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FOREWORD

During the past twenty-four months and more, the former All India Council for Secondary Education and the present Directorate of Extension Programmes have been engaged in a long-range and country-wide programme of examination reform at the secondary school level. This reform is essentially one of a new approach to the problem of evaluation and testing of pupils in secondary schools. It seeks to emphasize the fundamental educational truth that in good education the objectives, methods of teaching and techniques of testing must reach the closest degree of integration.

Perhaps the foremost and most important task in any reform of this magnitude is to get the new idea disseminated to the vast population of teachers in the country. The officers of the central examination unit working in the Directorate have during these months tackled this problem of orientating teachers to the new concept of evaluation in several ways, through workshops, conferences, personal guidance to teachers, associations and Boards and through publications of various kinds. During the last Conference of the Secretaries of Boards that was held in September, 1959, the urgency of spreading the underlying principles of sound educational evaluation over a wider field of teachers and teacher educators in as short a time as possible through parallel measures was emphasised. As a result, the Directorate decided to bring out brochures explaining the concept and technique of evaluation in general and with regard to each of the subjects in which the Unit has been working during the past two years and make these brochures available to teachers and Boards.

The present brochure deals with evaluation in General Science. This subject has been recently introduced in our secondary school curriculum. General Science as distinct from the traditional subject of science comprising physics, chemistry and biology etc., has its own peculiar significance which is of great educative value to the secondary school pupil. This brochure seeks to clarify in simple terms the implications of General Science, the specific purposes of its teaching, the learning experiences that are required and the evaluation procedures suited to the two objectives taken for consideration, namely, knowledge and its application. The brochure is in no way complete in itself but if it succeeds in stimulating the teacher of General Science to think

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clearly about objectives in teaching the subject, to re-orientate his methods of teaching to suit these objectives and to devise testing procedures which would evaluate those objectives, it would have served its purpose.

We should be glad to receive from teachers, lecturers from Training Colleges and others interested in examination reform, their comments on the presentation given in the brochure and their suggestions for improvement with a view to increasing its utility.

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DIRECTOR
D.E.P.S.E.

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