

## CHAPTER VIII

### THE CURRICULAR PROGRAMME IN SCHOOLS

- I. The Background of the Curricular Programme in Schools:
  - (i) The Syllabus,
  - (ii) The Process of Learning and Teaching,
  - (iii) The Instructional Material,
  - (iv) The Libraries in Schools,
  - (v) Curricular Activities,
  - (vi) Evaluation of pupil Progress.
- II. The Questions in the Questionnaire.
- III. The Analysis of the Data:
  - (1) The Syllabus:
    - (i) Following the Prescribed Syllabus,
    - (ii) Teaching Units, (iii) Changes in the Syllabus.
  - (2) The Learning Process:
    - (i) Objectives, (ii) Learning Experiences, (iii) Instructional Activities,
    - (iv) Teaching Techniques, (v) Community Resources, (vi) Guidance.
  - (3) Use of Instructional Activities:
    - (i) Use of Audio-visual Aids,
    - (ii) Instructional Material,
    - (iii) Guidance in the Use of Materials.

(4) School Libraries:

- (i) Teachers' Use of Library,
- (ii) Guidance to Pupils, (iii) Librarian,
- (iv) Recommendations by Teachers.

(5) Co-curricular Programme:

- (i) Provision of Opportunities,
- (ii) Appropriateness of Activities,
- (iii) Pupil Participation, (iv) Time-table,
- (v) Teachers, (vi) School Council.

(6) Evaluation of Pupil Progress:

- (i) Planning Examinations, (ii) Methods of Examinations, (iii) Better Question Papers, (iv) The System of Internal Marking,
- (v) Use of Examination Results, (vi) Pupils' Understanding, (vii) Remedial Instruction.

IV. Observations:

- (1) The Syllabus, (2) The Learning Process,
- (3) Use of Instructional Materials,
- (4) The School Libraries,
- (5) Co-curricular Programme,
- (6) Evaluation of the Pupil Progress.

References.

Teaching and learning occupy the central place in the process of education, Effective teaching leads to effective learning. We have evaluated various aspects of schools. But these aspects centre round the betterment of curricular programme which is the main function of the schools. The curricular programme includes six major criteria namely:

- (i) The syllabus,
- (ii) Learning process,
- (iii) Use of instructional material,
- (iv) School libraries,
- (v) Co-curricular programme,
- (vi) Evaluation of pupil progress.

On each of the criterion, various questions are devised and the data is collected. Each criterion is dealt with proper specificity. A point may be mentioned here that the programme of co-curricular activities is included in the curricular programme, as such activities are based on curricular needs.

## I. THE BACKGROUND OF THE CURRICULAR PROGRAMME IN SCHOOLS

Teaching and learning occupy the central place in the process of education. Young people are sent to schools to learn things, to acquire knowledge and information, skills and appreciations, and teaching seeks to help the learning.

### (i) The Syllabus

The syllabus provided by the Gujarat State is a tool to achieve these aims. The syllabus is prepared by the experts committee appointed by the Government of Gujarat. The schools are given freedom to reorganize the syllabus contents in anyway they like. If major changes are to be made by schools, the schools must procure permission from the Director of Education. Generally, such permission is given.

The main purpose of teaching is to utilize the curricular content to achieve the specified goals.

### (ii) The Process of Learning and Teaching

Effective learning depends on effective teaching but too often procedures, devices and techniques

are mistaken for methods of teaching. Method is a much wider and more vital thing. As the Secondary Education Commission's Report has pointed out:

A method is not merely a device adopted for communicating certain items of information to students and exclusively the concern of the teachers who is supposed to be at the 'giving end'. Any method, good or bad, links up the teacher and his pupils into an organic relationship with constant mutual interaction; it reacts not only on the mind of the students but on their entire personality, their standard of work and judgment, their intellectual and emotional equipment, their attitudes and values.<sup>1</sup>

#### The Curricular Activities in Education

Activity is synonymous for children. Children by their very nature are active. The activities are the best means of canalysing the child's instincts into healthy channels. Moreover, in recent years the conviction has been growing with a lightening rapidity that education in the real sense should be training in the process of social adjustment rather than mere stuffing of the brain with a special doze of mental or moral instruction. Consequently, an important aim of school

---

1. The Report of the Secondary Education Commission, (Delhi: Ministry of Education, Government of India, 1953), p. 102.

life should be to provide learning experiences outside as well as inside the classroom.

The educational value of co-curricular activities has been aptly stated by Secondary Education Commission's Report:

We would like to draw pointed attention here to their significance for the education of character. They are as an integral part of the activities of a school, as its curricular work and their proper organization needs just as much care and forethought. Such activities will naturally vary, within limits, from school to school, depending upon its location, its resources and the interest and aptitudes of the staff and students. If they are properly conducted, they can help in the development of very valuable attitudes and qualities.<sup>2</sup>

Curricular activities are meant to lift the school from the normal 'classroom teaching' routine to a state of spirit, throbbing with life. Activity is the second nature of children. Often curricular activities are carried out in schools in such a haphazard way that they don't yield fruitful results. But if carried out in a pre-planned manner, the activities not only help to provide life and joy, but also can help to fulfil the curriculum in a most lively way. What is lacking

---

<sup>2</sup> Ibid., p. 125.

in conducting co-curricular activities is absence of proper planning and co-ordination of these activities. The appraisal of the system of co-curricular activities in Gujarat will give us a better idea.

(iii) The Instructional Material

The instructional material such as books, charts, graphs, pictures, radio, films, filmstrips are necessary for conducting curricular programme efficiently. The schools of today are generally rich in terms of instructional material with the help of the grants from various Departments of the Government. Due to the provision of grants in Five Year Plans, the schools have benefitted in terms of instructional material. But then, merely storing the material is not enough, but the use of material is more essential. The instructional material if properly used, would enable the children to get maximum information in the minimum amount of time. Instructional material provides wide and rich experiences to pupils in the learning process.

(iv) The Libraries in Schools

The school libraries can tell us the story of

the progress of any school. It was desired, therefore, to study the school libraries in the present survey.

The importance of libraries in educational institutions cannot be over-emphasized. The importance of books in our civilization is so great that it is the duty of every school to make sure that whatever a pupil learns, he learns to make the fullest use of books to the extent that his age and abilities allow.

The distinctive purpose of the school library within the total complex of the work of the school is, that of helping children and young people to develop abilities and habits of purposefully using books and libraries in attaining their goals.

According to Stott<sup>3</sup>, the aim of the library is to help the reader to acquire, by the time he leaves the school, some knowledge of what books can mean to him, both for serious study and for recreation, some skill in using them, and some acquaintance with the public library system, so that both at school and afterwards in adult life, he will be able to avail himself of its resources.

---

<sup>3</sup> Stott, C.A., School Libraries, A Short Manual, (Cambridge University Press, 1955), p. 96.



(v) The Co-curricular Activities

According to the modern concept of education, the curriculum includes school experiences through which learners may achieve the ends sought by school.

Thus curriculum is the sum total of the efforts of schools to influence learning, whether in the classroom, on the playground, or out of the school.<sup>3a</sup>

When we begin to think about the nature of learning, three things stand out clearly:

- (i) Learning results from reorganization of experiences,
- (ii) The main purpose of the school is to provide rich learning experiences to the child and create an environment promoting learning activities.
- (iii) The resultant learning is not only influenced by the experiences provided by the school but also by the experiences outside the school.

---

<sup>3a</sup> J.G.Saylor and W.M.Alexander, Curriculum Planning, (New York: Rinehart & Co., 1956), p. 5.

The activities are the best means for canalizing the child's instincts into healthy channels. Moreover, in recent years the conviction has been growing with a lightening rapidity that education in the real sense should be training in the process of social adjustment rather than mere stuffing of the brain with a special dose of mental or moral instruction. Consequently, an important aim of school life should be to provide learning experiences outside as well as inside the classroom.

The word co-curricular activities suggest that the activities of student must be so organized that it helps to fulfil curriculum needs. The Secondary Education Commission Report suggests in these words:

Given a clean, pleasant and well maintained school building, we would like to see if it can provide a richly varied pattern of activities to cater to the development of their children's entire personality. It has to formulate a scheme of hobbies, occupations and projects that will appeal to and draw out, the powers of children of varying temperaments and aptitudes. Putting the problem in these words obviously implies that we do not visualize this school as merely a place of formal learning, whose main concern is to communicate a certain prescribed quantum of knowledge, but rather as a living and organic community which is primarily interested in training its pupils in, what we have called 'the gracious art of living.'<sup>3b</sup>

---

<sup>3b</sup> Report of the Secondary Education Commission, (Delhi: Ministry of Education, Government of India, 1953, ), p.217.

(vi) Evaluation of Pupil Progress

Evaluation is the culmination point of the curricular programme. Without evaluation, we cannot judge the success and limitations of the programme. It is through proper evaluation that the teachers not only can measure the success of the pupils but can also, provide guidance to them for further progress. Evaluation in schools includes:

- (i) Short tests,
- (ii) Terminal examinations,
- (iii) Oral examination and practicals,
- (iv) Internal assessment, and
- (v) Final examination at the end of the year.

The State Department of Education has provided 20 per cent of marks for internal assessment of pupils' activities, year's work etc. The annual examination is to be conducted out of 80 marks.

In this way, the syllabus provides the starting point for curricular programme, the learning activities give the idea of the process, the aids to the process are the instructional materials, the school

time-table becomes the plan for putting in the programme into practice, the library provides rich source of material, the co-curricular activities supplement the process of curricular programme, and finally the evaluation provides a check point and diagnosis of this programme.

## II. THE QUESTIONS IN THE QUESTIONNAIRE

The aspect of curricular programme included six criteria as follows:

- (i) The syllabus,
- (ii) Learning process,
- (iii) Use of instructional material,
- (iv) School libraries,
- (v) Co-curricular programme,
- (vi) Evaluation of pupil progress.

These criteria totally covered 36 questions and 30 conditions. The detailed analysis and interpretation is given as follows:

### III. THE ANALYSIS OF THE DATA

#### 1. The Syllabus

The first criterion in the curricular programme is the syllabus. The syllabus is prescribed by the State Department of Education. But even then, in the given syllabus, the teaching units can be developed by the teachers. The State Department of Education has prescribed the syllabus, but at the same time, the Department has given freedom to the schools that any school can reframe the syllabus for tryout with the previous permission of the Department. Therefore, the progressive schools can reorganize or reframe the present syllabus for tryout. The criterion on the syllabus includes three conditions:

- (1) Following the prescribed syllabus,
- (2) Planning and developing the teaching units,
- (3) Making necessary changes in the syllabus.

The tables Nos. VIII-1 to VIII-3 reveal the data.

As regards this condition, the Grant-in-Aid Code reads as follows:

The Department will, from time to time, prepare and publish suitable curricular and syllabus for the use of various types of secondary schools, which every school will be required to follow. No school shall teach during school hours any subject which is not prescribed by the Department. The management of schools may, with the previous permission of the Director of Education, adopt variations, with the frame work of the Departmental curricula to suit local conditions.<sup>4</sup>

(i) Following the Prescribed Syllabus in Schools

It can be observed from the table that as many as 75 per cent of schools follow the syllabus wholly, and 20 per cent of them make deviations, while 5 per cent of schools do not follow the prescribed syllabus but they frame their own syllabus with the previous permission of the Director of Education.

TABLE VIII-1

Showing the Data Regarding the Prescribed Syllabus in the School

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	69	23	8

<sup>4</sup> Grant-in-Aid Code, Part I, Directorate of Education, Central Press, Government of Gujarat, Ahmedabad, 1964, p. 15.

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Girls'	18	83	11	6
Mixed	89	74	21	5
Gujarat State	120	75	20	5
According to area				
City	22	73	23	5
Town	53	73	21	6
Rural	45	78	18	4
Gujarat State	120	75	20	5
According to managements				
Charity endowment trust	14	71	21	7
Public trust	43	79	21	-
Life membership system	5	40	40	20
Committee management	15	67	27	7
State Government	29	90	7	3
Local Bodies	10	50	30	20
Missionary	4	75	25	-
Gujarat State	120	75	20	5

It is a good sign that schools in Gujarat come forward with changes in the syllabus. The investigator observed that such a syllabus gave the teachers a good

freedom to try all new activities and learning experiences in schools. Generally, it was observed in many schools that the teachers felt that the syllabus was heavy and that it did need a change and reorganisation.

(ii) Planning and Developing the Teaching Units

The syllabus is given by the Department but the teaching units can be developed by the teachers. The table VIII-2 reveals the data.

TABLE VIII-2

Showing the Data Regarding the Planning and Developing Teaching Units

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	31	54
Girls'	18	17	11	72
Mixed	89	8	22	70
Gujarat State	120	10	22	69
-----				
According to area				
City	22	32	23	45
Town	53	6	21	74



Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Rural	45	4	22	74
Gujarat State	120	10	22	69
According to managements				
Charity endowment trust	14	7	14	79
Public trust	43	19	35	47
Life membership system	5	-	20	80
Committee management	15	7	13	80
State Government	29	-	7	93
Local Bodies	10	-	20	80
Missionary	4	50	50	-
Gujarat State	120	10	22	69

Ten per cent of schools fulfil the condition wholly, 22 per cent of schools fulfil it partly and 69 per cent of schools do not fulfil it at all. Out of the schools not fulfilling the condition most of them are rural schools, and the schools managed by the State Government. The State Government schools did not take any initiative regarding the development of the teaching units. Comparatively, greater percentage of public trust schools fulfil the condition.

The principals of the schools explained to the investigator how some of them developed and tried out the teaching units. They tried to study the difficulties of implementing the present syllabus, and tried to enumerate the constructive suggestions. Then, they formed groups among themselves and planned out the standardwise reorganisation of the contents. Then, the entire group work was put before the whole staff for comments and suggestions. Again, on the basis of the comments and suggestions, the plan was revised and finally circulated to all the members of the staff. After its implementation for one year, the staff again revised the contents. And in this way, at the end of two years the revision got its shape. Such a revised syllabus was implemented for three further years continuously and its effects on S.S.C. students were studied. In this way, some schools tried to do substantial work in the direction of the organisation of the syllabus. Such a reorganisation gave the staff members professional equipment and the students, newer learning experiences.

(iii) Changes in the Syllabus

It can be observed from the table VIII-3 that

only 5 per cent of schools made major changes in the syllabus, while 20 per cent of them tried to make smaller changes in the syllabus and 75 per cent of them followed the prescribed syllabus.

TABLE VIII-3  
Showing the Data on Making Necessary Changes  
in the Syllabus

Classification of Schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	8	23	69
Girls'	18	6	11	83
Mixed	89	5	21	74
Gujarat State	120	5	20	75
-----				
According to area				
City	22	5	23	73
Town	53	6	21	73
Rural	45	4	18	78
Gujarat State	120	5	20	75
-----				
According to managements				
Charity endowment trust	14	7	21	71
Public trust	43	-	21	79

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
Life membership system	5	20	40	40
Committee management	15	7	27	67
State Government	29	3	7	90
Local Bodies	10	20	30	50
Missionary	4	-	25	75
Gujarat State	120	5	20	75

It should be mentioned that the State Department of Education does give permission for reorganising the syllabus and the schools should avail of this opportunity. But then, it is not within the capacity of every school to make experiments with it. Therefore, only the leading and progressive schools tried to make necessary changes in the syllabus.

The investigator observed the following situation as regards the syllabus in the secondary schools of Gujarat. When the investigator interviewed the principals, teachers, etc. he recorded certain opinions and facts and these observations are based on such a record.

(1) Ninetyone per cent of school principals believed that the present syllabus was not at all adequate and that the changes must be made in the syllabus.

(2) On a close observation of the syllabus, one can say that the syllabus is too heavy in contents and too vague in its objectives. The syllabus does not give clearly defined objectives, areas and activities. As a result of this, the text-books are vaguely written and the teachers tried to "finish" the text-books in the classrooms. By completing a textbook they believed that the courses were over.

(3) The Educational Inspectors tried to know whether the courses were 'finished' or not.

(4) As a result of this situation, the district-wise Headmasters' Associations and Teachers' Associations were trying to develop teaching units and teachers' hand-books for each subject. The present investigator directed several seminars of this type in various districts.

On the whole, as regards this criterion the picture of schools of Gujarat suggests that most of

the schools follow the prescribed syllabus, some of them try to plan and implement units on the basis of the given syllabus and a few of them try to reorganize the syllabus in order to make experiments by giving newer and more learning experiences to the pupils.

## (2) The Learning Process

The second criterion was about the learning process. The syllabus is nothing but the tool for teaching process, but the real art lies in the learning teaching process. The teacher should provide the children learning experiences on the basis of the objectives of each course. These learning experiences should meet the needs of the pupils and also the instructional activities of teachers should be based on the needs of the pupils; various types of teaching techniques should be used, community resources must be tapped and pupils must be guided to carry out home work assignments regularly.

The Report of Secondary Education Commission throws light on the teaching-learning process in these words:

But every teacher and educationist of experience knows that even the best curriculum and most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers.....The highest value of all methods should try to inculcate ~~in~~ love of work and the desire to do it with the highest measure of efficiency of which one is capable.<sup>5</sup>

This criterion included four questions. The fourth question was on <sup>six</sup> conditions. Six conditions were as follows:

- (i) Understanding of the objectives of each course by teachers.
- (ii) Provision of learning experiences for the pupils on the basis of the syllabus content.
- (iii) Development of instructional activities on the basis of the needs of the pupils.
- (iv) Use of different teaching techniques.
- (v) Use of community resources for enriching the learning activities.

---

5 The Report of Secondary Education Commission, (New Delhi: Ministry of Education, Government of India, 1954), pp.102-103.

- (vi) Guidance to the pupils for carrying out homework assignments regularly.

The data is revealed in the tables VIII-4 to VIII-9.

(i) Understanding of the Objectives of each Course by Teachers

For developing any curricular activity, first of all the objectives of each course must be understood by the teachers. The table VIII-4 reveals the data.

TABLE VIII-4

Showing the Condition on Understanding of the Objectives of each Course by the Teachers in Schools

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	31	31	38
Girls'	18	28	22	50
Mixed	89	3	16	81
-----				
Gujarat State	120	10	18	72
-----				
According to area				
City	22	18	37	45



Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Town	53	6	15	79
Rural	45	11	13	76
Gujarat State	120	10	18	72
According to managements				
Charity endowment trust	14	7	7	86
Public trust	43	14	23	63
Life membership system	5	-	20	80
Committee management	15	7	13	80
State Government	29	3	14	83
Local Bodies	10	10	20	70
Missionary	4	50	50	-
Gujarat State	120	10	18	72

It can be observed from the table that most of the schools fulfilling the condition are boys' schools, city schools and the schools managed by missionary management and public trust managements. Most of the schools not fulfilling the condition are mixed schools, town schools and the schools managed by charity endowment trust and State Government.

This was so, firstly, because, the city schools were able to get advantage of orientation and direct guidance from the Departments of Extension Services of the Training Colleges and of the University personnel; while this was not the case with the rural and town schools.

Secondly, the missionary and public trust managements cared much for the professional equipment of the staff and contributed in terms of their leadership in the functioning of the schools.

Thirdly, in the schools managed by the State Governments the principals got transfer at the end of every three years and so was the staff. Therefore, the staff composition was not steady in Government schools. Therefore, no teacher felt security and steadiness in the Government schools.

Fourthly, the recruitment of untrained new teachers was very heavy in the schools of Gujarat. The investigator recorded that the ratio of trained and untrained teachers varied from 1:1 to 1:9 in different schools. In the schools where the untrained staff was proportionately in greater number, the principals were

at a loss to orient them.

Fifthly, in a considerable number of schools the principals themselves needed orientation regarding the objectives of each course.

As a result of these reasons, totally the condition is partly or wholly fulfilled by 28 per cent of schools, and not fulfilled by 72 per cent of schools.

(ii) Provision of Learning Experiences

The table VIII-5 reveals the data.

TABLE VIII-5

Showing the Provision of Learning Experiences  
for Pupils on the Basis of the Syllabus  
Content

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	23	23	54
Girls'	18	17	17	67
Mixed	89	2	13	84
-----				
Gujarat State	120	7	15	78

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to area				
City	22	14	41	45
Town	53	4	4	92
Rural	45	7	15	78
-----				
Gujarat State	120	7	15	78
-----				
According to managements				
Charity endowment trust	14	7	14	79
Public trust	43	7	23	70
Life membership system	5	-	20	80
Committee management	15	7	7	87
State Government	29	3	3	93
Local Bodies	10	-	20	80
Missionary	4	50	25	25
-----				
Gujarat State	120	7	15	78
-----				

It can be observed from the table that the learning experiences are not planned in 78 per cent of schools. This condition is wholly fulfilled in 7 per cent of schools, and partly fulfilled in 15 per cent of schools.

The greater percentage of schools fulfilling

the condition are boys' schools, city schools and the schools managed by missionary managements, public trust and charity endowment trust. The greater percentage of schools not fulfilling the condition are mixed schools, town schools, and the schools managed by State Governments and Committee managements.

The investigator recorded the following facts during his interviews with principals. The principals enumerated these difficulties for the non-fulfilment of this condition.

(1) The teachers were short of time due to the over burden of work, the rigid syllabus, the few hours of work and the heavy duties given to them.

(2) The pattern of time-tables and the school buildings were such that the subject teachers hardly got combined periods per week in their subjects, to arrange varied learning experiences. As a result, the only experience that the pupils were getting was sitting in the four walls and hearing the teachers.

(3) It was observed that in a considerable number of schools the pattern of furniture was the routine type of benches. Hence the pupils hardly got

any opportunity to discuss with each other in the class.

(4) The classes were crowded with more than 40 pupils in the class. Therefore, the individual attention of the teacher was difficult.

(5) In most of the schools, there was absence of any system of co-operative planning with teachers. The pupils' involvement in the planning was to a negligible extent.

(6) Out of the districts, where there were training colleges - e.g. Surat, Ahmedabad, Baroda, Jamnagar, etc. the programme is positively affected.

(7) Some of the causes for such a situation were: lack of knowledge and understanding of recent trends on the part of the principals, lack of initiative and enthusiasm on the part of most of the teachers, lack of proper guidance to teachers from the senior or able teachers and lack of flexibility of Departmental regulations.

Due to these reasons most of the schools fail to provide learning experiences to the pupils on the

basis of the syllabus content. However, it was observed by the investigator that in a few schools the learning experiences were nicely preplanned and ably provided.

(iii) Development of Instructional Activities on the Basis of the Needs of the Pupils

On the basis of the planning of the learning experiences, the instructional activities should be developed. In the planning of learning experiences the pupils are in the centre. The teachers chalk out the instructional activities on the basis of the material and time available, and on the basis of pupil needs. The data is revealed in the table No. VIII-6.

TABLE VIII-6

Showing the Development of Instructional Activities on the Basis of the Needs of the Pupils

Classification of schools	Total No. of schools	Rating on the condi- -tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	38	46
Girls'	18	17	17	67
Mixed	89	24	25	52
-----				
Gujarat State	120	22	25	53

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to area				
City	22	50	32	18
Town	53	10	25	64
Rural	45	20	22	58
-----				
Gujarat State	120	22	25	53
-----				
According to managements				
Charity endowment trust	14	14	21	64
Public trust	43	40	35	25
Life membership system	5	20	20	60
Committee management	15	7	33	60
State Government	29	7	10	83
Local Bodies	10	10	20	70
Missionary	4	50	25	25
-----				
Gujarat State	120	22	25	53
-----				

It can be observed from the table that most of the schools fulfilling the condition are boys' schools, city schools, and the schools managed by missionary managements and public trust. Most of the schools not fulfilling the condition are girls' schools, rural schools and the schools managed by the State Government



and Local Bodies.

The reasons for such a situation are discussed in the condition on "provision of learning experiences".

It was observed that districtwise various Headmasters' associations were planning instructional activities but they were implemented in a very few schools. Thus, a beginning is made at the planning stage in most of the districts but then, a small <sup>also</sup> beginning is made at the implementative stage.

The reasons put forth by the teachers and principals regarding the non-fulfilment of the condition are: lack of time, over burden of work, lack of guidance, etc.

On the whole, 22 per cent of schools fulfil the condition wholly, 25 per cent of schools fulfil the condition partly and 53 per cent of schools do not fulfil the condition at all. Still, however, it can be said that after 12 years of the publication of Secondary Education Commission's Report, the secondary schools have merely touched the fringe of improvement process. The very slow progress may be due to the quantitative expansion in secondary education.

(iv) Use of Different Teaching Techniques by the Teachers

out  
It was thought that if teachers could not implement the planning of activities for each unit of the syllabus, it was at least advisable for them to try out various methods for at least some teaching units in each subject. The responses are indicated in the table VIII-7.

TABLE VIII-7

Showing the Use of Different Teaching Techniques by Teachers

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	23	23	54
Girls'	18	6	17	78
Mixed	89	12	13	74
Gujarat State	120	12	15	73
-----				
According to area				
City	22	32	41	27
Town	53	4	4	92
Rural	45	13	16	71
Gujarat State	120	12	15	73
-----				

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to managements				
Charity endowment trust	14	7	14	79
Public trust	43	23	23	54
Life membership system	5	20	20	60
Committee management	15	7	7	87
State Government	29	3	3	93
Local Bodies	10	-	10	90
Missionary	4	25	50	25
-----				
Gujarat State	120	12	15	73
-----				

It can be observed from the table that the greater percentage of schools fulfilling the condition are boys' schools, city schools and the schools managed by public trust and missionaries. The greater percentage of schools not fulfilling the condition are girls' schools, town schools and the schools managed by the State Government and Local Bodies.

It was recorded by the investigator that in 9 per cent of schools the experimental projects were undertaken, in 8 per cent of schools projects were carried out, in 3 per cent of schools examination reform

were introduced, and in 3 per cent of schools the assignment approach was implemented.

In the rest of the schools the only teaching technique that was followed was the narration and question-answer method. The new techniques are tried out due to the impact of the work of Extension Services Centres all over India.

Over and above these techniques, so many new innovations were taken up by the secondary schools. Chief among these innovations were the following: Students' study circles, audio-visual methods, self-managements by students, hobby clubs, self-study in libraries, workshop techniques, etc.

On the whole, it can be seen that 73 per cent of schools do not fulfil the condition. Twelve per cent of them fulfil it wholly and 15 per cent of them fulfil it only partly.

(v) Use of Community Resources for Enriching Learning Experiences

For conducting the learning process, it is necessary for the schools to utilize the community resources. This has been emphasized by the Secondary

Education Commission in these words:

One of the dominant aims of the school in the provision of all these social and practical activities and in organising class work on a new basis will be to educate the character and inculcate the right kind of ideals and values in the students.<sup>6</sup>

The table No. VIII-8 reveals the data.

TABLE VIII-8

Showing the Use of Community Resources for  
Enriching the Learning Activities

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	23	62
Girls'	18	17	17	67
Mixed	89	3	12	85
-----				
Gujarat State	120	7	14	79
-----				
According to area				
City	22	14	36	50
Town	53	4	4	92
Rural	45	7	15	78
-----				
Gujarat State	120	7	14	79
-----				

<sup>6</sup> The Secondary Education Commission's Report, Op.Cit., p.222.

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to managements				
Charity endowment trust	14	7	14	79
Public trust	43	5	23	72
Life membership system	5	-	20	80
Committee management	15	7	7	87
State Government	29	3	3	93
Local Bodies	10	10	10	80
Missionary	4	50	25	25
-----				
Gujarat State	120	7	14	79
-----				

It can be observed from the table that a greater percentage of schools not fulfilling the condition are mixed schools, town schools and the schools managed by the State Government and committee management. On the whole, very meagre percentage of schools fulfil the condition.

It was observed by the investigator that generally the schools are not habituated to use community resources. The trips are carried out but very rarely they are used as learning experiences. This is due to the general lack of orientation and the lack of

time on the part of the principals. Moreover, the rigidity of the Educational Inspectors over the completion of the syllabus and the number of teaching hours per teacher, is an obstacle on the attempts of the principals in utilizing community resources.

The investigator observed that general leading schools were preparing a detailed plan in the school schedule for utilization of community resources. But such attempts are successfully carried out in only 7 per cent of schools, whereas in 14 per cent of schools only the attempts are made at the incidental utilization of the community resources.

On the whole, the general picture of the schools of Gujarat in utilizing community resources is very poor because, it can be seen from the table that only 21 per cent of schools fulfil the condition while 79 per cent do not fulfil it.

(vi) Guidance to Pupils in Carrying out the Homework Programme in Schools

According to the Grant-in-Aid Code, one hour's duration of homework is to be given in the lower standards and two hours' homework is to be given in the higher standards. The schools are required to prepare

a separate time-table for homework. The table No.VIII-9 reveals the data.

TABLE VIII-9

Showing the Guidance to the Pupils for Carrying  
out Homework Assignments Regularly

Classification of schools	Total No.of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	23	30	46
Girls'	18	17	22	61
Mixed	89	22	35	43
-----				
Gujarat State	120	22	32	46
-----				
According to area				
City	22	36	27	36
Town	53	25	36	40
Rural	45	11	31	58
-----				
Gujarat State	120	22	32	46
-----				
According to managements				
Charity endowment trust	14	14	14	71
Public trust	43	37	60	2
Life membership system	5	20	20	60
Committee management	15	7	20	73
State Government	29	10	10	79
Local Bodies	10	10	20	70
Missionary	4	50	50	-
-----				
Gujarat State	120	22	32	46
=====				



In 46 per cent of schools in Gujarat, the condition is not fulfilled, whereas the condition is wholly fulfilled in 22 per cent of schools and partly fulfilled in 32 per cent of schools. Among the schools fulfilling the condition, the greater percentage of schools are mixed schools, town schools and the schools managed by missionaries and public trust.

The schools managed by committee management and Local Bodies present a weak picture.

The investigator recorded that .9 to 1.5 hour of homework was given to the pupils in standards V to VII and 1.8 to 3.2 hours of homework was given to the pupils in standards VIII to X.

The reactions of the schools regarding such a programme were different. The schools had the following difficulties in the successful implementation of the homework programme.

(1) The students in the rural areas were coming to the schools from distance and as a result, they did not get time to do homework.

(2) The teachers were so much over burdened

with the assessment work that they could not find enough time to check the homework done by pupils.

(3) The time given to teachers was much less for regular attention for homework of the class.

(4) The number of pupils were increasing with great speed, therefore, the individual attention was not given by the teachers.

Thus the homework programme suggested weak picture in the schools of Gujarat. At the same time, the investigator observed that in some schools, they were developing this programme successfully through assignments, exercises, tests, proper planning etc.

### (3) Use of Instructional Materials

Instructional material is necessary for carrying out the instructional activities successfully. Three points were essential in the instructional materials: The use of the audio-visual material, the availability of the instructional material, and thirdly the guidance to the pupils in the use of materials. Three conditions were included in this criterion;

- (i) Effective use of audio-visual material,
- (ii) Availability of the instructional material,
- (iii) Guidance to the pupils in the use of materials.

The tables Nos. VIII-10 to VIII-12 reveal the data.

(i) Effective Use of Audio-Visual Material

The table VIII-10 reveals the data.

TABLE VIII-10

Showing the Effective Use of Audio-Visual Aids

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	38	31	31
Girls'	18	39	6	56
Mixed	89	30	39	31
-----				
Gujarat State	120	32	32	36
-----				
According to area				
City	22	36	27	36

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Town	53	28	36	36
Rural	45	36	31	33
Gujarat State	120	32	32	36
According to managements				
Charity endowment trust	14	29	14	57
Public trust	43	46	42	12
Life membership system	5	20	20	60
Committee management	15	33	20	47
State Government	29	17	28	55
Local Bodies	10	20	50	30
Missionary	4	50	50	-
Gujarat State	120	32	32	36

It can be observed from the table that the greater percentage of schools not fulfilling the condition are girls' schools, and the schools managed by life membership system of management. And, the greater percentage of schools fulfilling the condition are boys' and mixed schools, rural schools and the schools managed by public trust, State Government and missionary schools. The State Government schools possessed <sup>a</sup> good

amount of audio-visual materials; and it was observed that the material was used properly by the teachers. The reasons given by teachers for not using the materials are many. The teachers said that the time given to them was not sufficient in terms of number of periods. And, the teachers were over burdened in finishing the course, the teachers were lacking in the training of using the apparatus and aids.

On the whole, it can be observed that the condition was wholly fulfilled in 32 per cent of schools, in 32 per cent of schools it was partly fulfilled and in 36 per cent of schools it was not fulfilled at all. Comparatively, the schools of Gujarat show better picture than what is shown in the Secondary Education Commission's Report.

(ii) The Availability of the  
Instructional Material

The table VIII-11 reveals the data.

It can be very easily inferred from the table that the instructional material was available in 85 per cent of schools.

TABLE VIII-11

Showing the Availability of Instructional Material

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	38	54	8
Girls'	18	44	50	6
Mixed	89	30	51	18
Gujarat State	120	33	52	15
-----				
According to area				
City	22	41	50	9
Town	53	32	53	15
Rural	45	31	51	18
Gujarat State	120	33	52	15
-----				
According to managements				
Charity endowment trust	14	36	43	21
Public trust	43	40	55	5
Life membership system	5	20	40	40
Committee management	15	20	67	13
State Government	29	31	45	24
Local Bodies	10	30	50	20
Missionary	4	50	50	-
Gujarat State	120	33	52	15
=====				

On the whole, 33 per cent of schools fulfil the condition wholly, 52 per cent of schools fulfil the condition partly and 15 per cent of them do not fulfil the condition at all.

It must be said that due to the Five Year Plans, the schools have been able to purchase good numbers of teaching aids in schools. But the only remark of the principals was that, that the teachers did not use this material.

(iii) Guidance to Pupils in the Use of Materials

The table No.VIII-12 reveals the data.

TABLE VIII-12

Showing the Guidance to the Pupils in the Use of Materials

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	31	31	38
Girls'	18	22	39	39
Mixed	89	13	67	19
-----				
Gujarat State	120	17	59	24

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to area				
City	22	27	41	32
Town	53	11	57	32
Rural	45	18	71	11
-----				
Gujarat State	120	17	59	24
-----				
According to managements				
Charity endowment trust	14	7	64	29
Public trust	43	21	58	21
Life membership system	5	20	40	40
Committee management	15	13	60	27
State Government	29	10	62	28
Local Bodies	10	20	60	20
Missionary	4	50	50	-
-----				
Gujarat State	120	17	59	24
-----				

It can be observed that the 17 per cent of schools fulfil the condition wholly, 59 per cent of them fulfil it partly and 24 per cent of schools do not fulfil the condition at all. A greater percentage of schools not fulfilling the condition are boys', city and town schools, the schools managed by life membership



system. The greater percentage of schools fulfilling the condition are mixed schools, rural schools and the schools managed by life membership system of managements.

On the whole, it can be observed that as regards the availability of the teaching aids the position of the schools of Gujarat is quite good, and as regards the use of audio-visual materials, the condition is fairly satisfactory. It must be said that the schools have improved in terms of use of audio-visual aids.

#### (4) School Libraries

Libraries are the wardrobes of learning from where students may take out knowledge for the solution of practical problems and for the cultivation of mind and intellect. Young people's desire to know and inquire is always keen and the school library helps to strengthen this.

The Secondary Education Commission pointed out the defects of school libraries as follows:

We should like to state at the outset that in a large majority of schools, there are at present no libraries worth the name. The books are usually old, outdated,

unsuitable, usually selected without reference to the students' tastes and interests. They are stocked in a few bookshelves, which are housed in an inadequate and unattractive room. The person in charge is often a clerk or an indifferent teacher who does this on a part time basis and has neither a love for books nor knowledge of library technique. Naturally, therefore, there is nothing like an imaginative and well planned library service, which could inspire students to read and cultivate in them a sincere love of books.<sup>7</sup>

This criterion included four conditions as follows:

- (i) Teachers' use of library in their planning of teaching,
- (ii) Guidance to the pupils in the effective use of the library,
- (iii) The availability of librarian in charge of the school library,
- (iv) Recommendation for the addition of new books by the teachers.

The table Nos. VIII-13 to VIII-16 reveal the data.

(1) Teachers' Use of Library in Their Planning of Teaching

First of all the school library should be used

---

7 The Secondary Education Commission's Report, Op.Cit., p.110.

by the teachers in their planning of teaching. The data regarding the condition is shown in table VIII-13.

TABLE VIII-13

Showing the Data Regarding the Teachers' Use of Library

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	23	38	38
Girls'	18	28	17	56
Mixed	89	9	28	63
-----				
Gujarat State	120	13	27	59
-----				
According to area				
City	22	27	32	41
Town	53	18	28	64
Rural	45	13	24	62
-----				
Gujarat State	120	13	27	59
-----				
According to managements				
Charity endowment trust	14	7	21	71
Public trust	43	23	35	42
Life membership system	5	20	20	60
Committee management	15	7	40	53
State Government	29	3	17	79
Local Bodies	10	-	20	80
Missionary	4	50	25	25
-----				
Gujarat State	120	13	27	59
=====				

It can be observed that 59 per cent of schools do not fulfil the condition. Totally, 40 per cent of schools fulfil the condition. Out of the schools which fulfil the condition, most of them are boys' schools, city schools, and the schools managed by missionaries and public trusts. Out of the schools not fulfilling the condition, most of them are mixed schools, town schools and the schools managed by Local Bodies and State Government.

Various reasons for the absence of use in 59 per cent of schools are given, such as: the teachers were not getting time for the preparation of their subjects as they were given additional burden of work. A considerable proportion of teachers did not have proper attitude for work and preparation.

The investigator recorded the following facts:

(1) Only 5 schools in the sample have class libraries.

(2) The number of books per pupil in the school library is 5 or less than 5.

(3) There is a lack of children's literature in almost all the school libraries.

(4) Most of the schools have only a prescribed minimum of furniture for their libraries and 40 schools have not even magazine and newspaper stands.

(5) In most of the schools, the books were kept in the closed cupboards and not in the open-shelf system.

(6) The expenditure of the library is met with from Government grants, contribution management and collection of fees.

(7) In only 40 schools the subjectwise classification is done and agewise or authorwise classification is done only in nine schools.

On the whole, it can be observed that the schools of Gujarat present a poor picture as regards this condition.

(ii) Guidance by the Teachers for the Effective Use of the Library by the Pupils

It is a duty of the teachers to guide the pupils regarding the use of the libraries. The present situation is revealed in the table No. VIII-14.

TABLE VIII-14

Showing the Guidance by the Teachers for the  
Effective Use of the Library by the Pupils

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	31	31	38
Girls'	18	22	22	56
Mixed	89	15	48	36
Gujarat State	120	18	42	39
-----				
According to area				
City	22	23	36	41
Town	53	21	47	32
Rural	45	13	40	46
Gujarat State	120	18	42	39
-----				
According to managements				
Charity endowment trust	14	7	43	50
Public trust	43	28	35	37
Life membership system	5	20	40	40
Committee management	15	13	40	47
State Government	29	10	52	38
Local Bodies	10	10	60	30
Missionary	4	50	25	25
Gujarat State	120	18	42	39
-----				

It can be observed that 18 per cent of schools fulfil the condition wholly, 42 per cent of schools fulfil the condition partly and 39 per cent of schools do not fulfil the condition at all. Greater percentage of schools fulfilling the condition are boys' schools, town schools and the schools managed by missionaries and public trust.

It was recorded by the investigator that the guidance was given by the teachers during teaching in the class, or in the co-curricular activity periods.

(iii) The Availability of the Librarian  
in Charge of the School Library

In all the schools at least a part time librarian is a necessity. Without a the librarian, library will not be used properly by the pupils. The table VIII-15 reveals the condition.

It can be observed that in 59 per cent of schools a librarian is not available. Only in 18 per cent of schools the condition is fulfilled wholly which means that a full time librarian is available. In 22 per cent of schools the condition is fulfilled partly which means that a part time librarian is available.

TABLE VIII-15

Showing the Data Regarding the Librarian in Charge  
of the Libraries

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	31	54
Girls'	18	17	17	67
Mixed	89	19	22	58
-----				
Gujarat State	120	18	22	59
-----				
According to area				
City	22	36	27	36
Town	53	21	23	56
Rural	45	7	20	73
-----				
Gujarat State	120	18	22	59
-----				
According to managements				
Charity endowment trust	14	7	21	71
Public trust	43	32	26	42
Life membership system	5	20	40	40
Committee management	15	7	27	67
State Government	29	7	10	83
Local Bodies	10	10	30	60
Missionary	4	50	25	25
-----				
Gujarat State	120	18	22	59
-----				



Most of the schools fulfilling the condition are boys' schools, city schools and the schools managed by missionaries, life membership system and public trust.

These managements used to spend extra money on it. This is so, because until recently the Government did not give any grants for it. Only in the month of June 1965 the Department of Education passed a rule for giving special grants for at least a part time librarian in all schools. Now-a-days the advertisements appear in newspapers regarding the demand for the part time and full time librarians, but so suddenly enough number of librarians are not available. The training colleges have started orientation courses and certificate courses for teachers.

(iv) The Recommendation of Books by Teachers

The books for the library must be recommended by the teachers, because only the teachers know the real interests of the pupils. The table No. VIII-16 reveals the data.

TABLE VIII-16

Showing the Data Regarding the Recommendation of  
Books by the Teachers

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	46	31	23
Girls'	18	44	22	33
Mixed	89	42	35	24
-----				
Gujarat State	120	42	32	25
-----				
According to area				
City	22	45	27	27
Town	53	40	36	25
Rural	45	44	31	24
-----				
Gujarat State	120	42	32	25
-----				
According to managements				
Charity endowment trust	14	50	14	36
Public trust	43	46	40	14
Life membership system	5	20	20	60
Committee management	15	53	20	27
State Government	29	34	45	21
Local Bodies	10	20	20	60
Missionary	4	75	25	-
-----				
Gujarat State	120	42	32	25
-----				

On the whole, 25 per cent of schools do not fulfil the condition. Totally, 42 per cent of schools fulfil the condition wholly, and 32 per cent of schools fulfil the condition partly. Among the schools fulfilling the condition are boys' and girls' schools, rural schools and the schools managed by missionaries and public trusts.

The investigator observed that in some of the schools, the principal or the school committee did not take into consideration the suggestions of the teachers; while in some schools the teachers did not care to recommend the books.

On the whole, it can be said that the picture of secondary schools regarding libraries is only partly satisfactory. In some schools the condition is quite good, while in most of them the condition is poor.

#### (5) Co-Curricular Programme of Schools

The co-curricular activities should form an integral part of the school curricular programme. This has been emphasized by the Secondary Education Commission as follows:

They are as integral a part of the activities of a school as its curricular work and their proper organisation needs just as much care and fore-thought. Such activities will naturally vary, within limits, from school to school depending upon its location, its resources and the interest and aptitudes of the staff and students. If they are properly conducted, they can help in the development of very valuable attitudes and qualities.<sup>8</sup>

The criterion on co-curricular programme included six conditions, as follows:

- (i) Provision of opportunities in the programme for developing desirable personality qualities,
- (ii) Appropriateness of the number and type of activities according to the available facilities,
- (iii) Maximum pupils participation,
- (iv) Availability of the time-table of the programme,
- (v) Availability of a teacher for guidance,
- (vi) Responsible school council.

The table Nos.VIII-17 to VIII-22 reveal the data.

---

<sup>8</sup> Report of the Secondary Education Commission, Op. Cit., p. 126.

(i) Provision of Opportunities in  
the Programme for Developing  
Desirable Personality Qualities

The ultimate aim of this programme is the development of personality qualities. Table No.VIII-17 indicates the data regarding this condition in secondary schools.

TABLE VIII-17

Showing the Data Regarding the Provision of  
Opportunities in the Programme for Developing  
Desirable Personality Qualities

Classification of schools	Total No.of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	31	54
Girls'	18	22	22	56
Mixed	89	10	16	74
-----				
Gujarat State	120	12	18	69
-----				
According to area				
City	22	36	36	27
Town	53	8	15	77
Rural	45	7	13	80
-----				
Gujarat State	120	12	18	69

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to managements				
Charity endowment trust	14	7	7	86
Public trust	43	26	23	51
Life membership system	5	20	20	60
Committee management	15	7	13	80
State Government	29	-	14	86
Local Bodies	10	-	20	80
Missionary	4	25	50	25
-----				
Gujarat State	120	12	18	69
-----				

It can be observed from the table that greater percentage of schools do not fulfil this condition. Still, however, 30 per cent of schools fulfil the condition partly or wholly. Among the schools fulfilling the condition, most of them are girls' schools, city schools and the schools managed by missionaries and life membership system and public trusts. Most of the city schools fulfil this condition because, they are in touch with modern trends and with the training colleges. These schools organise competitions, co-operative activities, joint trips and joint tours etc.

Missionary schools and public trust schools are very efficiently managed schools, therefore, a greater percentage of them fulfil the condition.

The investigator observed the following facts during his school visits and interviews:

(1) In 32 per cent of schools, the activities are not co-ordinated with the actual school work.

(2) The Departmental rule of conducting the co-curricular activities within two periods per week, has affected adversely the organisation of co-curricular activity programme.

(3) The programme is an outgrowth of pupil interest in some schools.

(4) In most of the schools which fulfil the condition, 'we feeling' is created as a result of this programme. This is quite commendable.

(5) In some of the schools, some of the activities are conducted not because there was an enthusiasm among students but because the school authorities were interested in their prestige value.

(6) A considerable number of school principals have not yet genuinely begun to realise the advantage of these co-curricular activities. They tried to emphasize achieving better results in examinations than enriching and widely organising such co-curricular activities.

(7) In a considerable number of schools, there was a lack of proper provision in the school budget for co-curricular activities, as a result there was a lack of proper equipment and other facilities.

On the whole, it can be observed that 30 per cent of schools fulfil the condition partly or wholly, in the schools of Gujarat.

The total picture of co-curricular activities in Gujarat is slightly better than that, which is described by the Secondary Education Commission.

(ii) Appropriateness of the Number and Type of Activities According to the Available Facilities

Various activities should be provided to satisfy pupil interest. The data regarding this condition is shown in the table No. VIII-18.



TABLE VIII-18

Showing the Data Regarding Appropriateness of the  
Number and Type of Activities According to the  
Available Facilities

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	15	69	15
Girls'	18	17	44	39
Mixed	89	3	45	52
Gujarat State	120	7	47	46
-----				
According to area				
City	22	9	45	45
Town	53	2	53	45
Rural	45	11	42	47
Gujarat State	120	7	47	46
-----				
According to managements				
Charity endowment trust	14	7	43	50
Public trust	43	7	56	37
Life membership system	5	20	20	60
Committee management	15	7	40	53
State Government	29	3	45	52
Local Bodies	10	-	50	50
Missionary	4	25	50	25
Gujarat State	120	7	47	46
-----				

It can be observed that 54 per cent of schools fulfil the condition, out of which 7 per cent of them fulfil the condition wholly, whereas 47 per cent of them fulfil it partly. Totally, 46 per cent of schools do not fulfil the condition.

Among the schools fulfilling the condition most of them are boys' schools and the schools managed by missionaries and public trust managements. Among the schools not fulfilling the condition, most of them are mixed schools, and the schools managed by life membership system and committee management system.

The investigator observed the following points during his school visits and interviews with the principals:

(1) In a number of rural schools, physical activities monopolise the whole programme, as in a number of urban schools indoor activities like debates, music, art, dramatics are fairly well conducted.

(2) Many of the activities like debates, games, school magazines, clubs, dramatics are a part of the school programme but in some schools they have been considered as a decorative part and are called 'extra

curricular', outside the field of serious and important work.

(3) Even where such activities are tolerated, they are confined to some spectacular activities whose range is very narrow and limited, and only a limited number of students participate in them.

(4) In some schools new activities have been organised such as Anand Mela, school broadcasting station, etc.

Thus, the different schools try to provide different types of activities, but a considerable percentage of schools fail to do so.

(iii) Maximum Participation of Pupils  
in Co-curricular Activities

The entire organisation of the co-curricular activity programme depends upon the participation of a number of students in such activities. The table VIII-19 reveals the data about this condition, in the secondary schools of Gujarat.

TABLE VIII-19

Showing the Data Regarding the Majority of  
Pupil Participation

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	31	38	31
Girls'	18	28	39	33
Mixed	89	3	42	56
-----				
Gujarat State	120	10	40	50
-----				
According to area				
City	22	14	37	50
Town	53	4	42	55
Rural	45	16	40	44
-----				
Gujarat State	120	10	40	50
-----				
According to managements				
Charity endowment trust	14	7	29	64
Public trust	43	13	35	51
Life membership system	5	20	40	40
Committee management	15	7	47	47
State Government	29	3	41	55
Local Bodies	10	-	60	40
Missionary	4	50	50	-
-----				
Gujarat State	120	10	40	50
-----				

It can be observed that in 10 per cent of schools the condition is fulfilled wholly, in 40 per cent of schools the condition is fulfilled partly and in 50 per cent of schools the condition is not fulfilled at all. This means that 50 per cent of schools were not able to get maximum pupil participation.

The investigator observed that too often a band of pupils run every kind of intellectual activity, and the same names are found in debates, magazines, drama and recitations. Another small group is found in every team. Therefore, maximum number of students did not find any interest and just were becoming "silent spectators". This condition prevails in 50 per cent of the schools of Gujarat.

But, in 10 per cent of schools the investigator could find out that the students' involvement in the activities was maximum.

(iv) The Availability of the Time-table of Co-curricular Activities in Schools

According to the Grant-in-Aid Code the time-table of co-curricular activities must be available in all schools. Ninetytwo per cent of schools follow this

rule and provide the time-table. But, the investigator observed that this time-table was just an administrative provision, it did not signify anything more. The table VIII-20 reveals the data regarding this condition.

TABLE VIII-20

Showing the Data Regarding the Availability of the Time-table in the Programme

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	62	31	8
Girls'	18	50	44	6
Mixed	89	54	37	9
-----				
Gujarat State	120	54	37	8
-----				
According to area				
City	22	59	32	9
Town	53	58	36	6
Rural	45	47	42	11
-----				
Gujarat State	120	54	37	8
-----				
According to managements				
Charity endowment trust	14	57	36	7
Public trust	43	53	37	9

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Life membership system	5	40	40	20
Committee management	15	47	40	13
State Government	29	55	41	3
Local Bodies	10	50	40	10
Missionary	4	100	-	-
Gujarat State	120	54	37	8

Almost all the schools fulfil the condition.

The investigator observed the following facts from the time-tables and school visits:

(1) Very few schools followed the real co-ordinated programme of co-curricular activities.

(2) Good number of schools arranged the class-wise activities. Even the activities like trips and excursions were arranged classwise.

(3) Some of the activities like debating, celebration of festivals were arranged schoolwise.

(4) It was observed that the Departmental

circulars do not make any considerable effect on schools for carrying out activities.

On the whole, it can be observed that the schools did provide the 'time-tables' but many of them did not provide a variety of activities.

(v) The Availability of a Teacher for Guidance of Co-curricular Activities

The teachers' guidance for carrying out the co-curricular activities is necessary. For each activity a teacher should be placed in charge for guidance and evaluation purposes. The table VIII-21 reveals the data regarding this condition.

TABLE VIII-21

Showing the Data Regarding the Availability of a Teacher for Guidance in Co-curricular Activities

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	31	38	31
Girls'	18	22	28	50
Mixed	89	16	46	38
-----				
Gujarat State	120	18	42	39



Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to area				
City	22	14	36	50
Town	53	13	47	40
Rural	45	27	40	33
-----				
Gujarat State	120	18	42	39
-----				
According to managements				
Charity endowment trust	14	-	43	57
Public trust	43	23	65	12
Life membership system	5	20	20	60
Committee management	15	13	40	47
State Government	29	17	24	59
Local Bodies	10	20	10	70
Missionary	4	50	50	-
-----				
Gujarat State	120	18	42	39
-----				

It can be observed that in only 18 per cent of schools the condition is fulfilled wholly, in 42 per cent of schools the condition is fulfilled partly and in 39 per cent of schools, the condition is not fulfilled at all.

Greater percentage of schools fulfilling this

condition are boys' schools, rural schools and the schools managed by missionary and public trusts.

The investigator observed that according to the Grant-in-Aid Code, the teachers' periods of co-curricular activities are not to be considered in the actual workload of teachers. Hence, this work is considered as an extra work by the Department. As a result, the teachers feel reluctant about it. Therefore, only in those managements where the teachers get enough recognition and security, they worked well for the organisation of Co-curricular activities, but in most of the schools the teachers neglected the co-curricular activities.

(vi) The Responsible School Council  
in the Schools of Gujarat

Generally, these activities are carried out through the school councils composed of the representatives from the teachers, with the General Secretary and the President. The table VIII-22 reveals the data regarding this condition in the schools of Gujarat.

TABLE VIII-22

Showing the Data Regarding the Responsible School Council

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	38	31	31
Girls'	18	28	22	50
Mixed	89	17	44	39
-----				
Gujarat State	120	21	39	40
-----				
According to area				
City	22	23	50	27
Town	53	15	42	43
Rural	45	27	31	42
-----				
Gujarat State	120	21	39	40
-----				
According to managements				
Charity endowment trust	14	7	36	57
Public trust	43	28	67	5
Life membership system	5	20	40	40
Committee management	15	13	33	53
State Government	29	17	14	69
Local Bodies	10	20	10	70
Missionary	4	50	25	25
-----				
Gujarat State	120	21	39	40
-----				

Totally, 60 per cent of schools fulfil the condition, out of which 21 per cent of schools fulfil the condition wholly and 39 per cent of them fulfil the condition partly; while 40 per cent of schools do not fulfil the condition.

The investigator observed that in 21 per cent of schools the school councils were very systematically organized. Whereas the authoritarian outlook of the principals did not allow the formation of school council in several schools.

On the whole, it can be observed that the picture of secondary schools of Gujarat regarding co-curricular activities presents one point. That a few schools are trying to build up co-curricular activities programme and trying sincerely and effectively but in a majority of schools, such an attempt is not made due to the lack of orientation, lack of faith and lack of facilities, etc.

#### (6) Evaluation of the Pupil Progress

Evaluation of the pupil progress is a very essential stage in the entire process of learning and teaching. But the present day evaluation in the

secondary schools results almost in the multiplicity of examinations during the course of the year. Due to this situation the teachers cannot concentrate their attention on anything but examinations. Rightly, the Secondary Education Commission has commented on it in the following words:

Thus all circumstances conspire today to put an undue and unnatural emphasis on examinations, specially the external examinations, and they have come to exercise a restricting influence over the entire field of Indian education to such an extent as almost to nullify its real purpose. Many complained of the hampering of examinations. They said and we generally agree with them, that the examinations today dictate the curriculum instead of following it, prevent any experimentation, hamper the proper treatment of subjects and sound methods of teaching, foster a dull uniformity rather than originality encourage the average pupil to concentrate too rigidly upon too narrow a field and thus help him to develop wrong values in education.<sup>9</sup>

This was the situation in the year 1953, in secondary schools. In the State of Gujarat, according to the Grant-in-Aid Code, freedom is given to school in framing their own promotion rules, and organising their own examination programme, with the previous

---

<sup>9</sup> The Report of the Secondary Education Commission, Op.Cit., p. 146.

approval of the Director of Education. The Grant-in-Aid Code reads as follows on this condition:

Every school should make proper and satisfactory provision for testing the attainments of pupils from time to time in various school subjects and should keep a proper record of the results of the same in respect of all pupils in the form of a register. The record should be available for inspection by the inspecting officer.....Schools should frame and follow their own rules for promotion and get them approved by the Educational Inspector.<sup>10</sup>

The criterion on the evaluation of the pupil progress included seven conditions as follows:

- (i) Planning examinations on the basis of purposes,
- (ii) Appropriate methods of examinations,
- (iii) Efforts for producing better question papers,
- (iv) System of internal marking for evaluating various abilities in pupils,
- (v) Use of examination results by teachers for analysing the effectiveness of teaching,

---

<sup>10</sup> Grant-in-Aid Code, Government of Gujarat, Ahmedabad, Government Central Press, 1964, p.14.

(vi) Pupils' understanding of their progress through evaluation procedures,

(vii) Providing remedial instruction after evaluation.

The table Nos. VIII-23 to VIII-29 reveal the present position of schools regarding the evaluation of the pupil progress.

(i) Planning Examinations on the Basis of the Purposes

The examinations must be planned on the basis of the definite objectives for each course. The table No. VIII-23 reveals the position of secondary schools regarding this condition.

TABLE VIII-23

Showing the Data Regarding the Planning of Examinations on the Basis of the Purposes

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	46	31	23
Girls'	18	50	44	6

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Mixed	89	15	37	48
Gujarat State	120	23	37	39
According to area				
City	22	28	32	40
Town	53	17	36	47
Rural	45	29	42	29
Gujarat State	120	23	37	39
According to managements				
Charity endowment trust	14	14	43	43
Public trust	43	37	35	28
Life membership system	5	20	40	40
Committee management	15	7	40	53
State Government	29	14	38	48
Local Bodies	10	10	40	50
Missionary	4	75	25	-
Gujarat State	120	23	37	39

It can be observed from the table that, in the entire Gujarat State, 23 per cent of schools fulfil the condition wholly, 37 per cent of them partly fulfil the condition and 39 per cent of them do not fulfil the



condition at all. The schools fulfilling the condition are girls' schools, rural schools and the schools managed by missionary and public trust schools. Among the schools not fulfilling the conditions, most of them are mixed schools, town schools and the schools belonging to committee management and Local Bodies.

The investigator observed that in the last seven years the Extension Services Departments of Gujarat State, as well as the training colleges conducted various seminars and workshops on evaluation techniques and producing better question papers, which attracted many schools in developing the objectives of different subjects for their schools.

On the whole, it can be said that the schools are gradually becoming conscious about the objectives of each course, and their place in examinations.

(ii) Appropriate Methods of Examinations

When the objectives are decided by the school, the next step is to devise various methods of examinations. The table VIII-24 reveals the present position of schools regarding this condition.

TABLE VIII-24

Showing the Data Regarding Appropriate Methods  
of Examinations

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	23	31	46
Girls'	18	22	22	56
Mixed	89	2	9	89
-----				
Gujarat State	120	7	13	79
-----				
According to area				
City	22	14	18	68
Town	53	2	15	83
Rural	45	11	9	80
-----				
Gujarat State	120	7	13	79
-----				
According to managements				
Charity endowment trust	14	7	7	86
Public trust	43	9	21	70
Life membership system	5	-	20	80
Committee management	15	7	7	87
State Government	29	3	3	93
Local Bodies	10	-	10	90
Missionary	4	50	50	-
-----				
Gujarat State	120	7	13	79
-----				

It can be observed from the table that on the whole 79 per cent of schools do not fulfil the condition, only 7 per cent of them fulfil it wholly and 13 per cent of them fulfil it partly. Among the schools not fulfilling the condition, most of them are mixed schools, town schools and the schools managed by Local Bodies and the State Government.

The investigator observed that the general pattern of examination in schools was quarterly tests and the annual examination only. The internal marking was calculated on the basis of the quarterly tests. Thus, there was no oral examination or short tests or internal assessment of homework and pupil activities. Certain very progressive schools followed this pattern of assessments:

- (i) Short surprise tests,
- (ii) Oral examination,
- (iii) Terminal test,
- (iv) Assessment of homework, etc.
- (v) Applying various tests such as: achievement tests, diagnostic tests, aptitude tests, etc.

- (vi) Second test,
- (vii) Final promotions of the pupils on the basis of all these and re-examination of weak pupils.

On the whole, it can be said that in 20 per cent of schools of Gujarat, examination reform was initiated <sup>some of</sup> and the schools were carefully studying and trying out various examinations. In all other schools the 'status quo' position regarding the examinations was prevailing.

(iii) Producing Better Question Papers

In the last five years, this new innovation has gathered momentum in the schools of Gujarat. If at all examinations are to be reformed, they should be regarded first of all, at the level of producing better question papers. The table No. VIII-25 reveals the data.

It can be observed from the table that 22 per cent of schools fulfil the condition wholly, 37 per cent fulfil the condition only partly and 40 per cent of schools do not fulfil the condition at all. ~~Among the~~

TABLE VIII-25

Showing the Data Regarding the Efforts for  
Producing Better Question Papers

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	45	31	23
Girls'	18	50	44	6
Mixed	89	13	37	49
Gujarat State	120	22	37	40
-----				
According to area				
City	22	27	32	41
Town	53	15	36	49
Rural	45	29	42	29
Gujarat State	120	22	37	40
-----				
According to managements				
Charity endowment trust	14	14	36	50
Public trust	43	30	40	30
Life membership system	5	20	40	40
Committee management	15	7	33	60
State Government	29	21	34	45
Local Bodies	10	20	40	40
Missionary	4	50	50	-
Gujarat State	120	22	37	40
-----				

Among the  
 / schools fulfilling the condition, a greater percentage of them are girls' schools, rural schools, and missionary and public trust schools. The schools managed by committee management and charity endowment trust produce a poor picture.

The investigator observed the following facts:

(1) The evaluation unit of the Directorate of Extension Programmes for secondary education started conducting workshop on setting better question papers at the S.S.C. examinations of the various states of this country. As a result of this, the S.S.C. Examination Board of Gujarat State took a step by reforming the examination papers. This had a direct impact on secondary schools because secondary schools were examination minded.

(2) The secondary schools' associations of various districts organized workshops for producing better question papers. The investigator participated in such a reform in the districts of Baroda, Panchmahals and Surat. Excepting Saurashtra where this type of movement has not reached, in almost all the districts the schools were proportionately making greater attempts

at improving their question papers.

(3) In most of the schools the question papers were produced by the teachers of other school because the schools followed the system of producing a common question papers for a group of schools.

(4) In some of the schools moderation procedures were followed.

On the whole, it can be seen that an awakening has taken place in reforming the question papers in schools.

(iv) The System of Internal Marking

The Department of Education of Gujarat State has given freedom to schools in devising suitable scheme of internal marking which will in turn be approved by the Educational Inspector. Thus 20 per cent of marks are reserved for internal marking in every school. The table No. VIII-26 reveals the data of secondary schools as regards the system of internal marking.

TABLE VIII-26

Showing the Data Regarding the System of Internal  
Marking for Evaluating Various Activities of  
Pupils

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	62	31	8
Girls'	18	22	44	33
Mixed	89	13	36	51
Gujarat State	120	20	37	43
-----				
According to area				
City	22	27	32	41
Town	53	21	34	45
Rural	45	16	42	42
Gujarat State	120	20	37	43
-----				
According to managements				
Charity endowment trust	14	21	36	43
Public trust	43	26	39	35
Life membership system	5	20	20	60
Committee management	15	20	27	53
State Government	29	10	41	48
Local Bodies	10	10	30	60
Missionary	4	50	50	-
Gujarat State	120	20	37	43
-----				



In 43 per cent of schools such a system was not followed. No doubt, in effect of the rules of the Grant-in-Aid Code, 25 per cent of internal assessment is done by duplicating the number of examinations during the course of the year.

It can be observed from the table VIII-26, that in 43 per cent of schools, the condition is not fulfilled, in 20 per cent of schools the condition was fulfilled wholly and in 37 per cent of schools the condition was partly fulfilled. Most of the schools fulfilling the condition are boys' schools, and the schools managed by missionaries and public trust.

The investigator observed the following facts:

(1) A few schools developed the phased evaluation programme, which included tests, oral examination, use of standardized tests, etc. They did not have any annual examination.

(2) Some schools, in which the freedom was not given to the principal, merely conducted stereotyped examinations.

(v) Use of Examination Results  
by Teachers for Analysing the  
Effectiveness of Teaching

The examination results must be used by the teachers to study the effectiveness of their own teaching. The table VIII-27 reveals the present position of secondary schools regarding this condition.

TABLE VIII-27

Showing the Use of Examination Results by Teachers  
 for Analysing the Effectiveness of Teaching

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C
-----				
According to pupil population				
Boys'	13	23	23	54
Girls'	18	28	11	61
Mixed	89	2	19	79
-----				
Gujarat State	120	8	18	74
-----				
According to area				
City	22	14	23	63
Town	53	4	17	79
Rural	45	11	18	71
-----				
Gujarat State	120	8	18	74

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to managements				
Charity endowment trust	14	7	14	79
Public trust	43	9	21	70
Life membership system	5	20	40	40
Committee management	15	7	20	73
State Government	29	3	7	90
Local Bodies	10	-	30	70
Missionary	4	50	25	25
-----				
Gujarat State	128	8	18	74
-----				

It can be observed that 8 per cent of schools wholly fulfil the condition, 18 per cent of schools partly fulfil the condition and 74 per cent of schools do not fulfil the condition at all. Among the schools fulfilling the condition, most of them are boys' schools, city schools and the schools managed by missionaries and life membership system of management.

The investigator observed that a few schools were trying to study the results of every examinations through staff meetings, through subject teachers'

meetings, through individual discussion with the headmaster and so on. But in most of the schools even the principals did not know that such a use of the results can be made. While some principals said that they were so busy in the mechanics of the examination that they did not get time for such a close study.

(vi) Pupils' Understanding of Their Progress Through the Evaluation Procedures

The examination results are useful to the pupils as well. Pupils must be guided by the teachers in understanding their own progress and limitations, on the basis of examination results. The table No. VIII-28 shows the present position of schools regarding this condition.

TABLE VIII-28

Showing the Data Regarding Pupils' Understanding of Their Progress Through Evaluation Procedures

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	38	38	23

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
Girls'	18	28	33	39
Mixed	89	13	51	36
Gujarat State	120	18	46	35
According to area				
City	22	14	41	45
Town	53	25	40	36
Rural	45	13	58	29
Gujarat State	120	18	46	35
According to managements				
Charity endowment trust	14	7	43	50
Public trust	43	35	56	9
Life membership system	5	-	40	60
Committee management	15	7	47	47
State Government	29	3	45	52
Local Bodies	10	10	30	60
Missionary	4	75	25	-
Gujarat State	120	18	46	35

It can be observed from the table that 18 per cent of schools fulfil the condition wholly, 46 per cent of them fulfil the condition partly and 35 per cent of

them do not fulfil the condition.

The investigator observed that the schools tried to help the pupils' understanding in the following ways:

(1) The teachers discussed examination results in the class.

(2) The teachers sent the progress reports to the parents of the pupils.

(3) Some schools followed the remedial programme by giving assignments on the subjects.

On the whole, it seems that 64 per cent of schools were alert about helping the pupils to understand examination results.

(vii) The Provision for Remedial Instruction After Evaluation

After the examination, immediately the remedial work must follow. On the basis of the results, the diagnosis should be made and the pupils' weaknesses must be found out. The remedial programme should be based on such a diagnostic work. The table No.VIII-29 reveals the data regarding this condition in the schools of Gujarat.

TABLE VIII-29

Showing the Data Regarding the Provision of Remedial Instruction After Evaluation

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
-----				
According to pupil population				
Boys'	13	8	23	69
Girls'	18	6	11	83
Mixed	89	3	21	75
Gujarat State	120	4	20	76
-----				
According to area				
City	22	9	23	68
Town	53	2	21	77
Rural	45	4	18	78
Gujarat State	120	4	20	76
-----				
According to managements				
Charity endowment trust	14	7	21	71
Public trust	43	5	21	74
Life membership system	5	-	40	60
Committee management	15	-	27	73
State Government	29	3	7	90
Local Bodies	10	-	30	70
Missionary	4	25	25	50
Gujarat State	120	4	20	76
-----				

It can be observed that only 4 per cent of schools fulfil the condition wholly, 20 per cent of schools fulfil it partly and 76 per cent of them do not fulfil the condition. Among the schools fulfilling the condition, a greater percentage of them are boys' schools, city schools and the schools managed by missionary managements and life membership system managements.

The investigator observed in a very few progressive schools that immediately after the examination remedial assignments were given to the pupils. Secondly, a crash programme of remedial work was chalked out immediately after the assessment work was over. These schools were a specimen in the follow-up programme after evaluation. But in most of the schools, nothing of this sort was done. So many schools carried out the mechanics of examinations very well but the sole purpose of it was missing, and the real objectives were not achieved.

#### IV. OBSERVATIONS

##### (1) The Syllabus

On the whole, as regards this criterion the



most of the schools follow the prescribed syllabus, some of them try to plan and implement teaching units on the basis of the given syllabus and a few of them try to reorganize the syllabus in order to make experiments in it by giving newer and more learning experiences to the pupils.

## (2) The Learning Process

(1) It was observed that in about 72 per cent of schools the objectives of each syllabus are not understood by teachers. This was so, because the most of the teachers were not trained, most of the principals were not oriented and the detailed objectives were not given in each course in the syllabus.

(2) In 70 per cent of schools the learning experiences were not planned. This was so, because the teachers were short of time, the pattern of timetable was rigid, there was absence of any system of co-operative planning, and there was lack of guidance from the training colleges.

(3) In 53 per cent of schools the instructional activities were not developed on the basis of pupil needs.

(4) In 73 per cent of schools the use of different teaching techniques was not made, but in 27 per cent of schools different teaching techniques such as projects, assignments, supervised study were used in the teaching process.

(5) In 79 per cent of schools the community resources were not made use of, while in 21 per cent of schools the community resources were used. This was due to the lack of orientation, lack of planning and lack of availability of proper time and facilities.

(6) In 54 per cent of schools of Gujarat, the pupils were guided in the homework programme, while in 46 per cent of schools the teachers were not able to guide the pupils for homework programmes. This was due to the increasing number of pupils in the classes, and the lack of time and over burden on the part of teachers.

(7) Among the city, town and rural schools, the greater percentage of city schools fulfil the conditions. This was so, because the greater number of teachers in the staff of city schools were trained, oriented, and the guidance was available from the Extension Services Department of the training colleges.

(8) Generally, the public trust and missionary schools fulfil the condition in <sup>a</sup> greater percentage of schools and the Local Bodies and Government schools do not fulfil the condition in greater proportion of schools. This was so, because, public trust and missionary managements were quite active, enthusiastic and alert as regards teacher orientation and school progress; whereas the Local Bodies were otherwise <sup>so.</sup> The Government schools were too rigid and stereotyped in the administrative process.

(9) The investigator observed certain schools which carried out the teaching and learning process in a very effective way.

(10) On the whole, the entire picture of secondary schools of Gujarat is not better than the picture that is described by the Secondary Education Commission, twelve years before. We can say that a slight beginning of implementing new innovations is being made in a few schools of Gujarat.

### (3) Use of Instructional Materials

(1) In 60 per cent of schools effective use of audio-visual aids were <sup>made</sup> used. This was due to the

provision of electricity in rural areas and the provision of grants by the State Department of Education.

(2) In 85 per cent of schools the instructional material was available. This was due to the grants given by various sources to the schools.

(3) In a greater number of schools the guidance was given to the pupils regarding the use of instructional materials.

(4) A greater percentage of schools managed by the missionaries and public trusts fulfil the condition; while a greater percentage of schools belonging to the Local Bodies and State Government do not fulfil the condition because of the stereotyped and unsteady management.

#### (4) The School Libraries

(1) In a considerable number of schools the school libraries were not satisfactorily used by the teachers.

(2) In most of the schools the guidance was given to the pupils by the teachers for the effective use of the library.

(3) The librarian was not available in 59 per cent of schools; because until very recently, the State Department of Education did not give any grants for it. But now, with the giving of the grants by the State Department of Education, the schools have started to employ at least a part-time librarian.

(4) In most of the schools the books are not recommended by the teachers for purchase in the school library.

(5) A greater percentage of schools fulfilling this condition belong to missionaries and public trust managements.

(5) Co-Curricular Programme

(1) The provision of opportunities for developing desirable personality qualities in students, was given only in a small percentage of schools. While such an opportunity was not provided in a greater percentage of schools because of the Departmental regulation of conducting the activities during two periods per week and the lack of conviction and faith on the part of the headmasters and teachers.

(2) In 55 per cent of schools a variety of activities were provided in order to satisfy the individual pupil interests.

(3) In a few schools the maximum participation of the pupils is achieved; but in most of the schools the maximum participation is not being achieved, because of the lack of interest among teachers regarding co-curricular activities.

(4) A separate time-table for co-curricular activities was available in 92 per cent of schools but this is due to the provision of a rule in the Grant-in-Aid Code. The provision of the time-table does not mean that it is followed sincerely in schools.

(5) Most of the schools organized the classwise activities instead of organizing them schoolwise wherein each pupil may get a chance to mix with the pupils of other standards.

(6) Teachers were available for guidance in co-curricular activities in 60 per cent of schools while in 40 per cent of schools, teachers were not available.

(7) Out of the managements, generally, the missionary and public trust managements fulfil the

condition in a greater percentage of schools.

(8) The State Government schools and the Local Bodies schools, because of their static and unsteady nature, provide a very poor picture as regards the organisation of co-curricular activities in schools.

(6) Evaluation of the Pupil Progress

(1) In most of the schools, <sup>in</sup> 60 per cent of them - the examinations were planned on the basis of objectives. This was due to the impact of various workshops and seminars organized by the Extension Services Centres of the various training colleges of Gujarat.

(2) Appropriate methods of examinations are tried out in only 21 per cent of schools. The methods tried out by them were - short surprise tests, oral tests, terminal tests, and application of various tests - like achievement tests, diagnostic tests, aptitude tests, etc.

(3) The movement of producing better question papers was gathering momentum in the schools of Gujarat. The schools did it because of the introduction of change

in the S.S.C. examination question papers. This was done with the help of Extension Services Departments and various associations of schools.

(4) The Department has given freedom of devising internal marking to the extent of 20 per cent of marks.

Fortyseven per cent of schools avail of the opportunity. A few schools developed excellent system of internal assessment. Some schools even did not take annual examinations and completely depended on the internal assessment.

(5) Various testing techniques were used in 36 per cent of schools. Most of the schools did not use the techniques because of the lack of orientation and skills in it; and because the principals were not ready to take a bold step.

(6) In a very few schools the examination results were used by teachers for analysing the effectiveness of teaching. This was done through staff meetings, individual consultation with the principal, subject teachers' meetings, etc.



(7) In 64 per cent of schools the pupils were guided in understanding their progress and limitations on the basis of examination results. The teachers did it through class discussion, progress reports, etc.

(8) Very few schools (24 per cent of them) provided remedial programme of instruction after the examination.

(9) Examination reform movement has secured good place in the various schools of Gujarat. It can be said that after the publication of the Secondary Education Commission's Report in the year 1954, the schools have now caught up the climate of examination reform.

#### REFERENCES

- Stott, C.A., School Libraries, A Short Manual,  
(Cambridge University Press, 1955), p. 26.
- Grant-in-Aid Code, Part I, Directorate of Education,  
Central Press, Government of Gujarat,  
Ahmedabad, 1964.
- The Report of the Secondary Education Commission, (Delhi,  
Ministry of Education, Government of India,  
1953).