up Research Projects on educational problems as to find out feasible solutions.

Regular statistics of examination results is maintained faculty-wise, school-wise and district-wise so that the good and the weak pockets are indentified. Scheme of awards to best students and the schools is our regular feature. Schools having very poor results are inspected for providing remedial measures. Schools having very good results are also inspected to find out their strong points for further dissemination.

Correspondence Courses is one of the special features of the Board. Through Correspondence lessons and contact programmes students who appear privately are able to get guidance. Frequent postal guidance through response sheets is also

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provided with a view to enhancing their attainment. The clientele generally consists of dropouts, push-outs and working men and women who have a quest for learning. About 15 thousand students are enrolled in the Correspondence Courses every year. Thus, the Board is catering to educational needs of the deprived sections of society in a big way.

The Board also undertakes welfare activities for students. It provides financial help for Educational Tours, Games and Sports, for promoting Scouting and Guiding, for purchase of text-books for poor students, State Science Fair, School Projects, etc.

A quarterly bilingual Journal titled "The Rajasthan Board Journal of Education" is being published regularly. Its present number of subscribers has risen to about 14,000. It is being subscribed not only in India but by some neighbouring countries also.

This is the only Board in India which has taken up the bold experiment of granting autonomy to two schools i.e. Banasthali Vidyapeeth and Vidya Bhawan since July 1974, as per suggestion of the Kothari Commission.

To ensure the quality of education relevant to the needs of the nation, important curriculum inputs have been provided such as Population Education, National Integration, Health & Environmental Education, Freedom Struggle, etc. in the text and other books of the Board.

We have a programme of gradually nationalizing all our books. Out of the 215 books the Board already has 73 books as its own publications, 18 more books would be published this year by the Board. Reviewing and re-writing of the books is being done as a regular feature.

Keeping in view the idea of Open School system, an important decision has been taken this year to allow all the persons to appear privately at the Secondary School Examination without age and pre-schooling restrictions.

Teacher's Welfare Fund has been created which is utilised to give financial help to the teachers' wards for prosecuting professional education as well as financial assistance to the families of the deceased teachers.

Our Board is one of the most innovative and progressive in undertaking academic and evaluation programmes. We get full support and collaboration from the N.C.E.R.T., New Delhi.

For all this progress the credit goes to the former Chairmen, Members of the Board, Secretaries - past and present, staff members of the Board, officers of the Education Department, Principals, Headmasters and Teachers who have contributed in making the Board what it is today. I would like to express my gratitude to all of them.

I am thankful for the support and co-operation of the Government of Rajasthan due to which we are able to go ahead successfully in our ventures.

Ajmer
January, 1984

J. S. MEHTA
Chairman

Unit,
Educational
Planning
110016
DOC. No... 2207
Date... 29-2-84

BOARD OF SECONDARY EDUCATION, RAJASTHAN

ADVENTURES IN SECONDARY EDUCATION

In pursuance of the recommendations of Secondary Education Commission, the Govt. of Rajasthan established a separate Board to improve the system of Secondary Education in the State. This Board came into existence in August 1957 under the Rajasthan Secondary Education Act 1957.

The Physical Plant

The Board started functioning at Jaipur in a rented building in Gandhinagar in August 1957. Its headquarters were shifted to Ajmer as per recommendations of Rao Committee appointed by the Govt. of Rajasthan w.e.f 1st December 1961. In Ajmer the office was housed in a rented building. The construction of a proper building for the office of the Board had been felt for a long time as the old rented buildings could not cope with its expanding requirements. The construction work of the building which was started in the year 1970 after the long strenuous efforts of the chairman Shri K. L. Bordia bore fruit. An imposing edifice with a carpet area of about 1 lac sq.ft. stands today on the National Highway No. 8 on Ajmer—Jaipur Road. The construction work was completed in the year 1975-76. A sum of Rs. Sixty lacs has so far been spent on it. The campus of the building was given a lustrous and inspiring look during the tenure of the chairmanship of Shri S. P.

Singh Bhandari. The building with its green and ornamental parks leaves an abiding aesthetic impression on the passers by. In recent years several apartments have also been got constructed in the backside of the building to cater to requirements like Godowns, Cycle sheds and the shed for parking scooters etc.

A Guest House has also become ready. This year we plan to construct a staff colony, beginning with quarters for low income group staff and a canteen, whose foundation stone is being laid now.

Quest for Quality

The Board started functioning in 1957 and has completed 25 years of its successful working. The first few years were devoted by the Board to the establishment of a firm organisational base. Once a firm foundation was laid, the time became ripe for taking up a variety of progressive measures for qualitative improvement of secondary education like launching upon an objective based system of examination reforms, designing of proper tools of measurement and evaluation, preparation and publication of educational literature and instructional material, modernisation of syllabus, imparting inservice training for orientation in the subject matter, methodology and evaluation techniques and the devising of strategies for improving results of the candidates etc.

This quest for the quality education at the secondary stage has been the main motive force which the Board has been pursuing since its inception. A wholesome picture of the Board's progress during the last twenty five years is depicted in this brochure. The Silver Jubilee marks a historical event for pondering on what has been accomplished so far and what the future potentialities of growth lie ahead.

Organisational Set-up

The Board is an Autonomous Body, constituted under the Rajasthan Secondary Education Act, 1957. The organisational set up, as provided under the Act, is as under :—

1. The Board

It is an executive body consisting of 34 members under the following categories nominated by the Govt. of Rajasthan for a period of 3 years from the date of notification in the official gazette :—

(A) *Ex-Officio Members*

Directors, Departments of Primary & Secondary Education, Technical Education, Sanskrit Education, Ayurvedic, N.C.C. and the Industries & Com. Departments.

(B) *Elected Members*

(a) Three members elected by the senate of each University in the State of Rajasthan, one from each of the faculties of Arts, Science and Commerce by rotation.

(b) Two Principals or Professors of Degree or Post Graduate Colleges affiliated to the University of Rajasthan of whom one shall be a woman, elected by the senate of the University.

(c) Two representatives of the Teachers' Association of the State selected by its executive.

(C) *Nominated Members (By State Govt.)*

(a) Four persons — one each from Engineering College, Medical College, Agriculture College and the Veterinary College of the status of Principal or Dean.

(b) One expert in Physical education.

(c) Two persons representing inspecting officers of Education Department.

(d) Eight persons representing heads of recognised institutions in the State of whom atleast two shall be heads of Girls institutions and two shall be heads of privately managed institutions.

(e) One principal of State Teachers Training College.

(f) One member considered by the State Government fit and necessary to represent such interests as are not otherwise represented.

(g) Two members of Legislative Assembly to be nominated by the Speaker.

D) *Co-Opted Members*

Two distinguished educationists co-opted by Board.

The Board constitutes the undernoted committees as per provisions of the Act to carry on day to day academic, financial and administrative business etc.

1. Examinations Committee

There are 7 members in this Committee who are elected by the Board in addition to the Chairman and the Director

of Primary & Secondary Education. The Secretary of the Board works as Member Secretary in this Committee. This committee deals with all matters relating to the scheme of examination, marking scheme, rules for conduct of examinations and equivalence of examinations etc, etc

2. Curriculum Committee

All the Conveners of the Committees of Courses, Chairman, Director of Primary & Secondary Education, Secretary of the Board and two nominated members recommended by Director, Primary & Secondary Education from the State Institute of Educational Research & Training are the members of this committee. This committee mainly deals with the approval of the curriculum and books recommended by the Committees of Courses.

3. Recognition Committee

This committee consists of 6 members elected by the Board of which atleast one from the heads of Secondary and one from Higher Secondary Schools, one Principal of a Post-graduate College or University Professor or Principal of a Degree College affiliated to the University, Director of Sanskrit Education, and Chairman and the Director of Primary & Secondary Education. Secretary of the Board acts as Member Secretary of the Committee. The main functions of this committee are to consider applications submitted by the Institutions for recognition of their classes for Secondary and Higher Secondary Examinations in different groups and subjects and all other work related to it. This committee also prescribes the minimum qualifications of teachers for teaching different subjects and the equipment and building requirements in Institutions

4. Evaluation Committee

The committee consists of 8 members—Two Heads of Institutions recognized by the Board, two Principals of Teachers Training Colleges, one Principal of Degree or Post-graduate College, one member from SIERT and two eminent educationists, Chairman, and Director of Primary & Secondary Education. Secretary of the Board acts as Member Secretary. The main functions of the Committee are to draw out programmes of examination reforms, suggest steps for research programmes and new concepts of evaluation and curricular constructions. This Committee also plans various educational development programmes and problems and guides the academic unit in undertaking and implementing educational schemes and academic work.

5. Finance Committee

This committee consists of 6 members elected by the Board of whom one shall be financial expert, Chairman and the Director of Primary & Secondary Education. Secretary of the Board acts as Member Secretary. This committee mainly considers the annual budget and acts as an advisory committee for financial aspects of the Board.

6. Results Committee

This committee consists of 3 heads of Institutions atleast one each from secondary and higher secondary schools (to be nominated by the Chairman every year), the Director of Primary & Secondary Education, Chairman and the Secretary. This Committee deals with all the matters connected with the declaration of results of students and other allied problems

7. Autonomous Schools Committee

This committee consists of 3 educational experts nominated by the Chairman out of which one shall be the member of the Board. Director of Primary & Secondary Education or his representative, one representative of the Autonomous Schools (to be nominated by the Chairman) and the Secretary. The Director, Evaluation & Academic Programmes of the Board acts as the member Secretary. This committee deals with all the matters and problems related to autonomous schools and the schemes of examinations for such schools.

8. Curriculum Development Committee

This committee consists of 10 members elected by the Board out of which five shall be the members of the Board. The Director, Evaluation and Academic Programmes of the Board is an Ex-Officio member and Convener of the Committee. The main function of this committee is to suggest improvements in books and courses.

9. Committees of Courses

There are 34 committees of courses for various subjects for recommending scheme of examinations; curriculum and books etc., for different subjects prescribed for the examinations conducted by the Board. There are 5 to 6 members in each

committee of whom atleast 3 are teachers who are actually teaching the subject in secondary and higher secondary classes and one expert in the subject from College or University.

The recommendations of the above noted committees are routed as per Appendix 'A' before being considered and approved by the Board.

Administrative Set up of the Board's Office

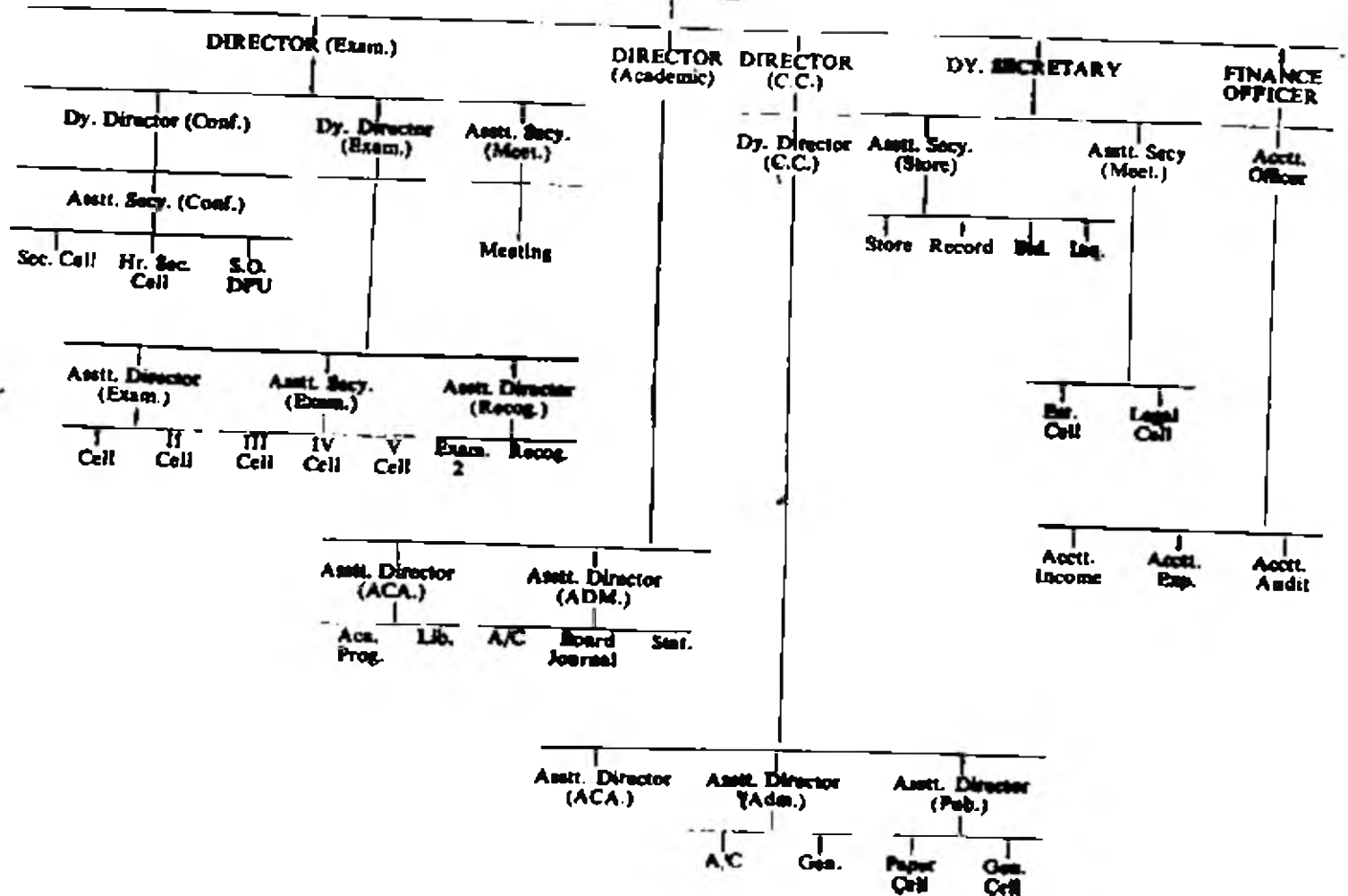
The Board has the following sections to deal with the day to day working :

1. Establishment
2. Accounts
3. Examinations
4. Confidential
5. Data Processing
6. Evaluation and Academic Programmes
7. Publication
8. Correspondence Courses
9. Recognition
10. Estate (including Stores, Enquiry and Records)
11. Meetings
12. Documents cell (exam, 2)

The work of all the the above noted sections is looked after by the officers and officials in the Board as on opposite Page.

CHAIRMAN

SECRETARY



(1) In all the major Sections the set up is as under :

- (a) Section Officer
- (b) Senior Assistant
- (c) Assistants I
- (d) Assistants II

(2) Smaller Sections like, Enquiry, Legal Cell, Records, Meetings etc. are headed by Senior Assistants. These Sections

have Assistants Grade I & II in required number.

Besides the officers noted above, there are about 434 persons in Ministerial and 133 persons in class IV cadre in the Board to execute the work.

The following distinguished persons have worked as Chairman and Secretary of the Board for the periods noted against each :

Chairman

1. Prof. G. C. Chatterjee	01.08.57 to 16.03.60
2. Shri Madan Mohan Verma	17.03.60 to 16.03.62
3. Shri Laxmi Lal Joshi	17.03.62 to 16.03.68
4. Shri Keshri Lal Bordia	04.05.68 to 03.05.74
5. Shri S. P. Singh Bhandari	10.12.75 to 27.11.79
6. Shri M. G. Bhatwadekar	12.02.80 to 26.07.80
7. Shri P. B. Mathur (Administrator)	03.05.81 to 15.03.82
8. Shri J. S. Mehta	16.02.82 to date

N.B. During the intervening periods the Director, of Primary & Secondary Education, Rajasthan looked after the work of Chairman in the capacity of Vice-Chairman of the Board.

Secretaries

1. Shri R. K. Agarwal	01.08.57 to 30.06.67
2. Shri T. K. Dandia	01.07.67 to 30.06.68
3. Shri Tilak Ram Bhanot	31.08.68 to 14.08.70
4. Shri B. B. Gupta	19.08.70 to 15.05.74
5. Shri N. S. Tanwar	16.05.74 to 20.06.75
6. (Dr.) S. K. Sharma	21.06.75 to 27.10.78
7. Shri A. V. Vajpayee	28.10.78 to 14.03.79
8. Shri Gajraj Jain	15.03.79 to 28.02.81
9. Shri P. N. Dalal	01.03.81 to 31.10.82
10. Shri Gopal Lal Badgoonjar	20.11.82 to 30.11.83
11. Shri Devendra Pal Singh	10.12.83 to date

Changing Patterns in the Scheme of Studies

Prior to the establishment of the Board in the year 1957, the University of Rajasthan conducted the High School Examination at the end of class X and the Intermediate Examination at the end of class XII.

The Board after its establishment conducted the following examinations for the first time in 1958 :-

- (a) High School Examination (Rajasthan University Pattern)
- (b) Higher Secondary Examination.
- (c) Intermediate Examination (Rajasthan University Pattern)

The Intermediate Examination continued upto 1962 and its High School Examination upto 1964. The three year Composite Higher Secondary Examination continued upto 1961.

One of the urgent task before the Board was to reframe its courses of study and improve the examination system in the light of the recommendations of the Improvement & Co-ordination of Standards Committee set up during the tenure of Professor G. C. Chatterjee, with a view to suggesting measures for improvement in standards of performance of students, as the results of Higher Secondary Examination of 1958 and 1959 were very low.

The staggered scheme of three year Higher Secondary Examination was introduced in Schools in July 1959 and the first Higher Secondary Examination conducted in 1962. According to the scheme candidates could clear part I Examination at the end of Class X in General Science, Social Studies, Ele. Mathematics and Craft and

Part II at the end of Class XI in Hindi, English and three optionals in the group offered with a proviso that in the case of candidates not clearing Part I at the end of class X could be allowed to appear in all the subjects at the end of class XI provided that they came out successfully in the internal examinations conducted by the school at the end of class X.

The last High School Examination under the old pattern was conducted in March 1964 and from 1965 onward the nomenclature of the examination was changed to Secondary School Examination and has continued since then. The Part I examination (at the end of Class X) was done away with in 1972. Since then a one year (Class XI) Higher Secondary Examination has been in force.

The Praveshika and Upadhyaya Examinations were taken over by the Board from the Education Department in 1964 and since then the Board has been conducting these examinations regularly.

At present the Board is conducting following four types of examinations :-

1. Secondary School Examination (2 yr. course)
2. Higher Secondary Examination (1 yr. course)
3. Praveshika Pariksha (2 yr. course)
4. Upadhyaya Pariksha (1 year course)

The Board is on the threshold of switching over to the 10+2 pattern. It made adequate preparations for implementing the revised pattern as early as 1976 but for want of a green signal from the State Government its implementation has been held in abeyance. The Board is still trying its best for shaping and implementing the 10+2 scheme and a number

of meetings of experts and educationists were organised between 1976 to 1982 with a view to reviving the scheme of 10+2 according to the latest available knowledge about the modifications of the scheme in other states of the country.

However, the concept of S.U.P.W. in place of craft as suggested by various committees is being considered worth introducing even in the existing 10+1 Pattern replacing the subject of craft.

Growth in the number of Institutions affiliated to the Board

The number of recognised institutions was as follows at the time of establishment of the Board in the year 1957 :

(a) High Schools	280
(b) Intermediate Colleges	59
(c) Higher Secondary/Multipurpose Higher Secondary Schools	99
	<u>438</u>

The position of affiliated schools has increased progressively and the position in 1982-83 is as under :

(a) Secondary Schools	1773
(b) Higher Secondary Schools	719
(c) Sanskrit Schools recognised for Praveshika Examination	91
(d) Sanskrit Schools recognised for Upadhyaya	48
	<u>2631</u>

Number of Candidates

The Board took its first examinations in the year 1958, since then the number of candidates appearing at the Board's examinations has increased progressively. Cover block depicts the graphic position of such progress.

The growth is revealed in the following tabular statements :

1958 Examinations		1983 Examinations	
High School	29,142	Secondary School Examination	2,08,220
Higher Secondary	2,093	Higher Secondary Examination	1,16,163
Intermediate	8,866	Praveshika Examination	1,357
		Upadhyaya Examination	677
Total	<u>40,101</u>	Total	<u>3,26,417</u>

With this enormous increase in the number of examinees, the number of

centres for holding examinations has also risen from about 92 in 1958 to 787 in 1982.

LAUNCHING OF EXAMINATION REFORMS

Introduction of Cumulative Record Scheme—The First Faltering Step

An humble beginning in examination reforms was made in the academic session

1959-60. The Board introduced a scheme for the maintenance of "Cumulative Record" marks of students (to the extent of 10%) in all subjects at the Higher Sec-

dary level w.e.f. the academic session 1959-60 and at the secondary level w.e.f. the academic session 1963-64. The purpose was to assess the students' performance in periodical and terminal tests held in schools and add marks to his score obtained at the final examination conducted by the Board. This scheme continued for 2-3 years but was dispensed with later on as the marks awarded in the internal tests ceased to have any positive correlation with the marks awarded in the Public Examinations conducted by the Board

Oral Examinations

Oral examinations were started in the subjects of Hindi and English Compulsory at the Secondary level with view to improving the power of oral expression and recitation amongst the students. This scheme continued for about 3-4 years only. 10% weightage was given to the oral examination for testing these skills by school teacher which could not be assessed through the written tests.

The Board also introduced one word or short answer questions at the Secondary and Higher Secondary Examinations with effect from the examinations of 1962. In this connection, the Board prepared some test material and circulated them amongst schools for the guidance of teachers.

But these so called Examination Reforms were merely of ephemeral nature and did not touch even the fringe of the problem.

The Reforms

In July, 1964, the Board made a first concentrated effort to introduce the objective based pattern of question papers with

a view to (a) ensuring the reliability and validity of the question papers (b) motivating teachers to render the teaching objective based, and (c) encouraging students to make fuller coverage of the syllabus rather than concentrate on a few topics which are susceptible to testing only through essay type questions. With these objectives in view the Board, with the help of N.C.E.R.T., approved a Plan of Examination Reforms which included under its fold the following programmes :

- (i) Introduction of new objective based questions to the extent of about 30% of the total marks allotted to a question paper.
- (ii) Training of paper-setters in setting the new type of objective based question papers.
- (iii) Orientation of teachers and headmasters in the new concept of evaluation and objective based procedures of teaching and testing.
- (iv) Formulation of objectives of teaching in different subjects and the revision of syllabuses and textbooks on those lines.

As the programme developed, the following additional schemes were undertaken :

- (i) An improved pattern of Practical Examination was introduced in Physics, Chemistry, and Biology subjects.
- (ii) The topic "Evaluation" was got incorporated in B. Ed. syllabus of the Universities in Rajasthan.

A brief summary of different programmes undertaken is given below :

1 Introduction of New Objective Based Question Papers

The objective of teaching subjects prescribed at the Secondary and Higher Secondary Examinations of the Board were worked out, published and sent to schools on the basis of which the schools are now imparting instructions and conducting internal tests and local examinations. The objective based pattern of question papers was adopted in three subjects w.e.f. 1964-65. By the year 1965-66 all the Compulsory and major optional papers were set on the pattern of the objective based questions. The Pattern was gradually extended to other subjects. The objective based question papers include a harmonious blend of objective type, short answer type, very short answer type and essay type questions. There were, however, a few subjects in which the objective type and the short answer type questions were not introduced owing to the number of candidates appearing in them being small. From the examinations of 1982, all such question papers include 30% to 40% short answer type questions. The coverage of syllabus in the classroom through this testing device has spread-over all the units of the course in the subjects.

2. Training of Paper Setters on Scientific Lines

With the introduction of new objective based questions in the question papers, a dire need of training the paper setters in the technique of setting the papers was felt. The Board undertook the programme and organised a number of workshops to train Paper Setters and Resource Persons. Initially, this training programme was taken in collaboration with the N.C.E.R.T. in the

year 1965 but now the Board is doing it independently. 1027 paper setters, in different subjects have been imparted training in the procedures and techniques of designing objective based question papers through 24 workshops so far. The Board intends to organise a few more workshops for Paper Setters in 1983-84 with a view to replenishing the panels of Paper Setters. Besides training of Paper setters for the public examinations conducted by the Board, the training of Paper Setters for the common examinations held at the district level has also been taken up by the Board from the academic year 1982 onwards. It is hoped that this measure will improve the quality of question papers set for the local examinations also. Indirectly a pool of resource persons will be made available for each district to train teachers in the modern concepts of evaluation.

Evaluation material in the form of (a) sample question papers, (b) Unit Tests and (c) objectives of teaching (prepared subject wise) had been sent in advance to schools for reference and guidance of teachers. This material is also sent to the schools as and when they are upgraded from Middle to Secondary and from Secondary to Higher Secondary.

Orientation of Teachers In the Concepts of Evaluation

With a view to orienting teachers in the modern concepts of evaluation, orientation courses have been organised practically in all the subjects. Until now 6,676 teachers working in the schools have been oriented in the new concepts of evaluation and measurement through 146 workshops. Every year provision of such workshops is kept.

3. Modernisation of Curriculum and Inservice Training of Teachers

A reform of great significance undertaken by the Board was the modernisation of Curricula specially in science subjects like physics, chemistry, biology and mathematics. First of all small working groups of experts were requested to draw up outline syllabi for different subjects, on the basis of which the committees of courses drew up detailed syllabi and sent them to teachers in schools for opinion. The syllabi were then finalised with modifications based on the suggestions made by teachers. The enriched syllabi were introduced at the Secondary and the Higher Secondary stage in 1972 and 1973 respectively. Having adopted the syllabus, the next step was to get text-books prepared. During the first two years, books were invited from publishers and selected by the Board. In the following years the Board got its own books prepared by panels of specially selected authors. The third and the most important step was to train teachers in the new syllabi.

The Board undertook a phased programme for the training of all science teachers of Secondary and Higher Secondary Schools by organising Summer Institutes, mostly at University Departments or Post graduate Colleges in Rajasthan. The training programme was started in the summer vacation of 1970. Most of the teachers teaching optional science subjects to Classes IX, X and XI have been oriented in the new concepts of syllabus since then. The Summer Institutes and refresher courses were also started for other faculties in 1971 and since then 17,231 teachers have been trained and oriented in the latest developments in social sciences and

humanities. The details of these seminars are as under :

<i>Particulars of Programmes</i>	<i>No. of Programmes</i>	<i>No. of Participants</i>
Summer Institutes in Physics, Chemistry, Biology, General Science and Mathematics	141	7,577
Orientation Workshops	146	6,676
Refresher Courses in Social Sciences and Humanities	32	1,364
Seminars on 10+2	19	1,614

4. Extension Lectures

Although the Board had been organising Seminars, Workshops, Refresher Courses and Summer Institutes frequently for the orientation of teachers teaching different subjects, it was felt that there were some topics which the teachers found difficult to teach. The Board, therefore, took up a programme of arranging extension lectures on difficult topics. About 500 extension lectures were arranged every year from 1974-75 to 1979-80. This step was taken as a follow up measure to make up the deficiencies felt by teachers in teaching the revised curriculum in Mathematics, Economics, Civics, History, Geography and English (Compulsory) for a few years in selected schools.

5. Introduction of Improved Pattern of Practical Examinations

The Board developed, in collaboration with the NCERT, a new pattern of practical examinations in Physics, Chemistry and Biology at the Secondary School and the Higher Secondary Examinations. The

new pattern of practical examinations in these subjects at the Higher Secondary stage has been introduced from 1968 and at the Secondary School Examination from 1969.

Examiners for conducting the new type of practical examinations in Physics, Chemistry and Biology have been trained by holding two to three day workshops in each subject and a brochure containing the details of the new pattern has been made available to all schools.

6. Research Projects

Analysis of Question Papers

The Board introduced the objective based question papers on scientific lines in 1967. Gradually, this reform was adopted in a number of subjects of Secondary and Higher Secondary Examinations. Such objective based question papers, it was apprehended in some quarters, had become static and voices were raised against the continuance of the Multiple Choice type of questions in Section 'A' of the paper. The Board set up a committee in the year 1975 for assessing the efficacy of the objective based pattern of question papers and suggesting measures for eradicating the evils which might have crept into the new pattern. The committee set up subjectwise working groups and prepared new models of question papers in those subjects. The Board, consequent upon the recommendations of the committee, made changes in the pattern of question papers. The major change suggested in the scheme of question papers was that the weightage on the multiple choice type questions be reduced in number replacing them with a suitable number of very short answer type questions. It was also made clear to frame Multiple

Choice Type Questions with a view to testing higher abilities rather than testing simple recall or recognition etc. All other features of the objective based question papers were retained. The following benefits, it is widely acknowledged, have accrued on account of the introduction of the new pattern of question papers :

- (a) question papers now cover the maximum content from the entire syllabus. Candidates, therefore, do not concentrate only on a few selected topics and teachers have also become vigilant and careful to cover the entire syllabus.
- (b) teaching learning process is now becoming more objective based, as the scheme provides proper weightages to the cognitive, affective and psychomotor domains of each subject which have been worked out in details and the question papers conform to the prescribed weightages to the different teaching objectives, forms of questions and the units of courses in each subject.
- (c) Curricula and text-books have been revised in the light of the objectives formulated for each subject.
- (d) the scoring key is now an integral part of the system of setting question papers which helps the examiners in maintaining a uniform mode of assessment and increasing reliability.
- (e) The paper setting has now ceased to be an individual affair. It is being prepared by a team and is further moderated after discussions between the paper setters and the moderators.

The Board, in the year 1981-82 had taken up another project of Analysis of Question Papers of the last five years, so that the system may get a fresh lease of

life. A five member working group for each of the subjects of Hindi Comp., English Comp., Sanskrit (III Language), Physics, Chemistry, Mathematics, General Science, Civics, History, Geography, Economics, Social Studies and Book-keeping had been appointed to assess and evaluate the efficacy of the question papers set for the Secondary School Examination for the last five years. The groups developed proformas for the detailed analysis in terms of weightage to contents; weightage to objectives and to the forms of questions. The group located the defects of each question of each year's paper. The group also assessed as to what extent the significant content area had been covered. The difficulty level of each question was also assessed on the three point scales. Estimated time needed for Section A and Section B was another important area of analysis. A similar analysis of papers in Mr. Sec. Examinations of 1979 to 1981 was done in 8 subjects — Physics, Chemistry, Biology Mathematics, Commercial Practice, History, Geography, Civics and Economics. Subjectwise Comprehensive Reports in those subjects have been finalised to be reviewed by various committees of the Board and for suggesting further improvements in the pattern of question paper setting.

(b) *Analysis of the errors committed by examinees :*

With a view to assessing the effectiveness of the objective based pattern of question papers and analysing the errors committed by candidates in terms of objectives, and other variables, the Board took up a comprehensive Research Project in collaboration with the N.C.E.R.T. The

project covered a number of subjects like English, General Science, Ele. Maths., Physics, Chemistry and Optional Mathematics. The study was mainly based on the answer-scripts of the candidates appearing at the Board's Examinations conducted in the year 1972, the sample of answer books being collected on the basis of the stratified sampling technique. The findings of the study throw ample light on the efficacy of the question papers, mental processes involved in solving questions and errors committed by candidates under each mental process or step involved in solving the questions. The difficulty value, plausibility and functional value of all types of distractors in the multiple choice type questions have been duly studied in the project.

In this study Kernel errors committed by candidates have been spotted and the consequential errors committed by candidates in different areas of testing have been listed, if not identified precisely. The discovery of mental processes may also go a long way in formulating and developing a sound methodology, appropriate to the abilities required in solving a problem or resolving an issue.

The Reports of studies were made available to all schools. The findings of the reports were discussed in the meetings of Headmasters Forum in each district and a remedial plan of action was developed by them for implementation in their institutions.

7. Incentives to Teachers in Preparation of Educational Material

The Board has started a programme of encouraging teachers to prepare diagnostic tests, related instructional material

and take up relevant class-room studies. Twenty-three Projects were sanctioned in the year 1979-80. A workshop of such teachers was held to guide individual teachers to finalise their project designs and then they were given financial assistance to complete the project in the institution. The programme has been getting encouragement from the Institutions and is being carried out again in 1982-83.

8. Ongoing Research Studies

Comprehensive Research Project :

The Board has now launched upon a Comprehensive research project with a view to study the following :

1. To find out the correlation between the achievement of Section A and Section B.
2. To find out the correlation between the achievement of multiple choice questions and very short answer type questions and so also between the Short answer type questions and essay type questions.
3. To find out the reliability of the multiple choice type questions.
4. To find out the difficulty level of each question and of each paper
5. To find out the discriminative value of the questions
6. To assess the extent to which a question fulfils the specific objective.
7. To ascertain to what extent teaching points responded by pupils in short answer type questions and essay type.

500 answer books in each of the subject of English, Maths., Hindi, History and Physics have been taken out on a random sampling basis from amongst the answer

books of the candidates who appeared at the Secondary School Examination, 1980. Tabulators were appointed to tabulate the marks obtained in each question from the answer books in each subject in ascending order in the proforma developed for the purpose. Tabulation was then got checked by the checkers and the Mean Values for each item have been worked out. The following steps are yet to be taken to complete the study :

1. Computerising for correlation between Section 'A' and Section 'B'.
2. Computerising for correlation between 4 forms of questions i.e. Multiple Choice, Very Short answer type, Short answer type and Essay type.
3. Calculating discriminative values of each item.
4. Appointing working groups for tabulating the marks and teaching points responded in each short answer and essay type question of each subject.
5. Finalising the report on the basis of findings.

From the Mean Values, it has been revealed that candidates offering Science group have obtained higher mean score than pupils offering Commerce and Arts groups and the combined mean score for the year 1980 in these 5 subjects range between 34.4 to 38.58. The study will also reveal the achievement of pupils in terms of each point of the scoring key of all questions set in the question paper in the subjects under study. Indirectly, it will give a clear glimpse of the effectiveness of teaching points, imparted in the classrooms atleast in regard to the areas tested in the question papers

8. Question Bank

The Board proposes to have Question Bank for pooling suitable questions for testing objectives of higher abilities i.e. understanding, application of knowledge and skills in as many subjects as possible. The question bank is intended to be used by teachers for improving classroom teaching. Questions from the Bank will not be directly drawn for setting question papers. The Questions have been invited from the subject teachers from all over Rajasthan in the following 8 subjects, to start with :

Civics	} Under Social Sciences for the Higher Secondary level
Geography	
History	
Economics	
Ele Maths	} For the Secondary level
Gen. Science	

5068 questions have been received from various school teachers in the above noted subjects. Working groups of subject experts have scrutinised and refined them. 1291 questions received from teachers have been approved. Teachers, whose questions were approved, have been paid @ Re. 1/- per question. While scrutinising the questions it was felt that some topics and units were left uncovered. The working groups of four expert members in each of these subjects were, therefore, called in the Board's office to prepare and finalise the questions on such topics and units. The pool of Question Bank is based on almost all the specifications of instructional objectives. The Board will publish these questions after due editing and circulate them in schools for ascertaining their usefulness in improving classroom teaching.

9 Analysis of Question Papers for Class IX

As the duration of the course for the Secondary School Examination is of two years and class IX is considered as a preparatory class for the candidates appearing at the Secondary School Examination, it was felt that the standard of the papers set by the Common Examination Centres at the district level for class IX should be examined and analysed keeping in view the following aspects :

- Whether the weightage to objectives as laid down by the Board is being adhered to ?
- Whether the questions given in the question papers cover the units prescribed for being taught in class IX, as per syllabus of the Board.
- Whether the weightage given to the forms of questions given in the question papers is in the same proportion as for the papers, set by the Board.
- Whether there are any defects in framing of the questions and if the marks allotted to each question are according to the Board pattern.
- Whether the difficulty level, time and internal choice etc. are properly balanced as is the normal practice with the question papers prescribed by the Board

A working group was appointed by the Board to analyse the papers of class IX set at the district level common examination centres in the subjects of General Science and Ele. Mathematics, Social Studies, History, Civics, Economics, Geography and Commercial practice. It has been revealed from the analysis that the following major

defects and deficiencies exist in the papers set by the common examination centres :—

- (a) Proper blue-print and marking scheme have not been developed before setting the question papers.
- (b) Some of the significant content areas have been left from being tested in these question papers.
- (c) Framing of questions bears no originality. Most of the questions have been copied out from text books, market notes or previous years' papers.
- (d) Question papers have, however, been found unbalanced in regard to difficulty level, time and the forms of questions.

Centre-wise reports and findings as per recommendations of working group have been sent to the respective conveners of common examination centres with an intimation to the concerned District Education Officer alongwith suggestions for the improvement of question papers.

10. Regular Statistical Analysis of Examination Results

Statistical analysis of examination results is a regular feature of our evaluation programme. The following dimensions of the statistical study have now become an integral part of the preparation of data for examination results :—

1. Classification of schools based on a 10 point scale of measuring results for the various examinations conducted by the Board.
2. Faculty-wise, school-wise and district-wise analysis of examination results.
3. Identification of schools giving results below the pass percentage of private candidates.
4. Achievement of schools both in quality and quantity based on the achievement Index (calculated on the accepted formula).
5. Listing the awards i.e. shields, medals, etc. for the guidance of Board and prospective donors of the awards.
6. Comprehensive studies showing the factors which are responsible for giving excellent results as well as poor results by schools.
7. Identification of schools which show remarkable improvement in the examination results year to year.
8. Listing the best schools for different examinations on the basis of the achievement index.
9. Subject-wise results for each kind of examination and the highest scores awarded in each subject.

Besides the above regular features, some basic data about various examination results have been prepared right from the inception of the Board. These data are sent to departmental authorities, district authorities and published in the Board's Journal.

11. Comprehensive Internal Assessment Scheme

Another bold and progressive measure introduced from 1967-68 was to widen the area of evaluation to the total personality of the student, known as *Comprehensive Internal Assessment Scheme*. It brings under assessment such aspects of a student's progress as cannot be covered by the Board's Public Examination. It covers, besides the areas of scholastic achievement, the area of games and physical, cultural, co-curricular activities, interest, attitude



Shri Shiv Charan Mathur giving away trophy to a head of institution for best results



Little scientists, the buds of new hopes convincing the chief guest of their progress



'Creativity is the soul of teaching', Chairman giving away the prizes at State Level Paper Reading Seminar



**“सर्वतो भद्रं कर्तव्यं विच्यत”
Let the good thoughts may come to us from all directions. Participants during Paper Reading Seminar**



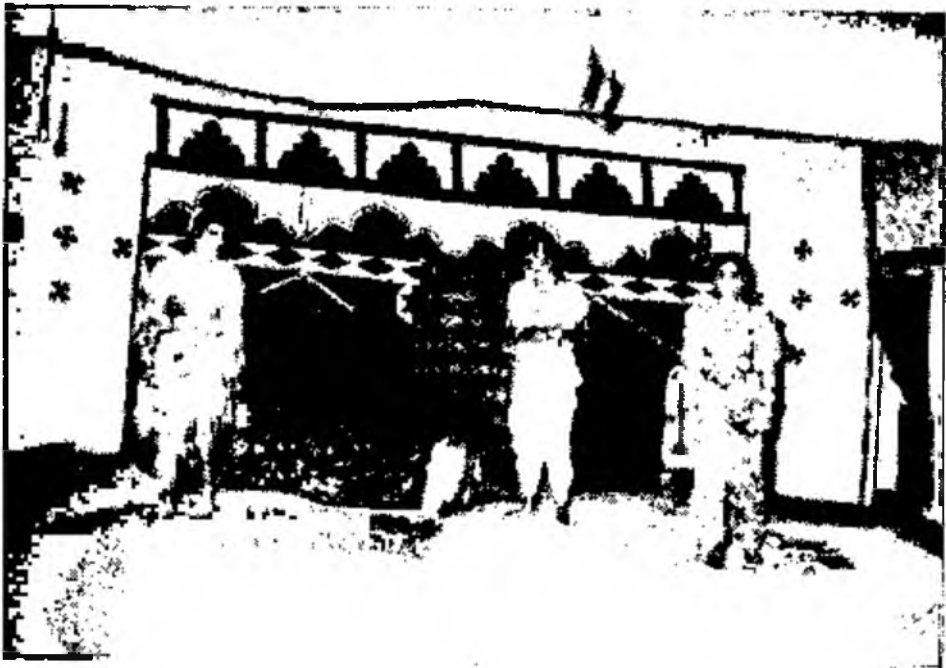
Annual Conference of the Council of Boards of Secondary Education being inaugurated by the Union Deputy Minister for Education, Shri P.K. Thungan



Union Deputy Minister for Education (second from right) sitting among the participants of the COBSE



Shri H. L. Devpura, Revenue Minister Inaugurating the Silver Jubilee Celebrations



A scene from the mythological drama staged by the Board's Staff Club

and other personality traits. Definite objective rating scales have been evolved in the various areas. On the basis of the records maintained under this scheme in the school, each student is awarded a separate certificate known as 'Internal Assessment Certificate' by the Headmaster of the School, mentioning his attainment in both scholastic and non-scholastic areas during the period of schooling.

Our Board was the first to implement the scheme in the country. *Outside India this scheme is popularly known as the Rajasthan Scheme of Comprehensive Internal Assessment.* Tamilnadu State, which has introduced the scheme in its schools, has adopted the features that characterise our scheme. There is a great demand from other states about the literature of this scheme from the Board.

Since the introduction of the scheme of Internal Assessment in all the recognised Secondary and Higher Secondary Schools, it has been simplified twice, once in the year 1971 and again in 1979-80, on the basis of the feedback received from schools. The Board has published the simplified and revised version of the Manual of Instructions and made it available to schools. A series of booklets on the organisation of the following activities for the guidance of teachers have also been published and supplied to schools:

1. Dramatics
2. Creative writing
3. Poetry recitation
4. Science Club & Projects
5. Social Service in Schools
6. Declamation
7. Games & Sports.

One more booklet on "Attitudes" has been prepared which is ready for press.

The Board gets some selected schools inspected every year to find out whether the scheme of Internal Assessment is being implemented in the schools satisfactorily. The Inspectors appointed by the Board, being trained resource persons in the scheme, also give on the spot guidance to the institutions. The Board awards appreciation certificates to the institutions which implements the scheme most efficiently. 40 schools were awarded such certificates in 1979-80 and 8 schools have been awarded the certificates in 1980-81.

This scheme has also been introduced in the Sanskrit institutions recognised for Praveshika and Upadhyaya examinations from the year 1980. For the successful implementation of the scheme in these institutions the Board organised a workshop for the training of Heads of institutions and teachers incharge of the scheme. 59 Heads of the Sanskrit Institutions and teachers were trained in this workshop.

Uptill now 39 workshops have been organised by the Board for giving training to the Heads of institutions for efficient implementation of the Internal Assessment Scheme and 1651 Head Masters have been trained. Since last year the Board has also taken up a project of training the incharge teachers of this scheme besides the headmasters. 776 such teachers have also been trained.

During the year 1979 (the International Children's Year) the Board organised competitions in the areas of Creative Writing, Drawing & Painting and Preparation of Working Models in Science at the

District as well as at the State Level. Students rated I, II, III, IV and V were awarded cash prizes of Rs. 500/-. 400/-. 300/-. 200/- and 100/- respectively. 47 competitors selected from the District Level competitions participated at the State Level.

With a view to strengthening the scheme, district level competitions in a few internal assessment activities have also been introduced from the session 1980-81. Winners from Schools are awarded medals by the Board. State Level competitions were held in the internal assessment activities and the students securing first and second positions at the District level were awarded certificates and the ones getting position at the State level were awarded medals for securing I and II positions.

12. Continuing Education—A New Venture

The Board established three Continuing Education Centres, one each at Jodhpur, Udaipur and Sardarsahar (Churu) in collaboration with the N.C.E.R.T., New Delhi in 1978. In these centres a comprehensive programme of inservice training of local as well as teachers of adjacent areas was undertaken. The programme undertaken at these centres included orientation in evaluation techniques, refurbishing knowledge in the subject matter, helping teachers develop methodology and preparation of teaching aids for classroom teaching. Teachers were drawn from the neighbouring areas. The programme continued till 1980.

Paper Reading Seminar

With a view to arousing the interest of teachers in the problems of education,

paper reading seminars are being organised by the Board at District headquarters as well as at the State Level for the past eight years. The teachers whose papers are rated best at the district level are invited to read papers at the State Level Paper Reading Seminar. During the year 1983 the Eighth State Level Seminar was held at Ajmer in the month of July 1983 wherein 24 selected teachers participated. The selection was made out of papers read at district level. Prizes were awarded by the Board to the teachers whose papers were rated best at the district (Rs. 100 to I, Rs. 60 to II and Rs. 40 to III) as well as at State Level Seminars (Rs. 300 to I, Rs. 150 to II & Rs. 100 to III). The seminar gives opportunities to teachers to think independently, study intensively, listen patiently and express themselves fearlessly. It is thus a unique academic programme undertaken by the Board. The year-wise figures given below speak of the popularity of the programme themselves :

	<i>Papers read at district level</i>	<i>Papers read at State level</i>
1974-75	95	18
1975-76	175	22
1976-77	150	29
1977-78	138	20
1978-79	104	22
1979-80	135	23
1980-81	137	19
1981-82	169	29
1982-83	117	24

Publication of Board's Journal

The Board started publishing a quarterly bilingual Educational Journal entitled "The Rajasthan Board Journal of Education" from October 1964. Apart from

containing articles of high educational value with special reference to Secondary Education, the Journal also serves as a forum for the exchange of ideas and publishes new educational practices, experiments and programmes launched by various educational agencies in the country and abroad. The number of annual subscribers of the Journal has now gone upto 14,000. The special issues of Journal have been particularly popular with teachers. The special issues on Evaluation, Analysis of Question Papers and 10+2 pattern and the January-June 1980 issue of the journal devoted to Educational Innovations in Asia come under this category. Articles for the issue of Educational Innovations in Asia were contributed by eminent educationists from Bangladesh, Indonesia, Malaysia, Pakistan, Philippines, Srilanka, Thailand and India.

Correspondence Courses

In order to provide guidance to private candidates to prepare for the Higher Secondary Examination, the Board established a Correspondence Course Wing in February 1968. Under this scheme private candidates appearing at the Higher Secondary Examination of the Board are provided coaching through postal lessons and contact programmes. The number of candidates enrolled under the scheme for the Higher Secondary Examination held in 1983 was 11275.

Besides sending lessons, personal contact programmes are also organised by the Board with a view to removing the difficulties of candidates and providing them on the spot guidance. In the session 1983-84 Contact Programmes are being organised at 18 Centres mostly at District Headquarters of Rajasthan.

The Board has also extended the scheme of correspondence course to Secondary level with effect from the session 1977-78. In the beginning lessons in only two compulsory subjects i.e. English and Ele. Mathematics were sent to students appearing at the Secondary school examination as private candidates. In the year 1979-80 one more subject of General Science was added. Now subjects under commerce group have also been included in this scheme. The scheme being optional, lessons are sent to only those candidates who pay the normal fee prescribed by the Board.

With a view to making the scheme more simple and popular for students, the Board has taken a few new steps from the session 1982-83 viz. (1) the prospectus and application forms for correspondence course have been made available to students through the Forwarding Officers of Higher Secondary Schools in Rajasthan instead of making them available only from the Board office and (ii) the Board has decided to make correspondence course lessons available at concessional rates to such girl candidates also as are not enrolled in this scheme under rules.

Correspondence Lessons in all the subjects have been got revised. Lessons are also available in English Medium in Physics Chemistry, Biology, Civics & History.

Autonomous Schools

The Board granted autonomy to two schools i.e. Banasthali Vidyapeeth, Banasthali and Vidyabhawan, Udaipur from July 1974. These institutions are conducting secondary school examination since the examination of 1976. The Banasthali Vidyapeeth started conducting Higher

Secondary Examination from 1977 on the basis of the syllabuses and books adopted by them. These institutions are managing conduct of examination, assessment of answer books and declaration of results etc. by themselves. The marks sheets and certificates are, however, issued under the seal of the Board. Rules have also been framed for the grant of autonomy to schools.

A committee consisting of Professor M. V. Mathur, Shri M. R. Paliwal and the Director of Evaluation & Academic Programmes visited these two autonomous schools from 13th to 15th December, 1981, observed their working, scrutinised their schemes etc. and suggested ways and means for improvement in curriculum, textbooks and the modes of examinations etc. which are presently under the active consideration of the Board.

Vocationalisation of Education—An Experiment that has failed

Literally, new ice was broken when the Board introduced the scheme of vocationalisation of education at the Higher Secondary stage from July 1974 in the selected Higher Secondary Schools in Rajasthan in the following trades :—

1. Radio & Transistor Mechanic
2. Motor Winding
3. Auto Mechanic
4. Stenography and Secretarial practice
5. Tailoring & Dress Designing
6. Pump Mechanics
7. Furniture Repairs

Selected courses were introduced in 17 schools. The number of candidates has progressively declined in these institu-

tions since they were introduced. These courses are now practically extinct.

Physical Education

The Board undertook a significant programme of establishing a school health service. About 100 physical education instructors alongwith their heads of schools were oriented in organising a basic minimum programme of Health Education in the month of October, 1973. A minimum of Health Education Programme was later on developed by the Board with the assistance of the Director of Medical & Health. A book on health education has also been prepared for helping teachers implement Health Education Programme in Schools. The book has been published and sent to all the schools for their use.

Text-books

The Board took in hand the scheme of getting text-books written and published for students. Text-books in the subjects of Hindi and Social Studies were got written, published and introduced w.e.f. July, 1961 and in General Science and English from July 1962. In other subjects books were prescribed or recommended from amongst those submitted by the publishers for consideration.

The Board's policy in regard to the preparation of textbooks has now undergone a great deal of transformation. The Board now invites manuscripts from the authors in different subjects and selects suitable books after their review. In some cases the books have also been got written by the Board through its panel of authors. The number of books got written by the Board and/or selected from out of those submitted by authors and got published

under the authority of the Board has risen to 73. 18 Books are being further written this year and so the Board, by its policy, is heading towards nationalisation gradually. The total number of books including the nationalised and those of the publishers is 215.

The procedure for review of textbooks has also undergone improvement. The criteria of evaluation of each objective have been drawn comprehensively. The reviewers are asked to review books intensively. In addition to the intensive review system, a practice of inviting comments and suggestions from the teachers has also been started. Teachers are also asked to suggest improvements and point out printing errors in the printed books for incorporation and removal in their next editions.

The Board keeps close watch over the printing, get-up and the quality of books published by the publishers. No sooner any deficiency comes in notice, alternate arrangements are made by the Board for publishing the book elsewhere after withdrawing the right of publication from the publisher.

Financial Assistance to Educational Institutions

- (a) A token grant is given by the Board to schools giving good results in public examinations conducted by it for undertaking educational tours. During the year 1982-83 an amount of Rs. 8000/- was allotted for educational tours.
- (b) The Board has also been giving liberal financial assistance for the promotion of Scouting and Guiding movement in Rajasthan. During the year 1982-83

a sum of Rs. 25000/- as recurring grant and Rs. 50,000/- for All India Zamboory was given by the Board.

- (c) In order to help poor boys and girls to purchase text-books a matching grant amounting to Rs. 6,425/- was given by the Board to schools.
- (d) A state level science fair is organised every year by the State Institute of Research & Training with a view to encouraging school boys and girls to utilise their creative impulses by preparing models and exhibits displaying their scientific ingenuity and skills. An amount of Rs. 1000/- is granted by the Board for the award of prizes and enabling the State Level Prize Winners to participate in the National Fair every year.
- (e) The Board also assists the State Institute of Research & Training in holding State Level Essay Writing contests on Science subjects for candidates studying in Class VIII with a view to identifying budding science talents. An amount of Rs. 500/- by way of prizes is granted by the Board every year.
- (f) Special grants are also given by the Board as and when the need arises. A special grant of Rs. 2,000/- is given to the State Institute of Educational Research & Training for publishing a brochure on State Level Science Fair every year.
- (g) During the year 1982-83 the Board granted a sum of Rs. 8000/- for organising District and State Level Tournaments in Rajasthan to the Director, Sanskrit Education Rajasthan.

Honours, Awards and Scholarships

(a) The teachers who won National and State awards are honoured by the Board by presenting them with cash prizes and books at the time of the Annual Function of the Board every year. The practice, started in 1966, is now a regular feature.

(b) The students securing first and second positions in order of merit faculty-wise at the Secondary, Higher Secondary,

Praveshika and Upadhyaya Examinations are awarded gold and silver medals every year since 1958. The women candidates securing first positions at various examinations from amongst the girl candidates are also awarded silver medals if not awarded first or second position in general merit list. These candidates are also called and honoured at the Board's annual function every year

(c) Following running shields are awarded to institutions every year whose results are rated best, on the basis of the formulae approved by the Board for the purpose, noted against each :—

1. Shri L. L. Joshi Shield

For the best result at the Praveshika & Upadhaya Examinations

2. Shri M. M. Verma Shield

For the best result at the Higher Secondary Examination.

3. Shri R. K. Agarwal Shield

For the best result at the Secondary School Examination

4. Shri Khet Singh Rathore Shield

For the best result at the Secondary School Examination in rural area.

5. Smt. Kanku Bai Joshi Shield

For the best result of Girls Schools at the Secondary School Examination in rural area.

6. Shri B. P. Joshi Shield

For the best result in Science Group at the Higher Secondary Examination in rural area.

7. Shri Ram Lal Joshi Shield

For the best result in Arts Group at the Higher Secondary Examination in rural area

8. Shri K. S. Pradhan Shield

For the best result at the Higher Secondary Examination in Ajmer District.

(d) Following cash prizes and medals are also given to the candidates every year for the purpose noted against each:

1. Shri J. N. Khandekar Memorial Cash Prize of Rs. 50/- (started since 1967).

to the candidate obtaining highest marks in optional Maths. in the Higher Secondary Exam. in Ajmer district.

- | | |
|--|--|
| 2. Shri Arun Kumar Nand Lal Dhruv Cash Prize of Rs. 100/- and books for Rs. 36/- (started since 1969). | to the candidate obtaining highest marks at the Secondary School Examination in all the groups. |
| 3. K. S. Parvatibai Alias Ganu Tai Bhatwadakar Silver Medal (Started since 1979). | to the girl candidate obtaining highest marks at the Higher Secondary Examination in all the groups. |
| 4. Shri Shiv Swaroop Simlot Memorial Silver Medal (started since 1974). | to the candidate obtaining first position in Science Group at the Higher Secondary Examination. |
| 5. Shri Chunni Lal Purohit Memorial Silver Medal (started since 1979) | to the candidate securing first position in Science Group at the Higher Secondary Examination. |
| 6. (Smt.) Fateh Kaur Purohit Memorial Silver Medal (started since 1979) | to the candidate securing first position in Commerce Group at the Higher Secondary Examination. |
| 7. (Smt.) Mahantji Mahara) Tulsi Bai Memorial Silver Medal (started since 1979) | to the candidate securing first position in Arts Group at Higher Secondary Examination. |
| 8. Alka Gupta Memorial Silver Medal (since 1983) | to the girl candidate securing first position in Arts Group in Higher Secondary Examination. |

(e) Following scholarships are given to the candidates securing positions in order of merit at the Board's examinations of the amount and for the period noted against each :—

Secondary School Examination

30 Scholarships @ Rs. 40/- each for a period of 12 months to the candidates securing first 10 positions in Humanities, Science and Commerce Groups.

Higher Secondary Examination

30 Scholarships @ Rs. 60/- each for 36 months to candidates securing first 10 positions in order of Merit in Humanities, Science and Commerce Groups.

Praveshika Examination

10 Scholarships @ Rs. 40/- each

for 12 months to candidates securing first 10 positions in order of merit.

Upadhyaya Examination

5 Scholarships @ Rs. 60/- each for 36 months to candidates securing first 5 positions in order of merit.

Teachers' Welfare Fund

A scheme for the welfare of teachers was started in the year 1966 with the joint efforts of examiners and tabulators and the Board. The former contributed 2% of their remuneration and the Board made equal

contribution to the fund. But from the year 1982 the examiners, tabulators, moderators, text-book writers, the lessons framers in correspondence course and the evaluators contribute 3% of their remuneration and the Board contribute 75% of the total contribution made to the fund by them. The fund is utilised for purpose of providing financial assistance to teachers and their dependents who may be in distress due to prolonged illness or permanent disability or untimely death of the bread winner of the family. The benefits from the fund, available for alleviating the distress of needy families, have been extended for the purpose of granting scholarships to the children of teachers earning not more than Rs. 18000/- per annum to enable them to pursue technological or professional courses and to the children of deceased or retired teachers studying in any post secondary Institution since the year 1972-73. For this a separate trust has been formed in the Board and all the demands are processed through a committee appointed for the purpose. In the financial year 1982-83 a sum of Rs. 1,16,650/- has been given as assistance to teachers and Rs. 2,18,800/- as scholarships to their wards.

Welfare Schemes for the Board's Employees

The Board has always had the interests of its employees at heart and has adopted a number of measures for their welfare such as the following :—

1. Contribution made by the Board to the Provident Fund of its employees is at the following rates :—
 On a basic salary of Rs. 790/- per month or below 12%
 On a basic salary of over Rs. 790/- 10%

2. A provision has also been made for gratuity to be paid to employees at prescribed rates at the time of their retirement or resignation from service or on death while in service w.e.f. 1st April 1971.
3. A staff welfare fund has been created for the benefit of the employees. Suitable aids and grants are given to the employees in distress, for marriages of sons and daughters and to the dependents of the deceased employees from out of this fund. A Trust has been formed by the Board for this purpose and the applications received from the employees are considered by this Trust. 125% of the contribution of the staff is contributed annually by the Board to this Fund. Up-till now a sum of Rs. 3715/- has been given as aids and loans to seventeen employees. The employees of the Board contribute 2% from their remuneration towards this fund.
4. A sum of Rs. 3500/- and Rs. 2500/- is contributed as grants to the Staff Club and to the Club of Class IV Servants every year for sports, games and cultural activities respectively.
5. Full tuition fee in respect of self, wife and the children of the employees is reimbursed to them whether they read in any Government or Private School or College of any type. The rates are as under :
 Up to School Education Rs. 35/- p.m.
 Beyond School Education Full
6. The employees of the Board are given advance for purchase of Conveyance—Cycle, Auto vehicle or Car—for three times in their service period, at the following rates :

- | | |
|---------------------------------------|--------------------|
| (a) For purchase of Cycle | Up to Rs. 400/- |
| (b) For purchase of Auto/Scooter etc. | Up to Rs. 8,500/- |
| (c) For purchase of Car | Up to Rs. 30,000/- |
7. The employees are also granted house building advances at the following rates for purchase and construction of house and its repairs etc. at very reasonable rates of interest :—
- | | |
|--|--|
| (a) For purchase and/or Construction of house including land | 60 Months basic pay or 80% of the actual cost whichever is less. |
| (b) For repairs of House | 10 Months basic pay for ancestral House.
7 Months basic pay for 1st advance.
5 Months basic pay for 2nd advance. |
8. The employees of the Board are given medical allowance @ Rs 75/- per month for medical aid. This is paid to them alongwith their pay. Full medical reimbursement is also allowed for indoor treatment and T.B. and cancer cases as per State Government Rules.
9. House rent at the rate admissible to state Government employees is also allowed to all the employees of the Board whether they are living in rented house or in their own house.
10. Loans from out of own contribution to the Provident Fund are granted to the employees to be reimbursed in 60 instalments. Besides the employees are also allowed the facilities of investing their share of Board contribution in Government approved securities and fixed deposits in the Bank
11. Leave Travel concession facility is allowed to employees of the Board once in four years. The employees whose home town is more than 400 kms. from Ajmer are also allowed free travel once
12. Food Grain and Festival advances are given to the employees as per State Government rules.
13. Physically handicapped and blind employees are given the allowances as per state Government rules.
14. Employees Benevolent Fund has also been created w.e.f. 1.1.76 and the employees of the Board are given benefit as per rules of the Fund. A sum of Rs. 5,000/- is given to the dependents of the deceased employee and a sum of Rs. 2,000/- is given on retirement.
15. City Compensatory allowance @ Rs. 10/- per month is also given to the employees w.e.f. 1.1.1981.

It must be said to the credit of the Board's Staff that they have on the whole maintained highly satisfactory standards of Integrity, devotion to duty and the team spirit. They deserve the benefits and facilities extended to them by the Board. It is due to their dependability and sense of responsibility of the staff that the Board has acquired a reputation for the maintenance of secrecy and efficiency in its examinations and academic achievements. They really deserve appreciation for their service.

Finances

With the expansion of Secondary Education in the State, the Income and Expenditure of the Board have also grown rapidly. Suffice to say, the Income of the Board has increased from 10.69 lacs in 1957-58 to Rs. 318.70 lacs in 1982-83 and the expenditure from 3 lacs to 300.22 lacs. By handling the resources carefully the Board has been able to construct the magnificent building costing Rs. 60 lacs.

Expression of Gratitude

Whatever success the Board has achieved in its efforts at improving the quality of education and widening the concept to include the total growth of the student's personality is largely due to the co-operation of the teachers of Rajasthan and the authorities of the Education Department. All through its life of 25 years the Board has received full co-operation and support from the Chief Minister, Education Minister, Education Secretary or Com-

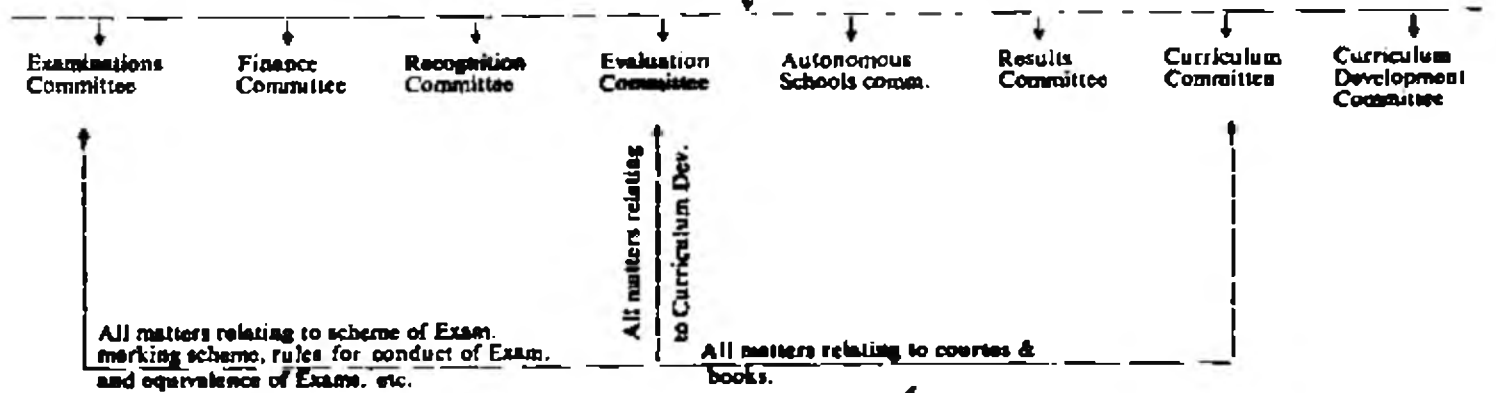
missioner and the Director of Education. The Board offers to them its deep sense of grateful appreciation.

The Administrative Officers of the Directorate also deserve our heartfelt thanks for their co-operation. The annual Educational Seminar and the Administrative Officers Conference held every year provide valuable opportunities for an exchange of views on important problems facing the schools. These conferences enable the representatives of the Board to participate in the planning of education at the State Level and help in finding agreed solutions to common problems.

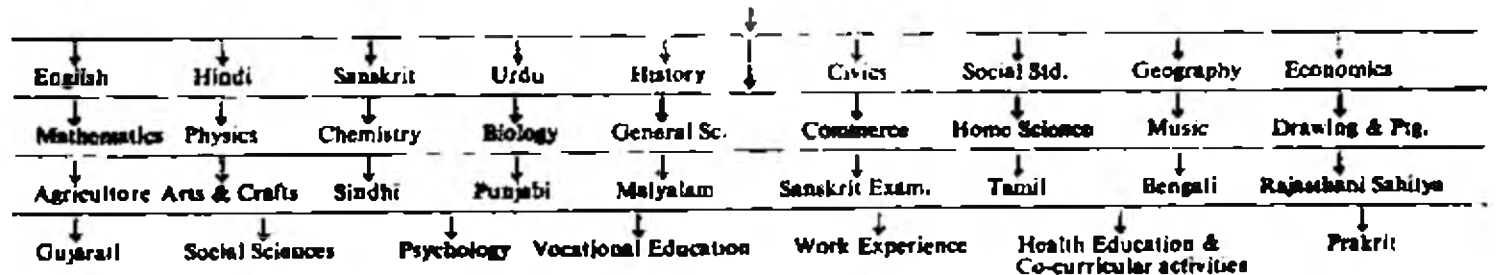
The Headmasters of the Secondary and Higher Secondary Schools in Rajasthan deserve no less our gratitude for their co-operation. Headmasters' Forums of different districts provide opportunities to Headmasters to understand clearly the significance and implications of the programmes introduced by the Board and the suggestions made for improving the quality of teaching. On the other hand the Board also welcomes the feed-back from the schools to its programmes and proposals and modifies them in the light of the classroom situation. On the whole there has developed a close rapport between the Board and the Headmasters. The co-operation and support received from the teaching profession in Rajasthan has evoked a sympathetic response from the Board also. The rates of remuneration paid to examiners of different categories are probably the highest in the country.

BOARD

(Main executive body constituted as per provisions of Rajasthan Secondary Education Act 1957)



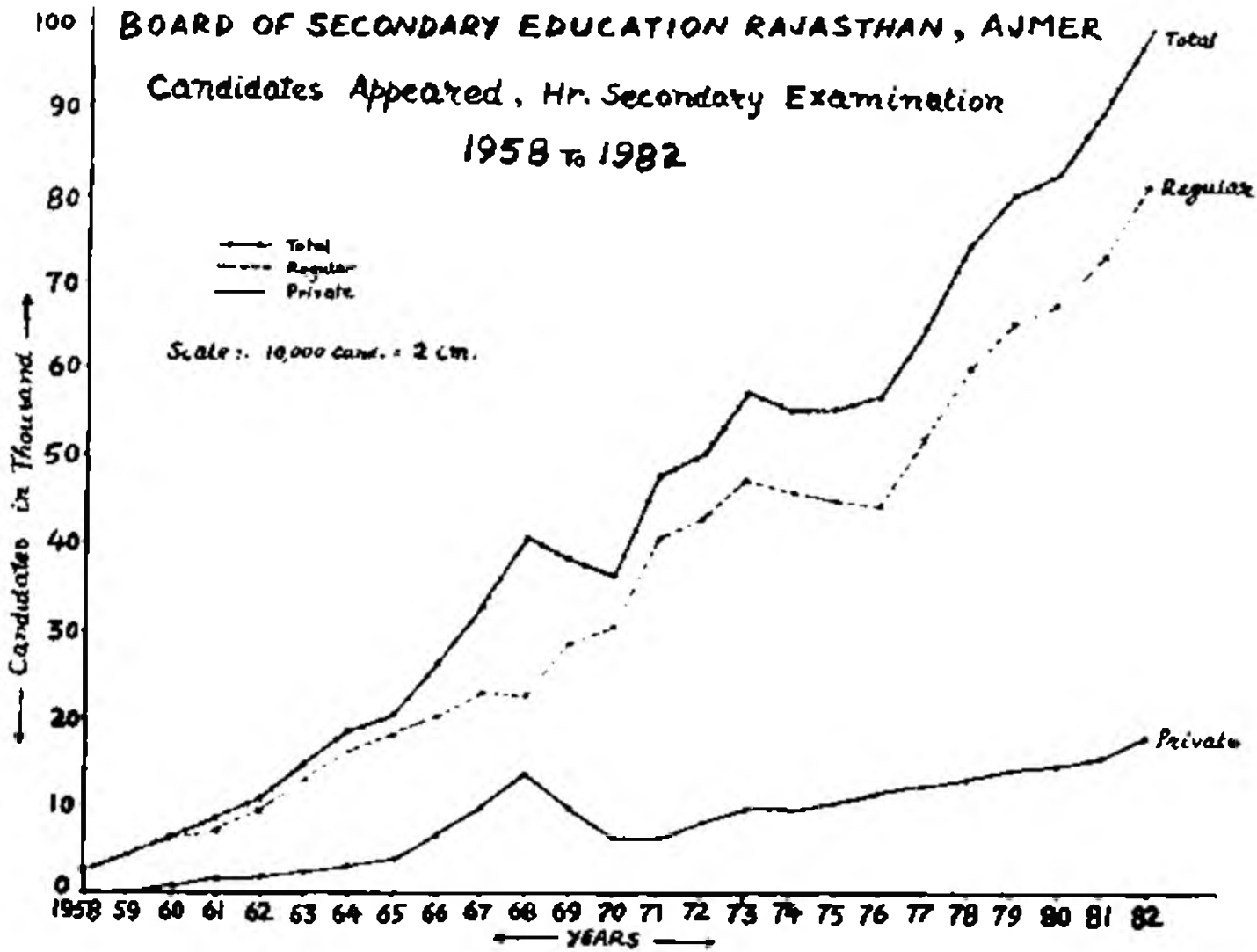
COMMITTEES OF COURSES



BOARD OF SECONDARY EDUCATION RAJASTHAN, AJMER

Candidates Appeared, Hr. Secondary Examination

1958 to 1982



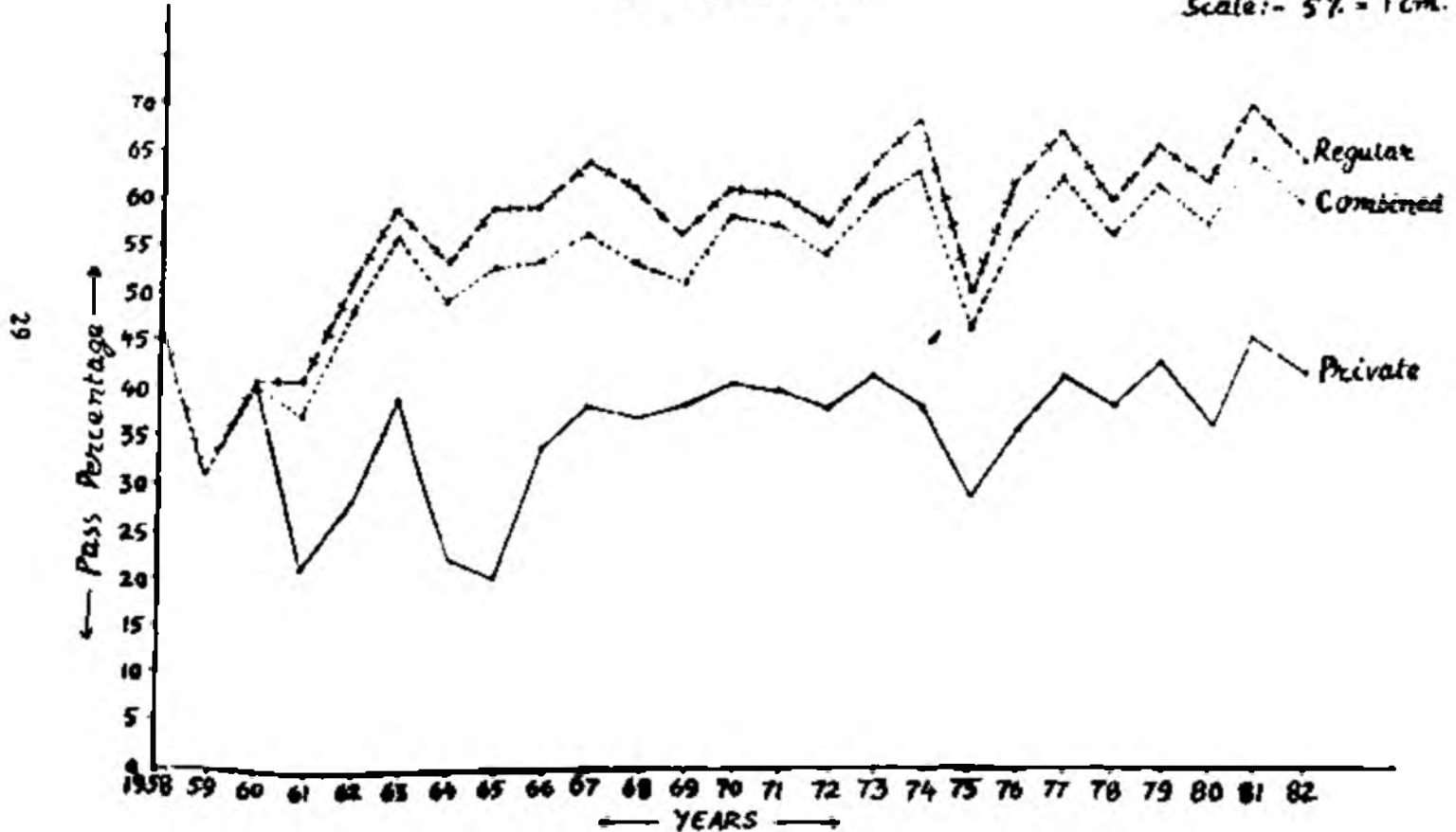
BOARD OF SECONDARY EDUCATION RAJASTHAN, AJMER

Pass Percentage of Hr. SECONDARY EXAMINATION

1958 To 1982

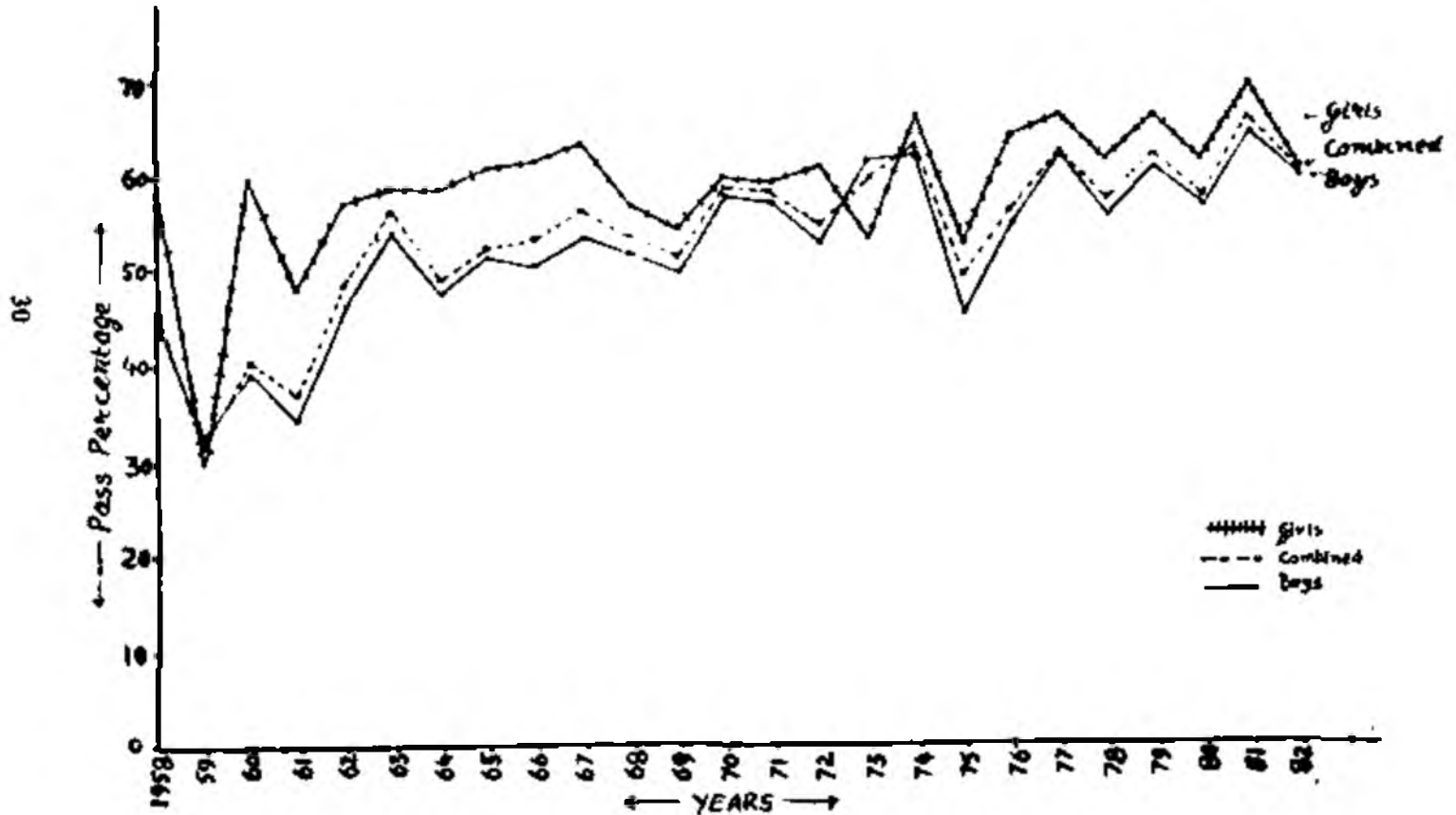
--- Regular
- - - Combined
— Private

Scale:- 5% = 1 cm.



BOARD OF SECONDARY EDUCATION RAJASTHAN, AJMER
PASS PERCENTAGE OF HIGHER SECONDARY EXAM.
1958 TO 1982

Scale :- 10% = 2 cm.

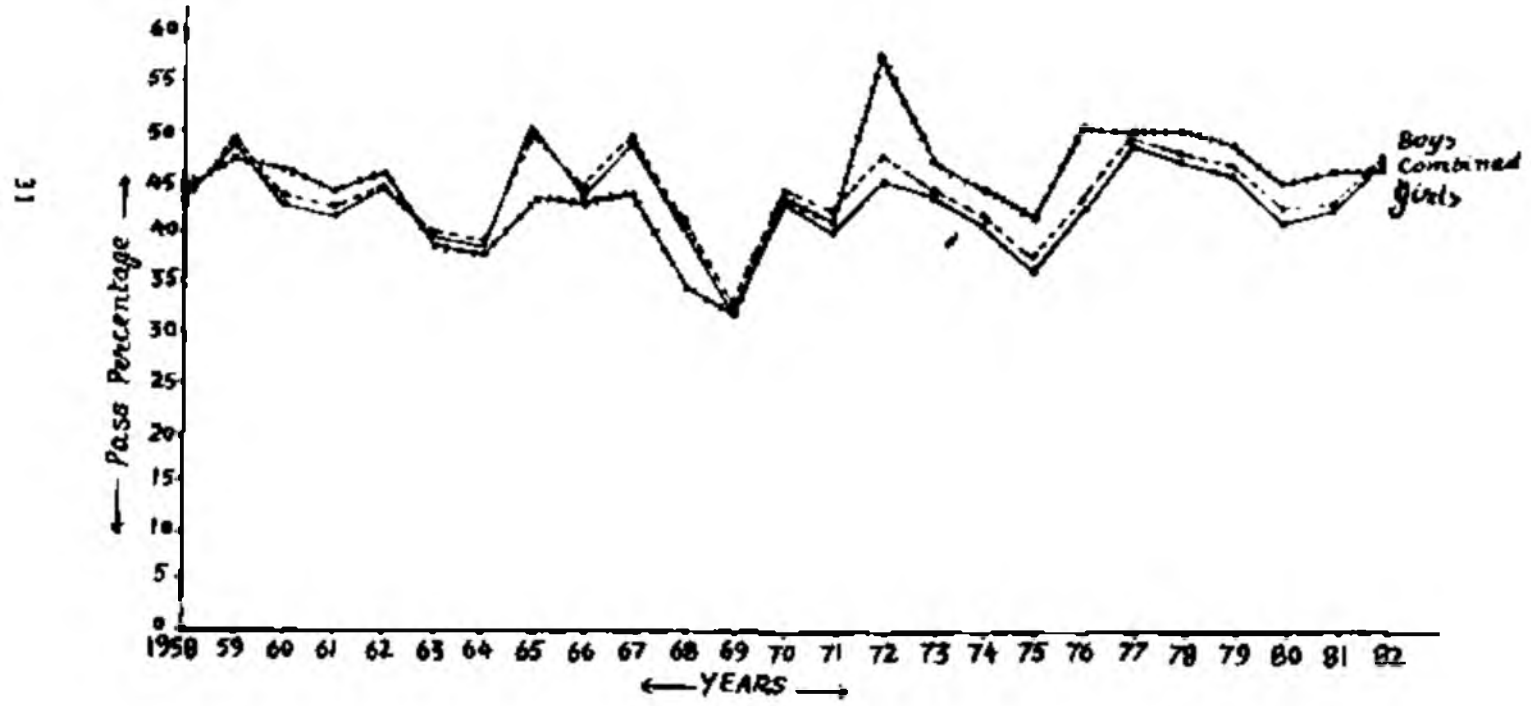


BOARD OF SECONDARY EDUCATION RAJASTHAN, AJMER

PASS PERCENTAGE OF SECONDARY SCHOOL EXAM.

1958 To 1982

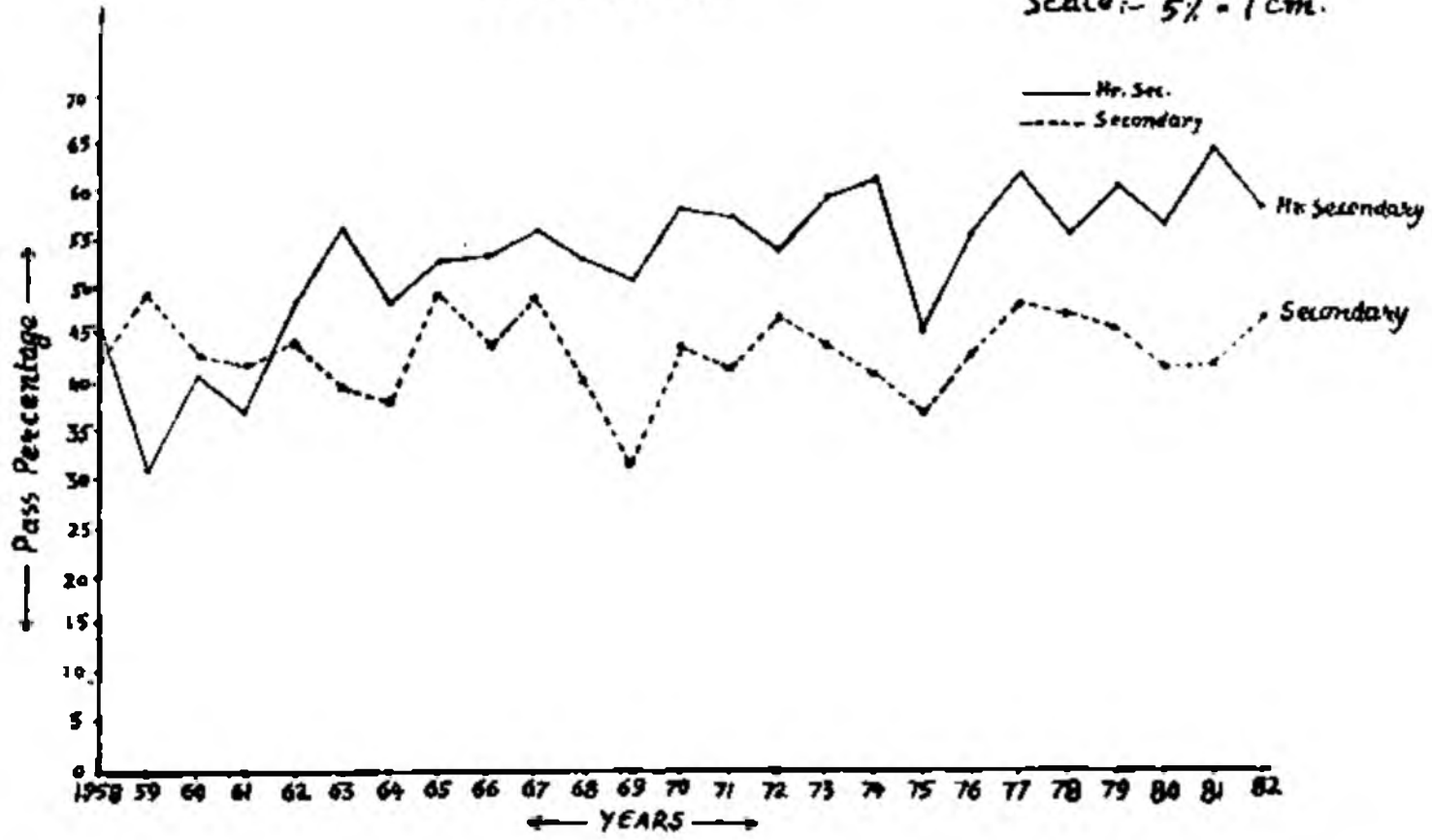
Scale:- 5% = 1 cm



BOARD OF SECONDARY EDUCATION RAJASTHAN, AJMER
OVER ALL PASS PERCENTAGE OF SECONDARY & HR. SECONDARY EXAM.

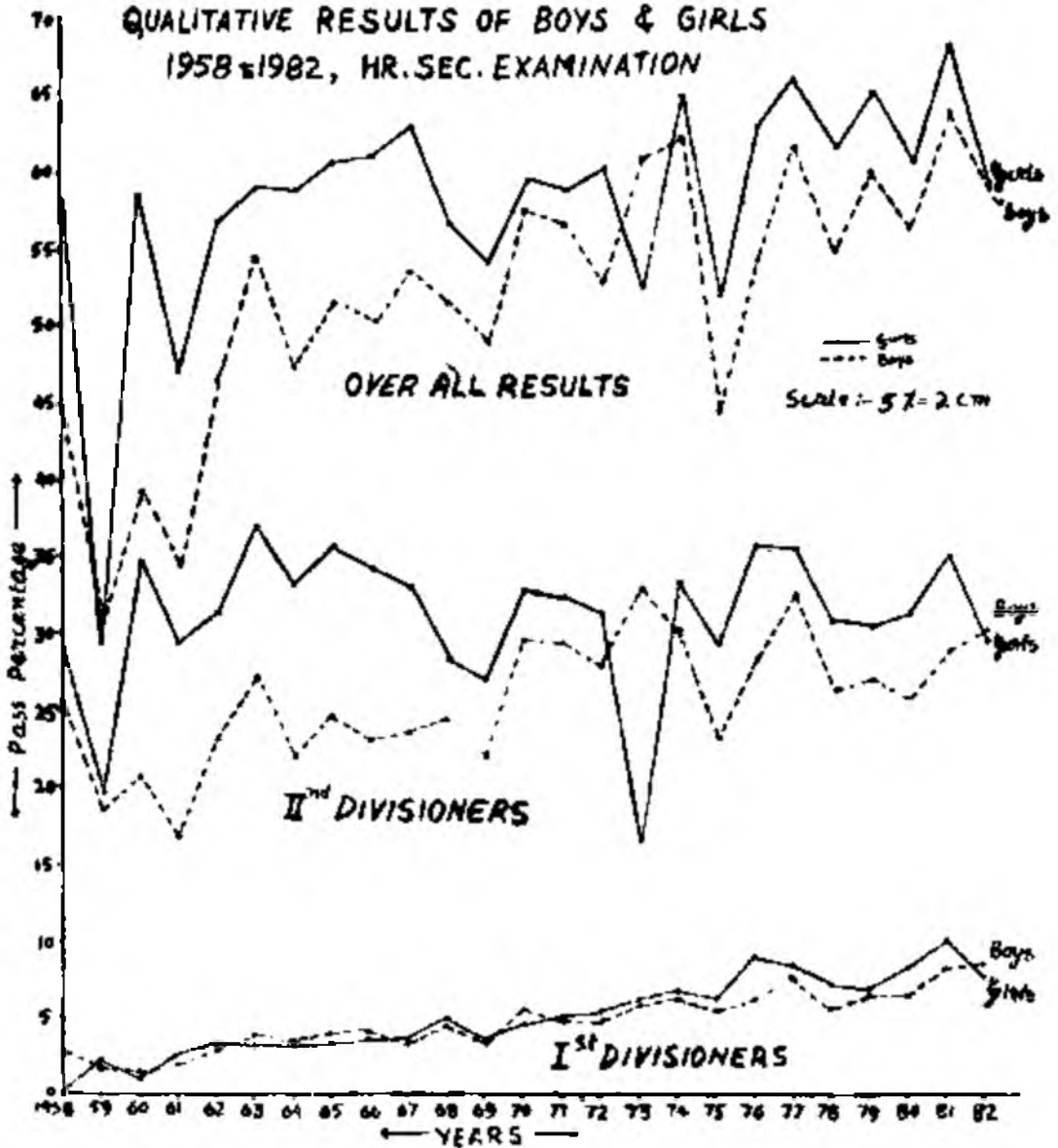
1958 TO 1982

Scale:- 5% = 1 cm.

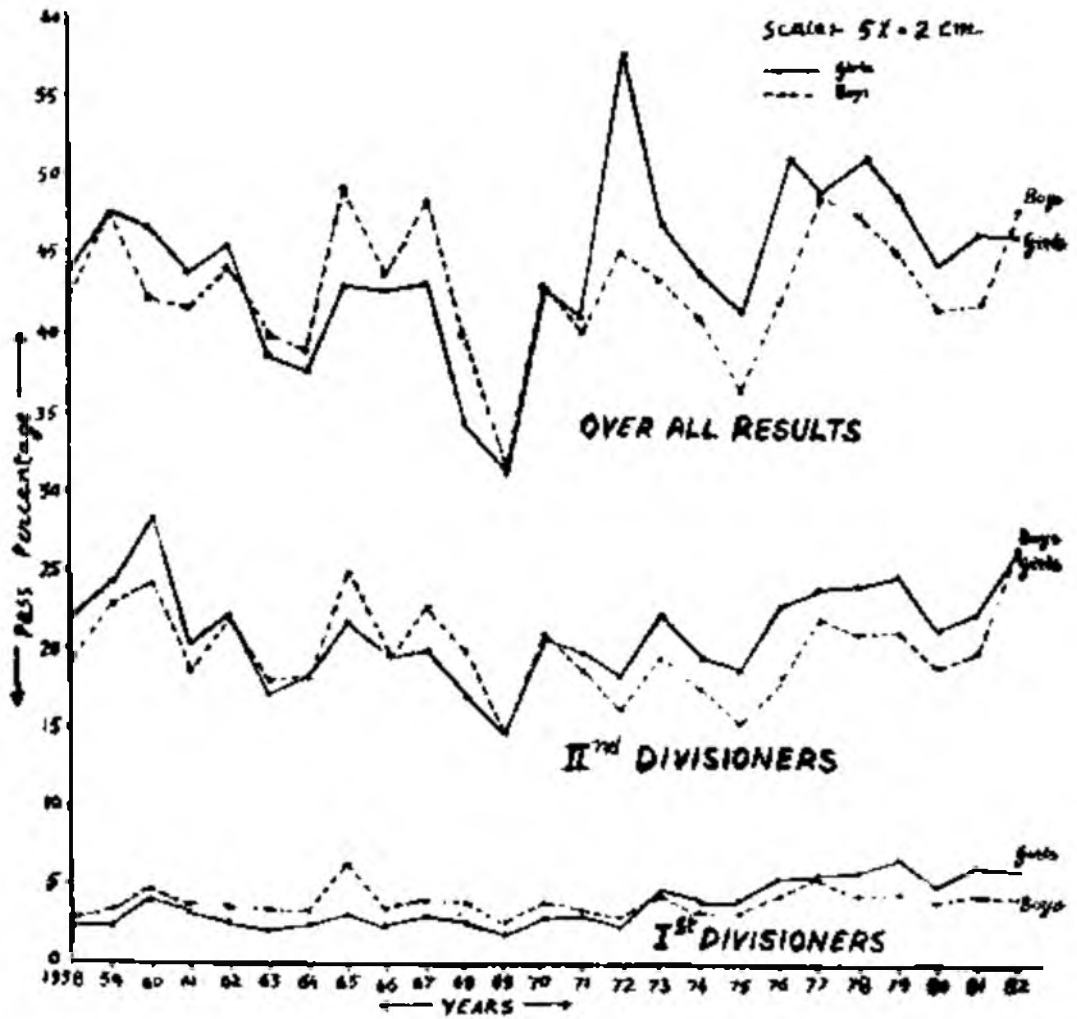


BOARD OF SECONDARY EDUCATION RAJASTHAN, AJMER

**QUALITATIVE RESULTS OF BOYS & GIRLS
1958-1982, HR. SEC. EXAMINATION**



BOARD OF SECONDARY EDUCATION RAJASTHAN, AJMER
QUALITATIVE RESULTS OF BOYS & GIRLS
1958-1982, SECONDARY SCHOOL EXAM.



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