

STORY OF THE BOARD OF SECONDARY EDUCATION

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TWENTY THREE YEARS OF PROGRESS

1957 - 1980

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BOARD OF SECONDARY EDUCATION, RAJASTHAN

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Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, Anand Bhawan, New Delhi-110016
Doc. No. 389
Date: 30/9/82

BOARD OF SECONDARY EDUCATION, RAJASTHAN, AJMER

TWENTY THREE YEARS OF PROGRESS
(1957 - 1980)

1. CHANGING PATTERNS IN THE SCHEME OF STUDIES

Prior to the establishment of the Board in 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.

It was in August September, 1957 that the Govt. of Rajasthan in pursuance of the recommendations of the Secondary Education Commission, established a separate Board of Education to develop the system of Secondary Education in the state on modern, scientific and progressive lines.

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.

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

The Board is on the threshold of switching over to the 10+2 pattern. It has 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.

2. GROWTH IN THE NUMBER OF INSTITUTIONS AFFILIATED TO THE BOARD

The number of recognised institutions was as follows in the year 1961-62 :-

(a) High Schools	337
(b) Higher Secondary/Multipurpose Higher Secondary Schools	319
(c) Sanskrit Institutions conducting Praveshika Course	094
(d) Sanskrit institutions conducting Upadhayaya Course	<u>054</u>
Total	<u>804</u>

The position of affiliated schools has increased progressively since 1961-62. The position in 1980 is as follows :

(a) Secondary Schools	1791
(b) Higher Secondary Schools	481
(c) Sanskrit Schools recognised for Praveshika Examination	91
(d) Sanskrit Schools recognised for Upadhayaya	<u>48</u>
Total	<u>2411</u>

The present strength of candidates appearing in the examinations conducted by the Board is as follows :-

(a) Secondary School Examination	1,66,769
(b) High Secondary Examination	82,492
(c) Praveshika Examination	1,613
(d) Upadhayaya Examination	794
Total	<u>2,51,668</u>

3. LAUNCHING OF EXAMINATION REFORMS

The Academic Section of the Board came into existence in May, 1964. In July 1964, The Board with the help of the N.C.E. R.T. approved a five year plan of examination reform under the following heads :

- (a) Introduction of new objective-based questions to the extent of about 30% of total marks allotted to a question paper.
- (b) Training of Paper-Setters on Scientific lines.
- (c) Organisation of orientation courses for teachers and headmasters in the new concept of evaluation and objective-based procedures of teaching and testing.
- (d) Formulation of the objectives of teaching in different subjects and the revision of syllabuses and text-books on those lines.
- (e) Preparation of sample question papers and test material for schools.

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

- (a) An improved pattern of Practical Examination was introduced in Science subjects. It required regular performance of experiments by students in schools.
- (b) Oral Examination was started in Hindi and English.
- (c) The topic 'Evaluation' was got incorporated in the B.Ed. syllabus of the Universities in Rajasthan.

Uptilnow 9000 teachers have been trained in the modern concepts of evaluation through 200 workshops. 1507 Science teachers have also been oriented to the reformed Procedure in conducting Practical tests in Science subjects through 26 workshops. Likewise, 922 Paper Setters in different subjects have been imparted training in the procedures and techniques of

designing objective based question papers.

1. 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 culture, co-curricular activities, interest, attitude 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. Tamil Nadu 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 on us.

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 difficulties faced by the schools in its implementation. The Board has published the simplified and revised version of the Manual of Instructions and small booklets on the organisation of the following activities for the guidance of teachers :

- (i) Dramatics
- (ii) Creative Writing
- (iii) Poetry - Recitation
- (iv) Science Club & Projects
- (v) Social Service in Schools
- (vi) Declamation
- (vii) Games and Sports

One copy each of the above booklets has been sent to all the schools. One more booklet on Attitudes is proposed to be published shortly.

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 also awards certificates to the institutions which implement the scheme most satisfactorily.

The Board has also decided to introduce the scheme in the Sanskrit Institutions recognised by it for Praveshika and Upadhyaya Examinations from the year 1980. For the successful implementation of the scheme in these institutions the Board has organised a workshop for the training of Heads of Institutions and teachers incharge of the scheme. 59 Heads of the Institutions and teachers have been trained in this workshop.

With a view to strengthening the scheme, district level competitions in a few internal assessment & activities are being introduced from the session 1980-81. Winners from schools will be awarded medals by the Board.

5. MODERNISATION OF CURRICULUM AND IN-SERVICE TRAINING OF TEACHERS

A reform of great significance undertaken by the Board is the modernisation of curriculum in science subjects-Physics, Chemistry, Mathematics and Biology. 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 courses 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 of Science 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 the syllabus since then. The Summer Institutes cum refresher courses were also started for other faculties in 1971 and since then 1515 teachers have been oriented in the latest developments in the subjects.

6. EXTENSION LECTURES

Although the Board has been organising Seminars, Workshops, Refresher Courses and Summer Institutes frequently for the orientation of teachers teaching different subjects, yet there are some topics which the teachers find difficult to follow. The Board has, therefore, taken up the programme of arranging extension lectures on difficult topics in

science, mathematics, economics, Civics, History, Geography and English (Comp) subjects. On an average 500 lectures are arranged every year in schools.

7. CONTINUING EDUCATION - A NEW VENTURE

The Board has also established three Continuing Education Centres, one each at Jodhpur, Udaipur and Sardarshahar (Churu) in collaboration with the N.C.E.R.T., New Delhi. In these centres comprehensive programmes of inservice training of local as well as teachers of adjacent areas has been undertaken. The programme at these centres is developed on the basis of felt needs of teachers and the main thrust is on the development of material for making class-room teaching effective. The programme started in 1979 and has continued since then.

8. 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 six years. The teachers whose Papers are rated best at the district level are invited to read their papers at the State Level Paper Reading Seminar. During the year under review the sixth State Level Seminar was held at Ajmer on May 12 and 13, 1980 wherein 23 selected teachers, participated. The selection was made out of 135 papers read at district levels. Prizes were awarded by the Board to the teachers whose papers were rated best at the district as well as State Level Seminars. 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.

9. 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, programmes launched by various educational agencies in the country and abroad. The number of annual subscribers of the journal has gone upto 10,000. The Special issues of the Journal have been particularly popular with teachers. The Special issues on Evaluation Analysis of question papers and 10+2 Pattern etc. come under this category.

The January-June 1980 issue of the Journal was devoted to Educational innovations in Asia. Articles for this issue were contributed by eminent educationists from Bangladesh, Indonesia Malaysia, Pakistan, Philippines, Srilanka, Thailand and India.

10. CARSH TRAINING PROGRAMME IN POPULATION EDUCATION CONTEMPLATED

A national programme of Population Education has recently been finalised by the Ministry of Education, Govt. of India. The Project has been drawn in close collaboration with the UNESCO which will be funded by UNFP.

The programme will run for 3 years. In Rajasthan State Institute of Educational Research & Training, Udaipur and the Board of Secondary Education, Rajasthan, Ajmer will jointly operate the project.

The following aspects are looked after in the project:

- (a) Workshop in Curriculum Development
- (b) Orientation of Administrators and Key personnel.
- (c) Orientation of the Personnel of the Cell of Population Education

- (d) Workshop of Script-writers.
- (e) Preparation of Handbooks.
- (f) Preparation of Audio-Visual Aids.
- (g) Preparation of Special Supplementary Material
- (h) Workshop for Special needs of Non formal groups.
- (i) Training of Resource Persons.
- (j) Crash Programme for Training of Teachers
- (k) Training of Analysts
- (l) Review Meets of analysts
- (m) Evaluation of the Programme.

11. RESEARCH PROJECTS

With a view to analysing the errors committed by the candidates and judging the efficacy of the objective based question papers, four research studies in the subjects of General English for Secondary and Higher Secondary classes and General Science and Elementary Mathematics for the Secondary stage were completed. Reports of the studies were made available to all schools in the beginning of the session 1975-76. The findings of the reports were discussed in the meeting of the Headmasters Forum in each district and a remedial plan of action was developed by them for implementation in the class rooms. The Board also grants financial assistance to schools undertaking research Projects on Problems related to teaching and evaluation.

12. AUTONOMOUS SCHOOLS

The Board granted autonomy to two schools i.e. Banasthali Vidyapeeth, Banasthali and Vidyabhawan, Udaipur ^{from} July, 1974 and these institutions have ^{conducted} the Secondary School Examination for the fifth time in 1980. The Banasthali Vidyapeeth also conducted the Higher Secondary Examination for the fourth time in 1980. The Board has also framed the rules for the grant of autonomy to schools.

13. 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 selected Higher Secondary Schools in Rajasthan in the following trades :

1. Radio & Transistor Mechanic
2. Motor winding
3. Automechanic
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 progressively declined in these institutions since they were introduced. At present only Tailoring and Dress-designing course has survived, the rest of the courses have evaporated.

14. EDUCATIONAL & VOCATIONAL GUIDANCE

During the Higher Secondary Examination ¹⁹⁸⁰ a folder was disbursed among the candidates appearing at the said examination for acquainting them with the sources from where they could secure vocational and Educational guidance. 1100 candidates received guidance from the Board through the supply of a booklet containing detailed information about the job opportunities, training courses, institutions where in they could pursue Higher Education and the entry qualifications required for the purpose.

15. ANALYSIS OF QUESTION PAPERS

The Board got examination question papers in 14 subjects analysed with the help of subject experts during the year

will now be held to cull out the findings. Necessary improvement in the design of question papers will emanate from the reports of the working groups.

16. QUESTION BANK

The Board has decided to enrich the question Bank and for this purpose questions in the following subjects have been invited from the teachers :

1. Civics, 2. Geography, 3. History, 4. Economics under Social Sciences for the Higher Secondary Level and Elementary Mathematics, General Science, Hindi and English Compulsory for Secondary Level.

The questions received from the teachers will be got scrutinized, improved and finalised with the help of subject experts by inviting Working Group meetings. In case sufficient questions on difficult topics of the syllabus in different subjects are not received from the teachers the working group will also prepare questions on such topics. The main aim of establishing the question bank is to prepare such questions (Unit-wise), keeping in view the nature of the subject and special features of the topic, as may prove helpful to the teachers in the evaluation of class-room teaching. A nucleus of the question Bank in a rudimentary form exists in the Board.

17. STATISTICAL STUDY OF EXAMINATION RESULTS

A regular feature of evaluation programme is to conduct the statistical study of Examination results. The features worth-mentioning are as follows :

- (i) Classification of examination results on a Ten point scale.
- (ii) Faculty-wise, Schoolwise and District-wise analysis of Examination results.
- (iii) Identification of schools giving results below the pass percentage of Private Candidates.

- (iv) Inspection of Schools giving low results and maintenance of record of year-wise performance.
- (v) Identification of schools which show remarkable improvement of the Examination results in terms of result Index.
- (vi) Study of the factors responsible for giving excellent & poor results.
- (vii) A Comprehensive Plan for the award of Shields & Medals has been drawn for the guidance of prospective donors.
- (viii) Indexing of Examination results in terms of quality and quantity according to the formula accepted by the Board.

18. CORRESPONDENCE COURSES

In order to provide guidance to private candidates to prepare for the Higher Secondary Examination, Correspondence Course Wing was established by the Board 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 1980 was 9453.

Besides sending lessons, personal contact programmes are also organised by the Board with a view to removing the difficulties of the candidates and providing them on the spot guidance. In the session 1979-80 Contact Programmes were organised in 12 schools at 11 district headquarters. In future the programme will be extended to some more places in Rajasthan.

The Board 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 Elementary Mathematics were sent to students appearing at the Secondary School Examination as private candidates. In the year 1979-80 one more subject - General Science was added. During the current session lessons in

Book-keeping and Commercial Practice will also be got prepared and sent to students. The scheme being optional, lessons are sent to only those candidates who pay the nominal fee prescribed by the Board.

19. TEACHERS' WELFARE FUND

A scheme for the Welfare of teachers was also started by the creation of a "Teachers' Welfare Fund" in the Board. The fund is utilised for the purpose of providing financial assistance to teachers and their dependents who may be in financial distress due to prolonged illness or untimely death of the bread-winner of the family. An amount of Rs. 1,45,800/- was spent by the Board on this item during the financial year 1979-80.

20. 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 1979-80 an amount of Rs. 8,000/- was given as grant 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 1979-80 financial assistance amounting to Rs.25,000/- was given by the Board for this purpose.
- (c) In order to help poor boys and girls to purchase textbooks a matching grant amounting to Rs. 6,000/- was given by the Board to schools.

21. GRANTS TO STATE INSTITUTE OF SCIENCE EDUCATION

- (a) The Board has given financial assistance to the State Institute of Science Education for holding special training camps for talented science students. Students are given coaching in these camps with a view to enabling them to qualify in the examination conducted by the NCERT on the national level for the award of National Science Talent Scholarships. Prior to the holding of these camps candidates from Rajasthan gave a very poor account of themselves in the national core tests. During the year 1979-80 an amount of Rs. 5,000/- was spent by the Board over the organisation of camps.

- (b) A state level science fair is organised every year by the State Institute of Science Education with a view to encouraging school boys and girls to utilise their creative impulses by preparing models and exhibits displaying their scientific in-genuity and skills. An amount of Rs. 1,000/- was given by the Board for the award of prizes and enabling the State Level prize winners to participate in the national fair in 1979-80.
- (c) The Board also assists the State Institute of Science Education 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 was given by the Board during 1979-80.
- (d) Special grants are also given by the Board as and when the need arises. A special grant of Rs. 2,000/- was given to the State Institute of Science Education for publishing a brochure on State Level Science Fair 1979-80.

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9.12.1980

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Ministry of Education
Government of India
New Delhi-110016
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