Annexure 4

Public opinion poll on the proposal to design and institute a rationalized National Testing Scheme for admission into Tertiary Education in Sciences and Engineering

1. Responder Profile

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Address</td>
<td>:</td>
</tr>
<tr>
<td>Contact Numbers</td>
<td>phone :</td>
</tr>
<tr>
<td></td>
<td>e-mail address :</td>
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<tr>
<td>Academic Background</td>
<td>:</td>
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</tbody>
</table>

Professional Background (circle appropriate box):

| A. Student | B. Teaching | C. Educational coaching | D. Employed |

If student, nature of studies

| a. Engineering | b. other professional | c. Science | d. Humanities |
| a. School level | b. Under graduate | c. graduate | d. other |

If teaching, level of teaching

| a. primary | b. middle and secondary | c. tertiary |

Length of teaching experience

Less than 5 years  5-10 years  10-15 years  More than 15 years

Where do you teach?

| a. School | b. college | c. university | d. national institutions |

If involved in coaching

Type of examination:  JEE type  AIEEE type  Others (specify)
If employed, nature of employer.


Length of professional service

Less than 5 years  5-10 years  10-15 years  More than 15 years

Have you taken competitive examinations in this country? If so specify.

Consent for sharing this response with total transparency

Yes   No

Signature with date
2. Today it appears that most students seeking admission into tertiary professional education in the country are appearing in as many as five to ten different types of competitive examinations with different sociological implications. Are you in support of this arrangement? If yes, why?

3. Views on current multiple examination of the responder
   In total support   In partial support   Recommend changes

4. List at least three strong features in order of ranking in defence of the current testing systems
   a. ................,   b................,   c................ , d................

5. Views in deference to the current testing systems
   a. ...........,   b............... ,   c.................,   d.................

6. Would you be in favour of including a weighting factor for overall and consistent performance in examinations of school boards.
   Yes               No
   If no, what are the perceived constraints in weighting school board performance and other inputs?

7. If not in favour of a multi-parametric and rationalized National Testing Scheme, what are the over-riding reasons for objection?

8. Would you like to consider an Indian equivalent of Scholastic Aptitude type test?

9. If in favour of current JEE or AIEEE type competitive examination models, what weighting would you like to give for aptitude and advanced subject knowledge?
   A. Aptitude only   b. A mix of aptitude and advanced   c. Advanced test
10. If in support of an alternative model, what are the essential features you would like to build into the system?
   A. High filter type like IIT JEE
   B. Placement Type selection examination
   A. Competitive ranking model
   B. SAT type
   C. Others. (specify)

11. Would you like to stay connected to the further exercise as an interested responder?
## Time lines for the National Test Scheme work elements

<table>
<thead>
<tr>
<th>S.No</th>
<th>Work to be completed</th>
<th>Time schedule</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Study of Acharya Committee report</td>
<td>May 2011</td>
<td>The entire committee</td>
</tr>
</tbody>
</table>
| 2    | Public opinion poll  
- Design of the questionnaire  
- Design of the interactive portal  
- Mounting the interactive portal  
- Decisions on the response time  
- Positioning the study team for response  
- Analysis of the poll information |  
- 5<sup>th</sup> May 2011  
- 10<sup>th</sup> May 2011  
- 12<sup>th</sup> May 2011  
- 5<sup>th</sup> May 2011  
- 10<sup>th</sup> May 2011  
- 31<sup>st</sup> May 2011 | Committee members to be identified |
| 3    | Consultation with school boards  
- First meeting for alignment  
- Designing feedback schedules  
- Data gathering  
- Second meeting  
- Testing hypothesis  
- Ownership mobilization  
- Designing process integrity |  
- April 2011  
- 10<sup>th</sup> May 2011  
- 20<sup>th</sup> May 2011  
- Late May 2011  
- June 2011  
- June 2011  
- Ongoing process |  |
| 4    | Consultation with faculty  
- IITs  
- NITs  
- Lead institutions in sciences and engineering  
- Discussions with human science experts  
- Social science faculty | May/June 2011 |  |
| 5 | Alumni bodies  
- PAN IIT  
- Some lead NITs  
- Some lead private institutions in art, sciences, engineering | July 2011 |
|---|---|---|
| 6 | Criteria selection  
- Evidence gathering  
- Criteria selection  
- Feed back gathering on criteria selected  
- Multiple criteria model | June July 2011 |
| 7 | Modelling study  
- Preliminary study based on simulated data  
- Model development  
- Model selection through correlation analysis  
- Revalidation of selected models through reconstruction of past results  
- Final selection of model alternatives |  
- 1<sup>st</sup> July 2011  
- 10<sup>th</sup> July 2011  
- 20<sup>th</sup> July 2011  
- 31<sup>st</sup> July 2011  
- 15<sup>th</sup> August 2011 |
| 8 | Mock up and pilot study | 31<sup>st</sup> August 2011 |
| 9 | Preparation of draft final report for discussions at the council meeting | 10<sup>th</sup> September 2011 |
| 10 | Finalization of the report | September 2011 |