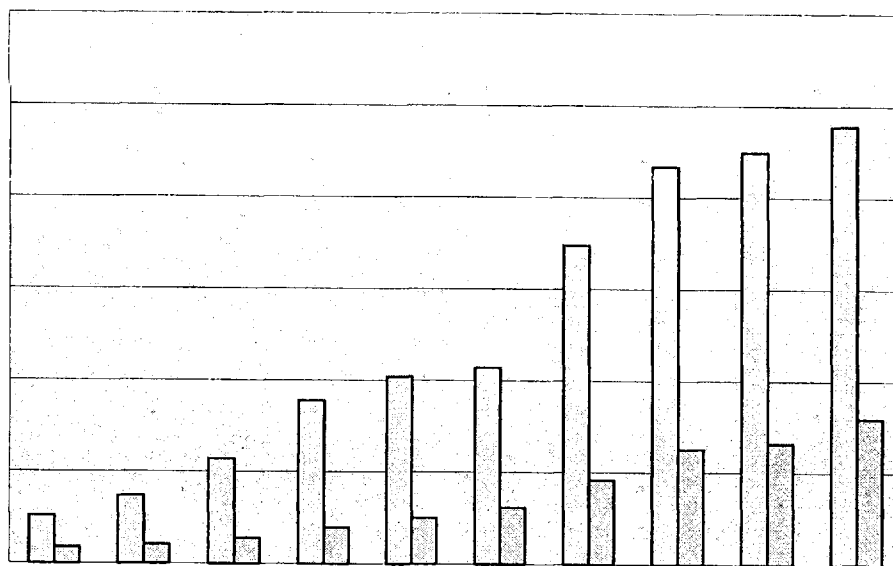


Report on

Review of EAMCET

By

High Power Committee



A.P. State Council of Higher Education

HYDERABAD

March 2005

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Contents

Chapter		Page
1.	Introduction and Evolution of Common Entrance Test	
1.1	Professional Education in Andhra Pradesh	01
1.2	Formation of High Power Committee to Review EAMCET	02
1.3	Professional Education	03
1.4	Status of EAMCET	06
1.5	Common Entrance Test	07
1.6	Procedure for Admission into Professional Courses in Karnataka	11
1.7	Procedure for Admission into Professional Courses in Tamil Nadu	12
1.8	Judgements of Hon'ble Court	13
2.	Professional Education in Andhra Pradesh	
2.1	Growth of Professional Education in the State	16
2.2	Some Landmarks in Common Entrance Test	17
2.3	Charts	20
3.	Organization of Workshops	
3.1	Aims of the Workshop	26
3.2	Conduct of Workshops	26
3.3	Issues Discussed	28
4.	Feedback Analysis	
4.1	Responses	31
4.2	Intermediate and EAMCET	32
4.3	Oral Expressions	34
4.4	Outcome	35
4.5	Tables	37
4.6	Figures	40
5.	Qualifying Examination	
5.1	Intermediate Public Examination	56
5.2	Intermediate Studies	56
5.3	Remedial Measures	63
5.4	Suggestions for Rectifying the Anomalies in Intermediate Education	64
5.5	Table	68

6. Conclusions and Recommendations

6.1	Basis of Recommendations	69
6.2	Recommendations	70
6.3	Comments	75

Annexures

1-1	Letter of appointment of High Power committee	77
1-2	Press note about Committee	79
1-3	List of Meetings of the High Power Committee and Workshops Conducted	81
1-4	Number of Candidates Appeared and Qualified for EAMCET	83
1-5	Conduct of EAMCET by Universities	84
1-6	Comparison of CET in A.P., Karnataka and Tamilnadu	85
1-7	Data Related to Comparison of Duration of Entrance Tests of Different States	87
3-1 a	Feedback format – English	89
3-1 b	Feedback format – Telugu	90
3-1 c	Feedback format – Urdu	91

Chapter 1

Introduction and Evolution of Common Entrance Test

Introduction and Evolution of Common Entrance Test

1. Professional Education in Andhra Pradesh

India is endowed with reasonable natural resources but has a large population. Natural hazards like drought and floods coexist in the country of diversity. Major resources for economic development of a nation are skilled manpower and technologies. Human resource is our great strength and can be a real power if the people are trained in creative professions. Practically all professions such as Agriculture, Engineering, Medicine, Media, Industry, Finance, Management, Hotel Management and Tourism, Communications etc are dependent on modern technologies. For India to be a developed nation, a dream of the Nation; technology is the key.

A quotation from the book *Ignited Minds* by Dr. APJ Abdul Kalam, the President of India is worth mentioning.

“In Assam the sight of mighty Brahmaputra almost mesmerized me. Its vast expanse of water filled me with a strange sense of helplessness too – the river’s untapped flow was taking a gigantic mass of the water into the sea. It made me think, that as a nation too we were failing to utilize our tremendous energies.”

There are a number of success stories in the technology development and manpower utilization in India. The developments in agriculture, irrigation and power, space and missile technology, telecommunications, nuclear technology, software and computer applications are some of the examples. Professional education has become an important area that can contribute to the national growth and play a vital role in the global scene. As a signatory to General Agreement in Trade and Services (GATS), India has to move in the direction of manpower training, education, especially professional education. Unlike industry, the fruits of education take time to mature and compete with the developed

nations. Andhra Pradesh has taken a lead in emphasizing the importance of the professional courses. Professional education is a three tier system in which the undergraduate professional education plays a prime role for the other tiers and also for the global recognition of the services.

1.2 Formation of High Power Committee to Review EAMCET

Admission to professional courses has been competitive but of late it has become a cut throat competition with increase in the number of aspirants and the number of disciplines. The specializations in the undergraduate programmes have proliferated with the introduction of advanced technologies. Students at the school or intermediate level and their parents are paying increased attention to enter into the professional courses. Admission procedures into the professional courses in Andhra Pradesh got evolved with time during the past three decades; the entrance test called EAMCET, (Engineering, Agriculture and Medicine Common Entrance Test.) has taken a centre stage in the life of many students and parents. Consequently and concurrently, the private entrepreneurs and teachers have created a hype in coaching of the students from 8th class to Intermediate for the Common Entrance Tests (CET).

There has been a constant debate in the public and in the media about the procedures, problems and the changes in the psychology of the student towards the admission test. With high competition for certain colleges and selective disciplines, inspite of increase in seats, undesirable trends in education are developing. On the one hand, there are a number of unfilled seats in some engineering colleges but at the same time, seats in certain colleges and disciplines are at a premium. Obviously, many parameters are responsible for this dichotomy in the demands. Students and parents are under great stress and concentrating excessively on the entrance tests. Andhra Pradesh State Council of Higher Education was concerned about the situation and therefore, constituted a High Power Committee to look into the problem and elicit public opinion, make suggestions and recommendations on the subject. The main terms of reference of the Committee are:

1. To formulate procedure for conducting the Workshops in the identified cities in the State.
2. To obtain the views and to elicit the opinion from different cross sections of the public including parent associations and student bodies.
3. To suggest suitable criteria and formats for an appraisal and analysis of the views of the participants in Workshops.
4. To examine whether EAMCET be continued in the present form.
5. To suggest reforms to improve upon the existing EAMCET pattern.
6. To prepare a report with recommendations within six months.

Annexure 1-1 gives the constitution and terms of reference of the High Power Committee. An intimation about the Committee was also sent to the media for wide publicity and feedback, vide Annexure 1-2. Annexure 1-3 lists the meetings and workshops held by the Committee.

1.3 Professional Education

The Gross Domestic Product coming from service sector in India has been increasing and has crossed 50 percent. The major part of the service sector is managed by professionals. Professional education spreads across many disciplines. There are basic undergraduate professional degrees and many post-graduate degrees with specialization, the number, type, quantity and quality are increasing rapidly with privatization and globalization. The GDP contribution from service sector in the developed countries is well over sixty percent.

The *undergraduate* professional courses are broadly classified as below:

- *Engineering and Technology*. The basic number of areas in UG education identified by AICTE is thirty five. However, with privatization of technical education, the private entrepreneurs have added many more disciplines taking it to more than two hundred. Obviously, there is a considerable overlap and unnecessary increase in the nomenclature. Direct and indirect contribution of technology to the industrial, agricultural and service sectors is substantial.

Professions such as engineering, medicine, agriculture and including media and entertainment depend on technology and computer applications. There are several levels of engineering institutions starting from IITs to the rural engineering colleges. Polytechnic and other diploma courses are not covered here.

- *Architecture and Town Planning*: People and organizations have become conscious of the exterior and interior looks and efficient functionality of the building systems. Interior decoration and town and country planning need architects.
- *Medical*: The number of UG programmes in medicine has increased from Modern Medicine (Allopathy) to Homeopathy, Ayurveda, Unani, Naturopathy and Yoga etc. With passage of time the demand for Nursing, Physiotherapy even at UG level is increasing. The specializations in post-graduate level are numerous.
- *Dental*: With the change in the dietary habits, increase in the life expectancy and availability of modern gadgets, the awareness for dental care is increasing. Hence, there is need for Dental Colleges and Specialization at PG level.
- *Pharmacy*: Pharmacy is a rapidly expanding branch opens to both mathematics and biology streams.
- *Agriculture*: Agriculture is the backbone of the national economy and health. Areas of horticulture, animal husbandry, fisheries, dairy, poultry, home science etc., are gaining importance.
- *Hotel Management, Hospitality and Tourism*: Hotel management and tourism have assumed international importance for economic growth.
- *Fashion Technology*: This is an upcoming area in which India has great potential.
- *Media and Fine Arts*: Even though depend on the aptitude but now technology has added sophistication and growing demand.

The above list contains primarily the undergraduate education. Specializations at the PG level are numerous and are not listed. There are other professional courses that are not totally science based and contribute substantially to the professional sector. They depend on general education and specialization at the post-graduate level. The service sector extends into many areas and is expanding based on innovations. Some of these are listed here for the sake of information.

- *Management Education*: Management education is one of the most sought after Courses at the post-graduate level either Diploma or Degree. Even though undergraduate courses in business management exists, these are not considered terminal degrees.
- *Finance, Banking and Insurance*: Finance, Banking and Insurance contribute substantially to the service sector. These areas require basic knowledge of economics, commerce and general education. Global participation and competition are growing in this field.
- *Event Management and Services*: Here again the entrepreneurship and management skills are vital and there is enough scope for expansion.
- *Call Centres and Global Services*: The manpower in India is talented, dependable and less expensive so the multinationals and foreign companies are seeking manpower help in India for their global operations. Lots of opportunities are open in this area for general education.
- *NGO Operation*: Large number of Non-Governmental Organizations are providing solutions to rural, urban and a variety of problems at the national and global level.
- *Teacher Education*: Government policy is to increase the literacy rate in India, even otherwise there are considerable opportunities in the private and global sectors for teachers of school education. Andhra Pradesh has *EdCET* for admission of graduates into teacher training Courses.

- *Law and Security Services:* Andhra Pradesh has *LAWCET* for admission into law schools.

The public need to be aware of the openings and opportunities available in various professional courses either degree or diploma. With Globalization and GATS coming into full operation, the demand for other services and professions will increase.

1.4 Status of EAMCET

The Andhra Pradesh State Council of Higher Education (APSCHE) came into existence on 20th May 1988 through Act No: 16 of 1988 of the State Legislature to advise the Government in matters relating to Higher Education in the State. The Act authorizes the Council *to conduct Entrance Examinations for Admission to Institutions of Higher Education and render advice on admissions.*

The common entrance test is expected to offer a level playing field and equal access to all the candidates seeking admission into professional courses. The competent authority is constantly redesigning a just and proper entrance test for achieving the desired objectives. The operations of EAMCET in Andhra Pradesh involves a large number of institutions, governmental departments, many centres, safety, security, punctuality, confidentiality etc. Annexure 1-4 shows the number of candidates appeared and the number qualified during the last ten years.

The Chairman, APSCHE identifies a University to conduct EAMCET and entrusts the Vice-Chancellor of the University with the Chairmanship to take decisions for proper conduct of the common entrance test. In the light of experience gained over the years, APSCHE in consultation with the past and present Conveners and Expert Committees constituted from time to time introduced a number of reforms and initiated innovative steps streamlining the procedures for effective and efficient conduct of EAMCET. As per Act 5 of 1983, the Government of AP framed rules for admission of students into the undergraduate professional courses namely Engineering, Agriculture and Medicine.

1.5 Common Entrance Test

Prior to establishment of APSICHE in 1988 a consortium of Universities in the State was formed and identified one University by rotation as the authority to conduct Common Entrance Test for admission into all the Engineering Colleges in the State. Though all the Universities have not joined the consortium in the first instance, subsequently all have fallen in line with this arrangement. The question paper adopted for the Common Test was containing 150 questions and most of them were “fill up the blank” type. The test was for a duration of 2½ hours. Manual valuation was adopted to arrive at the ranking of the candidates. After the establishment of APSICHE in 1988 the competent authority (APSICHE) identified one of the conventional Universities or REC Warangal as the authority to conduct Common Entrance Test for admission into Engineering Colleges from the year 1989. The names of the Universities that conducted the CET from the year 1989 to 2005 are given in Annexure 1-5. The EAMCET question paper during the years 1989 to 1993 contained 150 Multiple Choice Questions (MCQs). The test was held for a duration of 2 ½ Hours. Spot valuation at a centralized location was carried out manually to decide the relative merit ranking of the candidates who appeared for the Test. A Sub-Committee constituted during 1992 made the following recommendations for the smooth conduct of EAMCET

- (i) The Same University must be given the responsibility of conducting the Common Entrance Test for a period of three consecutive years.
- (ii) The CET Committee should be constituted one year in advance
- (iii) The convener of the previous year must be associated with the present CET committee
- (iv) A question bank on a scientific basis should be developed

A workshop on EAMCET was conducted on 21st and 22nd September 1993 with the idea to take stock of the situation in order to make the EAMCET system progressively better and better and to evolve a more transparent system by absorbing new ideas and new technologies. The workshop discussed conceptual aspects, nature and structure of tests, legal aspects involved in EAMCET, syllabus and structure of question paper, finalization,

printing, distribution of question papers and scrutiny, conduct and organization of the test, Computerization for tabulation, evaluation and ranking. The recommendations of the workshop were implemented from EAMCET 1994 onwards.

During 1996, the number of objective type questions was increased from 150 to 180 and the Hon'ble High Court of AP directed the Government to constitute a Committee of experts and if necessary take the advice of the MHRD, Govt., of India to make recommendations with respect to the system and procedure for conducting the EAMCET examination. The Government constituted a Committee in G.O.Rt.No: 1180 Edn Dt: 16th October 1996. The Committee discussed syllabus for EAMCET, weightage for achievement at the qualifying examination, pattern of question appear, mechanics of organizing question bank, modalities of moderation and procedure of evaluation. In compliance with the Hon'ble High Court directions, APSCHE conducted a one-day workshop on 2nd November 1996 participated by experts within and outside the state to formulate action that should be taken for evolving a foolproof system for conducting EAMCET. The recommendations of the Committee are:

- (i) Each subject in the syllabus be divided into 10 modules to facilitate full coverage
- (ii) Question paper will be of 3 hours duration with 180 questions
- (iii) Negative marking would be desirable
- (iv) More than one question paper should be set.
- (v) An Appellate Committee may be constituted to take decisions on the correctness of the answer and avoid publication of Key.
- (vi) The EAMCET examination should be scheduled within 15 days from the last date of intermediate examination
- (vii) The following schedule for EAMCET is suggested
 - a) Forenoon - Mathematics Physics and Chemistry for Engineering
 - b) Afternoon - Biology, Physics and Chemistry for Medicine Stream
- (viii) The duration of the examination for Mathematics, Chemistry and Physics papers together is for 180 minutes.

The above recommendations were implemented in EAMCET – 1997. and the pattern of EAMCET question paper was changed following the recommendations of the expert Committee. Analytical type questions, short answer type questions and negative marking were introduced.

Keeping in view the feedback from the candidates who appeared for EAMCET-1997 and also the problems faced in the valuation of the answer scripts manually and also the observation of the Hon'ble High Court that the examiners have subtracted negative marks of the objective type of questions from the marks scored in analytical type questions which is incorrect, change was introduced once again in the pattern of question paper deleting the analytical, short answer type questions and also negative marking. The question paper contained 200 questions of MCQ type only with duration of 180 minutes from 1998 onwards till 2002.

In response to a number of representations received from students, student organizations, parents and parent organizations requesting for more time to be given for answering EAMCET question paper and on the recommendations of a Sub-Committee constituted by the Government with the Chairman of APSCHE, Vice-Chancellor, JNTU, Vice-Chancellor, Osmania University, Principal, REC, Warangal and Commissioner of Technical Education, the number of MCQs in EAMCET paper was reduced from 200 to 160 while retaining duration of 180 minutes. Further, the Committee recommended that the question paper shall be designed in such a way that it would test among other things the (a) Conceptual Clarity (b) Analytical Ability and (c) Knowledge of Subjects. The above recommendations issued in the form of a Govt., Memo Dt: 4th October 2002 were implemented in EAMCET-2003.

It was suggested in 2004 by subject experts that the MCQ items set for EAMCET should be at 3-levels, (e.g. Level-1 - question should be easy type and to be answered in less than one minute, Level-2 – Question should be moderate and to be answered in less than 2 minutes and level-3 – Question should be difficult type and to be answered in less than 3 minutes). Further it was also suggested to have 50% MCQs of level –1, 37.5% of MCQs of Level – 2 and 12.5% MCQs of Level – 3 in the EAMCET question paper.

Following the above, and approved by EAMCET Committee – 2004, the EAMCET-2004 question paper contained different types of MCQs that come under Level-3as below.

Multiple Selection Type

An item of this type consists of a stem followed by several options. More than one option may be correct and the candidate has to mark the right combinations.

Assertion / Reason Type

An item of this type consists of two statements, one of the statements being called an “Assertion” followed by another statement called a Reason. The candidate has to decide whether the Assertion and Reason are individually correct or not, if both are correct, whether the “Reason” is a valid explanation of the “Assertion”.

Linked Items

Here a set of items are constructed which are linked to some introductory base or background or stimulus material in the form of map, diagrams, charts, passages, statistical tables, graphs etc., and responses to items are based on this material.

Sequence Type

Here the mentioned Response of items follows the correct order of properties for a set of compounds or material / principles

Matching Block Formats

This consists of two lists of statements, terms of symbol and the candidate has to match an item in one list with an item in the other.

In 2005 : A public debate has cropped up once again on various issues pertaining to EAMCET, in view of large number of seats available in Engineering Colleges and considerable number remaining unfilled and also increased competition for admission into Medical Colleges in the State. Different people expressing different views on EAMCET have created confusion among the students. In the circumstances, APSCHE has constituted a High Power Committee on 30th September 2005 to make a detailed study of the entire process of EAMCET.

1.6 Procedure for Admission into Professional Courses in Karnataka

Admission into professional courses has been in high demand throughout the Country and the States in the Southern Region seem to have developed some systematic approach for admission into the professional courses. The procedures that are being followed in the neighboring states are presented here.

A *KCET* Cell has been setup by the Government of Karnataka. A CET Committee is constituted by the Government to conduct the Tests and a Special Officer of the KCET Cell is Member Secretary of the Committee. PUC is the qualifying examination to appear for KCET. The syllabus of PUC is the prescribed syllabus. The question paper contains purely objective type questions. Sixty questions of objective type are set in each of the subjects of Mathematics, Physics and Chemistry to be answered in 80 minutes. The general distribution of the level of questions is about 25% of questions to be easy that can be answered by most, 25% of questions to be of average level, 25% of questions to be difficult and the remaining 25% of questions to be of very difficult nature.

For the conduct of the test, instructions are issued in the form of a G.O. by Government. In each district, the Deputy Commissioner is incharge for the conduct of the CET and is the Chief Superintendent of all the examination centers in the district. The Principal of the College where CET center is located will act as Deputy Chief Superintendent. The sale of applications is made through Canara Bank and College centers are identified at district level.

There will be sixteen versions of the same questions in a paper to prevent copying. There is negative marking in valuation i.e. $1/4^{\text{th}}$ for one wrong answer and one mark for more than one answer of the same question. It may be noted that the answer sheet is OMR, on which pencil marking is to be carried. There is no choice.

No key of the CET paper is published. The candidates carry question paper home. The results are displayed at the examination centers. On the basis of feed back given to Special Officer regarding any errors in questions in the CET paper, the Special Officer is

empowered to delete disputed questions and add marks uniformly to all candidates. There is no cutoff point prescribed for qualifying in the CET.

For Karnataka students a weightage of 50% aggregate marks in the qualifying examination is added to 50% of the CET marks for ranking. In the case of SC and ST students, only 40% aggregate marks of the PUC exam are added to CET marks for ranking. For non-Karnataka students the ranking is made on the basis of CET marks only. No age limits either maximum or minimum are fixed for engineering. In the case of Medical stream, minimum age is as prescribed by Medical Council of India.

1.7 Procedure for Admission into Professional Courses in Tamil Nadu

Anna University, Chennai is conducting the examination on behalf of the Government since 1991. The Entrance Examination is a common examination for all professional courses viz., Engineering, Architecture, Medicine, Dental Surgery, Agricultural, Veterinary and Animal Sciences. Anna University is also responsible for conducting admission counseling in respect of Engineering, whereas the individual Government Departments or the concerned Universities are responsible for conduct of admissions into Medicine, Agricultural, Veterinary and Animal Sciences courses. The Director of Entrance Examination is entrusted with the responsibility of getting the question paper set for the Entrance Examination. The Second Year TNHSC (Academic course) text books form the syllabus for the test. The question bank consists of questions on each topic, in each subject, and previous year question papers, along with the correct responses to these questions. Though text books are prescribed for conduct of Entrance Examination, they are prescribed only as guidelines and question papers are set keeping in view the standards comparable to 10+2 level.

The entire examination is of objective type. The Biology question paper consisting of 60 questions in Botany and 60 questions in Zoology to be answered in 3 hours and carry a total of 50 marks. All the 120 questions have to be answered. The Physical Science question paper consists of 60 questions in Physics and 60 questions in Chemistry to be answered in 3 hours and carrying a total of 50 marks. All the 120 questions have to be answered. The Mathematics question paper consists of 90 questions, carrying total marks

of 50 to be answered in 3 hours. All the 90 questions have to be answered. All questions carry equal marks and are of multiple choice type with 4 alternative responses given for each question. There is no negative marking prescribed. Candidates are not tested in any general subjects such as writing, comprehension and logical reasoning.

The candidates should not have completed 21 years as on 1st July of the year in which the entrance examination is being held to be eligible for being considered for admission into professional courses and there is no lower age limit. The upper age limit is relaxed by 5 years for physically challenged candidates and there is no upper age limit for SC and ST candidates.

Merit list for admission is prepared on the basis of 200 marks for qualifying examination and 100 marks at entrance examination. The OMR sheets used by the candidates are scanned twice and at different thresholds. An out side agency is employed for carrying out scanning and raw data of answers as entered by each candidate is provided on a CD. The nominal rolls and ranking of the candidates at the test is done based on official key provided by the Director of Examinations.

A comparative picture of the CETS in the States of Andhra Pradesh, Karnataka and Tamil Nadu is given in Annexures 1-6 and 1-7.

1.8 Judgments of Hon'ble Courts

Few landmark Judgments associated with the EAMCET are referred to here to focus on the need for certain measures to be taken by the appropriate authorities in organizing the EAMCET. The 11 Judge Bench of the Hon'ble Supreme Court of India has dealt in great deal about the admission to test for professional courses. The interpretation of the 11 Judge Bench was given by a 5 Member Bench of the Hon'ble Court. Further interpretation is being considered by 7 Member Bench of the Hon'ble Court. The State Council may take appropriate action based on the final decision given by the Hon'ble Supreme Court and other relevant judgements on this subject.

There was some problem in the statement of questions during 1996 repeat test. On this, the Hon'ble High Court of Andhra Pradesh directed 'the Chairman, State Council of Higher Education to constitute a panel of experts from the Universities outside the State in consultation with the Secretary, Dept., of Education, MHRD, GOI and place before them the syllabus, the questions and the answer the key, and submit the report to this Court containing their opinion. The Hon'ble Court accepted results of evaluation on the basis of 185 questions only against 200 of the paper.

It was for the 1st time that, Part-B, analytical type questions, has been introduced in the EAMCET examination in 1997 based on various recommendations of the Expert Committee constituted by the Government following the Hon'ble Court Judgments. In W.P. No: 13620 /1997, 16054 of 1997 the petitioners have challenged EAMCET 1997 mainly on the ground that the answer scripts were not properly evaluated and the candidates were not assigned their proper and correct ranks, even though they are meritorious students. Further, they questioned the Rule imposing ban on re-totaling or revaluation or personal identification of their answer scripts. The Hon'ble Court in its Judgment delivered that 'One of the important criteria of a good objective type of test essentially of multiple choice questions is that it should be fairly good at evolving "discrimination Index" which means that it should be able to discriminate students of "High ability group" from those of "Low ability group". For this purpose the frame of the question paper is such that for all questions there will be only one most appropriate answer and the others are merely distracters". The distracters should be so framed as to enable only a student of high ability and full knowledge of the subject to select the correct answer i.e. the key answer and the middle or low ability group choosing the distracters. The stem of the questions and the responses should be framed by experts in the respective subjects having good experience both at teaching and the framing questions and evaluating them. The key answers are also given by the respective examiners. The Hon'ble Court further directed the Chairman, A.P. State Council of Higher Education 'to appoint any two Professors of any other University in the State of Andhra Pradesh other than Osmania University (The University that conducted EAMCET during that year) preferably the Professors who have had the advantage of

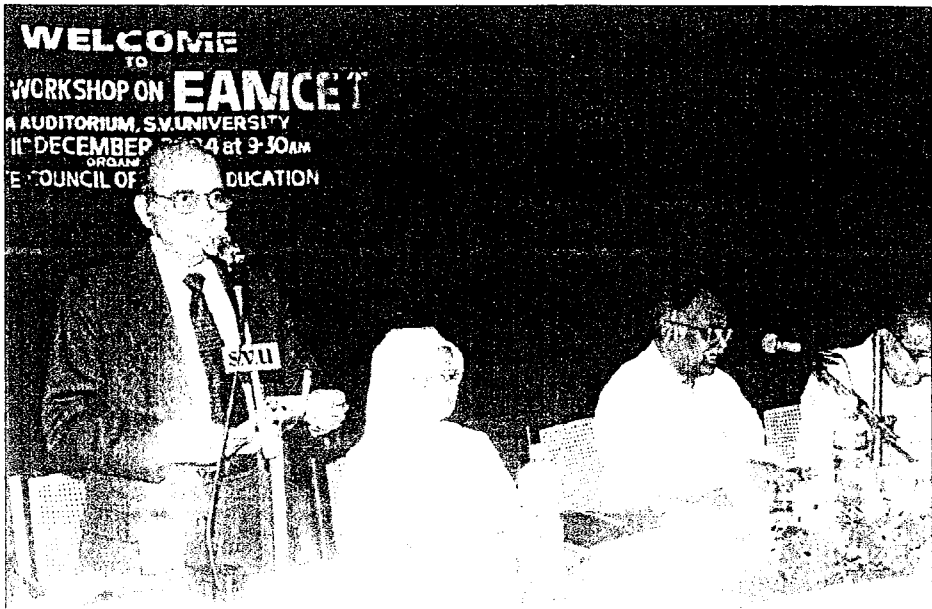
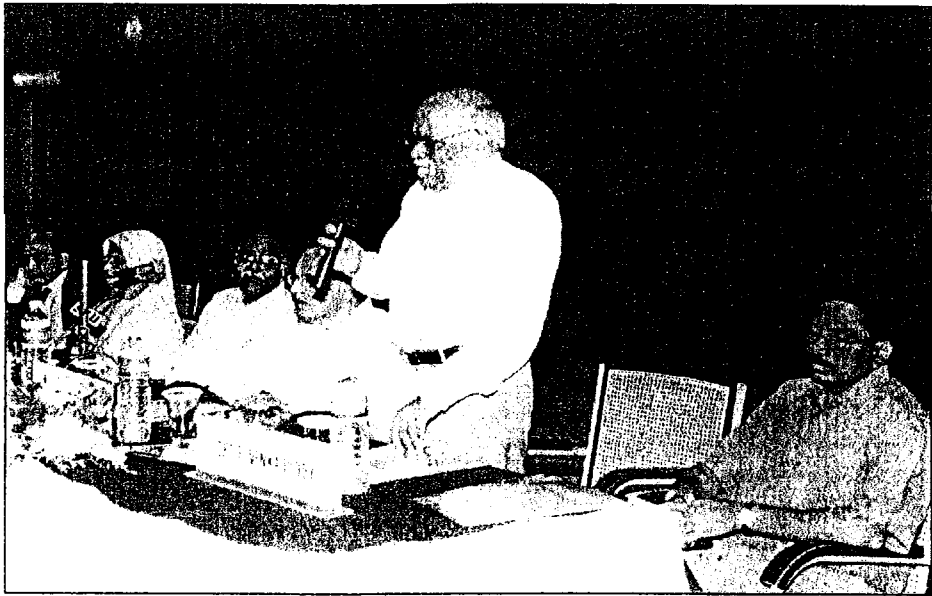
being Conveners previously to conduct EAMCET examinations if available, to supervise the rechecking of coding and decoding and calculation and totaling of marks and awarding of ranks to the candidate to the petitioners with reference to their answer scripts and in this course, if any variation is found, revised memorandum of marks and rank cards be issued to the candidates”. The Hon’ble Court held that the following Rule is valid “ No request for re-totaling or revaluation or personal identification of the answer scripts of the entrance test shall be entertained’. *‘The principle of natural Justice can not be extended beyond reasonable and rational limits and can not be carried to such absurd lengths as to make it necessary that candidates who have taken a public examination should be allowed to participate in the process of evaluation of their performance or to verify the correctness of the evaluation made by the examiners by themselves conducting an inspection of the Answer books and determining whether there has been a proper and fair valuation of the answers by the examiners’.*

WELCOME
TO PARTICIPANTS OF WORKSHOP ON EAMCET
ON 29th and 30th JANUARY 2005 - 10-00 AM
ORGANIZED BY
AP STATE COUNCIL OF HIGHER EDUCATION



Members of the High Power Committee





Chapter 2

Professional Education in Andhra Pradesh

Professional Education in Andhra Pradesh

2.1 Growth of Professional Education in the State

Engineering and Architecture Education

Prior to 1972 there were only 11 Engineering Colleges including the Regional Engineering College, Warangal, and all these Technical Institutions for all practical purposes were controlled and supported by the Government. It is significant to note that as many as 75 private Un-Aided Engineering Colleges came into existence during the period 1995 – 1999. The growth of Engineering Colleges and seats in the State from 1995 to 2005 is given in the form of graph in chart 2-1. Growth of Architecture Colleges is given in chart 2-2.

Medical, Dental and Pharmacy Education

There were 10 Medical Colleges and 2 Dental Colleges in the State during 1995-96. The number has increased to 27 and 16 respectively during 2003-2004. The growth of these colleges was slow due to stringent norms imposed by the Medical Council of India and the Dental Council of India in establishing Medical and Dental Colleges and large capital out-lay required for the purpose. All the Medical and Dental Colleges in the State are affiliated to NTR University of Health Sciences. Charts 2-3 and 2-4 illustrate the growth of these colleges. The growth of Pharmacy Colleges and seats in the colleges from 1995 to 2005 is illustrated in chart 2-5.

Agriculture, Veterinary and allied Education:

The Colleges offering B.Sc (Ag), B.V.Sc & AH and other allied courses in Horticulture, Dairy, Food Science, Agrl., Engineering in the State are operating in

the Government sector under the control of Acharya N.G. Ranga Agricultural University, Rajendranagar, Hyderabad. There are no Private Colleges operating in this sector of Education. There were 15 Colleges in this sector in 1999-2000 and no significant growth is seen since then, as this education is not open to the private sector. Table 2-1 illustrate the growth of Agriculture, Veterinary, Home Science, Horticulture, Diary Science and Food Science courses.

2.2 Some Landmarks in Common Entrance Test

The State of A.P. is placed in a special position when compared to the other States in the Country with regard to admissions into educational institutions in view of the following enactments of the Parliament and the State Legislature.

A. A.P. Educational Institutions (Regulation of Admission and Prohibition of Capitation fee) Act, 1983 (Act 5 of 1983)

To curb the commercialization of education and to avoid frustration among meritorious and deserving students, regulation of admission into educational institutions and to prohibit the collection of capitation fee Act 5 of 1983 was passed by the State Legislature. The act mainly deals with regulation of admission into educational institutions and regulation of fee. Section 3 of the Act deals with the procedure for making admissions into the Educational Institutions. Section 7 of the Act deals with the power of the State Government to prescribe the fee structure.

B. A.P. Professional Educational Institutions (Regulation of Admission into Under Graduate Professional Courses through Common Entrance Test) Rules, 1983 (EAMCET Rules)

In order to streamline the procedure and process of admissions into the professional colleges, in exercise of powers conferred under Section 3 read with section 15 of Act 5 of 1983, the Government has made rules for admission into Engineering, Agriculture and Medical Courses through a Common Entrance Test

(EAMCET). As a result all the Professional Colleges established in Andhra Pradesh, have to necessarily admit students based on ranking assigned in the EAMCET. However, the Private Professional Colleges are permitted to admit students under NRI quota based on the marks obtained in the qualifying examination i.e. Intermediate

Section 3 of Act 5 of 1983 of AP reads as follows:

Regulation of admission into Educational Institutions: Subject to such rules as may be made in this behalf, admission into educational institutions shall be made either on the basis of the marks obtained in the qualifying examination on the basis of the ranking assigned in the entrance test conducted by such authority and in such manner as may be prescribed: Provided that admission into Medical and Engineering Colleges shall be made only on the basis of the ranking assigned in the common entrance test conducted as aforesaid.

Admission into educational institutions under sub-section (1) shall be subject to such rules as may be made by the Government in regard to reservation of seats to the members belonging to Scheduled Castes, Scheduled Tribes and Backward Classes and other categories of students as may be notified by the Government in this behalf and the Andhra Pradesh Educational Institutions (Regulation of Admission) Order, 1974

Notwithstanding anything in sub-sections (1) and (2) it shall be lawful for the Government, to admit students belonging to other states on reciprocal basis and the nominees of the Government of India, into Medical and Engineering Colleges in accordance with such rules as may be prescribed. Provided that admission of students into the Regional Engineering College, Warangal to the extent of one – half of the total number of seats shall be in accordance with the guidelines issued by the Government of India, from time to time.

C. The all India Common Entrance Test for MBBS Admissions conducted by CBSE New Delhi – ineligibility of A.P. students to appear for the all the India test because of Article 371 (D)

Consequent to a Supreme Court Judgment in the year 1984, the Central Government has brought out a scheme of All India Entrance Test for admission into MBBS Course by pooling 15% of the seats from all the Government Medical Colleges in the Country. In view of the provisions contained in Article 371 (D) of the Constitution of India, Andhra Pradesh can not contribute 15% of seats to the All India pool. As a result, the students of Andhra Pradesh are deprived of the eligibility to appear for All India Entrance Test. Except Andhra Pradesh and Jammu and Kashmir all other States in the country fall under the purview of All India Pool.

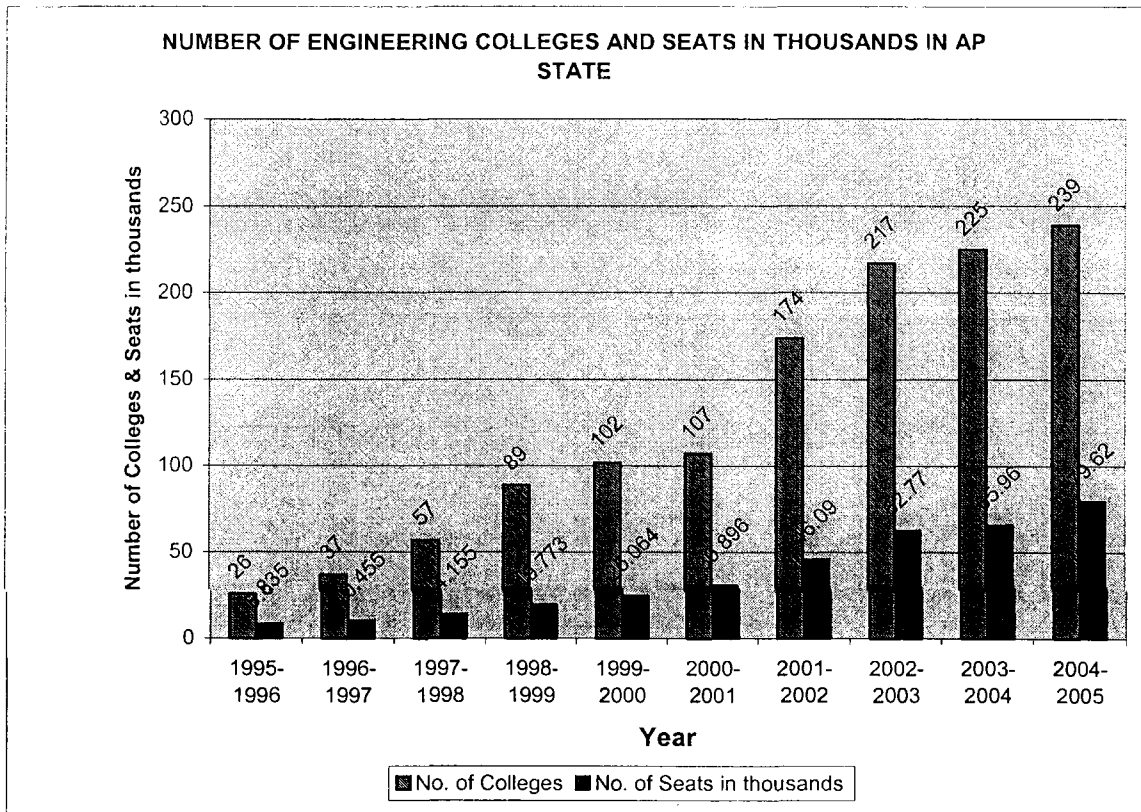


Chart 2-1 Growth in the Engineering Colleges and Seats in AP

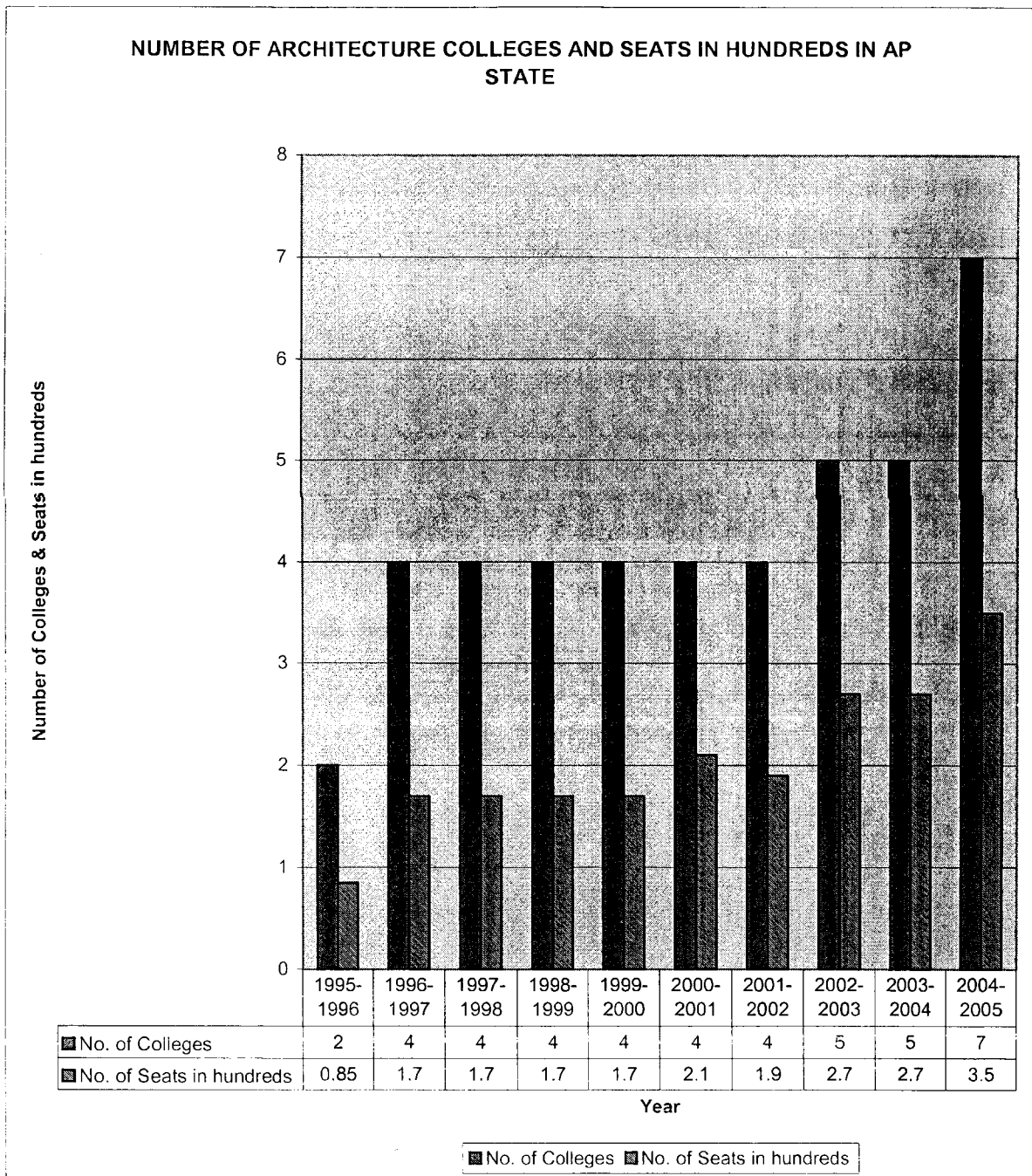


Chart 2-2 Growth in the Architecture Colleges

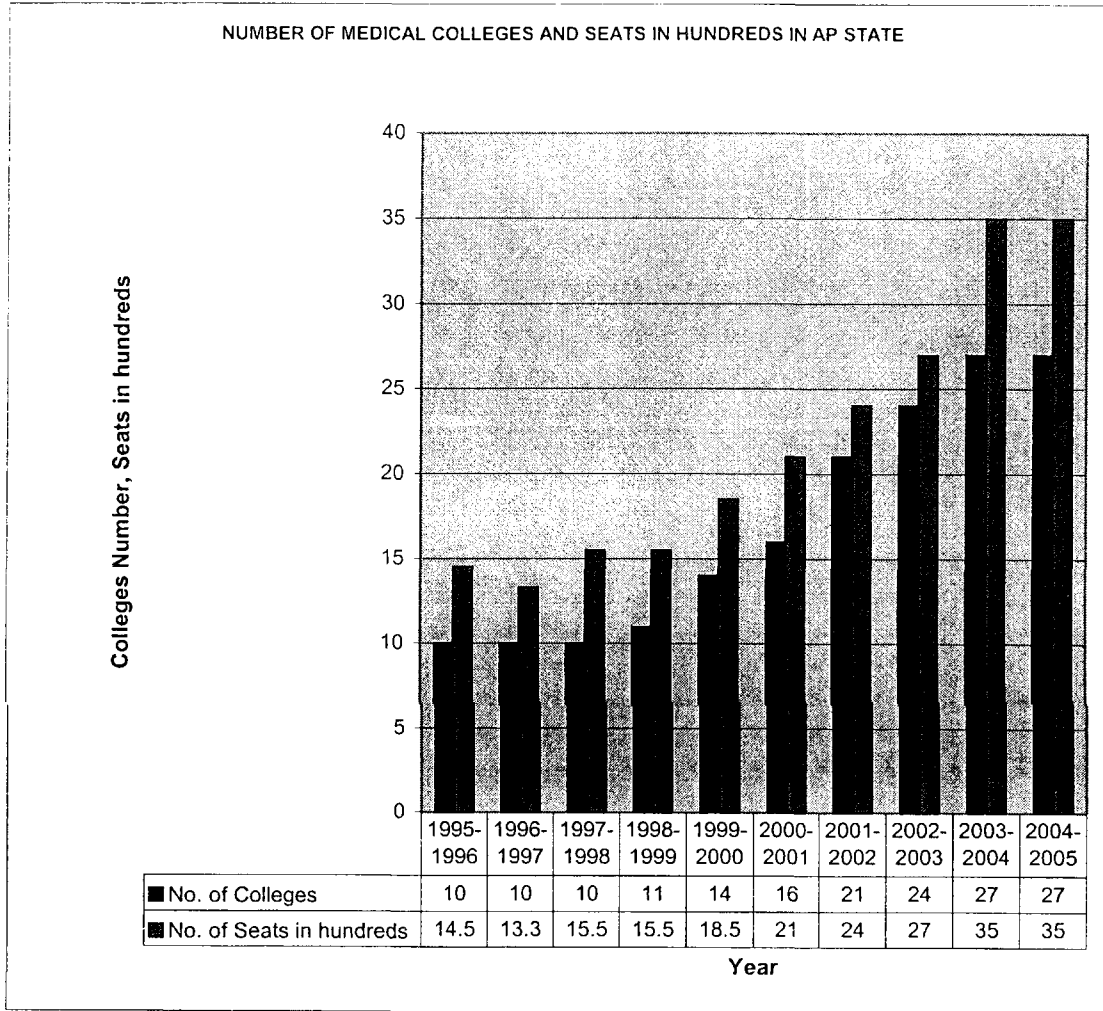


Chart 2-3 Growth in the Medical Colleges

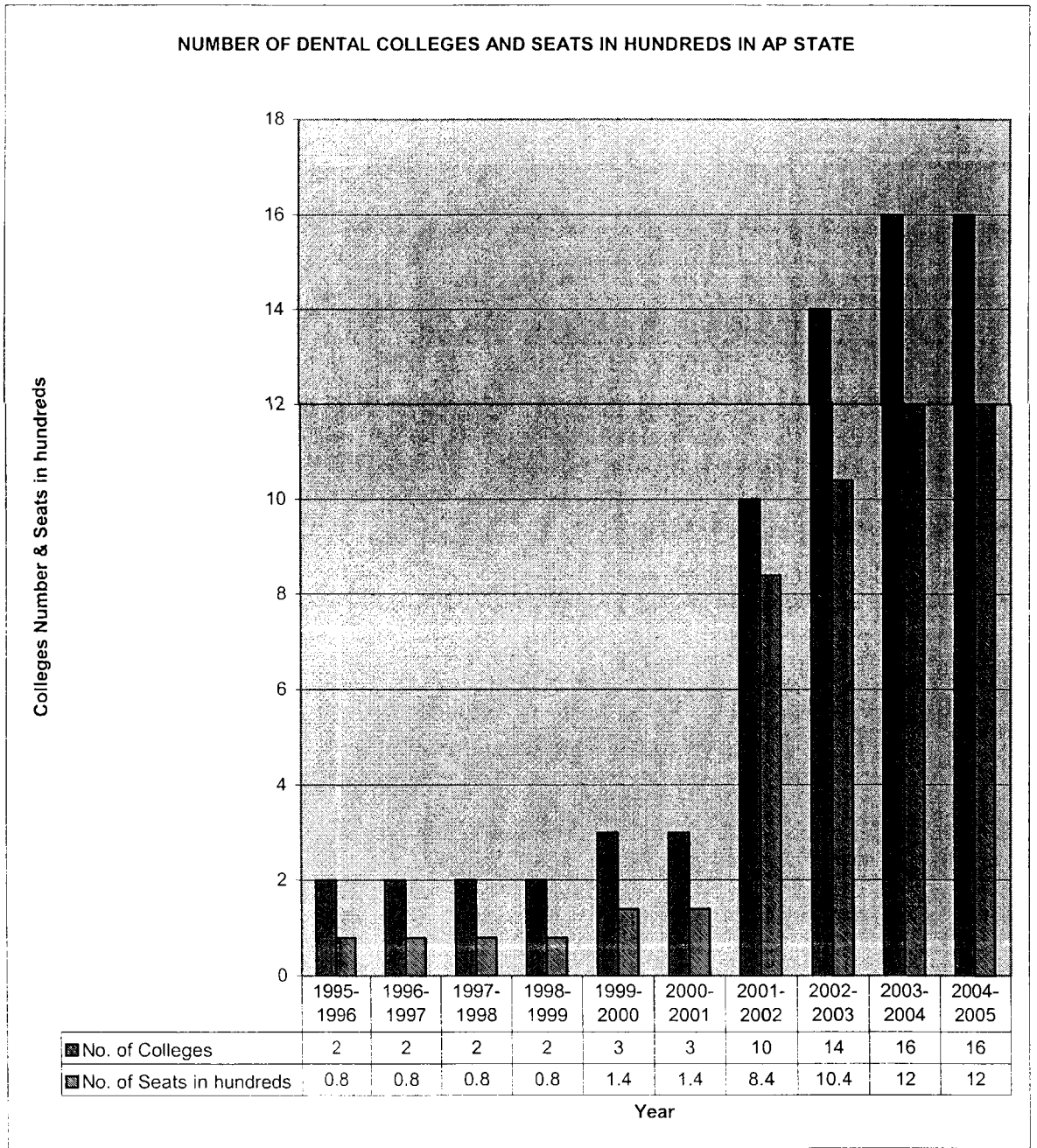


Chart 2-4 Growth in the Dental Colleges

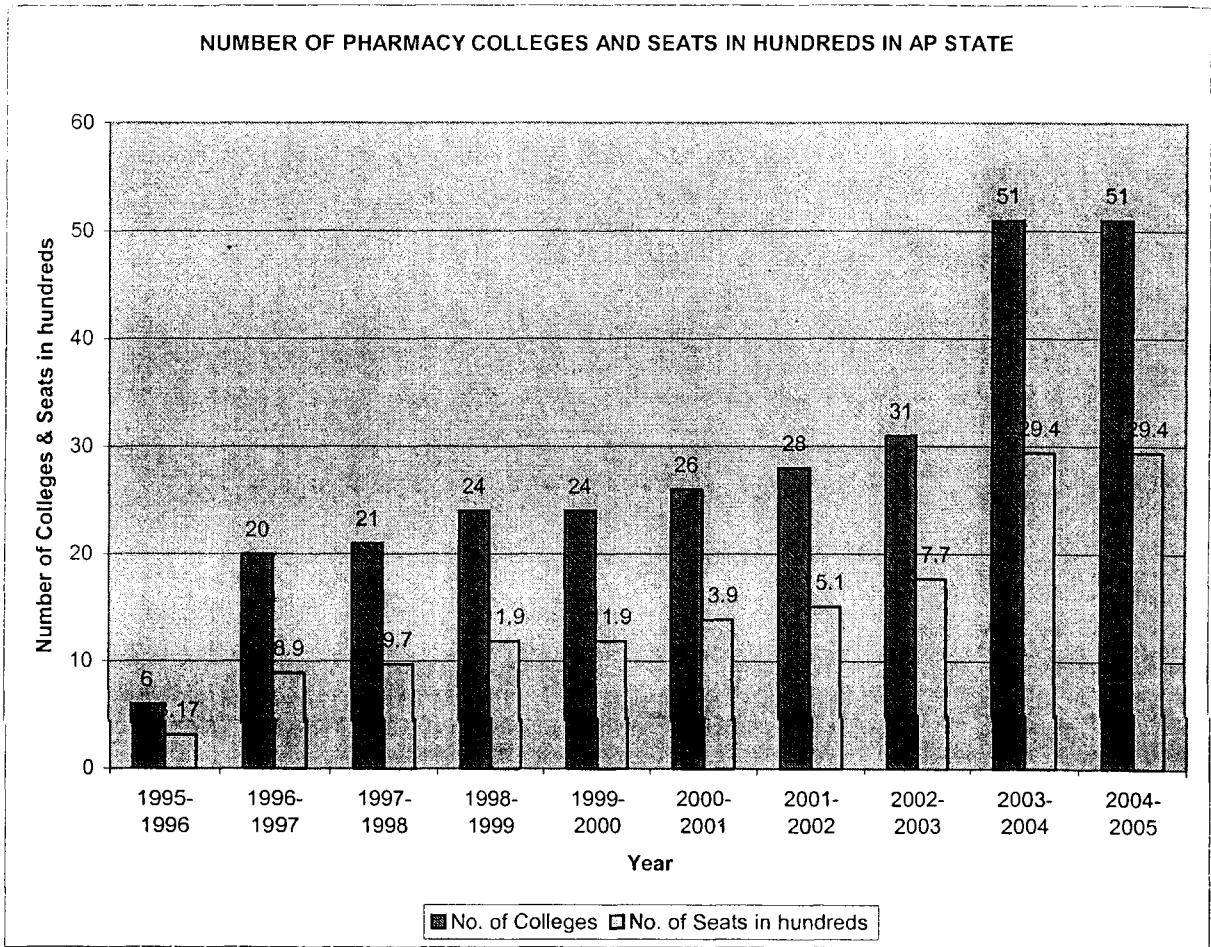
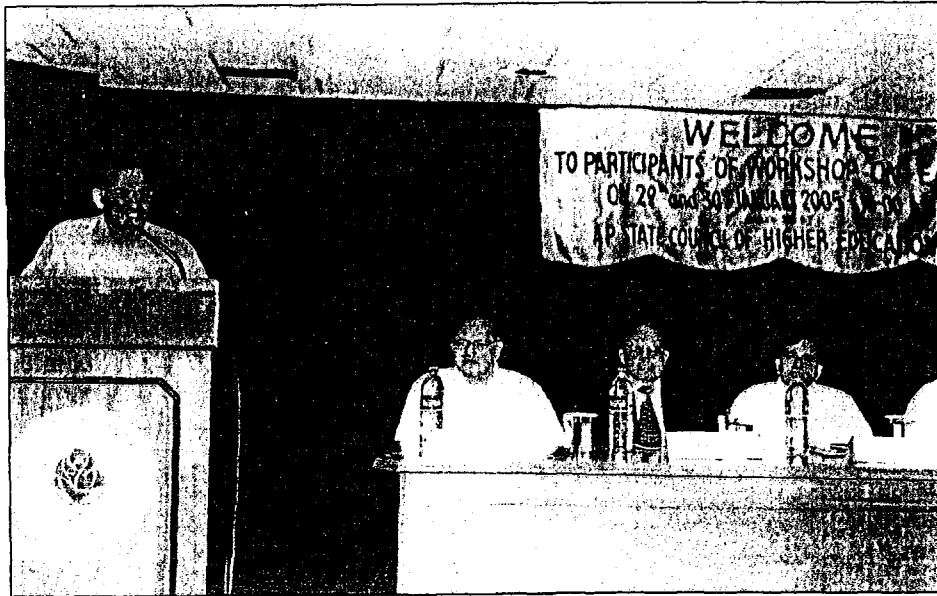
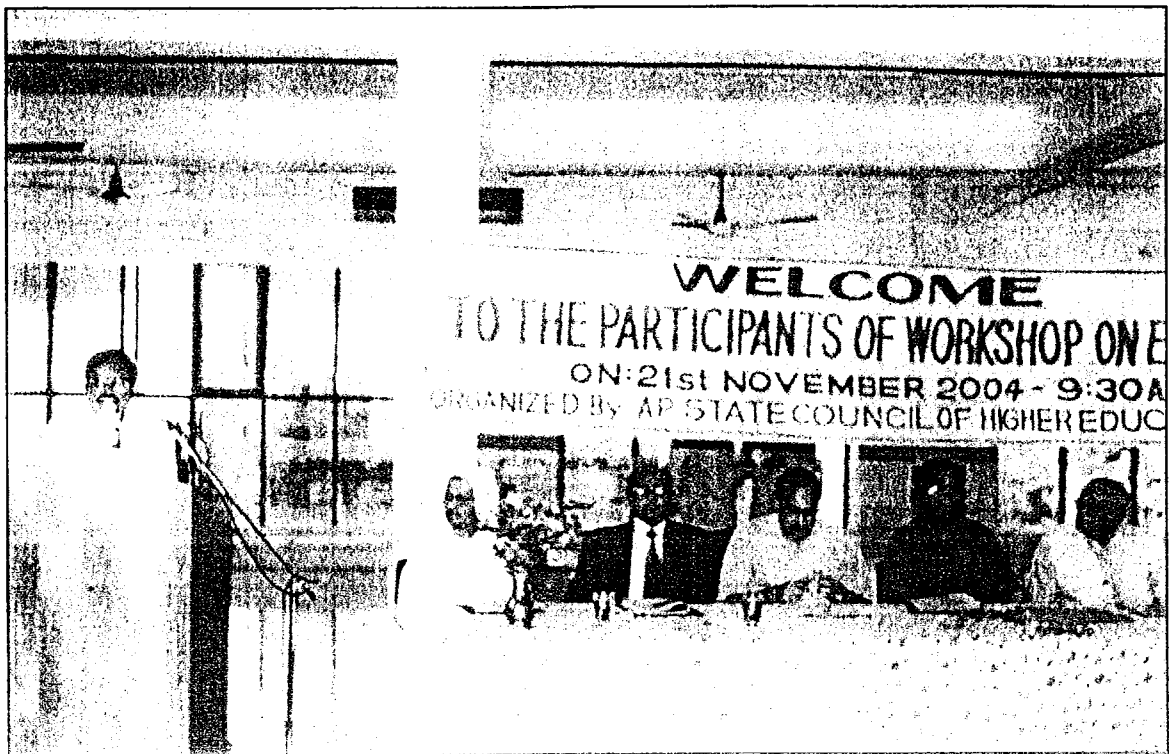


Chart 2-5 Growth in the Pharmacy Colleges

2-1 Growth of Colleges and Seats in B.Sc. (Ag), B.V.Sc., B.H.Sc. (Rural) B.Sc. (Horticulture), B.Tech. (Ag), B.Tech. (Diary), B.F.Sc.

Sl. No.	Year	B.Sc. (AG)		B.V.Sc. & AH		B.H.Sc. (Rural)		B.Sc. (Horticulture)		B.Tech. (Ag. Engg)		B.Tech. Dairy		B.F.Sc.		B.Sc. (CA& BM)		B.Tech. (Food Sci.)	
		No. of Coll.	No. of seats	No. of Coll.	No. of seats	No. of Coll.	No. of seats	No. of Coll.	No. of seats	No. of Coll.	No. of seats	No. of Coll.	No. of seats	No. of Coll.	No. of seats	No. of Coll.	No. of seats	No. of Coll.	No. of seats
1.	1999-2000	6	528	3	170	2	147	1	38	1	28	1	18	1	30	-	-	-	-
2.	2000-2001	6	528	3	170	2	147	1	38	1	28	1	18	1	30	-	-	-	-
3.	2001-2002	6	528	3	170	2	147	1	38	1	28	1	18	1	30	-	-	-	-
4.	2002-2003	5	400	3	170	1	80	1	40	1	30	1	35	1	30	-	-	-	-
5.	2003-2004	5	400	3	170	1	80	2	60	1	30	1	25	1	30	1	40	1	40





Chapter 3

Organization of Workshops

Organization of Workshops

3.1 Aims of the Workshop

One of the primary tasks assigned to the Committee is to elicit opinion of all the stakeholders and the public at large on the procedures to be adopted in the process of admitting students into the professional courses. Before commencing collection of information, the Committee held a meeting with the people involved in the present procedures of admissions into the professional courses. A number of Conveners and Coordinators associated with the EAMCET, the present Chairman of EAMCET, and Members of the Intermediate Board were invited to a meeting at Hyderabad to get first hand information about the procedures, formalities, and strengths and weaknesses of the qualifying and entrance examinations. Further, their opinion in the conduct of the workshops and the information that is worth eliciting from the stakeholders was also sought. The AP State Council for Higher Education sent the invitations and arranged the meeting. The Committee developed a format of the questionnaire (Annexure 3-1 a, b, c) with the help of AP State Council of Higher Education for eliciting the opinion of the stakeholders. The same questionnaire was placed in the web site of the APSCHE for internet access. The questionier was made as simple as possible to enable the participant fill it in a short period. Only relevant information was sought to optimize the analysis.

3.2 Conduct of Workshops

Workshops were organized in six major cities of the State covering the six University zones that is Acharya Nagarjuna University, Kakatiya University, Sri Venkateswara University, Sri Krishnadevaraya University, Andhra University and Osmania Universtiy. The workshops were held at Vijayawada, Warangal, Tirupati, Anantapur, Visakhapatnam and Hyderabad. All the workshops were held on holidays to enable the students, teachers

and other stakeholders to attend without loss of a working day. The APSICHE has coordinated the workshops with a University in the zone in the overall organization of the workshops. Each workshop was split into the following groups of participants:

- Students and Parents
- Teachers, Teacher Organizations of Colleges and Schools
- Managements of Educational Institutions
- Print and Electronic Media
- Professionals, Professional Bodies and Public
- Student Organizations
- Political Parties and Social Organizations

The Chairmen APSICHE and of the High Power Committee gave a briefing about the organization of the workshops to the Vice Chancellors in one of the Vice-Chancellors meetings held at Hyderabad. The Vice-Chancellor of the University where the Workshop was held was requested by the APSICHE to nominate a senior Professor as Coordinator for the workshop, who in turn coordinated all the arrangements for the workshop, gave adequate publicity and information to the public of the region about the workshop. An open invitation to all stakeholders and to the public to participate in the workshop was given by the Vice-Chancellor and the Coordinator. The Vice-Chancellor of the University along with the Coordinator called for a press meet before the workshop and briefed the media to give wide publicity. The APSICHE has also announced about the organization of the workshops ahead of time through press and electronic media. Three workshops were organized from 9:30AM to 4:30PM with a lunch break and the others were organized from 9:30AM to 2:00PM without any break. Even though the sessions were earmarked for a specific group, the other stakeholders were free to continue to participate as long as they desired, with priority given to the group of the session concerned. In some workshops, the sessions were merged depending on the response of participants. The attendance of the group consisting of students, parents and teachers was the largest of all the sessions and was quite vocal. The participation of the students from private colleges exceeded the government colleges in most cases. The participation of the professionals such as engineers, doctors, agriculturalists and industrialists, professional organizations,

student and teacher organizations and the media was limited when compared with the student community. However, discussions were very fruitful in all cases. Each participant was given the questionnaire to fill and submit after the introduction to workshop. The participants were encouraged to speak on the issues on first come first served basis through name slips collected by the volunteers. The overall organization and logistics of the workshops were done by the APSCHE with the help of the local coordinator. Each of the workshops was inaugurated by the Vice-Chancellor concerned or his nominee. The proceedings were recorded with the help of the Coordinator.

3.3 Issues Discussed

The APSCHE has identified several issues associated with the admissions into the professional courses and these issues were introduced to the participants to focus during the discussions. The Committee discussed the following issues:

- *Rural and Urban*: Rural students have limited access to the modern tools and facilities that are available to those in the urban areas. Even those admitted into the professional courses from the rural areas find it difficult to cope with the rigor of the course. Some of the participants suggested reservation for rural students.
- *Medium of Instruction*: Availability of literature in Telugu to prepare for the competitive examinations is limited when compared with that in English. Telugu medium students are at disadvantage. Hence, some participants suggested weightage for Telugu medium students.
- *Government Vs Private Jr. Colleges*: Intensive coaching for entrance tests such as EAMCET, JEE, AIEEE etc is offered in the urban private colleges often referred as 'corporate colleges'. No such initiative or facility exists in the Govt. or aided colleges. It was suggested that such coaching be given to the students Government and Aided Colleges also.

- *Method of Examinations:* The pattern and method of testing in the regular IPE, which is the qualifying exam, is very different from that in the entrance test. So additional training for intermediate students may be needed for entrance tests.
- *Advantage for Repeaters:* Since the CET pattern is almost same every year, the repeaters of the entrance test have an edge over the fresh candidates even though a loss of a year or two is considered as a penalty. Can the pattern of test be modified every year?
- *Single or Multiple stage Entrance test:* The EAMCET is one three hour duration test at present and hence, not able to cover all the topics in the syllabus. Why not increase the test to two or three shorter duration tests, one paper for each subject.
- *Screening and Qualifying tests:* IIT-JEE has two level tests, one screening and the other relative ranking and qualifying test. A similar pattern was suggested.
- *Weightage for qualifying examination:* The rank for admission can be based on part weightage of the marks at the qualifying examination, in addition to the entrance test. This pattern already exists in Tamil Nadu and Karnataka.
- *Type of Questions in the CET:* The CET primarily consists of multiple choice questions to enable the evaluation free from subjective judgment of the examiners. Some experiments were tried with inclusion of small bit analytical questions. Other options such as fill in the blanks, linked items, sequence items, and matching etc. can also be tried.
- *Question Bank:* A question bank containing a large number of validated and updated questions can be made available to the public. Invite questions for the Bank from teachers and the public.
- *Syllabus:* An exclusive syllabus for the CET be published every year instead of adopting the Intermediate syllabus as that of the CET.
- *Negative Marks:* Should there be negative marking for wrong answers to discourage guess work or random choice or even lottery?

- *Tie Break Decision*: What should be the criteria to assign rank in case of identical marks in the CET?
- *De-linking the Medicine and Engineering CET*: Even though the question papers are different for Medicine and Engineering, the examination is being conducted by one University at the same time at present.
- *CET Question Paper Retention*: At present, the CET question paper is not allowed to be taken out by the candidate. Can the paper be allowed to be taken home from the examination hall?



Participants registering for the workshops



Participants expressing their views in the workshops



Chapter 4

Feedback Analysis

Feedback Analysis

4.1 Responses

In order to elicit the opinion of the stakeholders, with respect to EAMCET examination, six regional workshops covering the state were held at Vijayawada (Acharya Nagarjuna University area), Warangal (Kakatiya University area), Tirupati (Sri Venkateswara University area), Anantapur (Sri Krishnadevaraya University area), Visakhapatnam (Andhra University area) and Hyderabad (Osmania University area). Opinions were ascertained by way of getting filled in proforma designed for this purpose, oral presentations at the workshops and also through Internet. The participants included students and their organizations, parents, teachers and their organizations, professionals and professional organizations, managements, public and media. Representatives of political parties also participated in the state level workshop held at Hyderabad.

The Andhra Pradesh State Council of Higher Education and the local Coordinators gave wide publicity in the press and electronic media. Personal letters were also sent by the Chairman, APSCHE to all the recognized political parties for the state level workshop at Hyderabad. A total of 4480 responses have been received, including 989 through Internet (Figs. 4-1 and 4-2). Centre and category wise records received are furnished in Table 4-1. Since the responses cover all cross sections of the stakeholders including public and political parties, the sample size is considered fair enough to draw conclusions.

The number of participants who spoke and expressed their opinions orally was 357 (Table 4-2). This was highest at Hyderabad (92), next highest at Visakhapatnam (86), followed by Vijayawada (61), Tirupati (57), Warangal (36) and Anantapur (25). Vijayawada, Hyderabad and Visakhapatnam urban conglomerations took great interest. Interestingly, these are the places where the EAMCET coaching centres are also located.

Of the total number (4480) of responses received, 82% are urbanites, 16% are rural (Fig. 4-3) and the remaining have not stated either urban or rural. Out of the total responses, 87% are from students, 4% parents and 9% others (Fig. 4-4).

Stakeholderwise, students (3936) outnumbered all other stakeholders followed by parents(203), teachers(125), professionals(126) and all the rest totalling only 90 (Fig.4-5). Centrewise also, the same trend is evident. Professionals took interest at Visakhapatnam and Hyderabad (Table 4-1). The number of filled in records received was largest from Nagarjuna University area (1181) followed by Osmania University area (666), Kakatiya University area (625), Sri Venkateswara University area (415), Andhra University area (361) and Sri Krishnadevaraya University area (156). As many as 1076 records did not clearly indicate the category of stakeholders or their habitat.

4.2 Intermediate and EAMCET

Views were ascertained on certain aspects of Intermediate Public Exam (IPE) and EAMCET. While Intermediate is the essential qualification for admission into professional courses, EAMCET is the entrance test. These are stated here under:

- **Credibility**

The credibility of EAMCET (Fig. 4-6) was rated as excellent by 69% and good by 17% making a total of 86%. Intermediate was considered as excellent by 23% and good by 39%, bringing the total to 62%. IPE was rated as poor by 29% and EAMCET by 7%. At the time of oral presentations, a majority preferred EAMCET. They said they would prefer IPE, if it's credibility is high. But in the present context they preferred EAMCET.

Figure 4-7 illustrates that 62% of students and 80% of parents expressed IPE as excellent and good, while 90% of students and 42% of parents gave excellent and good credibility for EAMCET. Intermediate credibility was rated as poor by 31% of students and 4% by parents, EAMCET was rated as poor by 4% of students and 51% of parents. Hence, parents consider EAMCET credibility as poor while

students view the credibility of inter as poor. Both students and parents rate inter credibility as excellent and good, only students rate EAMCET credibility as excellent and good.

- **Transparency**

Fifty seven percent of the students and 77% of the parents rated (Fig. 4-8) IPE as good and excellent, while 87% of the students and 40% of the parents rated EAMCET as good and excellent as far as transparency is concerned. On the other hand, poor rating was given to IPE by 34% of students and 9% of parents. Six percent of students and 51% of parents viewed EAMCET as poor. Thus, students and parents hold differing views about transparency. Taking all stakeholders together (Fig. 4-9), 57% responses gave good and excellent rating for IPE and 83% for EAMCET.

- **Quality of Evaluation**

Of the total responses, good and excellent rating was given to IPE by 54% and 85% to EAMCET (Figs 4-10 and 4-11), whereas poor rating was expressed by 34% for IPE and 8% for EAMCET.

- **Duration of Valuation and Announcement of Results**

Duration of valuation and announcement of results was considered as good and excellent by 58% of responses in case of IPE and 85% for EAMCET (Figs. 4-12 and 4-13). Duration of valuation and announcement of results of IPE was excellent in the opinion of 79% of students and 88% of parents, a very high rating. EAMCET was regarded as poor by 49% of students and 33% of parents.

- **Equal Opportunities**

The equal opportunities were regarded as good and excellent by 58% of all responses (Figs. 4-14 and 4-15) in case of IPE and 72% in respect of EAMCET. Fifty eight percent of students and 76% of parents think the opportunities are

good and excellent in IPE, whereas for 77% of students and 35% of parents rate EAMCET as good and excellent.

Taking all the above factors in to account, the responses are summarized as in Table 4-3.

Thus, IPE was rated as good and excellent by 54% to 62% and EAMCET by 72% to 86% for all parameters.

Figure 4-16 shows the responses for the basis of admission into professional courses with respect to IPE, EAMCET and their combination. Figure 4-17 suggests different weightages that could be given to IPE marks in admission.

Figure 4-18 illustrates the suggested weightages of different types of questions in the common entrance test.

During oral presentations some people expressed the opinion that there should be negative marking in the EAMCET in order to curb the tendency of some candidates to guess or blindly mark the OMR sheet without knowing the right answer. Some others, however, questioned the wisdom of negative marking because that would be unfair and amount to penalizing the genuine mistakes of honest students. The Committee also feels that there should be no negative marking.

4.3 Oral Expressions

All the participants were given an option to present their views orally. Many explained the strengths and weaknesses of IPE and EAMCET. Many were also concerned about the impact of EAMCET on Intermediate education and the psychology and preferential treatment of students and parents towards values in education. The school and Intermediate education is now focused towards EAMCET coaching.

Everyone strongly feels, there is an urgent need for total revamping of intermediate in respect of syllabus, education, examinations, invigilation, supervision, evaluation, conduct of practicals, improvement in infrastructure, staff and teaching. There should be qualitative improvement in all these aspects. Once this is done, they expressed, EAMCET can be abolished in a phased manner and admissions can be made on the basis of IPE marks alone.

4.4 Outcome

On the whole, the workshops exercise was fruitful and the outcome is valuable. Whatever might have been the reasons for introducing CET more than three decades ago, over a period of time it has reduced the emphasis on intermediate education in Andhra Pradesh. EAMCET mania has developed among students as well as parents alike. This phobia has grown right from school days and education has become EAMCET centred. This has led to the establishment and growth of a number of EAMCET coaching centres, self-styled “corporate colleges” and mushrooming of private, unaided Junior Colleges, without any infrastructure. Education has become commercialized. Well to do and many urbanites can afford to get coaching at these centres. Poor and rural do not have access and can not afford to get their children educated or coached for EAMCET. The hype has gone to such an extent that some poor people started selling their property just to get admission for their wards in these centres. This viewpoint has been expressed by almost all stakeholders. It was also contended that even if EAMCET is abolished, the so called corporates would continue to make a fortune by continuing or establishing junior colleges and coaching for intermediate with or without the minimum basic infrastructure. A sizable section of people questioned the need for EAMCET and wisdom to continue it in future as the sole criterion for admission into professional courses. How can the students’ merit and ability be judged based on mere objective type multiple choice question paper of 3 hours’ duration ignoring the two long years of intermediate education. The EAMCET question paper does not test the skills, aptitude, knowledge in the subject, ability and suitability of the student for a particular profession. The question paper is

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designed for speed and easy computer evaluation and play safe. Ignoring questions which will test the analytical skills, overall comprehension of the subject matter on the ground that evaluation is subject to human errors and possible delay in announcing the results is not justifiable. Further, EAMCET does not have practical component. Any selection for admission based on EAMCET alone is lopsided.

Whatever may be the merits and demerits of the system of admissions currently prevailing, the fact remains that there is an urgent need to streamline the procedures to ensure the admission of meritorious students into the professional courses. Finally, to conclude, admittedly there can be no foolproof and perfect system of procedures. Hence, efforts should be made to prescribe procedures which will take into consideration the judgments of the Hon'ble Courts, the interests of all sections of society, the requirement of the courses, the needs of the government and overall growth and development of the state. This is a matter concerning higher and professional education. Therefore, the issue can not be decided by a vote of majority or minority.

Table 4-1 - Centre and Category Wise Records Received

Sl. No.	University area	Students	Parents	Teachers	Professional	Others	Total
1.	ANU area	1176	4	1	0	0	1181
2.	KU area	482	98	41	1	3	625
3.	SVU area	386	13	16	0	0	415
4.	SKU area	152	2	1	1	0	156
5.	AU area	293	23	37	8	0	361
6.	OU area	639	5	9	13	0	666
	Total	3128	145	105	23	3	3404
	Improper information	808	58	20	103	4	993
	Total	3936	202	125	126	7	4397
	Category not clearly mentioned	-	-	-	-	-	83
	Grand total	3936	203	125	126	7	4480

TABLE 4-2 : Centre Wise – Category Wise Participation (Oral Expressions)

Sl. No.	Category	Centres						Total
		ANUA	KUA	SVUA	SKUA	AUA	OUA	
1.	Students	24	05	19	06	55	45	154
2.	Parents	07	06	07	02	10	02	34
3.	Teachers	16	09	09	07	15	20	76
4.	Teachers organizations	01	04	01	-	-	02	08
5.	Students organizations	01	05	05	09	01	07	28
6.	Media	03	-	05	-	-	01	09
7.	Professionals	-	-	-	-	-	02	02
8.	Professional bodies / organizations	-	-	03	-	02	03	08
9.	Managements	08	07	01	01	03	07	27
10.	Public	01	-	07	-	-	03	11
	Total	61	36	57	25	86	92	357

TABLE 4-3 : Summary of all responses based on total records received rating (as %) of Intermediate and EAMCET

Parameter	Intermediate		EAMCET	
	Good and Excellent	Poor	Good and Excellent	Poor
Credibility	62	29	86	7
Transparency	57	32	83	9
Quality of evaluation	54	34	85	8
Speed of valuation and results	58	31	85	7
Equal opportunity for all sections	58	34	72	18

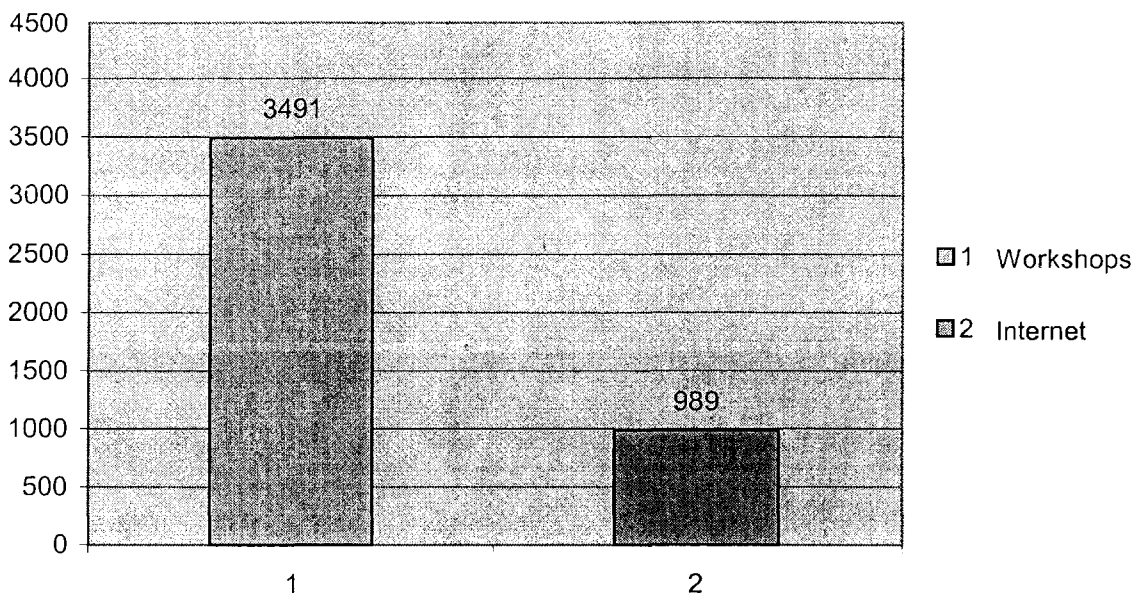


Fig – 4–1: Number of Responses

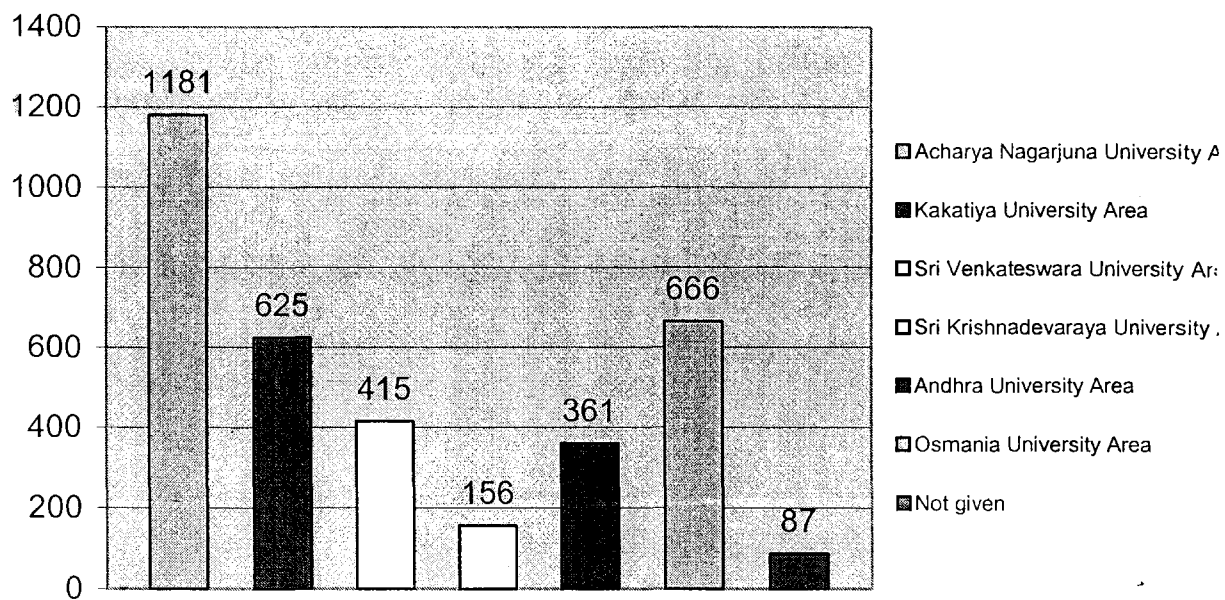


Fig – 4–2 : Number of Responses from different University Areas

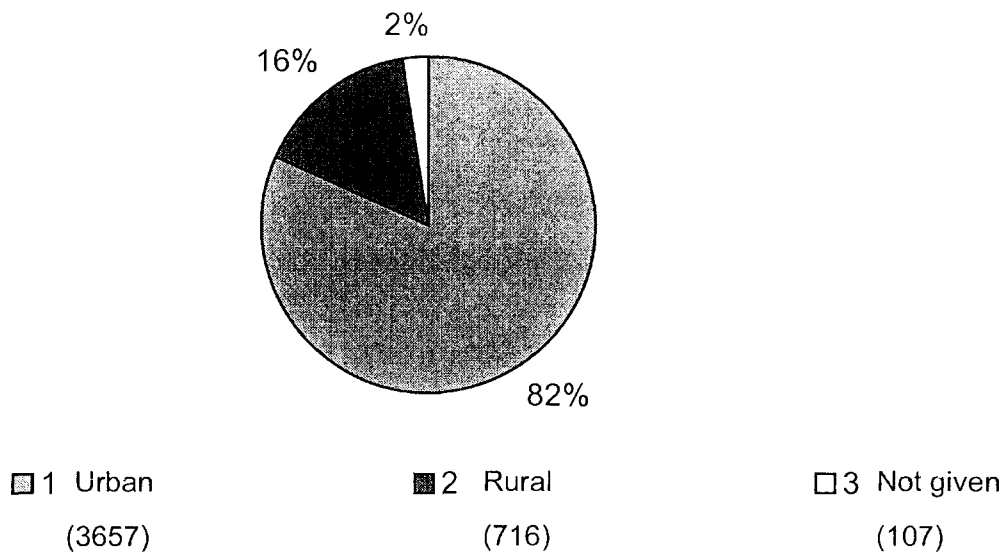


Fig – 4–3: Responses from Rural – Urban Areas

Note : Some Students from Rural areas but studying in cities may have also marked Urban

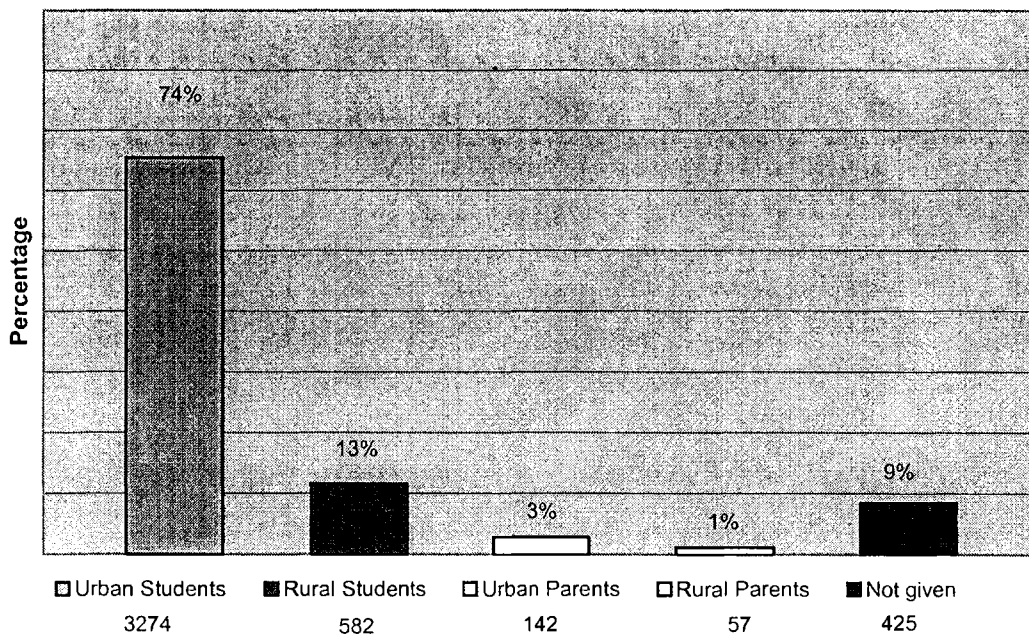


Fig – 4–4: Responses of Students, Parents from Rural, Urban Areas

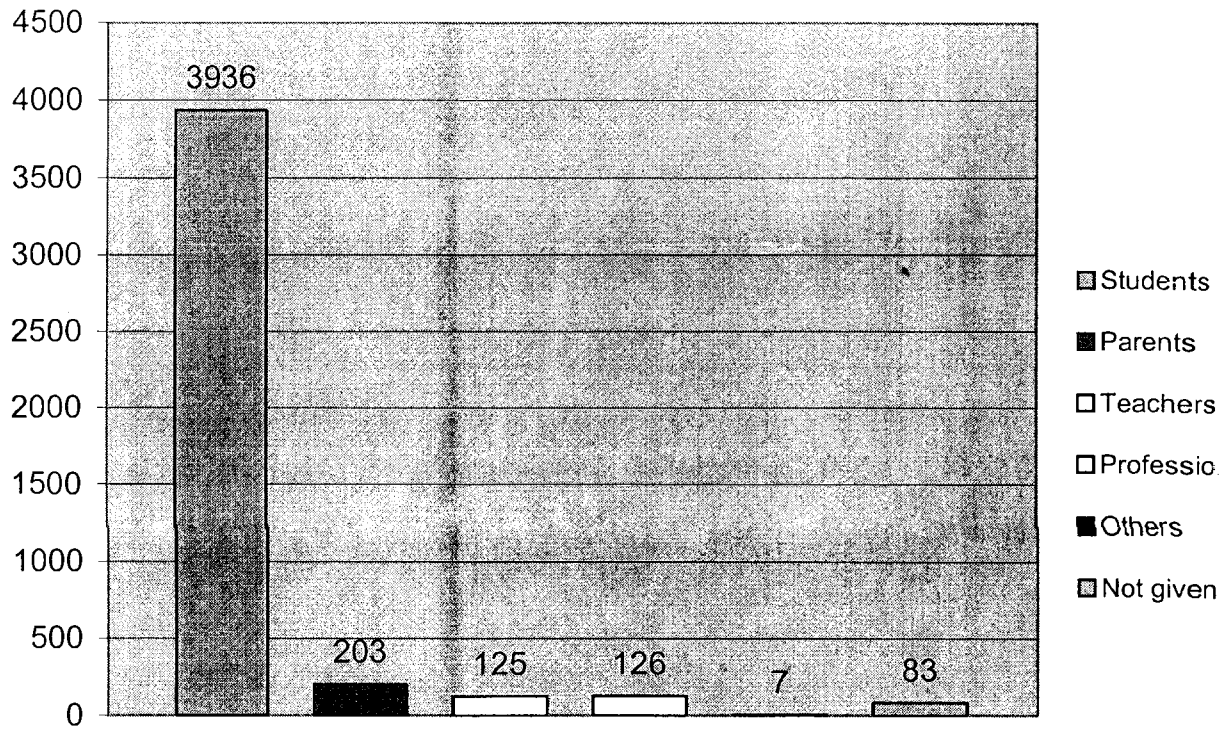


Fig – 4–5: Stakeholders participation in all workshops

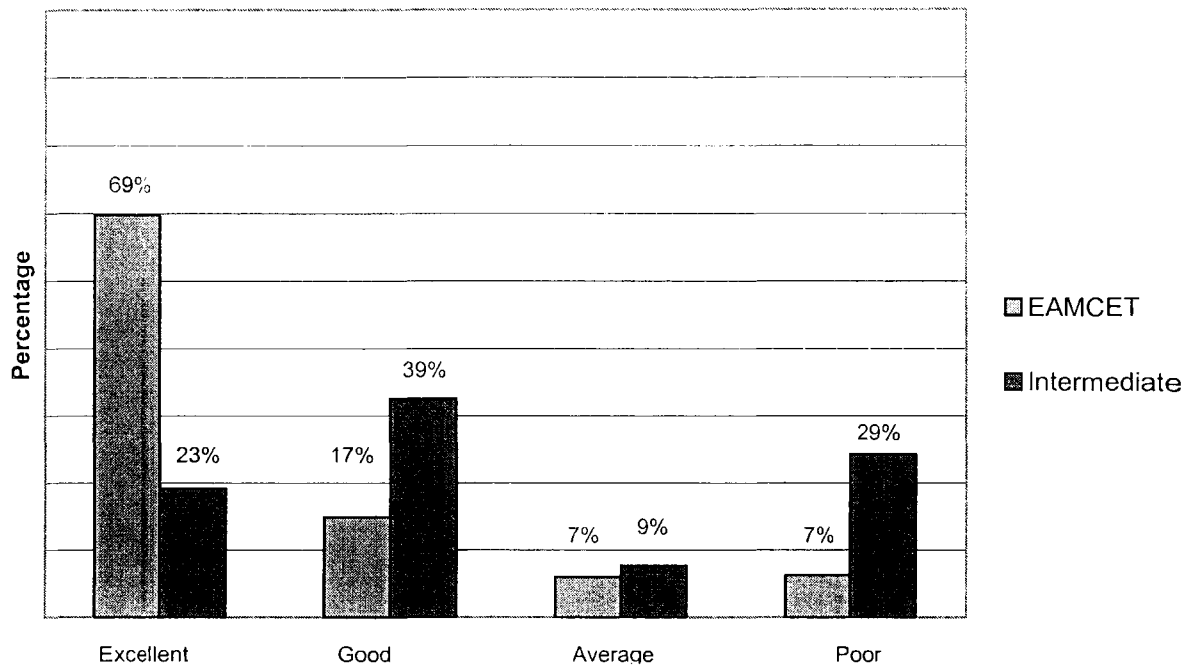
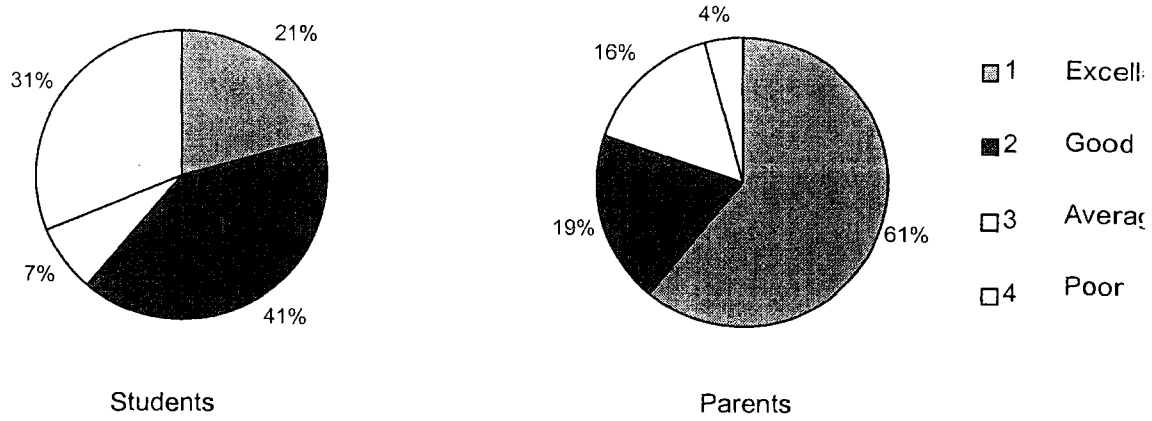


Fig - 4-6: Credibility of Intermediate and EAMCET

EAMCET				Intermediate			
Excellent	Good	Average	Poor	Excellent	Good	Average	Poor
2993	748	300	314	960	1627	384	1216

Intermediate



EAMCET

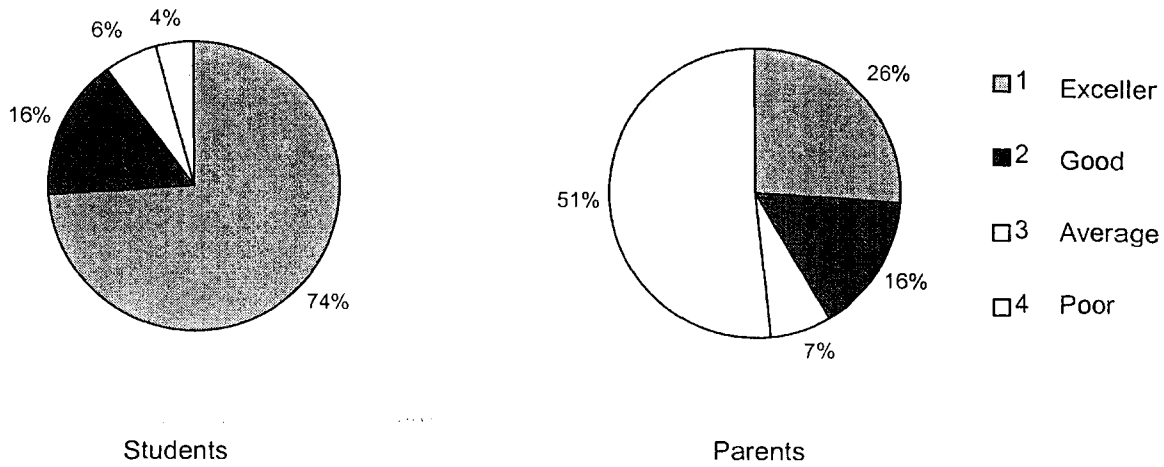


Fig – 4–7: Credibility of Intermediate and EAMCET

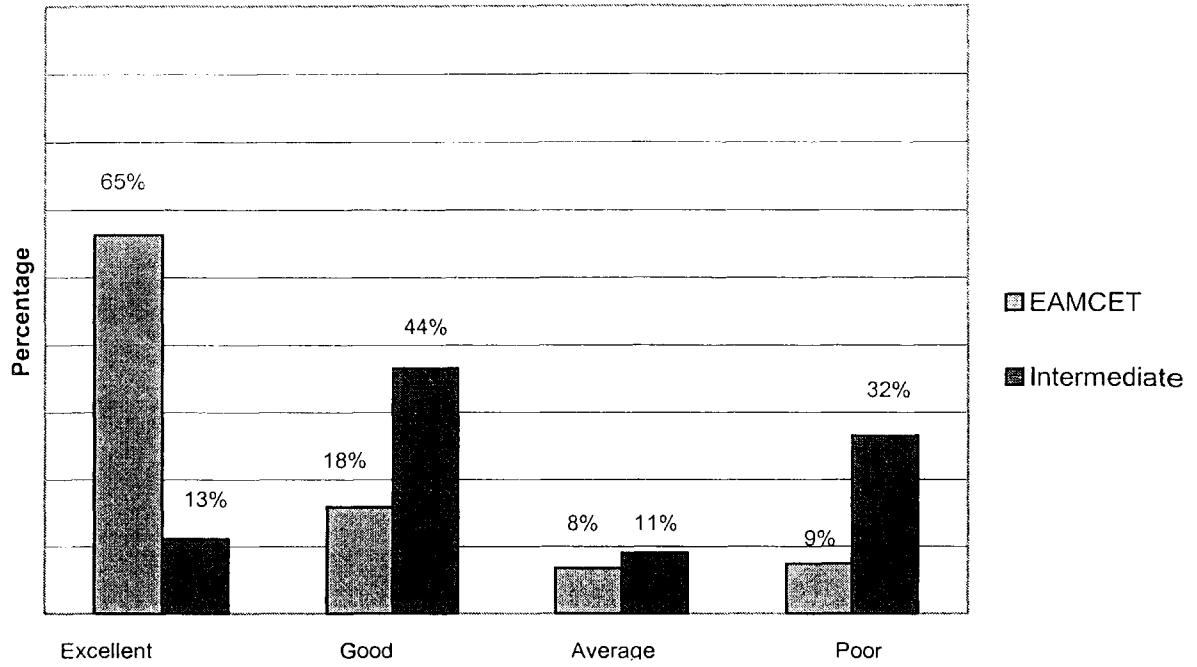
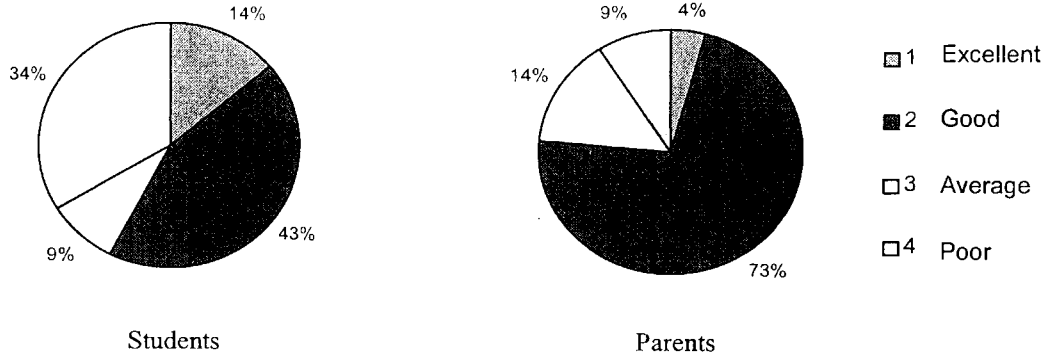


Fig – 4.9: Transparency of Intermediate and EAMCET – All Stakeholders

EAMCET				Intermediate			
Excellent	Good	Average	Poor	Excellent	Good	Average	Poor
2820	797	341	374	560	1828	454	1326

Intermediate



EAMCET

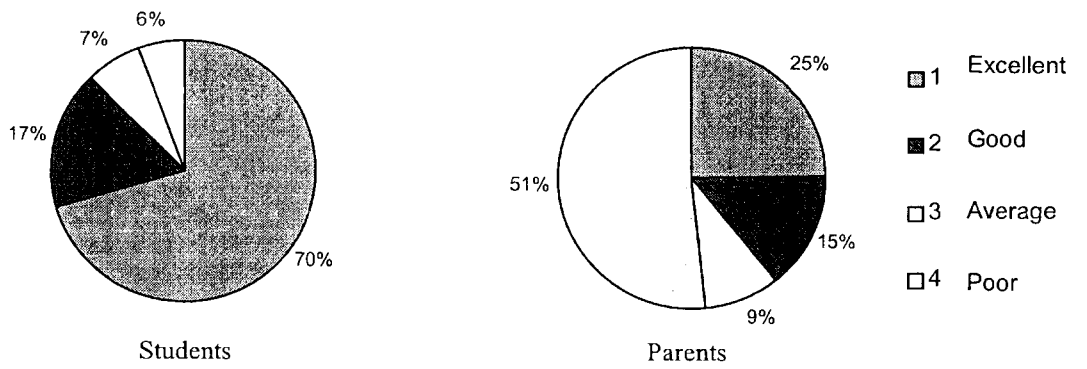


Fig-4-8: Transparency of Intermediate and EAMCET – Students and Parents Views

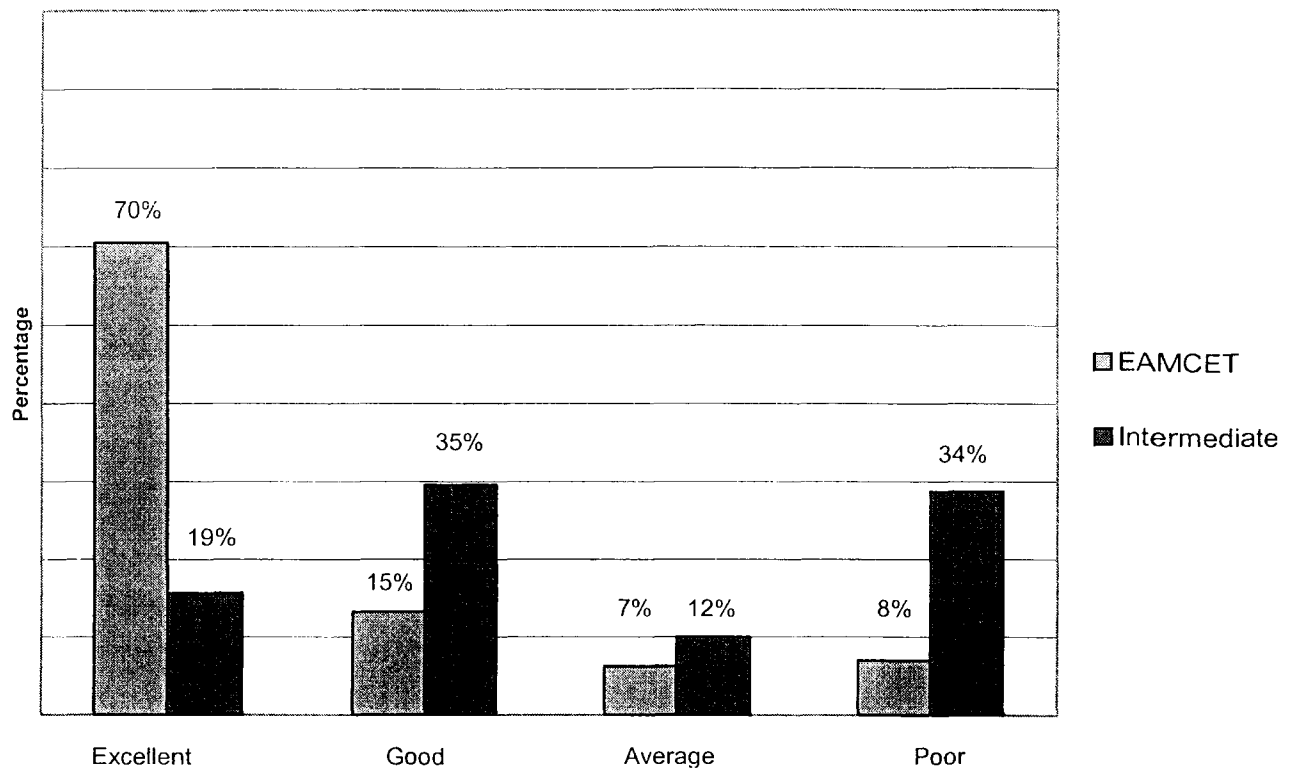
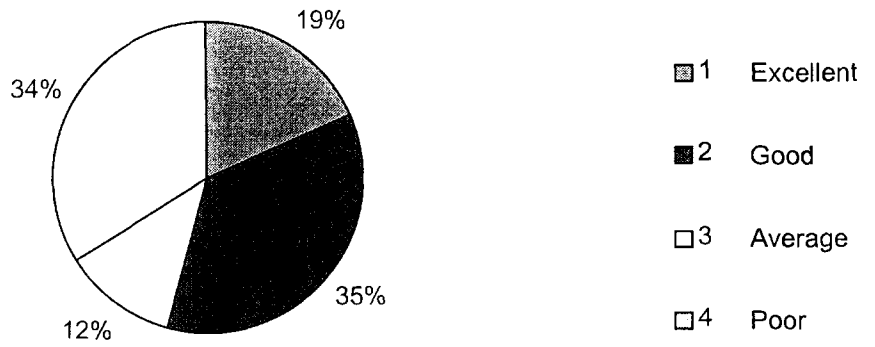


Fig – 4–10: Quality of Evaluation of Intermediate and EAMCET

EAMCET				Intermediate			
Excellent	Good	Average	Poor	Excellent	Good	Average	Poor
3025	664	314	350	786	1480	502	1439

Intermediate



EAMCET

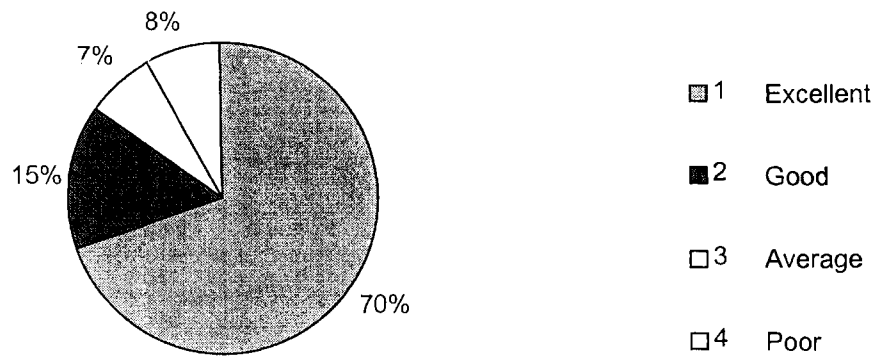


Fig – 4–11: Quality of Evaluation

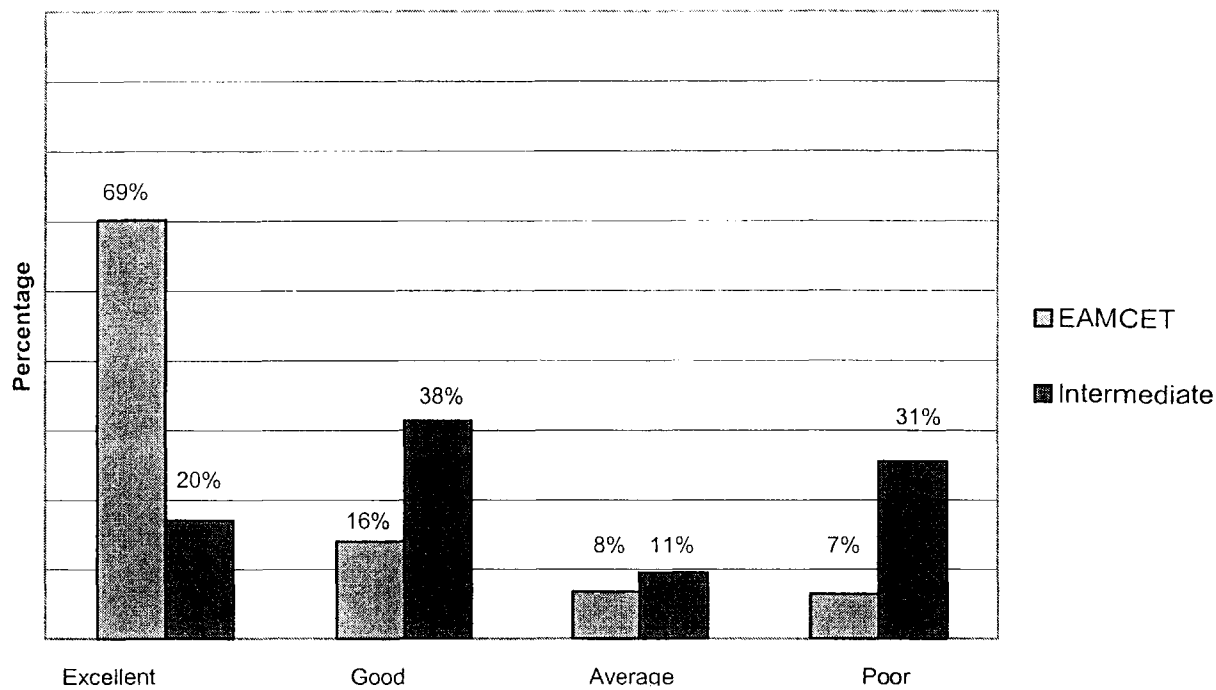
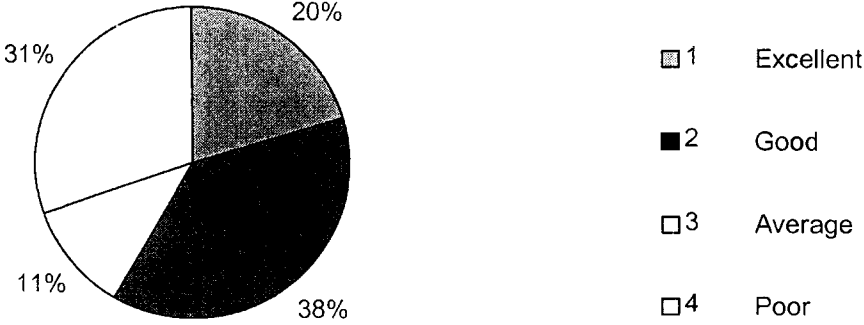


Fig - 4-12: Duration of Valuation and Announcement of Results

EAMCET				Intermediate			
Excellent	Good	Average	Poor	Excellent	Good	Average	Poor
3011	704	341	325	857	1573	480	1281

Intermediate



EAMCET

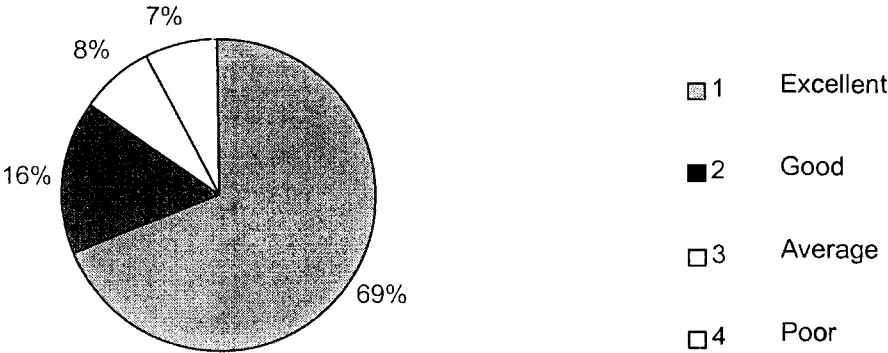


Fig – 4– 13: Duration of Valuation and Announcement of Results

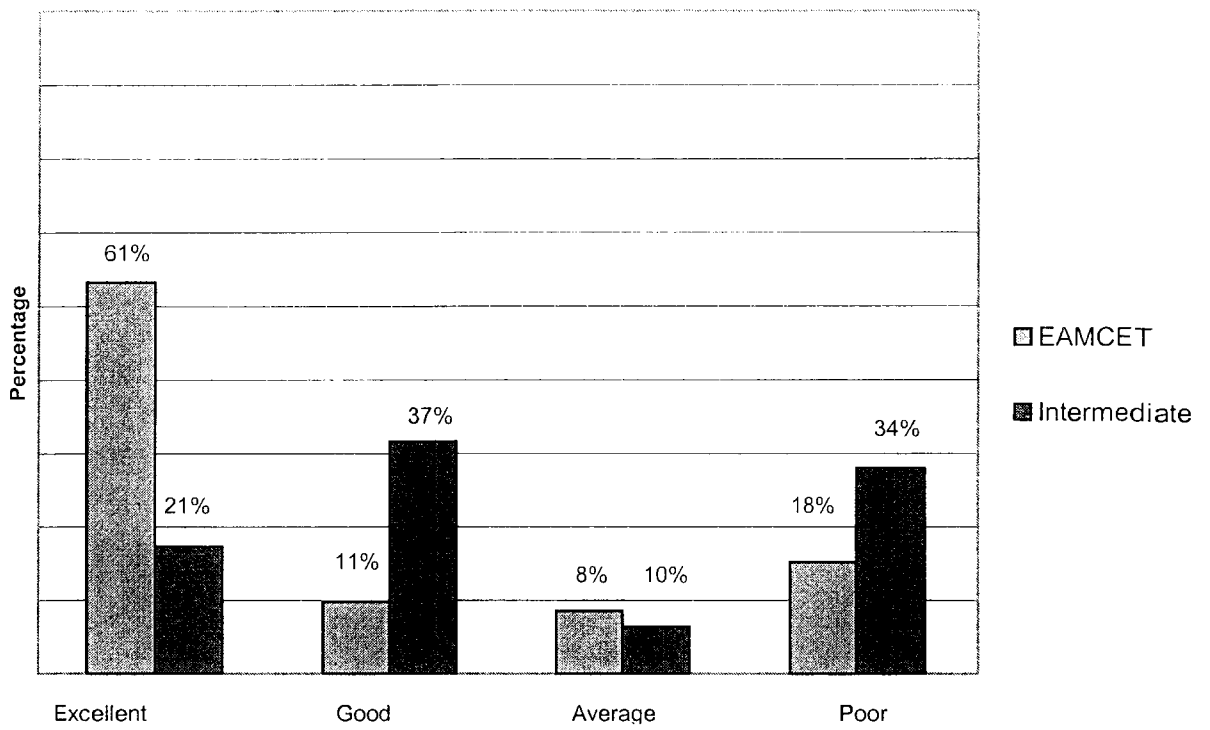
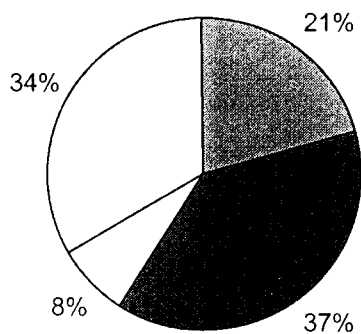


Fig - 4-14: Equal Opportunities

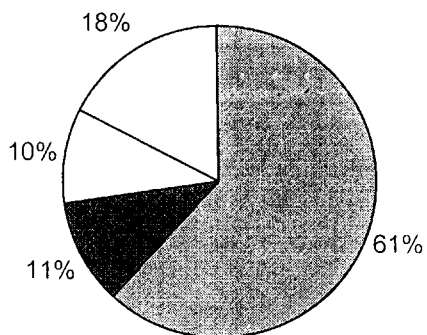
EAMCET				Intermediate			
Excellent	Good	Average	Poor	Excellent	Good	Average	Poor
2667	492	430	763	867	1582	324	1404

Intermediate



- 1 Excellent
- 2 Good
- 3 Average
- 4 Poor

EAMCET



- 1 Excellent
- 2 Good
- 3 Average
- 4 Poor

Fig – 4–15: Equal Opportunity

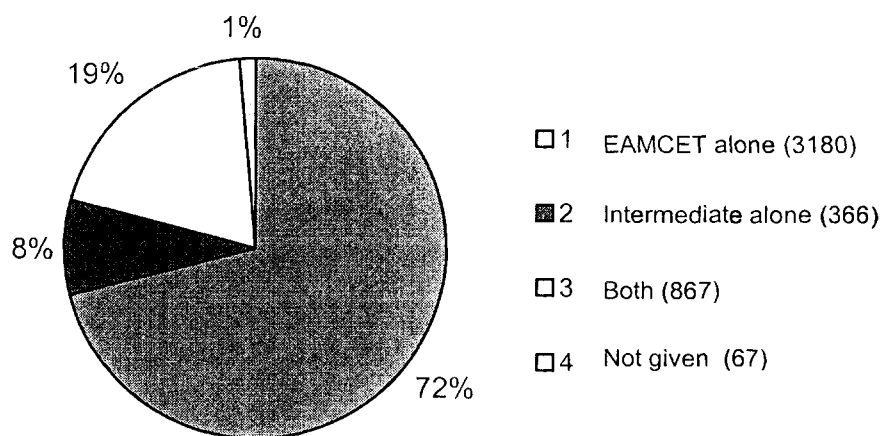


Fig - 4-16: Admission Basis

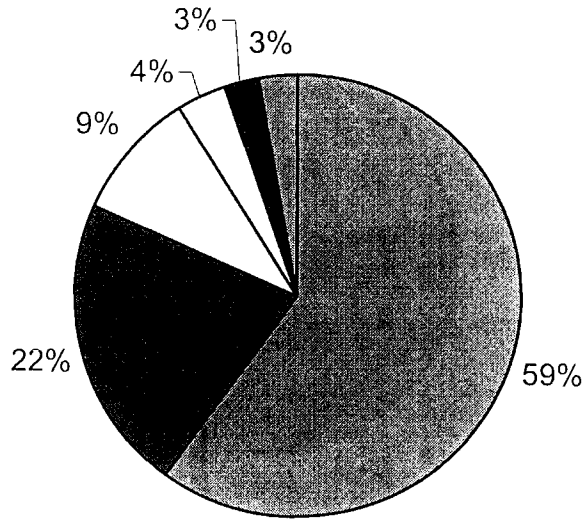


Fig – 4-17: Weightage for Intermediate Marks

- 1 Intermediate 0%
- 2 Intermediate 25%
- 3 Intermediate 50%
- 4 Intermediate 75%
- 5 Intermediate 100%
- 6 Not given

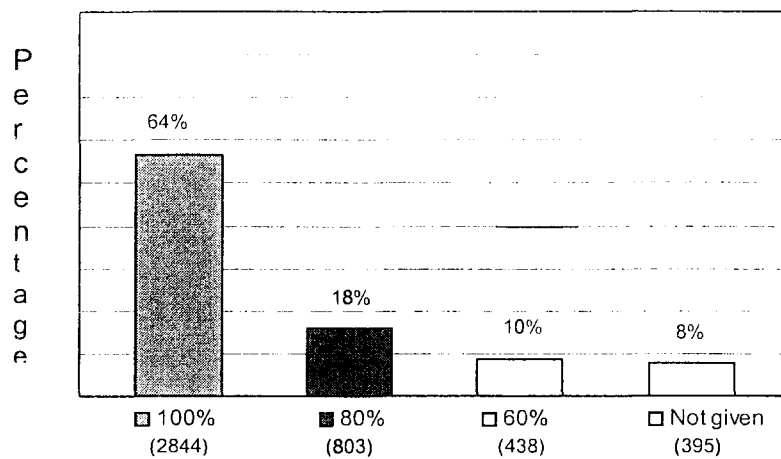


Fig – 4-18(a): Common Entrance Test – Multiple Choice Questions

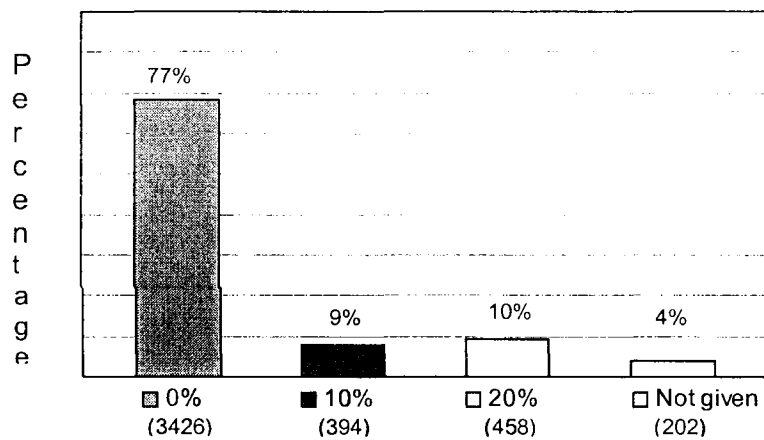


Fig – 4-18(b): Common Entrance Test – Fill in the Blanks Questions

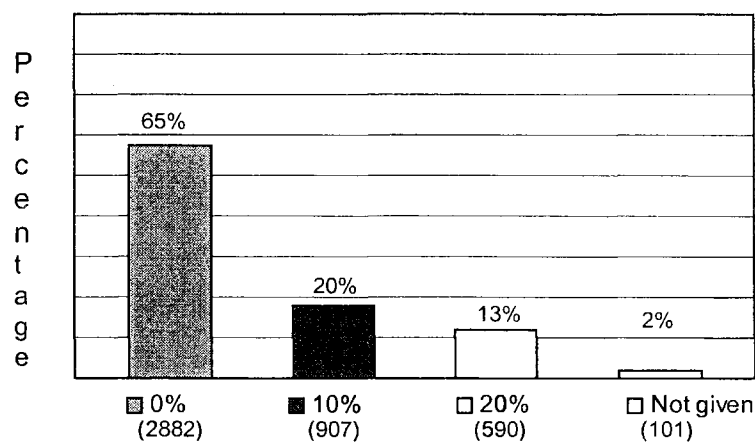


Fig – 4-18(c): Common Entrance Test – Matching Item Questions



Qualifying Examination

5.1 Intermediate Public Examination (IPE)

Intermediate study and the examination have been in vogue in the state and also in the country for several decades. Earlier the two year intermediate course was managed by the Universities as a qualifying examination for entry into degree level courses including all professional degrees. The Hyderabad State, the composite Madras state and later Andhra Pradesh started with 11 classes in the high school followed by two year Intermediate course. During late fifties, one year Pre-university course (PUC) was introduced as a pre-requisite to enter into the degree courses. The three year undergraduate degree in arts, science and commerce was introduced and the Intermediate Board handled the entire operation. For entry into Professional Courses, a one year Pre-Professional Course (PPC) was introduced. In some states like Maharashtra, Karnataka, most of the Northern states and those following CBSE syllabus, it is part of Higher Secondary Education. However, in Andhra Pradesh it is governed by a separate Board i.e. Board of Intermediate Education – distinct from School Education and University Education.

5.2 Intermediate Studies

Intermediate class and its examination are considered to be benchmarks by students, parents, teachers, and by the authorities in education. In all the workshops, there was general consensus among all sections of the participants that Intermediate course is unique which all students look to before they enter the portals of any University. Yet there is a wide gap between what it should be and what it is as of now (Year 2005). In addition to Intermediate, there exist +2 systems such as CBSE, ICSE etc. Majority of the students in the State study Intermediate. The Junior Colleges can broadly be classified as follows:

- Government administered, called Government Junior colleges,
- Government Aided but managed by Private Societies, called Aided Colleges,
- Unaided Private Colleges managed by Registered Bodies under Societies Act.

A large number of Intermediate colleges are spread across the State in Urban and Rural areas. The number and distribution of the colleges is shown in Table No.5-1. As can be seen, out of a total of 3043 colleges in the State, 1663 i.e more than half are Private Unaided Colleges, while the Government Colleges number only 682 and Private Aided Colleges are just 277. Permission to start and operate the college is given by the Intermediate Board. The Board lays down the norms and regulations for the operation of the colleges, and further conducts and evaluates the intermediate examination. The conduct of the Board Examination has become a very important and major operation for the students and public at large. There are many centers of examination. An Examination Superintendent and many invigilators are posted at each centre and the mechanics of operation involve several other people. A very large number of teachers are involved in evaluation of the answer scripts as examiners at several zones. The confidentiality and at the same time need for transparency has its own implications. There could be variations in evaluation based on the subjective judgment and idiosyncrasies of the examiners. However, the Board has taken a number of measures to improve the credibility of the examination.

There is a widespread opinion that over a period of time the credibility of Intermediate Education and Examination is being eroded. The word **EDUCATION** is derived from **Educare** which in Latin means “**TO BRING UP**”. The purpose of Education is to “bring up” a student, to prepare him for a career in life – either a Profession or a Vocation or anything else.

Educational Objectives

Educational objectives may be categorized under three Domains:

Chapter 5

Qualifying Examination

Cognitive Domain: The cognitive domain of educational objectives is very important from the view point of both instruction and evaluation. It includes those objectives relating to thinking, knowing and problem solving. It is related to acquisition of knowledge and skills, including development of intellectual abilities. Testing procedures in this domain are well developed.

Categories under cognitive domain

The cognitive domain is concerned with such objectives as knowledge, understanding, application and other higher intellectual outcomes. This is the domain which has been in focus so far in Education. The objectives in the cognitive domain have been arranged in hierarchical order under six categories as follows:

- | | | |
|--------------|------------------|----------------|
| 1. Knowledge | 2. Understanding | 3. Application |
| 4. Analysis | 5. Synthesis | 6. Evaluation |

Here we shall restrict ourselves only to the first three categories (Knowledge, Understanding and Application), since the latter three categories demand the competencies of higher intellectual outcomes which may be too high to expect from students at the Intermediate level.

1. **Knowledge:** is defined as the remembering of previously learned material. This may involve the recall of a wide range of material like concepts, facts, principles, rules, from specific facts to complete generalization, but all that is required is bringing to mind the appropriate information. **Knowledge represents the lowest level of learning outcomes in the cognitive domain.**
2. **Understanding:** This category of objective requires knowledge as a prerequisite to develop certain abilities like translating, interpreting, reasoning, predicting and so on. For example, in languages, an ability to use a particular word in a sentence requires an understanding of the meaning of that particular word. Here the learners translate verbal material

into other forms of communication which involve interpreting the verbal material, charts, maps, graphs, diagrams, etc. If the learning material is understood well, then the learner would have the abilities to explain, or to describe the content involved.

3. **Application:** Refers to the ability to use grasped material in new and unfamiliar situations. This may include the application of such things as rules, methods, concepts, and principles. Learning outcomes in this area are at a higher level of understanding. For example, if the child has developed and understands of the importance of health and hygiene, he would apply it (practise it) in his daily life by practising hygienic habits.

Certain illustrative general instructional objectives and the specific learning outcomes under the three categories that one can use are given below.

Affective Domain: The affective domain is related to educational objectives that deal with feeling aspects of human behavior. Hence it is connected with development of interests, attitudes, values and appreciation. The educational objectives of this domain have also been defined. Preparing test material is always in an experimental stage.

Psychomotor Domain : This Domain is related to motor skills and manipulative activities.

Specifications

Educational objectives are further worked out into specifications. They are clarifications of educational objectives in terms of behaviors

They are

- the basis for instructional programmes, and
- the evidences of learning

They

- delimit the meaning of objectives,
- help in distinguishing different objectives,
- give insight into teaching learning situations, and
- help in preparation of test items.

However, since admissions to professional courses are based on EAMCET Rank, all the emphasis and concentration of students, parents and teachers alike is on EAMCET at the cost of real Education at the Intermediate level. This fact is being exploited by the Managements of Private Junior Colleges to make as much profit as possible by playing on the psychology of the students and parents. The teaching in intermediate and its management varies from one group to other. While certain diversity is welcome in any educational system, considerable variation in physical facilities, academic discipline and other curricular activities not meeting the needs is undesirable. The needs and wants are camouflaged leading to unhealthy growth and imbalance. Clean class rooms, a reasonable play ground etc are the needs for all schools but an air-conditioned gymnasium is a wish or want, or it may be a need for an exclusive society. Therefore, the absolute minimum acceptable *norms* in physical facilities, academic and extra-curricular activities for Junior colleges are probably set by the government agencies. However, even such minimum *facilities* are not available in many private colleges because of either indifference or distorted priorities or avariciousness. Some of the concerns posed by the majority of the participants are:

➤ *Government and Aided Colleges:*

- Even though well qualified teachers are normally recruited, the recruitment is often delayed leading to inadequate numbers. The salary and service benefits are reasonably good, security of the job is very high, but rewards for good work are often lacking and compounded with lack of accountability and any consequent penal action.
- The Colleges are set up in urban and rural areas and reasonably distributed.

- Many of these colleges were known for excellence in the past - till about a decade or two ago, but now have lost the charm in attracting students because:
 - Too many teaching positions remain unfilled for long duration,
 - Contract appointments are made against vacant posts but starting late in the academic year. Further the salaries are paid rather late, hence the contract teachers have no commitment or interest in teaching,
 - Some teachers resort to private tuitions or teaching part time in “Private Unaided colleges”.
 - The teachers have lost the challenge and pride in teaching.
 - Administration and governing mechanisms are not sensitive to the needs of the colleges.
 - Misunderstood or even abused freedom and indiscipline at different levels.
 - Lack of good retraining of the teachers for the changed syllabus.
 - Maintenance of the buildings and other facilities are poor because of inadequate grants and low fee structure. Even though many buildings were built well with good play grounds, the maintenance is poor to bad.
 - Lack of modernization of facilities such as class rooms, equipment, indoor sports etc., and in education technology

➤ *Private Unaided Colleges*

- Private self supporting colleges are a more recent phenomenon and are very dominant in the Andhra Pradesh as compared with the other states.
- The self styled “Corporate Colleges” are located only in major cities and as Residential Junior Colleges in rural areas.

- Some of the serious concerns about these colleges are:
 - Located in commercial zones in multi storeyed buildings,
 - Lack of physical facilities such as labs, equipment and play grounds, cultural and other curricular activities.
 - Very high tuition and other fees, disproportionate to the facilities provided both academic and physical.
 - Most of them are established with commercial motive and run on undesirable business lines,
 - Many of them are out of reach of the rural and the urban poor because of the huge tuition fee. Many parents sacrifice their property and comforts for sending their children to these colleges because the teaching provides rigorous training for entrance examinations and with a fond hope that the child will secure admission to a Professional course.
 - The activity in the colleges is EAMCET centered and confined to classroom EAMCET lectures, examinations, quizzes and continuous testing without any consideration for any true learning process, sports and games, cultural and co-curricular activities.
 - Training in academics is aimed at entrance examinations such as EAMCET, AIEEE, IIT-JEE etc and is quite intensive, disciplined and at some places brutally strict.
 - The working hours are long and from 6.00 am to 8.00 pm, may be with some Tea and Lunch breaks for six to seven days a week including holidays.
 - Normal holidays and vacations are virtually nil.
 - Even though they may give intensive training it has considerable adverse effect on the personality growth and psychology of the students, leading to severe physical and mental stress and strain and in rare cases even suicide.

- Training for Intermediate examination is incidental,
- Practical classes and in many cases even the laboratories are nonexistent.
- Manipulation in the practical examinations leading to the students getting more than 90 percent even without having labs for conducting practical examination.
- Unhealthy competition among these colleges leading to a variety of mal-practices,
- Some of the coaching centres are overriding the Junior Colleges which are supposed to impart Intermediate Education.

The entrance examinations such as IIT-JEE, AIEEE, EAMCET etc have created a psyche among the high school children and even among the parents that all studies must be aimed at obtaining high ranks and admission. The relevance of the regular intermediate study is lost in the competition.

5.3 Remedial Measures

It is necessary to counsel the students and parents to educate them about the availability of various alternative courses and that it is not the end of the World if they do not get a seat in a professional course like Engineering, Medicine, Agriculture etc. Many students and parents are not aware of such opportunities - some of them even more lucrative than the professional courses which are in great demand. This will help in reducing the craze for professional courses and the stress associated with EAMCET.

The other problem is that the teaching and examination pattern for Intermediate is different from that for EAMCET . As a result, those studying in Govt. or Aided Colleges are not having any exposure to objective MCQ's during their Intermediate studies while their counter-parts in Private Unaided Colleges are constantly drilled for EAMCET. In fact they are completing the Intermediate syllabus in the first 3-4 months only and devoting the rest of the time for EAMCET coaching.

5.4 Suggestions for Rectifying the Anomalies in Intermediate Education

Intermediate education should be spread evenly over a two year period. It would be worthwhile considering the possibility of introducing semester system. In that case the syllabus for each semester should be demarcated carefully and Board Examination should be held at the end of each semester. Irrespective of whether it is a semester system or an annual system as at present, the curriculum should cover, besides academics, other attributes such as cultural, spiritual and social aspects so that there is totality of Education with a holistic approach. This way the outlook of the students would be broadened, they will develop an all round personality, instead of being confined to the narrow view (tubular vision) of only academic achievement to the exclusion of all other attributes required of a good citizen, no matter what profession or career they choose.

During the entire two year period all the students should also be taught how to answer multiple choice questions so that when they write the EAMCET they are well prepared. One of the common complaints about the Government and Aided Colleges is that the students are not exposed to the method of answering MCQ's while the private unaided colleges lay greater stress on this aspect of coaching rather than teaching the Intermediate syllabus. Breaking up the course into four semesters will further ensure that emphasis on Intermediate Education will remain all through. Marks in all four semesters or in case of annual system, both 1st year and 2nd year examinations including the practical marks should be taken into account for declaring the results and grade.

In order to retain the primacy of the Intermediate Education and the Intermediate Public Examinations (IPE), a minimum of marks in IPE should be prescribed for admission to the professional courses.

The MCI Regulations (1997) which are mandatory prescribe a minimum of 50% (40% for SC and ST) in physics, chemistry and biology taken together, and 50% (40% for SC and ST) in English. This should be insisted upon irrespective of the rank in the EAMCET. **Intermediate is the qualifying exam for admission to professional courses while EAMCET is NOT.**

Subjectivity

There is a widespread feeling that the Intermediate examination mainly tests memory and recall of information rather than understanding and application and that there is a lot of subjectivity in evaluation. The subjectivity operates at three levels.

1. Subjectivity in setting the question paper. Thus some aspects may get a lot of emphasis while some other deserving topics may be excluded.
2. Subjectivity of the students in interpreting the questions, especially if they are vaguely worded. Different students may interpret the same question in different ways, leading to varying answers.
3. Subjectivity of the examiner: The examiner judges the answers in his/her own way. Thus the same answer may be graded differently by different examiners.

Suggestions for Eliminating or Minimizing Subjectivity

1. Development of policy statement (design) of the question paper by the Board (BIE – the examination agency) and passing it on to the paper setter. The design may include the following
 - a. Weightage to – Objectives
 - Major areas of content
 - Different forms of questions
 - Difficulty level
 - b. Scheme of options and sections
 - c. Wording the questions specifically.

The questions should be set in such a way that they would test the objectives of learning, understanding the subject, its applications, analysis, synthesis, critical thinking and skills. Appropriate weightage should be given to each instructional objective for framing the question paper, the form of questions and difficulty level.

2. Preparation of a scoring key and marking scheme by the paper setter along with the question paper.

The examiners should be asked to evaluate the questions accordingly in order to ensure near uniformity of evaluation. This can be strengthened further by asking one evaluator to evaluate only one or two questions of each paper of randomly selected candidates and not the entire paper of a candidate. Thus the answer scripts of each candidate is evaluated by more than one examiner.

Content coverage

Adequate content coverage should be ensured by giving appropriate weightage to major areas. Questions should be of

- essay type
- short answer type
- Objective type (MCQ's)

The short answer and MCQ's will ensure wide content coverage.

Further, there should be total jumbling of students in the allotment of centre for exam. It is not enough to send students of one college to another college. The students should be scattered at random into different colleges so that students of one college (private or govt.) are not grouped in one centre. This should apply to practicals also.

The teaching of languages is often neglected during intermediate education as they do not count for grade / class or admission to professional courses. Students admitted to professional courses from non English medium colleges find it very difficult to adjust to the teaching in English. It is therefore necessary that a minimum score in English (higher than the minimum pass mark) should be prescribed for admissions to professional courses even if the marks in English do not count for grading or awarding a class. The MCI regulations (1997) prescribe a minimum of 50% in English (40% for SC, ST).

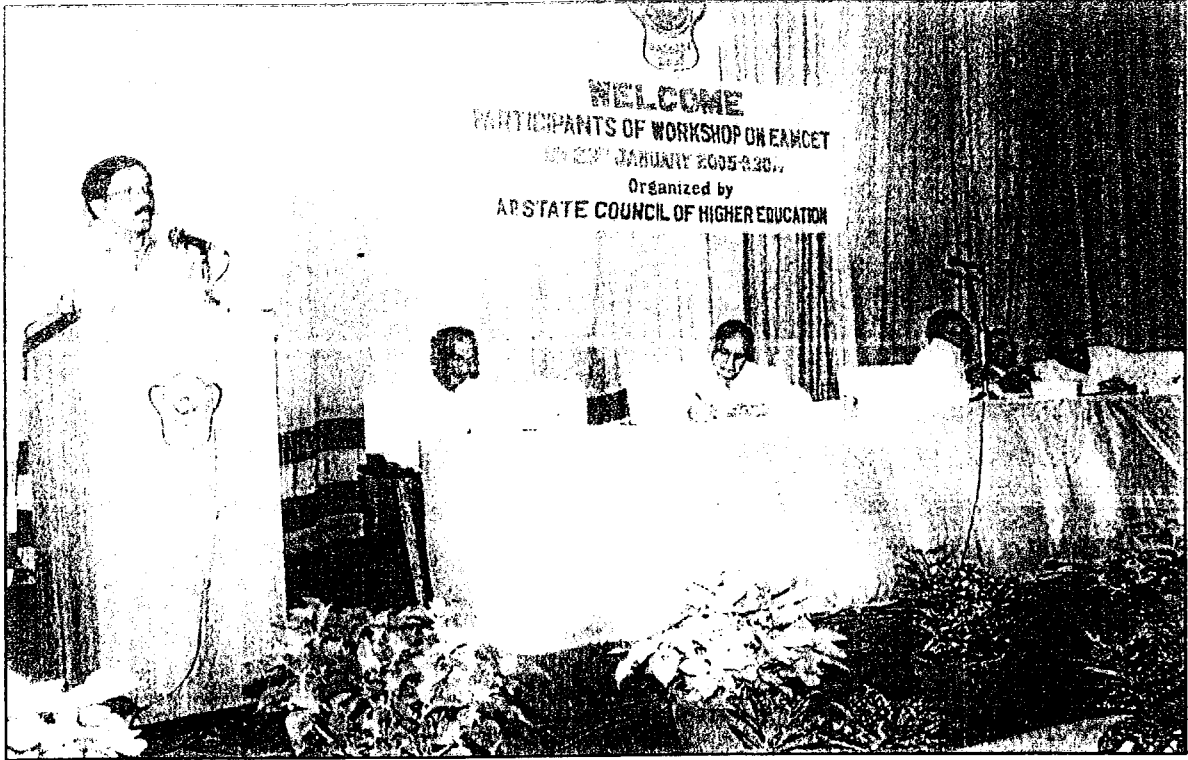
From a careful study of the above observations it may be noticed that some of the unhealthy practices indulged in by the managements of private unaided colleges stem from the system of education and examination existing in the State.

In the Intermediate Education / syllabus there is no teaching on how to answer MCQ's, nor are there MCQ's in Intermediate Education. Yet the students are required to take the EAMCET examination, though based on the same syllabus, but in a different format, soon after the Intermediate examination. Since the marks obtained in the Intermediate Examination do not matter for selection to the professional courses, which is based exclusively on the EAMCET rank, it is but natural for the students to concentrate all their energies on the EAMCET exam to the detriment of Intermediate Education.

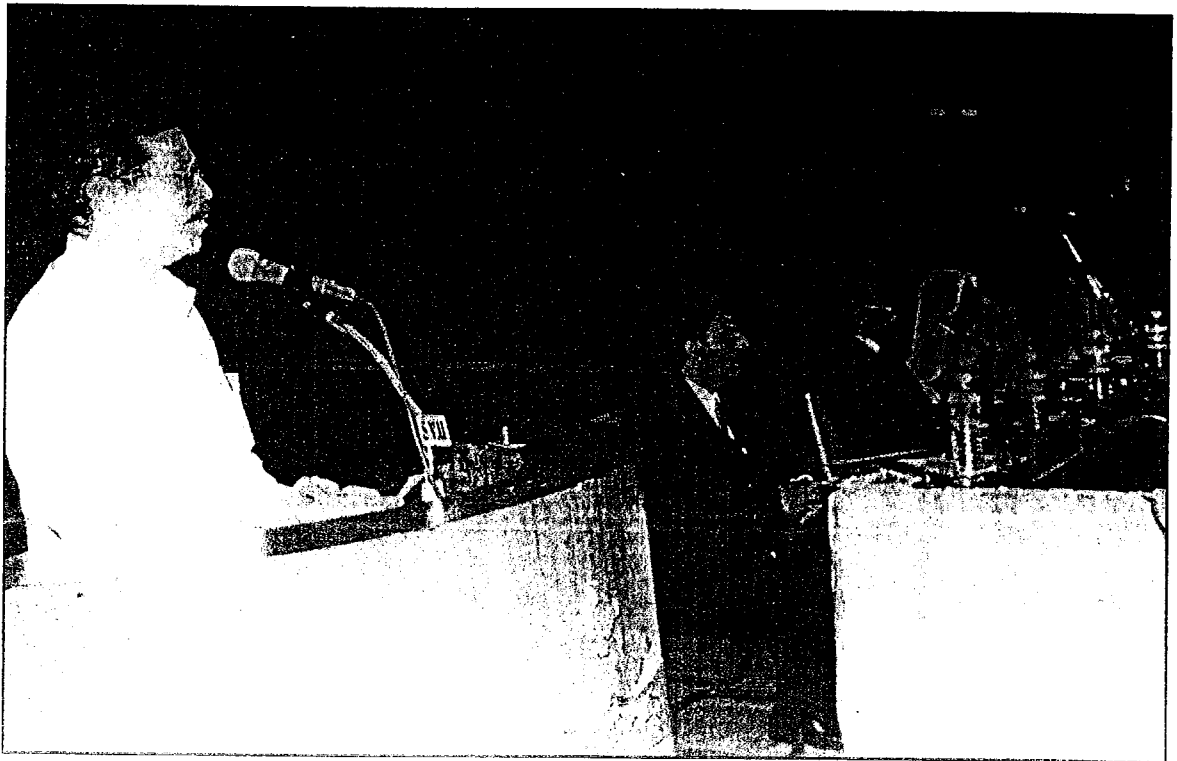
The measures suggested above will help restore the primacy of the Intermediate Course and the Intermediate Public Examination.

5-1 Number of Junior Colleges in the State (2003-2004)

Sl. No.	Name of the District	APRJC	Co-operative	Govt.	Incentive	Private Aided	Private Unaided	Central / Railway	Social Welfare	Tribal Welfare	Total
1	Hyderabad	01	12	16	-	45	152	03	01	-	230
2	Ranga Reddy	-	11	21	03	06	136	01	06	-	184
3	Nalgonda	01	12	23	16	04	85	-	05	-	146
4	Nizamabad	01	02	23	05	04	36	-	06	-	77
5	Mahabubnagar	-	05	46	08	-	44	-	06	-	109
6	Medak	-	01	33	06	01	45	-	07	01	94
7	Warangal	01	09	35	10	09	86	01	08	02	161
8	Khammam	03	03	40	03	04	67	-	06	03	129
9	Karimnagar	-	07	36	11	01	79	-	06	-	140
10	Adilabad	03	02	39	03	-	43	-	06	02	98
11	Visakhapatnam	03	03	29	04	11	85	01	06	02	144
12	East Godavari	03	05	34	01	18	93	-	06	01	161
13	West Godavari	01	08	29	06	14	58	-	04	01	121
14	Vizianagaram	01	-	21	05	05	43	-	05	03	83
15	Srikakulam	-	02	36	01	-	43	-	07	02	91
16	Guntur	02	05	18	09	41	118	01	05	-	199
17	Krishna	01	09	19	10	29	88	01	05	-	162
18	Prakasam	-	02	31	02	16	75	-	05	-	131
19	Chittoor	01	-	48	07	07	69	01	05	-	138
20	Kadapa	-	01	16	04	29	65	-	06	-	121
21	Nellore	01	01	21	03	12	67	-	06	01	112
22	Anantapur	01	01	34	11	08	43	01	05	-	104
23	Kurnool	02	03	34	05	13	43	01	06	01	108
	Total	26	104	682	133	277	1663	11	128	19	3043



Coordinators addressing the participants at the workshops



Dr. Anjan Kumar is addressing the participants at the workshops

Chapter 6

Conclusions and Recommendations

Conclusions and Recommendations

6.1 Basis of Recommendations

This chapter contains prime observations, conclusions and recommendations. Wide publicity was given with open invitation to the stakeholders and public to participate in the workshops. The participants consisted of Students and their Organizations who are the direct stakeholders; Teachers and Parents who have big stakes on behalf of their students and wards and have exposure to and concern for the system; Professionals and their Organizations who have gone through the system and developed reasonable judgment on the relevance of the system; and the Media. Further the Committee had in-depth discussions with the people who formulate and operate the qualifying examination and the common entrance test. The Members of the Committee have had wide experience in the field of higher education, especially professional education and involved in the system for a number of years. The interest of the stakeholders and the health of the professional education was the prime consideration. The recommendations contain a brief review of the basis on which the conclusions are drawn so that the recommendations have reasonable completeness. To avoid misinterpretation, all the recommendations are to be read together and not in isolation. The following aspects are considered in making the recommendations.

- Transparency,
- Credibility and Reliability,
- Quality in Evaluation,
- Access to the system for the public,
- Reasonable equal opportunities for all sections of the society,
- Speed and timing of the assessment and announcement of the results,
- Reasonable compatibility with the other similar systems,
- Practicability of implementation.

6.2 Recommendations

1. ***Qualifying examination:*** Intermediate course or +2 is vital for entry into University education and stood the test of times in India. It must be nurtured, supported and improved with time. The qualifying examination must be given the importance it deserves. Some inherent problems in the system have been reported and the authorities concerned are making efforts to improve the credibility and transparency of the system. The involvement of a large number of examiners of the answer scripts in the Intermediate examination gives a reasonable scope for subjective judgment in evaluation of the descriptive and analytical questions. With the evolution of the common entrance examination for admission into professional courses based on the objective questions, the qualifying course and its examination have lost the prime importance. The student community, parents and teachers have lost interest in the qualifying examination and treat it merely as a study to enter into professional courses. The IPE marks form the basis of admission into regular degree courses in all the Universities. However no such consideration is being given to the marks in admission to the professional courses during the last three decades. The Intermediate course must be given due weightage for admission into professional courses.

- *It is recommended that certain weightage be given to the qualifying examination marks of the appropriate subjects for admission into the professional courses along with a weightage to the common entrance test; and in course of time may be in the next five years the marks of the qualifying exam could be considered as sole criterion for admission into all professional courses.*

2. ***Practical Examinations in Intermediate:*** The large number of intermediate candidates and examination centres; wide variety of junior colleges including highly commercialized so called corporate colleges and their administration have inherent problems, and lead to possible mal-practices in

spite of well laid down regulatory rules and mechanisms. Some unaided rural colleges have limited facilities. Many unaided private junior colleges in the urban areas are resorting to commercialization with an intent to attract more students to their colleges and are concentrating on tutoring the students for the examination purpose, whether EAMCET or Intermediate. It is an open secret that the students in many urban private junior colleges have limited or no laboratory practice and yet obtain almost hundred percent marks in practical exams. The practical exam marks seem to have no relevance to the capability or performance of the candidate. Practical experiments have much to teach. Therefore due importance should be given to them. Ignoring the practical examination marks towards weightage in the admission process will make the practical classes totally redundant. Neither the student nor the teacher will pay any attention to the practical classes.

- *It is recommended that a better mechanism be developed in the organization of the practical classes and the examinations for credible results. Students should be jumbled for practical examinations. The practical examination marks in the appropriate subjects be included in the weightage consideration in the admission to professional courses.*

3. ***Different +2 models:*** Besides Intermediate course of the state, there are other accepted and established equivalent courses such as *CBSE, ICSE* etc. Even though all the courses are considered equivalent, the marks obtained in the final examination of a course depend on the syllabus, philosophy and pattern in the examination and the methods of evaluation. The percentage of marks of one system of examination can't be treated exactly as equal to another. The variation in the qualifying examinations needs to be kept in mind while making a comparison.

- *Normalization of the marks across the courses or a suitable mechanism is to be incorporated in the weightage.*

4. ***Common Entrance Test:*** The Engineering, Agriculture and Medicine Common Entrance Test (*EAMCET*) is used for preparation of order of merit of the candidates for admission into the professional courses. It should be treated only as the criteria for assigning the rank to the candidates for admission into professional courses but not as an examination to benchmark the knowledge or learning level of the student. It is not a test that shows the proficiency of the candidate at an established academic level but is indicative of relative performance in a large population of the eligible candidates. All such entrance tests may have certain deficiencies in evaluating the knowledge level, but one should look at the angle of normalization in the overall perspective. There is a feeling amongst some that the common entrance test based on the objective questions tests only memory and recall but doesn't reflect the cognitive skills and analytical capability. While such a perception is true upto a point, reasonable corrective measures can be taken in the pattern of the Test. Some suggestions to improve on the present pattern are given here. So far the *EAMCET* has formed the only basis for admission into professional courses.
 - *It is recommended that the common entrance test be continued with a weightage for the marks of the test in the admission process to the professional courses as referred to in the earlier recommendation of this section.*
5. ***Syllabus for Common Entrance Test:*** The present practice of prescribing the syllabus for the Intermediate course as the syllabus for the *EAMCET* be continued.
6. ***Common yardstick for merit list:*** A merit list based on the weighted average of the Qualifying examination and the Common Entrance Test can be prepared for admission into the professional courses. A common yardstick must be evolved ahead of time and let all those seeking admission and the public be aware of the procedure at least one year in advance.

- *It is recommended that a weightage of 50% of the marks at the qualifying examination be given starting with the students to be admitted into the 1st year Intermediate for the academic year 2005-06*
7. **Duration of Common Entrance Test:** The test can be held in two sessions of 150 minutes each with 120 questions and marks. One session for Physics and Chemistry, and the other for Mathematics for Engineering stream, and Biology for Agriculture and Medicine stream. Both the sessions can be held in one or two days. Extension of the test time to five hours enables to examine breadth of learning.
- *Two papers of each of 150 minutes for one stream with 120 questions and marks. The actual mechanics of conducting the test have to be worked out considering the dynamics and logistics at so many centres.*
8. **Minimum Mark in CET:** The common entrance test is to be considered for preparing the order of ranks and no minimum qualifying mark need be prescribed. In the past, this minimum mark had to be lowered for obvious reasons. The management or NRI quota admissions don't look at the rank of the common entrance test but see only the marks at the qualifying examination. A minimum mark of qualifying examination is often prescribed by the Statutory Bodies.
- *It is recommended that all candidates who appear for the common entrance test be given a rank provided they have passed the qualifying examination. There is no need for a cut off mark in the entrance test.*
9. **Pattern of the Test:** Variation in the pattern of the question paper need to be incorporated each year. While the major portion of the paper can be of objective questions of Multiple Choice, some questions can be of short analytical type, some matching and grouping etc. The evaluation in the entrance test must be through computer and no manual evaluation should be involved.

- *It is recommended that the pattern of the question paper be changed each year giving a higher percentage for the objective questions of multiple choice. The evaluation need to be totally computer based.*
10. ***Conduct of Entrance Test:*** A Department or a Cell be created in the Council to conduct the entrance test for all professional courses
 11. ***Timing of Conduct of the Test:*** The present pattern of conducting the entrance test within about three to four weeks of the last examination of the intermediate should be continued.
 12. ***Announcement of Ranks:*** The ranks at the common entrance test are usually announced within a reasonable time of about two weeks. This healthy practice should be continued.
 13. ***Counseling:*** Counseling for admission into colleges is a complex process considering many parameters such as reservation, Presidential order, Six Point formula, sliding based on vacancies, minority colleges, conversion of vacant seats of one category into another and so on. A full academic year or semester has a sanctity and psychological effect on the students and teachers. Counseling for admission into the professional courses is taking considerable time at present.
 - *More centres for counseling be opened to increase the pace of admission and the academic year need to commence by First week of August with full strength. No admission into professional courses including management quota should be allowed beyond the fixed date. The counseling should be completed by 31st of July and the classes must commence in the first week of August.*

6.3 Comments

1. ***Functioning of Corporate colleges:*** After listening to many speakers in the workshops who expressed a great concern about the trends created in the state by the so called corporate colleges, it has become the responsibility of the Committee to make a special mention of the tendency that affects the psychology of the student. The Council is probably aware of the situation but the Committee would like to focus on this point. Most of the urban unaided junior colleges commonly referred to corporate colleges are situated in the major cities and many are located in the commercial zones. Most colleges lack play grounds and proper laboratories. Grinding the students for about ten to twelve hours on theory and tests is driving them to a breaking point. Tuition fee charged is exorbitant. Many students and parents and the teachers seem to like this pattern of tutoring even though it is against the concept of educating a student. This culture of tutorial shops masquerading as junior colleges appears to be unique to Andhra Pradesh. The Government should instruct the authorities at the appropriate level to take corrective measures in developing the right type of infrastructure in each of the colleges and enforce the norms. Ensuring the compliance of the norms of the physical facilities such as play grounds, laboratories and other community facilities is not difficult. Similarly the working days and hours have to be regulated.
2. ***Government and Aided Junior Colleges:*** Considerable investment has gone into Government and Aided Junior colleges. At one time they were the pride of the State. The Government has a major challenge in bringing them back to the position they held.
3. ***Criticality in Ranking:*** The competition to get into University and Government professional colleges and preferred disciplines is so high that a fraction of a mark can make a big difference in the choice. The lower tuition fee and the high quality of the infrastructure and teachers in the University and Government colleges and some established urban Colleges are important

consideration of students while seeking admission on merit basis. Such a situation didn't arise twenty years ago when most of the colleges were under either the Government or the Universities. Further the number of disciplines were very limited. The Candidates were reasonably happy as long as they got a seat in such a college. Similarly, the number of branches during that period was limited to five or six and the employment opportunities for most branches were more or less equal. The Government and the Public Sector were the main employers but today the situation is different and private sector domination and globalization must be taken into consideration. Therefore subjective Judgment in evaluation must be minimized.

4. *Students from Rural areas:* The students from rural areas are at a disadvantage in competing with their urban counterparts. In order to off set this disadvantage, some special efforts such as special coaching classes be organized.

Dr. P. Dayaratnam

Dr. G. Shamsunder

Dr. IV Subba Rao

Sri T. Venka Reddy

Sister Romana Fernandes

Annexures

Annexure 1-1
Letter of appointment of High Power committee

PROF. V. JAYARAMI REDDY
SECRETARY

Lr. No. APSCHE/UM-CETS/Workshops-EAMCET/2004

Dt. 30.09.2004

To
The Members of the Committee

Sir,

Sub : APSCHE – CETS (UM) – Convening of EAMCET Workshops and examining the pattern of EAMCET etc. – Constitution of High Power Committee – reg.

-oOo-

I am to inform that the Chairman, AP State Council of Higher Education has constituted the High Power Committee with the following Experts to examine the pattern of EAMCET and also convening the EAMCET Workshops etc.

- | | | |
|----|--|----------|
| 1. | Dr. P. Dayaratnam
Former Vice-Chancellor,
JNT University
D.No. 1-5-21/7, Road No. 8
23 rd Cross Road, Habsiguda
Hyderabad – 500 007
Phone No. 040-27172738 | Chairman |
| 2. | Dr. G. Shamsunder
Former Vice-Chancellor,
NTR University of Health Sciences
D.No. 16-11-20/7/8, Malakpet
Hyderabad – 36
Phone No. 040-24549858 | Member |
| 3. | Dr. IV Subba Rao
Former Vice-Chancellor
Acharya NG Ranga Agricultural University
D.No. 1-10-315, Mano Vikas Nagar
Bowenapally, Hyderabad – 500 009
Phone NO. 040-27750631 | Member |

- | | | |
|----|---|--------|
| 4. | Sri T. Venka Reddy, IAS (Retd.)
Former Director of Collegiate Education
82 A, Vengalarao Nagar
Hyderabad – 38
Phone No. 040-23701288 | Member |
| 5. | Sister Romana Fernandes
Former Principal
St. Francis College for Women
St. Vincenza Nilayam, Kismatpura (PO), Bandlaguda,
Hyderabad – 30,
Phone No. 040-24012836 | Member |

The following terms of reference are suggested to the Committee on EAMCET:

- ⇒ To formulate procedure for conducting the Workshops in the identified cities in the State.
- ⇒ To obtain the views and to elicit the opinion from different cross sections of the public including parent associations and student bodies.
- ⇒ To suggest suitable criteria and formats for an appraisal and analysis of the views of the participants in Workshops.
- ⇒ To examine whether EAMCET be continued in the present form.
- ⇒ To suggest reforms to improve upon the existing EAMCET pattern.
- ⇒ To prepare a report with recommendations within six months.

The Members of the Committee will be paid TA & DA and Sitting fee as applicable to the High Power Committees.

I request you to kindly communicate your acceptance and convenient date to convene the first Meeting of the Committee.

Yours faithfully,

SECRETARY

Copy to :
Chairman's Peshi, APSCH

Annexure 1-2
Press note about committee

PROF. V. JAYARAMI REDDY
SECRETARY

No. APSCHE/UM-CETS/Workshops-EAMCET/2004

Dt. 30.09.2004

PRESS NOTE

The Chairman, AP State Council of Higher Education has constituted the High Power Committee with the following Experts for the EAMCET Workshops and other issues related to :

1. Dr. P. Dayaratnam Chairman
Former Vice-Chancellor,
JNT University
2. Dr. G. Shamsunder
Former Vice-Chancellor,
NTR University of Health Sciences
3. Dr. IV Subba Rao
Former Vice-Chancellor
Acharya NG Ranga Agricultural university
4. Sri T. Venka Reddy, IAS (Retd.)
Former Director of Collegiate Education
Govt. of AP
5. Sister Romana Fernandes
Former Principal
St. Francis College for Women

The terms of reference of the Committee on EAMCET are :

1. To formulate procedure for conducting the Workshops in the identified cities in the State.
2. To obtain the views and to elicit the opinion from different cross sections of the public including parent associations and student bodies.
3. To suggest suitable criteria and formats for an appraisal and analysis of the views of the participants in Workshops.
4. To examine whether EAMCET be continued in the present form.
5. To suggest reforms to improve upon the existing EAMCET pattern.
6. To prepare a report with recommendations within six months.

SECRETARY

To
The Editors of News Dailies
The News Editors of Electronic Media

Annexure 1-3

List of meetings of the High Power Committee and Workshops conducted

➤ List of Meetings of the High Power Committee

□ **1st Meeting : 18.10.2004 : Conference Hall, APSCHE**

The following points were discussed

1. To conduct workshops to get the feed back from the stakeholders.
2. Method of collecting feed back from the stake holders
3. Preparation of a format
4. Issues to be referred in the format
5. Format design
6. Intimation to the public through announcement/advertisement

□ **2nd meeting : 02.11.2004 : Conference Hall, School Education**

The High Power committee met the previous Conveners of EAMCET, Chairman of EAMCET and members of the Board of Intermediate Education.

□ **3rd meeting : 03.11.2004 : Conference Hall, APSCHE**

The committee had a discussion on various issues of EAMCET and format design.

□ **4th meeting : 16.11.2004 : Conference Hall, APSCHE**

The committee had a long discussion on the design of the format. Format was designed in English, Telugu and Urdu.

□ **5th meeting : 23.12.2004 : Conference Hall, APSCHE**

Reviewed the information and progress of workshops already conducted and to plan the remaining workshops at Visakhapatnam and Hyderabad.

□ **6th meeting : 04.02.2005 : Conference Hall, APSCHE**

Reviewed the feed back of the workshops.

□ **7th meeting : 07.02.2005 : Conference Hall, APSCHE**

Discussion on the analysis of the feed back received at the workshops

□ **8th meeting : 19.02.2005 : Conference Hall, APSCHE**

Discussion on the preparation of the report.

- **9th meeting : 28.02.2005 : Conference Hall, APSCHE**
Discussion on the draft report.
- **10th meeting : 10.03.2005 : Conference Hall, APSCHE**
Discussion on the 1st draft report.
- **11th meeting : 11.03.2005 : Conference Hall, APSCHE**
First draft of the report continuation.
- **12th meeting : 12.03.2005 : Conference Hall, APSCHE**
2nd draft of the report.
- **13th meeting : 13.03.2005 : Conference Hall, APSCHE**
2nd draft of the report continuation.
- **14th meeting : 22.03.2005 : Conference Hall, APSCHE**
3rd draft of the report.
- **15th sub-committee meeting : 29.03.2005 : Conference Hall, APSCHE**
Finalization of the report.
- **16th meeting : 31.03.2005 : Conference Hall, APSCHE**
Report submission.

➤ **WORKSHOPS conducted:**

- 1st workshop : 21.11.2004 : Vijayawada : NTR University of HS (NU area)
- 2nd workshop : 28.11.2004 : Warangal : University College of Arts(KU area)
- 3rd workshop : 11.12.2004 : Tirupati : Auditorium, SV Campus (SVU area)
- 4th workshop : 19.12.2004 : Anantapur : SSBN College (SKU area)
- 5th workshop : 23.01.2005 : Visakhapatnam : AU Campus (AU area)
- 6th workshop : 29.01.2005 : Hyderabad : JNTU, Masabtank (OU area)
- 7th workshop : 30.01.2005 : Hyderabad : JNTU, Masabtank (State level by invitation to Political parties student, teacher and social organizations)

Annexure 1-4

Number of Candidates Appeared and Qualified for EAMCET 1994-2004

CET	1994		1995		1996		1997	
	A	Q	A	Q	A	Q	A	Q
Engineering	52,820	25,782	59,509	27,721	1,00,600	30,327	63,324	21,141
Agri.&Med.	39,989	29,675	37,981	28,628		26,537	36,978	19,087

CET	1998		1999		2000		2001	
	A	Q	A	Q	A	Q	A	Q
Engineering	91,575	74,848	1,01,118	93,451	115643	99124	1,39,346	1,17,236
Agri.&Med.	43,515	39,829	40,744	35,755	41026	38386	39,203	35,229

CET	2002		2003		2004	
	A	Q	A	Q	A	Q
Engineering	149850	141274	130324	89743	109223	89403
Agri.&Med.	41274	35811	40310	33866	52972	47288

Note:

A = Appeared, Q = Qualified

Annexure 1-5
Conduct of EAMCET by Universities

ASPSHE: HYDERABAD

Sl.No	Year	University
1.	1989	Osmania
2.	1990	REC
3.	1991	JNTU
4.	1992	Andhra
5.	1993	Andhra
6.	1994	JNTU
7.	1995	JNTU
8.	1996	REC, Warangal
9.	1997	Osmania
10.	1998	JNTU
11.	1999	JNTU
12.	2000	JNTU
13.	2001	JNTU
14.	2002	JNTU
15.	2003	JNTU
16.	2004	JNTU

Annexure 1-6

Comparison of CET IN A.P., KARNATAKA AND TAMILNADU

No	Criteria	Andhra Pradesh	Karnataka	Tamilnadu
1.	Eligibility for Entrance Test / (Qualification)	Pass at 10+2 exam held by BIE, AP	Passed in PUC	10+2 level
2.	Syllabus	Intermediate Subjects	At PUC level	comparable to 10+2
3.	Subjects	Mathematics Physics Chemistry for Engg and Physics Chemistry Botany Zoology for Medicine	Mathematics Physics Chemistry for Engg and Physics Chemistry Botany Zoology for Medicine	Mathematics Physical Sciences and Biological Sciences for Engineering / Medicine
4.	Pattern of Question Paper	All objective type questions (MCQs)	All objective type questions (MCQs)	All objective type questions (MCQs)
5.	MCQs in each Subject	For Engineering: Mathematics - 80 Physics - 40 Chemistry - 40 For Medicine: Physics - 40 Chemistry - 40 Botany - 40 Zoology - 40	For Engineering: Maths - 60 Physics - 60 Chemistry - 60 For Medicine: Physics - 60 Chemistry - 60 Biology - 60	For Engineering: Maths - 90 Physics - 60 Chemistry - 60 For Medicine: Physics - 60 Chemistry - 60 Biology - 90
6.	Marks allotted	Total 160 Marks	Total 60 Marks for each subject	Total 50 Marks for Physical Sciences and 50 marks for Biological Sciences and 50 marks for Maths
7.	Duration of Test	180 Minutes	80 Minutes for each subject	Maths -3 hours Phy.Sc. -3 hours Bio.Sc. -3 hours
8.	No. of test days	One	Two	Two

No	Criteria	Andhra Pradesh	Karnataka	Tamilnadu
9.	Time Table of the test	10:30 AM to 1:30 PM (180 Minutes) – Engg 02:30 PM to 5:30 PM (180 Minutes) - Med	1st Day 10:30 AM to 11:50 AM (80 Minutes) – for Biology 02:30 PM to 3:50 PM (80 Minutes) – Mathematics 2nd Day 10:30 AM to 11:50 AM (80 Minutes) – for Physics 02:30 PM to 3:50 PM (80 Minutes) – Chemistry	1st Day 9:30 AM to 12:30 PM (180 Minutes) – for Biology 02:30 PM to 5:30 PM (180 Minutes) – Physical Sc. 2nd Day 9:30 AM to 12:30 PM (180 Minutes) – for Mathematics
10.	Qualifying Mark / Cutoff mark	30% (48 marks). For SC and ST no cut off mark	No cut off mark	No cut off mark
11.	Authority to conduct the test	Entrance Test Committee constituted by APSCHE	Special Officer Of KCET Cell	Director of Entrance Examination, TNBPCEE
12.	Jumbling of questions	Yes (4 versions)	Yes (16 versions)	-
13.	Negative Marking	No	1/4 th for wrong answer	No
14.	Publication of Key	Yes	No	No
15.	Weightage to test in Admissions	Nil	Equal weightage for QE and CET	1/3 rd weightage for CET
16.	Age Limit	No for Engineering For Medicine as prescribed by MCI	No for Engineering For Medicine as prescribed by MCI	No for Engineering For Medicine as prescribed by MCI

Annexure 1-7

**DATA RELATED TO COMPARISON OF DURATION OF
ENTRANCE TESTS OF DIFFERENT STATES**

No	Exam	Pattern	Duration	Time per Question
1.	TNPCEE (Tamilnadu)	Objective Type: Paper-1: Phy. + Chemistry (120 Q) Paper - 2: Maths (90 Q)	3 Hours 3 Hours	90 seconds 120 seconds
2	CET (Karnataka)	Objective type 60 questions per paper P,C & M each Carrying 1 mark (Negative marking @ if 1/4 th Mark per incorrect choice)	1 hour per paper 2 papers	60 seconds
3	CET (Kerala)	Objective type – Paper – I : Maths – 120 questions (negative marking @ 25% per incorrect choice) Paper – II : Physics – 72 questions + Chemistry – 48 Questions (Negative marking @ 25% per incorrect choice)	2 hours per paper	60 seconds
4	CET (Chandigarh)	Objective type: 60 questions per subject Physics, Chemistry & Mathematics (Negative marking @v of 1/4 th mark per incorrect choice)	1 hour per paper	60 seconds
5	CEET (Kurukshetra)	Objective type: 60 questions per subject (PCM)	3 hours for composite paper	60 seconds
6	IIT (Kolkata)	Objective type paper 1: (P & M) Marks 60 + 90 = 150 Paper II : Logical reasoning, English & General Awareness – 100 Marks	Paper 1 : 3 hours Paper II: 2 hours	72 seconds 72 seconds
7	IIT (Hyderabad)	Paper 1: Objective type : 100 questions in Maths, Physics, Logical reasoning & English (Negative marking @ 25% per incorrect choice) Paper II : Subjective type, 16 questions in Maths & Physics	Paper – 1 : 2 hours Paper II : 3 hours	72 seconds

No	Exam	Pattern	Duration	Time per Question
8.	DCE (Delhi University)	Objective type : 60 questions per subject (PCM) (Negative marking @ 25% per incorrect choice)	3 hours for PCM composite paper	60 seconds
9.	UPSEAT	Objective Type – 100 questions per paper P,C, & M (Negative marking @ 25% per incorrect choice)	2 hours per paper	72 seconds
10.	AMUEE (Aligarh)	Objective type – Paper – 1: Physics + Chemistry Paper II: Maths, Each containing 100 questions of 100 marks	2 hours per paper	72 seconds
11.	PET (Madhya Pradesh)	Objective Type: 10 questions per paper i.e. P.C. & M each carrying 3 marks (Negative marking @ 1 mark per incorrect choice)	2 hours per paper	72 seconds
12.	PET (Rajasthan)	Objective type – 100 Questions per paper i.e. P.C.& M each carrying 3 marks (Negative marking @ 1 marks per incorrect choice)	3 hours per paper	108 seconds
13.	IIT (Screening Test)	Objective type : Composite Paper of PCM, 105 questions (35+35+35 questions)	3 hours	103 seconds
14.	EAMCET (Andhra Pradesh)	Objective type: Composite Paper of PCM (160 questions)	3 Hours	67 Seconds

EAMCET workshops : feedback Information

(Please Fill in all the columns by tick (✓) mark)

Stake holder's Information : Name (optional) _____

Rural , Urban

Student , Parent , Teacher , Professional , Others (specify) _____

WORKSHOP AT

Vijayawada , Warangal , Tirupati , Visakhapatnam , Anantapur , Hyderabad

Your opinion in the 4 point scale of Excellent (A), Good (B), Average (C), and Poor (D) :

	EAMCET				Intermediate*			
	A	B	C	D	A	B	C	D
1. Credibility								
2. Transparency								
3. Quality of Evaluation								
4. Speed of Valuation & Results								
5. Equal Opportunity for all sections								

*(OR equivalent)

Your Option on 3 Models for admission to professional courses :

EAMCET Only , Intermediate Only , EAMCET & Intermediate Combined

EAMCET and Intermediate combined: Weightage for Intermediate marks : 25% , 50% , 75%

Types of Questions desired	Weightage for each type		
Multiple Choice	100% <input type="checkbox"/>	80% <input type="checkbox"/>	60% <input type="checkbox"/>
Fill in blanks	0% <input type="checkbox"/>	10% <input type="checkbox"/>	20% <input type="checkbox"/>
Matching Items	0% <input type="checkbox"/>	10% <input type="checkbox"/>	20% <input type="checkbox"/>
Content Vs Aptitude			
Aptitude test items	0% <input type="checkbox"/>	10% <input type="checkbox"/>	20% <input type="checkbox"/>

EAMCET to be held with in 7 days , 14 days , 21 days after the Intermediate Public exam

Ranking result to be published with in 14 days , 21 days after the EAMCET

Counselling for admission to be started within 14 days , 21 days of the EAMCET rank results

Counselling for admission to be completed within 30 days , 40 days , 45 days

ఎంసెట్ పర్మిట్టెడ్ : అభ్యర్థుల సేకరణ

(దయచేసి అన్ని గడులను మృదువైన (/) గుర్తుతో నింపండి)

సంబంధిత వ్యక్తి సమాచారము : పేరు (బచ్చిక) _____
 గ్రామీణ , పట్టణ
 విద్యార్థి , తల్లి/తండ్రి , ఉపాధ్యాయుడు , వృత్తిపనివారు , ఇతరులు (వివరించండి) _____
వర్క్ షాప్ చిరునామా
 విజయవాడ , వరంగల్ , తిరుపతి , విశాఖపట్నం , అనంతపూర్ , హైదరాబాద్

అత్యుత్తమ (ఎ), ఉత్తమ (బి), సామాన్యము (సి), మరియు అధమం (డి) అనే నాలుగు ప్రమాణ అంశాలలో మీ అభిప్రాయం

	ఎంసెట్				ఇంటర్మీడియేట్		
	ఎ	బి	సి	డి	ఎ	బి	సి
1. నమ్మిక							
2. పారదర్శకత							
3. ఎవాల్యుయేషన్ యొక్క నాణ్యత							
4. వాల్యుయేషన్ మరియు ఫలితాల వేగము							
5. అన్ని వర్గాలకు సమాన అవకాశము							

*(లేక తత్పూర్ణము)

వృత్తిపరమైన కోర్సులలో ప్రవేశానికై 3 విధానాలలో మీ ఎంపిక :

ఎంసెట్ మాత్రమే , ఇంటర్మీడియేట్ మాత్రమే , ఎంసెట్ మరియు ఇంటర్మీడియేట్ కలిపి

ఎంసెట్ మరియు ఇంటర్మీడియేట్ కలిపి : ఇంటర్మీడియేట్ పరీక్షకు వెయిటేజ్ మార్కులు : 25% , 50% , 75%

కావలసిన ప్రశ్నల రకాలు	ప్రతి రకములో వెయిటేజ్		
బహుళ సమాధానములలో ఎంపిక	100% <input type="checkbox"/>	80% <input type="checkbox"/>	60% <input type="checkbox"/>
ఖాళీల పూరణ	0% <input type="checkbox"/>	10% <input type="checkbox"/>	20% <input type="checkbox"/>
జతపరచతగిన అంశాలు	0% <input type="checkbox"/>	10% <input type="checkbox"/>	20% <input type="checkbox"/>

విషయము x ఆసక్తి (Content Vs Aptitude)

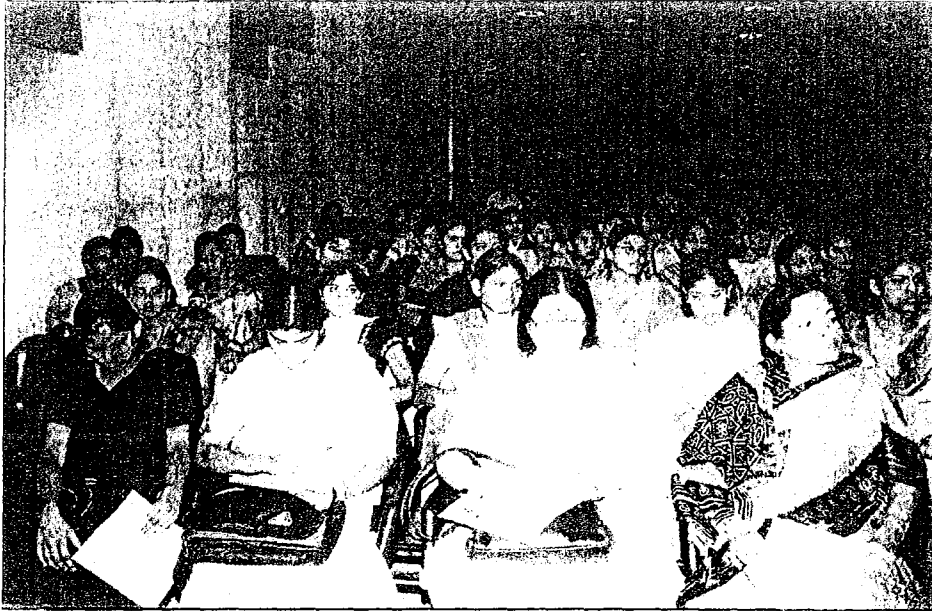
విషయఆసక్తి నిరూపణలో పరీక్ష అంశములు (Aptitude test items) 0% 10% 20%

ఇంటర్మీడియేట్ పబ్లిక్ పరీక్ష అనంతరం 7 దినముల , 14 దినముల , 21 దినముల లోపుగా ఎంసెట్ నిర్వహించవలెను.

ఎంసెట్ అనంతరం 14 దినముల , 21 దినముల లోపుగా ర్యాంకుల ఫలితాలు ప్రకటించవలెను.

ఎంసెట్ ర్యాంక్ ఫలితాలు ప్రకటించిన నాటి నుండి 14 దినముల , 21 దినముల లోపుగా ప్రవేశము నిమిత్తమై కొన్నిలింగ్సు నిర్వహించవలెను.

ప్రవేశము నిమిత్తమై కొన్నిలింగ్ 30 దినముల , 40 దినముల , 45 దినముల లోపుగా పూర్తికావలెను.



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