

BUREAU OF EDUCATION IN INDIA.

PAMPHLET NO. 42

**Report of the Committee of the
Central Advisory Board of Education
on Secondary Schools Examination
Council for India.**

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PREFACE

At their Thirteenth Annual Meeting held in Bombay in January, 1947, the Central Advisory Board of Education considered the report of the Committee appointed to examine the formation of a Secondary Schools Examination Council for India and expressed their general agreement with the recommendations contained in the report and hoped that it would be possible to set up the proposed council at an early date as an advisory and co-ordinating agency with a view to ensuring a proper standard in School Leaving Examinations throughout the country. The Board opined that the setting up of such a council need not in any way infringe the autonomy of the existing examining bodies.

Report of the Meeting of the Committee of the Central Advisory Board of Education on Secondary Schools Examination Council for India.

1. At their 12th Meeting held in January, 1946, the Central Advisory Board of Education considered the views of the Standing Committee on the desirability of a Secondary Schools Examination Council with a view to bring Examinations up to a common standard. In making their recommendations to the Board the Standing Committee had before them a note prepared by Sir Cyril Norwood, the Chairman of the Secondary Schools Examination Council for England and Wales, who visited India in 1946 at the invitation of the Central Government. Accordingly the ways and means of establishing such a body and its constitution and to report :

1. A. K. Chanda, Esq., M.A. (Oxon), I.E.S., Director of Public Instruction, Bengal.
2. G. C. Chatterji, Esq., M.A., I.E.S., Director of Public Instruction, Punjab.
3. Khan Bahadur Dr. M. Hasan, M.A., D.Phil. (Oxon), Bar-at-Law, Vice-Chancellor, University of Dacca.
4. Dr. V. S. Jha, Ph.D., Officer on Special Duty (Post-War Reconstruction), Education Department, C. P. and Berar.
5. Rajkumari Amrit Kaur.
6. Dr. Mohan Sinha Mehta, M.A., Ph.D., LL.B., Bar-at-Law, Dewan of Banswara.
7. R. P. Patwardhan, Esq., B.A. (Oxon), I.E.S., Director of Public Instruction, Bombay.
8. Mrs. Renuka Ray, B.Sc., Econ. (London).
9. Sir John Sargent, C.I.E., M.A., D.Litt., Educational Adviser to the Government of India.
10. Dr. S. R. U. Savoor, M.A., D.Sc., I.E.S., Director of Public Instruction, Madras.
11. W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.

2. Subsequently the Hon'ble the Chairman of the Board invited R. B. C. L. Sahney, Director of Public Instruction, United Provinces, to serve on the Committee in place of Mr. W. G. P. Wall, who had retired. Mr. S. C. Tripathi, Director of Public Instruction, Orissa, was also co-opted as a member of the Committee.

3. The Chairman of the Board appointed Mr. A. K. Chanda as Chairman of this Committee.

4. The Committee met at Simla on the 16th and 17th of May, 1946. The following members were present :—

1. Mr. A. K. Chanda (Chairman).
2. Mr. G. C. Chatterji.
3. Dr. V. S. Jha.

4. Rajkumari Amrit Kaur.
5. Dr. Mohan Sinha Mehta.
6. Mrs. Renuka Ray.
7. R. B. C. L. Sahney.
8. Sir John Sargent.
9. Mr. S. C. Tripathi.

Dr. D. M. Sen, Secretary of the Central Advisory Board of Education acted as the Secretary of this Committee.

5. The agenda and papers circulated to the Committee are set out in the Annexures. The Committee had before them the following documents :—

- (i) The report of the Joint Committee of the Central Advisory Board of Education and the Inter-University Board, India, appointed to investigate the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination, together with the decisions of the Board thereon. (Annexure II.)
- (ii) A memorandum containing the proposals submitted to the Central Advisory Board of Education in January, 1943, on the subject of a Secondary Schools Examination Council for India and the views of the Board thereon. (Annexure III.)
- (iii) A comparative statement of the results of the Matriculation, School Final or School Leaving Examinations and Intermediate Examinations in India in 1943-44. (Annexure IV.)
- (iv) Two statements showing the subjects to be offered and the marks required for different divisions in S. L. C. or Matriculation Examination and Intermediate Examinations. (Annexure V.)

6. The Committee decided that they should confine their attention to the Matriculation and School Leaving Examinations and Higher Secondary Examinations which formed the basis for entry to three-year degree courses.

7. As the Central Advisory Board of Education have already expressed themselves in favour of a Council for Secondary Schools Examination in India the committee therefore devoted their attention to the ways and means of establishing such a Council. To start with they considered whether there was going to be one examination at the end of the Secondary School course which would serve the double purpose of selecting pupils for admission into Universities and a school leaving examination. In this connection they noted that the Joint Committee of the Central Advisory Board of Education and the Inter-University Board have recommended that there should be only one examination at the end of the High School stage and that examination should be of such a character as to suit these pupils who would enter employment on leaving schools as well as those who intended to proceed to a University. That Committee had also expressed their view that the University in admitting students would be free to prescribe a Higher standard of attainment in a subject or subjects that would be required to secure a pass in the case of students not proceeding to the Universities. The resolution of the Inter-University Board on the report of the Joint Committee was then taken into consideration and the points of divergence were carefully examined.

Opinion was unanimous that it would be in the public interest to have one examination at the end of the school course and every effort should be made to meet the requirements of the Universities in that examination. On taking into consideration the views of Inter-University Board, the Committee considered it desirable to amend the recommendations of the Joint Committee in regard to the contents of the proposed examination on the following lines :—

Compulsory subjects.

1. A Modern Indian Language. (2 papers of 2 hours each.)
2. English Language. (1 paper of 2½ hours.)
3. History of India. (1 paper of 2½ hours.)

Optional Subjects.

Among the following optional subjects in groups, a student should take not less than 4 and not more than 6 subjects; at least one subject must be from Group A and another from Group C or Group D.

Group A.

1. English Literature (1 paper).
2. History of England "
3. Geography (Genl.) and Civics "

Group B.

1. Languages other than the compulsory language "

Group C.

1. Elementary Mathematics "
2. Advanced Mathematics "

Group D.

1. Elementary Science (1 paper and a practical test wherever possible).
2. Physics Do.
3. Chemistry Do.
4. Biology Do.
5. Geography Do.
6. Domestic Science Do.

Group E.

1. Art Do.
2. Music Do.
3. Crafts Do.

Group F.

1. Book-keeping and Accounts (1 paper and a practical test wherever possible).
2. Typewriting (One test).
3. Commercial practice (One paper).

Group G.

1. Agricultural Science Do.

Group H.

1. General Engineering Science Do.
2. Engineering Drawing Do.
3. Wood-Workshop Practice Do.
4. Engineering-Workshop Practice Do.

8. In suggesting these changes the Committee were conscious that they were adding to the number of compulsory subjects, which was not altogether desirable. For example, girl students who would concentrate on Arts, Music and other allied subjects should not be burdened with Elementary Science or Mathematics, against their own choice. A sufficient knowledge of Science or Elementary Mathematics which may be necessary for the other subjects included in the syllabus, could be given as part of these subjects themselves. In making the modifications referred to above the Committee hoped that there would be complete agreement throughout the country on the nature of the examination to be held at the end of the High School course as well as its purpose, namely (i) for entry into the University and (ii) for employment on leaving school.

9. The Committee were of the opinion that 3 hours for each written paper would be too long and involve too much of strain for students at that age. They, therefore, recommended that, as far as possible, papers should be restricted to a maximum duration of $2\frac{1}{2}$ hours.

10. The proposal for one school leaving examination having been accepted, the question of obtaining a reasonable amount of standard throughout the country required careful consideration. There are ten Universities and seven Boards conducting examinations at the end of the Secondary School Course and it has to be admitted that the standard of these examinations is, by no means, uniform. The standard of these examinations ultimately determines the quality of the product of the Universities to which these examinations serve as entrance qualifications. The Central Advisory Board have stressed that standard of University education must be raised to both for the internal requirement of the country as well as to raise the level of educational institutions in India to that obtaining in other civilized countries. Having considered the working of the Secondary School Examinations Council in England and Wales, the Committee came to the conclusion that such a Council in India was not only desirable but also practicable. The setting up of such a Council should not, in any way, imply that schools and Examining Bodies

in the country are to conform to a common rigid pattern. On the other hand, it should be possible for them to retain all the freedom they need in regard to Curriculum, method of instruction, etc., as long as the standard of this work does not fall below the requisite level.

11. Opinion was general that such a Council should not be an examining body and should, for the present at any rate be endowed with advisory functions only. It should be concerned with examinations at the end of the High School stage for entry to the Intermediate Courses of Universities which have four-year Degree Courses and examinations for entry to the three-year Degree Course of Universities which have adopted such a course. The Council should be able to ensure a uniformity of standard for the following purposes :—

- (i) For testing pupils leaving school for employment.
- (ii) For facilitating the transfer of pupils from one area to another, for example, from the X Class to XI of High Schools which have an extended 11-year course leading to the three-year Degree Course.
- (iii) For raising the standard of University Degrees.

To attain these objects they would try to secure (i) a reasonable uniformity among examinations and courses ; (ii) a reasonable equality in marking in the examinations of a particular body as between the different subjects and (iii) to investigate the methods of actual examination technique.

Under these heads the Council would naturally pay attention among other things to the conditions under which examinations are conducted, the standards of attainment required and the weight being given to school records. The Council should also pay attention to the new developments in the subject with which they are concerned. They should issue to the public a general survey of the results of their investigations and point out any undesirable tendencies they come across in general terms. Detailed findings and criticisms of any particular examining bodies should necessarily be treated as confidential.

12. The Committee then proceeded to consider the constitution of the proposed All-India Council and recommended that—

The Council may consist of :—

- (1) 1 Chairman.
- (2) 4 representatives of Universities to be elected by the Inter-University Board.
- (3) 2 Representatives of Boards connected with examinations at the end of the Secondary School.
- (4) 6 Representatives of the Provincial Education Departments to be selected by the Central Advisory Board of Education from names submitted by the Provincial Governments.
- (5) 6 Distinguished teachers (3 men and 3 women) to be selected by the Central Advisory Board of Education after considering the recommendations of Provincial Governments, who should be requested to consult established educational organisations within their areas.

The Central Advisory Board of Education may also bear in mind regional considerations in dealing with categories (4) and (5) above. It is also desirable that teachers from Indian States should be included within these numbers.

13. The Chairman of the Board will have very important and day to day duties to perform and it is, therefore, necessary that he should be a paid whole-time chairman, like the Vice-Chairman of the Imperial Council of Agricultural Research. His status and salary should correspond to that of a Vice-Chancellor of one of the larger universities of this country.

14. The term of appointment of the Chairman should be 5 years with the option of renewal for another period of 5 years, but not more. The term of appointment of members should be 3 years. Fifty per cent. of the representatives of each group should be required to retire after the end of the first 3 years, the other fifty per cent. continuing to serve till the end of the 4th year. This would ensure a continuity of experience among the members of the Council. The Committee recommend that the Council should have a full time Secretary and other administrative staff. The Council should also have such technical and expert staff, *i.e.*, statistical, and inspecting etc., which they may require according to the nature of the responsibilities allotted to them. The Committee concluded their deliberations with a vote of thanks to the Chair.

15. The following is a summary of the main conclusions and recommendations of the report :—

- (1) The Committee was of opinion that it would be in the public interest to have one examination at the end of the school course and every effort should be made to meet the requirements of the universities that examination.
- (2) After considering the views of the Inter-University Board on the recommendations of the Joint Committee on Matriculation Examination, the Committee considered it desirable to amend the syllabus framed by the Joint Committee, as indicated in para. 7 of this report.
- (3) The Committee concluded that the examination to be held at the end of the High School course should serve both the purposes *viz.*, (i) for entry into the University and (ii) for employment on leaving school.
- (4) The Committee recommended that as far as possible, papers should be restricted to a maximum duration of 2½ hours.
- (5) Having considered the working of the Secondary School Examinations Council in England and Wales, the Committee came to the conclusion that such a Council in India was not only desirable but also practicable.
- (6) Such a Council should not be an examining body and should, for the present at any rate be endowed with advisory functions only. It should be concerned with examinations at the end of High School stage for entry to the Intermediate courses of Universities which have four-year Degree courses and examinations for entry to the three-year Degree Courses of Universities which have adopted such a course.

- (7) The constitution of the proposed All-India Council should be as recommended in paras. 12 and 13 of the Report.
- (8) The Council should have a full-time Secretary and other adequate administrative, technical and expert staff. The chairman should be a paid whole-time officer.

ANNEXURE I.

Agenda.

COMMITTEE ON THE SECONDARY SCHOOL EXAMINATION COUNCIL FOR INDIA.

1. To consider the desirability of constituting a Secondary Schools Examination Council for India with the object of bringing the examination up to a common standard.
2. To consider the structure of such a Council and the ways and means of setting it up.
3. To consider what administrative machinery the Council must possess in order to make itself effective.

ANNEXURE II.

Report of the Joint Committee of the Central Advisory Board of Education and the Inter-University Board, India, appointed to investigate the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination, together with the decisions of the Board thereon.

PREFACE.

At their Eighth Meeting held at Lucknow in January 1943, the Central Advisory Board of Education considered, *inter alia*, the report of the Joint Committee of the Central Advisory Board of Education and the Inter-University Board, India, appointed to investigate the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination. The Board decided that the report should be circulated amongst the Provincial Governments, Local Administrations, the States and the Universities for their opinion.

Report of the Matriculation Sub-Committee of the Central Advisory Board of Education, held on the 23rd March, 1942 at the University Buildings, Delhi.

At their seventh meeting held in January, 1942, the Central Advisory Board of Education were informed that the Inter-University Board at their last meeting had appointed a Committee to go into the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination. The Central Advisory Board of Education felt it desirable

also to appoint a Committee to consider this subject and decided to suggest to the Inter-University Board that two Committees should collaborate. The Board also wished the Committee to bear in mind the desirability of raising progressively the standard required for entrance to Universities, particularly in connection with the three year degree course which some Universities have in contemplation. The two Committees, as constituted by the Central Advisory Board of Education and the Inter-University Board, met together at the University Buildings, Delhi, on the 23rd March, 1942, at 11 a.m. The following members were present :—

- R. P. Masani, Esquire, M.A., J.P.,
Vice-Chancellor, University of Bombay (in the Chair).
- W. H. F. Armstrong, Esquire, M.A., F.C.S., I.E.S.,
Director of Public Instruction, Punjab.
- Dr. P. N. Banarjea, M.A., D.Sc. (Lond.), Bar-at-Law, M.L.A.
- J. M. Bottomley, Esquire, C.I.E., M.A., I.E.S.,
Director of Public Instruction, Bengal.
- Rev. J. C. Chatterji, M.A.,
Vice-Chancellor, Agra University.
- Prof. A. B. A. Haléem, B.A. (Oxon), Bar-at-Law,
Pro-Vice-Chancellor, Aligarh Muslim University.
- S. N. Moos, Esquire, M.A. (Cantab.), I.E.S.,
Director of Public Instruction, Bombay.
- J. C. Powell-Price, Esquire, C.I.E., M.A., I.E.S.,
Director of Public Instruction, United Provinces.
- Srimati Renuka Ray, B.Sc. (Econ.), Lond.
- John Sargent, Esquire, C.I.E., M.A.,
Educational Commissioner with the Government of India.

2. The following members were unable to attend the meeting owing to illness or other reasons :—

Inter-University Board, India.

- Dr. R. C. Majumdar, M.A., Ph.D.,
Vice-Chancellor of Dacca.
- Dr. Sir C. Ramalinga Reddy, M.A. (Cantab.), Hon. D.Litt., M.L.C.
Vice-Chancellor, Andhra University.
- Rajakaryapravina Mr. N. S. Subba Rao, M.A. (Cantab.), Bar at Law
Vice-Chancellor, University of Mysore.

Central Advisory Board of Education.

- The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I.,
Chief Justice of India.
- Dr. G. G. R. Hunter, M.A., D.Phil., F.R.A.I., I.E.S.,
Director of Public Instruction, Central Provinces and Berar.
- R. M. Statham, Esquire, C.I.E., M.A., I.E.S.,
Director of Public Instruction, Madras.

3. Mr. W. W. Wood, Principal, Delhi Polytechnic, also attended the meeting by invitation. Prof. N. K. Sidhanta, M.A. (Cantab.), Secretary, Inter University Board, India, and Dr. D. M. Sen, M.A., Ph.D. (Lond.), Secretary, Central Advisory Board of Education, were also present.

4. The agenda and the connected papers circulated to the members are set out in the annexure.

5. At the request of the members present Mr. R. P. Masani, Vice-Chancellor, Bombay University, presided.

6. The Committee considered it desirable on educational, economic and administrative grounds that there should be only one examination at the end of the high school stage and that this examination should be of such a character as to suit those pupils who will enter employment on leaving school as well as those who intend to proceed to a University. The Committee were in general agreement that the object of this examination should be to provide a qualifying test for admitting students to their further courses of studies as well as a test of the work done in the schools. The Committee, therefore came to the conclusion that an examination with only a limited range of subjects, *e.g.*, Languages, classical and modern, History, Geography, Mathematics and Science, cannot satisfy the reasonable requirements both of pupils who will proceed to a University and of those who will enter a profession at the end of their school career.

7. The Committee next considered what should be the minimum contents of an examination designed with the two-fold purpose of testing (i) the satisfactory completion of a course suited to the requirements of those who will pass directly from high schools to occupations of various kinds and (ii) the suitability of those who desire admission to a University or an equivalent course of study. Opinion was general that it was desirable to prescribe a uniform range of subjects both for the School Leaving and the Matriculation and that the regulations should be so framed as to encourage some degree of specialisation towards the end of the high school stage.

8. Having defined in broad terms the nature of the examination, the Committee were of opinion that the outline syllabus of the examination should be as follows :—

Compulsory Subjects.

English (2 papers of 2 hours each or 1 paper of 3 hours).

A Modern Indian Language (2 papers of 2 hours each or 1 paper of 3 hours).

Optional Subjects.

Among the following Optional Groups a student should take not less than four and not more than six subjects among which at least one must be from Group A and another from Group C or D.

Group A.

History of India. (One paper of 3 hours.)

History of England. (One paper of 3 hours.)

Geography (General). (One paper of 3 hours.)

Group B.

Languages—other than the compulsory language. (One paper of 3 hours.)

Group C.

1. Elementary Mathematics. (One paper of 3 hours.)
2. Advanced Mathematics. (One paper of 3 hours.)

Group D.

1. Elementary Science. (One paper of 3 hours and a practical test wherever possible.)
2. Physics. (One paper of 3 hours and a practical test wherever possible.)
3. Chemistry. (One paper of 3 hours and a practical test wherever possible.)
4. Biology. (One paper of 3 hours and a practical test wherever possible.)
5. Geography. (One paper of 3 hours and a practical test wherever possible.)

Group E.

1. Art. (One paper of 3 hours and a practical test wherever possible.)
2. Music. (One paper of 3 hours and a practical test wherever possible.)
3. Crafts. (One paper of 3 hours and a practical test wherever possible.)

Group F.

Domestic Science. (One paper of 3 hours and a practical test.)

Group G.

- Book-keeping and Accounts. (One paper of 3 hours.)
 Typewriting. (A test of 3 hours.)
 Commercial practice. (One paper of 3 hours.)

Group H.

Agricultural Science. (One paper of 3 hours and a practical test.)

Group I.

1. General Engineering Science. (One paper of 3 hours and a practical test.)
2. Engineering Drawing. (One paper of 3 hours and a practical test.)
3. Wood-Workshop Practice. (One paper of 3 hours and a practical test.)
4. Engineering-Workshop Practice. (One paper of 3 hours and a practical test.)

The Committee have recommended in paragraph 7 above that the Matriculation regulations should encourage some degree of specialisation towards the end of the High School stage.

The Committee were also in agreement that the Universities in admitting students would be free, should the circumstances require it, to prescribe a higher standard of attainment in a subject or subjects than would be required to secure a pass in the case of students not proceeding to a University.

The Committee further decided to suggest that, where it does not already exist, there should be set up in the different areas a joint Board consisting of representatives of the Universities, Educational Authorities and the Schools concerned and that this Board should be responsible for settling the detailed arrangements and conducting the examination.

ANNEXURE III.

COMMITTEE ON A SECONDARY SCHOOLS EXAMINATION COUNCIL FOR INDIA.

The following proposal from the Vice-Chancellor of the Muslim University Aligarh, was submitted to the Central Advisory Board of Education for consideration at their twelfth meeting at Mysore :—

“ In India we have 18 authorities excluding the organisation to conduct Examinations in Chiefs' Colleges and European Schools. The examinations conducted by these authorities are assumed to be at part and they give only equal privileges both in service and admission to higher institutions.

No attempt has ever been made in this country to see that the standard of these examinations is equivalent. In the United Kingdom there are eight educational authorities and they have appointed a Secondary Schools Examination Council (whose constitution and working is given in Sub-Annexure A) with the object of bringing these examinations to common standard. The necessity of such a Council is greater in India than it is in England..... The subject should be taken up by the Central Advisory Board of Education at an early date.”

2. In this connexion, a note (Sub-Annexure B) on the Secondary Schools Examination Council for England and Wales, based on material supplied by Sir Cyril Norwood, who has been Chairman of the Council for the last 20 years, which is relevant to the issue, was also submitted for the information of members.

3. The Board were in favour of the establishment of a Secondary Schools Examination Council with the object of bringing examinations up to a common standard and appointed a committee to further examine the details of the constitution and functions of such a body.

SUB-ANNEXURE A.

The SECONDARY SCHOOLS EXAMINATIONS COUNCIL has now existed for some 25 years in England and Wales and its purpose is to bring

about and maintain equivalence between the examinations recognised for schools and to supervise and authorised any changes in curriculum which may from time to time become necessary. Its members are :—

1. The Secretaries of the University Examinations Bodies—8 in number.
2. Representatives of the teachers—4 in number—Headmaster, Headmistress, Assistant Master and Assistant Mistress.
3. Representatives of the Local Education Authorities.
4. Representatives of the Directors of Education.
5. Representatives of the Universities.

In addition, the Chief Inspector and one other Inspector of Ministry of Education and the Secretary of the Council sit as assessors but do not vote.

Its main duty has been to conduct investigations of the School Certificate taken at 16 and the Higher Certificate taken at 18. It does this by nominating Expert Committee of men and women chosen from all the country who are experts both in some subjects of the curriculum and also in the art of examining. They devote 8 weeks' to considering the scripts, the papers, the markings and the awards of one particular examination in each University. At the end they prepare and issue a report which is confidential to the University concerned and also a general report about the trends of new movements and anything new which seems to them valuable. This is public.

They also sit regularly and consider suggestions for new curricula and new subjects which are proposed and if there is general agreement they authorise them.

Its operation has been largely interrupted by the war but it was this committee which authorised the enquiry which resulted in the Norwood Report.

SUB-ANNEXURE B.

A Note on the Secondary Schools Examination Council for England and Wales, based on material supplied by Sir Cyril Norwood who has been Chairman of the Council for the last 20 years.

The examination system which at present obtains in England and Wales, namely, an examination for a school Certificate taken by candidates of the average age of 16 followed by another for a Higher Certificate after an average interval of two further years, was set up in 1917 and has remained substantially unaltered ever since. Syllabuses have changed and total requirements are now different, but the outline is the same. Eight Examining Bodies were recognised at the start, the Oxford and Cambridge Joint Board, the Oxford Locals, the Cambridge Locals, London, the Northern Universities Joint Boards, the Central Welsh Board, Durham, and Bristol.

One of the purposes of setting up the school Certificate was to relieve the schools from the multiplicity of examinations which distracted them, and it is obvious that to produce this result, the eight recognised School Certificates had to be inter-changeable, and each accordingly had to reach a recognised standard. Under the 1917 Act the Board of Education was made the Co-ordinating Authority, and it at once set up the Secondary Schools

Examination Council to co-ordinate the examinations on its behalf. This was a task of some delicacy, since Universities of established reputation and strong economic position were apt to impose severely strict conditions on candidates who took examinations other than their own, and yielded too readily to the temptation of making a financial profit out of their own School Certificate and forcing as many candidates as possible to sit for it. A second danger consisted in the risk of limiting the autonomy of the Universities by prescribing too rigidly the conditions of Matriculation, since the School Certificate from the start was allowed to count for entrance to the University.

Accordingly, the Council when it was set up was nominated in such a way as to provide for the representation of the Universities, of the Teachers' Associations, and of Local Education Authorities as well as the Board of Education: its tendency has been to increase in numbers, and the principle of direct representation has been introduced. It has contained at all times, as a solid core, the eight Secretaries of the Examining Bodies. Nothing has been done that has not been known to all and, on the whole, though change has come about slowly, all the Examining Bodies have moved together when they have moved.

Elaborate arrangements were made for the co-ordination of the examinations. The Chairman, with the assistance of the Inspectorate and other officials put up a list of experts in the various subjects of the examinations, who after approval by the Council were entitled the Panel of Investigators. These proceeded in turn to each of the Examining centres, where the whole of the scripts of the list completed examination were available for inspection. They divided into sub-panels and read the relative scripts of their subjects, estimating and criticising all stages of the examination, the setting of the papers, the revising of them, the instructions of the chief examiner, the directions issued by the chief examiners to their assistants, the actual marking, the revision of the marks, and all the office work. This process took three days of hard work during which examiners were available for consultations and explanations, and at the end of which the sub-panels sent in their subject reports to the Chairman. On the fourth day the Investigators met the University Council, or the Committee which managed the examinations, and discussed at length the conclusions provisionally arrived at. Later, a printed report dealing with the whole conduct of the examination was sent to each University.

This complicated process was of necessity expensive. Each investigator received a fee as well as travelling and hotel expenses. The work was spread over eight weeks, and the cost of each investigation was in the region of £6,000. Between 1920-35 there were several investigations both of the School and of the Higher Certificate, and as a result the certificates were awarded became more readily interchangeable and demonstrably more equal. Universities differed, however, very much in the reception which they gave to the Investigators, but even those who were at first non-cooperative fell into step with the rest later on. These Investigators did make Examining bodies set their houses in order, they did improve the examinations and equalise and maintain their standards, and they did from time to time make available to the whole teaching profession reports of value on each subject of the curriculum.

The Council has been the clearing house for many proposals of suggested reform, and its advice has always been taken by the Board of Education, though of course the Board has not been bound to adopt that the Council puts up to it. Some of the changes have come about from the Reports of the Investigators, as for instance the divorce of the School Certificate from University matriculation, which had gone a long way by 1939. Other changes have come from recommendations sent in by the Teachers' Associations, the Local Education Authorities, and other outside bodies, as for instance, the abolition of the requirement that candidates should pass in three groups as well as five subjects, carried through mainly by the persistence of the Headmistresses in alliance with Local Authorities. But all proposed changes are thoroughly discussed in the Council, all syllabuses are approved, and all changes in these syllabuses, and all new subjects have to be approved before alteration can be made. Skilled assistance in all this difficult and detailed work is available from His Majesty's Inspectorate.

It is clear that the work of the Council will take another form in the future, if for no other reason than that the definition of secondary schools has changed, and major proposals for reconstruction have been put forward. Whatever the future may hold it may be claimed for the work done that it has made practice and standards fairly uniform and that there was no way of bringing this about other than that of actual investigation, assessment and report, which has actually been followed.

ANNEXURE IV(i).

A comparative statement of the results of Matriculation, School Final or School Leaving Examinations in India, 1943-44.

Not printed.

ANNEXURE IV(ii).

A comparative statement of the results of Intermediate Examinations in Arts and Science in India in 1943-44.

Not printed.

ANNEXURE V(i).

S. S. L. C. or Matriculation Examinations—A statement showing the subject to be offered and the marks required for the different Divisions.

Not printed.

ANNEXURE V(ii).

Intermediate Examinations—A statement showing the subjects to be offered and marks required for the different Divisions.

Not printed.

LIST OF PUBLICATIONS OF THE BUREAU OF EDUCATION, INDIA

Serial No.	Names of Publications.	Year of publication.
1	Report on Vocational Education in India (Delhi, the Punjab and the United Provinces) (E. H. L. 34)	1937
*2	Report of the Women's Education Committee on primary education of girls in India, 1936	1937
*3	Report of the Women's Education Committee of Central Advisory Board of Education to consider curriculum of Girl's Primary Schools in India	1937
*4	Report of the Vernacular Education Committee of the Central Advisory Board of Education appointed to consider certain questions connected with the administration and control of Primary Education	1937
5	Report of the First Committee of Central Advisory Board of Education appointed to consider the Wardha Education Scheme (E. H. L. 40)	1938
6	Report of the 2nd Wardha Education Committee of the Central Advisory Board of Education (App. IV to 5th meeting proceedings)	1940
7	Report of the Adult Education Committee of the Central Advisory Board of Education, 1939 (E.H.L. 46) (App. III to 5th meeting proceedings)	1940
†8	Report of the Social Service and Public Administration Committee of the Central Advisory Board of Education in India, 1940, together with the decisions of the Board thereon (E. C. 6)	1941
9	Report of the Joint Committee appointed by the Central Advisory Board of Health and Central Advisory of Education on the Medical Inspection of School Children	1941
10	Report of the Scientific Terminology Committee of the Central Advisory Board of Education in India, 1940, together with the decisions of the Board thereon (E. C. 5)	1941
11	Proceedings of the 6th Meeting of the Central Advisory Board of Education held at Madras on 11th and 12th January 1941 (E. C. 4 VI)	1941
12	Proceedings of the 7th Meeting of the Central Advisory Board of Education in India held at Hyderabad, Deccan, on 14th and 15th January 1942 (E. C. 4 VII)	1942
13	Report of the School Building Committee (E. C. 8)	1942
14	Report of the Uniform Braille Code Committee (E. C. 7)	1942
15	Report of the Examination Committee, 1942 (E. C. 12)	1942
16	Report of the Expert Committee on a Uniform Braille Code for India with the Braille charts printed in India Alphabets, 1942, as subsequently modified	1942
17	Proceedings of the 8th Meeting of the Central Advisory Board of Education held at Lucknow (E. C. 4 VIII)	1943
18	Report of the Joint Committee of the Central Advisory Board of Education and the Inter-University Board appointed to investigate the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination, 1942 (E. C. 9)	1943
19	Report of the Committee of the Central Advisory Board of Education on the training, recruitment and conditions of service of teachers (E. C. 10)	1943
20	Report of the Committee of the Central Advisory Board of Education appointed to consider the question of the recruitment of the Education Officer, 1942, together with the decisions of the Board thereon (E. C. 11)	1943
21	Report of the Examination Committee	1943
22	Proceedings of the 9th and 10th Meetings of the Central Advisory Board of Education in India held in October 1943 and January 1944 respectively (E. C. 4 IX & X)	1944
23	Report of the Technical Education Committee, 1943 (E. C. 16)	1944
24	Report of the Text Book Committee, 1943 (E. C. 15)	1944
25	Report of the Examination Committee (Technique of Examinations), 1943 (E. C. 17)	1944
26	Report of the Committee of Central Advisory Board of Education appointed to consider the question of training, recruitment and condition of service in universities, etc., together with the decisions of the Board thereon (E. C. 22)	1945
27	Report of the Central Advisory Board of Education on Post-War Educational Development in India, 1944 (E. C. 13)	1945

* Not published previously, but proposed to be included in future reprints.

† Published by the Central Advisory Board of Health.

Serial No.	Names of Publications.	Year of publication..
28	Volume containing reports of the Committees of the Central Advisory Board of Education (E. C. 14)	1945
29	Report of the Administration Committee of the Central Advisory Board of Education	1945
30	Proceedings of the 11th Meeting of the Central Advisory Board of Education (E. C. 4 XI)	1945
31	Report of the Agricultural Education Committee of the Central Advisory Board of Education, 1944 (E. C. 20)	1945
32	Proceedings of the 12th Meeting of the Central Advisory Board of Education held at Mysore in January 1946	1946
33	Report of the Religious Education Committee of the Central Advisory Board of Education	1946
34	Development of Higher Technical Institutions in India (Interim Report of Sarkar's Committee)	1946
35	Report of the Committee of the Central Advisory Board of Education on selection of pupils for Higher Education	1946
36	Report of the Committee of Central Advisory Board of Education on conditions of service of teachers	1946