



# Adventures in Autonomy

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**BOARD OF SECONDARY EDUCATION,  
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## Historical Background :

The Ministry of Education & Social welfare, Government of India had set up a Working Group on Examination Reforms which besides recommending various measures for rendering the examination system objective based, also recommended that the Boards of Secondary Education should explore possibilities for granting autonomy to selected schools so that education of the children may be freed from the cramping influence of rigid syllabuses, textbooks and external examinations.

The Board of Secondary Education, Rajasthan, Ajmer at its meeting held on 18th and 19th November, 1972 considered the recommendations of this Committee and appointed a sub-committee for giving concrete shape to the scheme of autonomy. A few schools were invited to submit their scheme of autonomy in the areas of curricula, methodology and examination procedures for its scrutiny and consideration.

A seminar on Autonomous Schools was organised at Vidya Bhawan Higher Secondary School, Udaipur from October 10 to 12, 1973 for reviewing the schemes of autonomy

submitted by the schools. Later, the Board arranged for the inspection of schools which had applied for autonomy, with a view to determining their efficacy in implementing the autonomous schemes. A consolidated note based on the recommendations of the seminar and the observations of the inspecting teams was submitted to the Board which finally passed a resolution at its meeting held on 23rd December, 1973 authorising Banasthali Vidyapeeth, Banasthali and Vidya Bhawan, Udaipur to implement their schemes of autonomy with effect from July, 1974 from class IX onward.

✓ The rules laid down by the Board for the grant of autonomy are as follows :

1. Schools intending to avail of autonomy are required to apply and submit their scheme of autonomy at least a year before the scheme is to be launched.
2. The proposal for the grant of autonomy should contain details of (a) new scheme of studies, (b) outlay of curriculum, (c) provision of textbooks, (d) weightage on practical work, projects etc., (e) instructional programme, (f) procedures

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of conducting examination, specifying clearly the weightage on internal tests, external tests, assignments, projects, etc.

3. The Autonomous School's Committee formed by the board, scrutinises the plans and proposals of autonomy and makes recommendations to the Board for acceptance or rejection of the scheme.
4. Autonomy can be granted even for a faculty or a group of subjects, if the institution so chooses.
5. The Autonomous schools may adopt the scheme of studies and curricula as prescribed by the Board and may exercise autonomy in the areas of methodology and conduct of examination only.
6. The constitutional provision for the composition of the Autonomous School Committee is as follows :
  - (a) Chairman
  - (b) Three educationists to be nominated by the Chairman, at least one from among members of the Board.
  - (c) Director, Primary & Secondary Education, Rajasthan, Bikaner or his nominee.
  - (d) Secretary of the Board.
  - (e) One representative of the autonomous schools nominated by the Chairman.
  - (f) Director, Evaluation & Academic Programmes, Board of Secondary Education, Rajasthan, Ajmer (Member-Secretary).

#### **Functions of the Autonomous School Committee :**

1. To examine and approve the scheme of autonomy in all its implications and ramifications submitted by schools for grant of autonomy.
2. To assess the facilities and equipment available in the school with a view to deciding whether the institution has proper requisites for the grant of autonomy.
3. To process the quality and competence of the staff.
4. To recommend measures for the effective implementation of the scheme from time to time.
5. To arrange periodical inspection of autonomous schools.
6. To arrange Refresher Courses for the teachers of autonomous schools and other progressive schools which intend to go for autonomy in future.
7. To make recommendations for the permanent recognition of autonomous schools.
8. To withdraw autonomy, if the institution fails to fulfil the desired standard of performance.

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Banasthali Vidyapeeth, Banasthali and Vidya Bhawan, Udaipur are the two autonomous institutions in Rajasthan which have experimented with autonomy since its inception.

A story of these two schools and their contribution to education in the spheres of scheme of studies, curricula, methods of teaching, use of instructional material and

examination reforms is narrated below. The story is culled out from their periodic reports, observations of visitors and responses to a questionnaire sent to schools for self appraisal and self evaluation.

**Outcomes of Autonomy in Banasthali  
Vidyapith Higher Secondary School,  
Banasthali.**

**Scheme of Studies :**

1. At the end of class X there will be a

Secondary School Examination and at the end of class XI there will be a Higher Secondary Examination.

2. There will be two schemes for the Secondary School Examination Scheme I and II.

3. Scheme I of the Secondary School Examination will provide for the following subjects to be studied in classes IX and X.

**Secondary School Examination  
( Scheme-I )**

Subjects	Periods of 40 Minutes each per week
1. Hindi	6
2. English	9
3. Social Sciences	9
(I) History	3
(II) Geography	3
(III) Civic Studies including comparative Religion and Ethics.	3
4. Basic Sciences	9
(I) Physics	3
(II) Chemistry	3
(III) Biology	3
5. Mathematics	6
6. Domestic Science	6
7. Fine Arts (Music-Vocal, Music- Instrumental or Dance or Painting)	3
8. Sanskrit/Modern Indian Language.	3
<b>Total</b>	<b>15</b> periods per week.

4. Under Scheme II of Secondary School Examination the subjects in class IX will be the same as under Scheme I above i. e. the examination of class IX will be common for both the schemes. Under Scheme II in class X a student will study, in addition to the three subjects to be studied at an advanced level and

selected from group A or group B or group C given below, four subject at an ordinary level. The ordinary level subjects will have a common syllabus with corresponding subjects in class X of scheme I. All the seven subjects (three advanced level and four ordinary level) to be studied in class X are given below.

**Secondary School Examination  
( Class X Scheme II )**

**Group :—A : Humanities**

Ordinary Level Subjects	Pds. per week	Advanced Level Subjects (any Three)	Pds. per week.
1. Hindi	6	1. Hindi	9
2. English	9	2. English	9
3. Domestic Science	6	3. Sanskrit	9
4. Any one of the following :— Mathematics or Civic Studies etc. or Fine Arts (Vocal Music or Instrumental Music or Dance or Painting).	6  3	4. History 5. Geography 6. Economics 7. Civics 8. Mathematics 9. Music Vocal/Inst./ Dance/Painting.	9 9 9 9 9 9

**Group—B : Science**

Ordinary Level Subjects	Pds. per week	Advanced Level Subjects.	Pds. per week.
1. Hindi	6	1. Physics	9
2. English	9	2. Chemistry	9
3. Domestic Science	6	3. Mathematics/Biology	9
4. Any one of the Fine Arts :— (Vocal Music or Instrumental Music or Dance or Painting) or Mathematics	3  6		

**Group—C : Home Science**

Ordinary Level Subjects	Pds. per week.	Advanced Level Subjects.	Pds. per week.
1. Hindi	6	1. Food for the Family	12
2. English	9	2. Home Craft	6
3. Bio-Chemistry	6	3. Childcare and Family Relations.	9
4. Civic Studies etc. or Fine Arts : (Vocal Music/ Instrumental Music/ Dance/Painting).	3		

In Group A and in Group B the subjects (other than Hindi and English) studied under Advanced level will not be studied at the Ordinary level.

For Higher Secondary Examination (class XI) four ordinary level and three

advanced level subjects will be studied as given below. For Hindi and English 6 Periods per week, for Domestic Science and Fine Arts 3 periods per week and for each of the Optional subjects 12 periods per week will be given.

**Higher Secondary Examination**

Ordinary Level Subjects	Pds. per week.	Advanced Level Subjects (Any three)	Pds. per week.
		<b>Group A : Humanities</b>	
1. Hindi	6	1. Hindi	12
2. English	6	2. English	12
3. Domestic Science	3	3. Sanskrit	12
4. Fine Arts : (Vocal Music/ Instrumental Music/ Dance/Painting) or Civic Studies or Mathematics or Biology (for Mathematics students)	3	4. History	12
		5. Geography/Economics	12
		6. Civics	12
		7. Economics	12
		8. Mathematics	12
		9. Music Vocal/Inst. Dance/Painting.	12
		<b>Group B : Science</b>	
		1. Physics	12
		2. Chemistry	12
		3. Mathematics/Biology	12

Ordinary Level Subjects	Pds. per week	Advanced Level Subjects (Any three)	Pds. per week
<b>Ordinary Level Subjects</b>		<b>Group C : Home Science</b>	
1. Hindi	6	1. Food for the family	12
2. English	6	2. Home Craft	12
3. Bio-Chemistry	3	3. Child Care and Family Relations.	12
4. Fine Arts : Vocal Music/Instrumental Music/Dance/Painting or Civic Studies etc.	3		

#### Higher Secondary (Vocational) Examination

The Higher Secondary (Vocational) Examination will be, for the time being, in two vocations :—

(i) Secretarial Practice (ii) Costume Designing.

The subjects to be offered shall be as follows :—

	Pds. per week		Pds. per week
<b>A. Secretarial Practice :</b>			
( i ) Hindi	6	( ii ) English	6
(iii) General Citizenship education.	3	(iv) Hindi Typing	12
(v) English Typing	9	(vi) Shorthand (Hindi or English)	12
(vii) Elementary Office procedures.	6		
<b>B. Costume Designing :</b>			
( i ) Hindi	6	(ii) English	6
(iii) General Citizenship education.	3	(iv) Sewing & Drafting	15
		(v) Cutting & Tailoring	21

#### A New Slant in the Scheme of Studies :

The Vidyapeeth's scheme of Education is differently conceived from that of the Board of Secondary Education, Rajasthan in the sense that Vidyapeeth's scheme of education is oriented towards 10+2 scheme. Under this scheme general or undifferentiated education; which provides for no

optional subject; is imparted upto class IX for all and upto class X for those who after passing the Secondary School Examination (class X) under Scheme I intend to take to the Higher Secondary (Vocational) course. Under this Higher Secondary (Vocational) stream two courses in (i) Secretarial Practice and (ii) Costume Designing are offered.



For those who decide to change from Scheme I to Scheme II after class X, provision is made for bridge courses which will be framed as and when need arises.

### **Characteristics of Curriculum Renewal**

#### **Hindi**

1. A shift is claimed from the age-old concept of language that it is a medium of behaviour to that of behaviour itself.
2. An attempt is made to expose the learners to the entire range of linguistic behaviour, necessary for the balanced development of his personality.
3. An environment is stimulated through which learners interact meaningfully with their school and class-room environment and on the strength of their experience and intensive linguistic behaviour develop their own language.
4. The teaching of Hindi is also characterised by a shift from Sanskrit grammar to Hindi grammar and from notional to functional. An attempt is being made in evolving contemporary Hindi grammar with its different sound system, paradigm, syntactical nature, sandhis, samasas etc. The changed curricula, it is hoped, will help learners develop relevant linguistic competencies towards meaningful-need-based behaviour in place of a high sounding disfunctional imitation.

#### **English**

1. The structural approach based courses of study developed by the Central Institute of English and Foreign Language, Hyderabad and published by the NCERT are mainly pursued by the institute. These courses are, however, supplemented with the additional instructional

material developed at the Vidyapeeth itself.

2. Courses are based on a revision and enrichment of the learnt language and appreciation oriented exposure to literary pieces (in contemporary English) and in different genres e. g. prose, poetry, one-act play, etc.
3. Guided Reading Assignments to secondary level students for extension of their vocabulary and interest and exposing them to literature re-written within vocabulary limits.

#### **Sanskrit**

1. While selecting lessons from the text-books the cultural aspect is kept in mind to enable the students to appreciate Indian culture.
2. Emphasis on the works of classical poets, dramatics and story writers is given to enable them to appreciate Sanskrit literature.

#### **Geography**

New approach in the subject is reflected in the text-books prepared by the institute itself and return on practical work.

#### **Economics**

Stress is given on a grounding in the basic concepts of economics which may be helpful in understanding the economic systems and functional understanding of the problems of economic life.

#### **Civic Studies**

A functional course in Civic under the new nomenclature of Government schools is designed with a view to enabling the students to appreciate and appraise the civic problems.

### **Methods of Teaching and Allied Activities Residential Character**

The school was free to adopt its own methods of teaching even when it was not autonomous. It had a record of organising many co-curricular activities, special programmes and projects even before the grant of autonomy. Now after getting autonomy many of these activities have been woven into a regular curriculum frame work. Autonomy has given a drive and further impetus to such types of activities.

The teacher subjects decides which activities should from part of the class-room teaching and which activities are to be taken outside the class-room. The school, being residential, students and teachers get ample time for such activities.

### **Teaching-Learning Devices and Aids used in Different Subjects**

#### **Languages :**

- 1. Daily News Bulletin :** Students collect news from daily new papers Radio and Television which are read out after the morning prayer.
- 2. Great Thoughts :** Students write the sayings of greatmen and quotable quotations on the black-board provided for the purpose.
- 3. Wall magazines are prepared :**
- 4. Students arrange "Kavi Darbar" with a view to training the emotions in the right direction.**
- 5. Every week end (Monday) students hold their group meetings in which they have different kinds of programmes e. g. staging Hindi, English and Sanskrit plays, recitation of poems, debates, Kavi**

Sammelans, Mono-acting, etc. This gives them an opportunity to develop different aspects of their personality.

#### **Development of Moral & Social Sense :**

Every wednesday post prayer talks by teacher, professors and guest speakers are arranged. The objective is to inculcate amongst the students by way of indirect suggestions (not direct preaching) a moral and social sense. Every week end candidates are given opportunities for arranging classical music and dances and also light music for developing their Aesthetic sense.

#### **English in Particular :**

##### **1. Development of Reference Skills :**

After grade VIII, all students are given a systematic training and practice in the use of dictionary.

##### **2. Use of Cloze Tests :**

Each secondary level pupil covers a course of about 20 cloze tests through classroom and home assignments.

##### **3. Minimum Proficiency Criteria (MPC) Project :**

MPC Project aims at imparting instruction of vocabulary and structural items with not less than 80% success by each learner. The MPC project is being extended to grade VII this year and will progressively be extended to higher classes as well.

##### **4. Spoken English Session :**

Special classes are held in spoken English for secondary level students and a set of 20 dialogues (developed by the teachers) is used to develop fluency and hesitation free speech habits.

### Specialities in Teaching Sanskrit :

Students are encouraged to collect "Suktis" in Sanskrit other than those prescribed in the text. They are able to make use of "Amarkosho". They make tables of synonyms in Hindi and tables of Sanskrit words accepted in Hindi without any change and Sanskrit words used in Hindi but with the passage of time, have changed their meaning.

### Use of Question box in Science Teaching :

- (a) The students have a question box in Science in which they put questions and get right answers.
- (b) This helps promote an attitude of inquisitiveness of project reports and experiments.

### Practicals in Geography :

The Geography students gather information about weather, measure maximum and minimum temperature, rainfall and humidity and include it in the daily news. They also prepare charts. All this gives them direct experience.

### Direct Learning from Experiences :

1. Students celebrate students day once a year. The working and management of the school is looked after by the students on this day. They also do teaching.
2. Educational tours are arranged. After the tour they write their impressions, prepare charts, maps, paintings and models about the places visited. They exhibit these at the time of the Annual Function. Direct experience, based on these visits is useful from more points than one and the work they do on the basis of these

visits gives them an integrated experience of different aspects of life and knowledge.

3. Individuals group projects are taken pertaining to individual subjects as well as inter-disciplinary in nature.

### Creative Arts :

Painting, music and dancing permeate and enliven the living atmosphere of the institute. The level of performance in the area of fine arts can be rated as per excellence. Offering of one of the fine arts is compulsory up to the secondary stage. At the higher secondary stage Fine Arts is one of the compulsory options. The institute, it can be safely claimed, has made unique contribution to the subject of painting. The institute is in a position to offer post graduate diploma courses in painting, creative arts provide an aura of beautiful sights and beautiful sounds in the midst of which education; besides being enlightening, adds to the enlightenment of life.

### Text Books

Non-availability of suitable textbooks and base books for the courses designed for the autonomous schools is a pertaining problem. The following steps have been taken to meet this problem:—

1. Text-books for teaching Hindi, Geography and English have been prepared to cater to the approach evolved for teaching these subjects.
2. In other subjects books have been selected which cover a major portion or the course content.
3. Selected books are supplemented by typed or cyclostyled material.

4. Detailed specifications of the teaching units are prepared and distributed or dictated to students.
5. An anthology of poems has been specially developed at the Vidyapeeth in Hindi.

#### Evaluation

In the academic assessment of students the following considerations are kept in view :—

1. Progress of the individual;
2. Relative rank order of the individual in the class group;
3. Place of the individual student and the class in relation to the norm accepted by the institution.

The student is assessed continuously over the whole period of the course as also at the termination of the course. The ratio of marks assigned to the two types of assessment is 40 : 60 respectively.

The continuous assessment scheme for languages comprises two written tests, evaluation of the sessional work done during the session and oral examination at the end of the session. The weightage for the first test; second test, sessional work and oral examination is 30%, 40—, 20%, and 10% respectively.

For continuous assessment in other subjects (that is other than Hindi, English and Sanskrit) in which there is no oral examination, the weightage of marks for the first test, second test and sessional work is 30%, 40%, and 30% respectively.

The sessional work in all subjects include unit tests, home assignment, class work, educational tours and projects work, group discussion (specially in History, Civics, Geography and Literature) and Field work (specially in Geography, Home Science and Biology).

In setting a question paper the approach is flexible and the pattern of each question paper depends mainly upon the nature of the subject matter. The rigidity in having a fixed number of each type of questions in a question paper is not adhered to. **Multiple Choice Type Questions are undergoing modification** : With a view to rendering the multiple choice type questions appropriate for testing, understanding and application the candidate is required to give reasons for selecting or ticking the correct distractor, he is also encouraged to frame a question himself on a topic and required to answer accordingly in the examination.

The vidyapeeth's educational programme is Panchmukhi Shiksha (five fold education). The five aspects are (i) Physical (ii) Practical (iii) Aesthetic (iv) Moral and (v) Intellectual. Out of these five aspects; three i. e. practical, aesthetic and intellectual have been made an integral part of the formal school curriculum. Out of these three the two important aspects of educational programme (Practical and Aesthetic) which are considered to be non-scholastic areas of education elsewhere, have been made part of the scholastic areas itself at the Vidyapeeth. Students in these areas are evaluated in the same way as they are evaluated in the academic areas. Physical Education programme so far as its evaluation goes however does not form part of the formal evaluation process.

## Future Plan of Action

### 1. Scheme of Education :

The institute intends to approach the Board of Secondary Education, Rajasthan and if necessary the University of Rajasthan to allow them to introduce fulfilled 10+2 scheme.

### 2. Methods :

It is proposed to invite good and known teachers in different subjects to teach classes in the presence of the institute teachers and to arrange follow-up discussions between the guest-teachers and the schools teachers with a view to further improving the methods of teaching.

### 3. Experimental Projects :

It is also proposed to further encourage teachers to take up small experimental projects with respect to their class-room teaching.

### 4. Evaluation & Examination :

(a) It is intended to increase the ratio of continuous assessment to annual examination from 40:60 to 50:50. It is also to be examined whether examination should be made fully internal.

(b) It is proposed to make a diagnostic testing and remedial work as an integral part of the evaluation scheme.

### Out Comes of Autonomy in Vidya Bhawan School, Udaipur :

Vidya Bhawan is a whole-day school running from morning till dusk. This gives to the institution all the advantages that characterise a residential school. The school

has enjoyed a fair amount of autonomy in laying down its own books and following its own examination pattern from Class I to VIII. The autonomous status granted by the Board at the Secondary stage is, therefore, a culmination of their cherished gold.

### Scheme of Studies :

A candidate is required to select the following compulsory subjects and one group of optional subjects :—

#### Secondary Class : IX and X

#### Compulsory Subjects :

1. Hindi
2. English
3. General Science
4. Elementary Mathematics
5. Social Studies
6. One Third-Language—Sanskrit/Urdu upto class IX.
7. One Craft-Wood work/General Engineering/Tailoring / Agriculture / Home Science.

#### Optional Subjects :

##### Arts Group (any three)

1. History
2. Geography
3. Mathematics
4. English special
5. Hindi Special
6. Music (Vocal & Instrumental)
7. Dance
8. Art and Painting

##### Science Group :

1. Physics
2. Chemistry
3. Biology/Mathematics

1. Candidates offer General Science / Elementary Mathematics and Social Studies as per rules of the Board's syllabus of 1974.
2. The Third Language course is taught upto class IX. Much of the portion is covered in the syllabus of the subjects in class VIII.
3. The subject of General Science is taught upto class IX to the students of Science and Mathematics group. The subject matter pertaining to Physics and Chemistry is the optional subjects and only the Biology portion and other related subject matter will be taught to them under this subject. For Humanity group the subject is continued in classes IX & X.

**Impact of Autonomy on the Scheme of Studies and Curricula :**

- (a) The scheme of studies adopted by the institution largely conforms to the outline laid down by the Board for the schools affiliated to it.
- (b) A significant change in the scheme of studies is, however, a provision for compulsory passing in Third Language and Crafts.
- (c) Unlike the provision in the Board, the marks secured by candidates in these two subjects are added for the purpose of determining the division of a candidate.
- (d) The institution has the traditions of high standard of performance in Crafts and Fine Arts and these aspects of education are given high priority

upto the middle stage. Consequently, candidates at the secondary stage achieve a very higher level of performance in crafts.

- (e) Besides Crafts, each candidate gets opportunities for playing games every day. The standard of performance in games is reflected in the representation of some students on the National Teams of Games.

The syllabuses in academic subjects have been borrowed from the syllabuses prescribed by the Board. The following modifications, however, are made in the syllabuses by the institution :

**Hindi**

Additional provision of Shabad, Suktian, and Alankar and a general orientation in the history of Hindi literature.

**English**

In addition to the textbooks prescribed by the Board, One-act play, a few stories and poems have been added to the syllabus.

**Geography**

Additional provision of local geography; compulsory work at the Metrological station located in the school campus.

**History**

Integration of the course with local history and compulsory assignments to students towards the study of different aspects of local history.

**Mathematics**

Some advance exercises in Co-ordinate Geometry.

**Sciences :**

**Biology :**

- (a) Provision for teaching Air Pollution and Water Pollution.
- (b) Experiments on respiration by roots.

**Physics :**

Addition of topics on Work and Energy and Current electricity.

**Improved Methodology of Teaching**

**Hindi :**

1. Association of students in bringing out the issues of "Arunodaya" and "Vidya Bhawan Times".
2. Emphasis on speech articulation and accent through oral approach.
3. Projects—for example, a project was undertaken by students to find out spelling mistakes and other language errors on the sign-boards on the shops and display boards in the city.

**English :**

1. Preparation of charts for teaching stories.
2. Projects for (a) improvement in English speech habits (b) Creative writing, and (c) Chart making

**Geography :**

1. Recording of temperature and pressure.
2. Night camps held for studying the position of stars and planets.
3. Study tours with a view to highlighting the physical and geographical features.

**History :**

Projects for the study of local history in the form of assignments and study projects.

**Mathematics :**

1. Application of new structures of mathematics in new situations.

2. Solving mathematical problems with the help of improvised apparatuses.
3. Preparation of cyclostyled notes for making ideas meaningful to students.
4. Explanation of the concepts of mathematics in historical perspective.

**Sciences :**

1. Individual projects in all science subjects.
2. Exhibition of charts.
3. Excursions.

In the realm of methodology the openair session deserves special mention in which the whole schools participates. All the students stay at the chosen site for about 10 days. Campers undertake an integrated study of local history, local geography, socio-economic problems of the surrounding area through surveys and interviews and fine creative expression to their learning experience in the form of compilation of folk-literature and folk-songs and depiction of the social and cultural life of the area through a wide range of visual media like maps, charts, models, sketches, etc. The open air session experiment, pioneered by the institution, has been caught by other progressive schools of the country also.

A project of study is also taken at the campus lasting about a fortnight coinciding with the Annual Function, which is devoted to an intensive study of a particular theme in all its ramifications. The institute took up the projects like 'the Himalayas' and "our neighbour Gujarat" recently. The geographical, natural, historical, social and cultural aspects of the theme are studied intensively with a view to integrating knowledge through inter-disciplinary approach. Besides

the intensive study of the theme, candidates prepare charts maps, and models which are exhibited in an annual exhibition. The theme is also played on the stage in a historical or developmental sequence.

### Evaluation

The evaluation system devised by the school lays a balanced emphasis on the periodical tests as well as on the final examinations. With a view to maintaining uniformity in the assessment done through the internal tests, a Board of Co-ordinators is appointed by the institution for scaling the marks.

The percentage distribution of the weightage given to sessional work, periodical tests and final comprehensive test is indicated below :—

Sessional work	10%
Three periodical tests	45%
Final comprehensive test	45%
	100%

The sessional work includes home work, individual projects, field work, investigatory reports and records of day-to-day work and such individual assignments which show the individual talent of a child. Three consecutive periods are allotted in the timetable twice a month, to allow the classes pursue field work, organise seminars and discussions and individual sessional work.

The final result of a candidate is calculated after adding marks obtained by candidates in all the tests conducted over two years in classes IX and X.

The question papers are moderated by outsiders and a sample checking of answer-scripts is undertaken by the Board in order

to determine whether there is any marked deviation in the pattern of awards. This also applicable to Banasthali Vidyapith.

The institution also undertakes the evaluation of personal and social qualities of candidates analogous to the scheme and procedures as prescribed by the Board under its comprehensive Internal Assessment Scheme.

Evaluation serves a diagnostic as well as remedial purposes, besides its judgemental and categorisational values. The achievement of an individual candidate is discussed periodically in the staff meeting with a view to devising ways and means for bringing him up to his level of potentialities.

The institution is however, contemplating a change in the system of its evaluation. The revised pattern is given below:-

Class	Ist Terminal	IIInd Terminal	Final	Home Assignment	Total
IX	5%	5%	20%	5%	35%
X	5%	5%	50%	5%	65%
					100%

The revised pattern contemplates increased weightage to the final examination of class X, presumably to reduce the over-weightage given to the internal tests.

### Future Plan of Action

1. A committee was appointed on January 31, 1981 by the Administrator, Vidya Bhawan Society, Udaipur to examine the Autonomous Scheme in Vidya Bhawan Higher Secondary School and to give necessary suggestions for its improvement.



2. The change of teachers from classes IX to XI should be to a minimum so that there may be accountability on the part of the teachers. The same teacher should continue from IX to XI class.
3. A bank of test items will be prepared with the help of school teachers, Board, NCERT, Evaluation Unit, etc.
4. The syllabus will be further divided for each terminal test. Teachers concerned will submit their syllabus, question papers, home assignment, field work activity before the beginning of each term to the Principal
5. A guidance cell will be built in the school to
  - (a) help backward children;
  - (b) help in the subject selection at the delta and IX class through intelligence tests, interest inventories, aptitude tests, etc.
6. External moderators will be appointed to moderate the question papers  
Vidya Bhawan school has an autonomy up to class X. The Higher Secondary Examination at the school is conducted by the Board itself.

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