

Frequently Asked Questions
On
Rashtriya Madhyamik Shiksha Abhiyan
In Respect Of Quality

1. Facilities:

1.1 How can the School Annual Grant be used?

Annual Grant may be used for supplementing facilities in the school. This has been provided at Rs.50000 per school.

The following activities may be undertaken:

- Repair/ replacement of laboratory equipment, purchase of lab consumables, purchase of books periodicals , news paper, electricity charge, water charges
- Sports, music, dance, painting, culture, teaching aids
 - Equipments for teaching geography as elective
 - Drawing equipments & painting materials
 - Maps, charts, specified instruments & appliances
- Sports equipments, uniforms etc.
- To meet petty and contingent expenditure like Organizing meetings, Conveyance, stationeries
- The above mentioned activities are illustrative in nature. Other activities may be specifically planned taking into account the school specific reality e.g. providing Teaching Aid to Teachers. But one thing needs to be taken into account while planning for specificities under School Annual Grant that this fund cannot be diverted to other schools if the fund is unutilized in a school.

1.2 Can incentives for students be proposed under RMSA?

- Incentives are currently not being supported under RMSA.

1.3 Can transport facilities be provided for students?

- Under very special circumstances this has been allowed. The case of Mewat in Haryana may be mentioned here. An amount of Rs.2.5 lakh was approved in the PAB of 2010-11 to provide transport facility in girls in Mewat District by providing 5

transportation routes @Rs.10000 per route. This programme had been proposed for girl students since the girls were unable to reach schools as the area was unsafe.

2. Teacher Recruitment

2.1. General Issues:

2.1.1. What is the Teacher Recruitment Policy that MHRD follows?

- The Teacher Recruitment Policy is left to the states and the norms followed by the states would be the norms accepted by the MHRD.

2.1.2 Is PTR a viable option for calculation of teachers at the Secondary level?

- PTR is not a viable option for calculating teachers at the secondary level. That is why under RMSA, both the subject specific requirement of the state as well as the PTR is kept in mind for calculation of teachers. The approved RMSA norm is to provide a minimum of 5 subject teachers for a secondary school with upto two sections in each class. Since the RMSA scheme envisages a Student Classroom Ratio (SCR) of 40:1, a two section school would normally mean an enrolment of 160 students. A minimum of 5 subject teachers will have to be provided even if the enrolment is less than 160. Any short fall in such schools will be made good under RMSA. For every incremental enrolment of 30 students, 1 additional teacher may be provided as per the RMSA norm of PTR of 30:1. The number of sanctioned posts will be deducted from the total number of teachers so estimated to arrive at the number of additional teachers a State will get under RMSA for existing secondary schools. The subject-wise distribution of teachers has been left to the State Government.

2.1.3 Can the States get additional teachers based on the strength and workload in the existing secondary school?

- Currently there is a specific norm that is applied to arrive at the additional teachers to be provided under RMSA which is based on both the subject teacher requirement and Pupil-Teacher Ratio. If there are enough teachers in the schools to teach the subject that is supposed to be taught, the workload should automatically get divided equally between all teachers.

2.1.4 Since there is 1 science teacher, how would it be determined whether s/he be teaching Biological Science or Physical Science?

- Under the norms of RMSA for providing teachers, no separate for bio-science has been provided for. It is therefore suggested that a teacher for biological science may be recruited against the post of science teacher. There is already a separate mathematics teacher, who can teach physical science at secondary level. The bio-science teacher in most cases will also be qualified to teach chemistry at secondary level.

2.1.5 Are there any norms for recruiting special teachers like Physical Training, Music etc. in secondary?

- Special Teachers like teachers teaching Art and craft and physical education under the norms of RMSA have got little attention. But for the time being these posts will have to be the responsibility of the State Governments. It is likely that a dedicated art and craft teacher will be under employed in a standalone two-section secondary school. On the other hand, in a composite school, art & craft and physical education teacher may be available in the elementary section, whose services could also be utilised for secondary classes. States could also explore the possibility of convergence with the elementary sections.

2.1.6 Is there a provision for providing ICT teacher under RMSA?

- There is a provision of providing a Computer Teacher under the scheme ict @ school. Computer Teacher may be taken under that scheme.

2.2 Teachers of New Schools:

2.2.1 What are the norms for Teachers for New School sanctioned under RMSA? What are the subjects for which teachers are supposed to be deployed?

The norm of (5+1) teachers has been approved by the National Mission in its meeting held on 25.04.2011. NCERT has recommended a norm of (6+1) teachers for a new secondary school with two sections in each class keeping in view the 3 language formula. The subject teachers recommended by the NCERT are:

- (i) 1 teacher for first language
 - (ii) 1 teacher for second language
 - (iii) 1 teacher for third language
 - (iv) 1 teacher for mathematics
 - (v) 1 teacher for science
 - (vi) 1 teacher for social science
- If two language teachers are allowed (excluding the teacher for third language), the number of subject teacher also comes down to 5. There is therefore no contradiction between the (5+1) norm and the NCERT recommendations.

2.2.2 Are new schools entitled for additional teachers?

- Once the enrolment becomes steady in the schools and the enrolment goes above 160 in a two-section section, the schools become entitled for additional teachers. In a one-section school, it would be expected that they would take the norm of > 160 as their norm before proposing additional teachers. Otherwise in a one-section school, if additional teachers were considered at an enrolment of 80, then teachers would be under-utilized.

2.3 Additional Teachers in Existing Schools:

2.3.1 What are the norms for Additional Teachers in Existing Schools?

- Under RMSA, it was felt that rather than linking additional teachers in an existing school with the number of classrooms and Classroom Teacher Ratio (CTR), the norm may be based on enrolment. The approved RMSA norm is to provide a minimum of 5 subject teachers for a secondary school with upto two sections in each class. Since the RMSA scheme envisages a Student Classroom Ratio (SCR) of 40:1, a two section school would normally mean an enrolment of 160 students. A minimum of 5 subject teachers will have to be provided even if the enrolment is less than 160. Any short fall in such schools will be made good under RMSA. For every incremental enrolment of 30 students, 1 additional teacher may be provided as per the RMSA norm of PTR of 30:1. The total number of teachers for a school may be arrived at following the above method, which will be aggregated for all schools to estimate the total number of teachers a State is eligible as per RMSA norm. The number of sanctioned posts will be deducted from the total number of teachers so estimated to arrive at the number of additional teachers a State will get under RMSA for existing secondary schools.

2.3.2 Is there a priority in subject wise deployment?

- Subject-wise distribution of teachers has been left to the State Government. However, as per the advice of the Planning Commission, the Ministry has decided to emphasize on appointment of additional science and math teachers in order to achieve the primary objective of universal access to quality secondary education. The State Government may be advised to fill up the short fall for math and science teachers on priority out of the posts sanctioned under RMSA.

3 **Teacher Professional Development**

3.1 Will RMSA support assessment of Training Need?

- A training need analysis is a fundamental part of the training programme. But there may not be a requirement of formal assessment. Rather at the end of the previous year's training programme a feedback be taken as to what should be the focus of next year's training. Also when the school development plan is being formed then that school's teachers asked as to what training they would prefer in the current year. That should very clearly be reflected in the current year's plan. That would also corroborate the feedback received by the state in last year's training.

3.2 What are the various activities supported under RMSA for Teacher professional Development?

- Teacher Training is a process and each of the activity cited below are important to ensure that the development of the teacher is continuous. The various activities that are supported under RMSA are as below:
- **Module Development:** The module is a plan or a white paper for training to document the training strategy so that they become replicable. The Development of the module should be done through deliberations and workshops in the state. Teacher Training Institutes, teacher educators as well as teachers need to be part of the module preparation. Modules need to be prepared keeping in mind field realities. Moreover modules should

be developed such that training becomes more participatory. Specific need based plan to be provided by the state for the development of modules. The financial norms would be as per the need of the state.

- **Training of Key Resource Persons and Master Trainers:** The training of Key Resource Persons and Master Trainers would be the next phase in the cascade mode of training should the states choose to adopt this strategy. Key Resource Persons and Master Trainers to be identified keeping in mind the realities of training preferably from institutes and universities. The number of KRP and Master Trainers would depend on the number of Master Trainers and teachers to be trained respectively. The financial norm would be an amount of Rs.300 per person per day for 5days.
- **In-service Training:** The In-service training is aimed at continuing the education of the teacher to keep them in tune with changes in theory and practice of education. The aim is also to upgrade the qualifications of teachers who are under qualified or unqualified and motivating the teachers to take on more educational innovation. It also counterbalances the increasing phenomena of burn-out in teachers. The financial norm for the same is Rs.300 per day for 5 days. It is also expected that states would explore convergence with other schemes to increase the number of days assigned for training.
- **Short Term Professional Development:** Under Short term professional Development programme, RMSA supports Professional Development Tours. These tours provide an opportunity to expand learning and to reflect on teaching, consider pedagogy, and expand horizons. It helps the teachers learn about the diversity of their own state by exploring the best practices and innovative teaching methods in the state. The tours should be planned in such a way that they are linked to the curriculum and provides exposure to a variety of teaching practices. Professional Development Tours would provide experiential learning for teachers. The financial norms are Rs. 200 per teacher for travel within the state and Rs.20000 per teacher for travel outside the state.
- **Site based Professional Development:** The aim of Site based professional Development is to enable teachers translate training into reality in the classroom. In such an environment, teachers can successfully collaborate with one another on lessons and units. The importance of continued support needs to be linked to in-school activities after the initial training of teachers. The various activities that may be explored within this support may be the following. These include observation and feedback to inform teachers' development, coaching in new strategies, shared planning, co-teaching, and discussion with teachers to identify areas for development. Onsite support directly prepares teachers to present the lessons, and, in the process, helps to foster teacher confidence, enthusiasm, and commitment to program goals. On-site training and support sets the stage for successful program implementation.

A group of teachers should be deputed at the level of the district to form a group of specialists who will support classroom transactions. This group of specialists should be provided training to help the schools that they visit. This is a system that has been in practice in Kerala and Madhya Pradesh. The various activities under Site-based professional support programme may be the following:

a) Instruction by specialists: Specialists may use initial sessions to introduce teachers in the strategies, usually through a combination of instruction and discussion.

b) Regular support: Initial instruction should be followed up with regular classroom visits where the researchers observe and discuss teachers' implementation of the teaching strategies.

c) Observation and feedback: Observation and feedback is a main feature of specialist support. Observation by the specialist group to explore the way teachers are implementing new strategies, then providing helpful feedback for the teacher is an important strategy of the support provided.

d) Coaching in new techniques and strategies: The specialist group who is continuously trained in updated techniques of teaching-learning can share and update the teaching techniques for the teachers of the schools where they visit.

The financial norms are as per the state plan proposed.

- **Distance Learning Programme:** This has been specifically aimed at through the Education satellite or EDUSAT as it is commonly known as. The aim is to connect every school through a Satellite Interactive Terminal or a Receive Only Terminal. School Specific Planning would have to be done in order to implement this mode of learning. This would facilitate Learning of teachers at one's own pace and according to one's own time. Convergence may be explored for programme to be aired. The budget is as per state plan. But detailed estimate has to be provided by the state to justify the cost portrayed.
- **Induction Training of Newly Recruited Teacher:** Induction Training is meant for teachers who have completed their pre-service courses and are ready to join service as a teacher. The aim of induction training is to change student of teaching into teachers of students. Teacher induction can refer to a variety of different activities such as classes, workshops, orientations, seminars, and especially, mentoring. The latter refers to the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools. A profile of teachers may be drawn up after the recruitment process is over and it may be planned what kind of induction training would be provided to the new Recruits. Involvement of Directorates of School Education/ SCERT/SIE/Teacher Training Institutes in the training must be explored. The Split Model of Training may be used so that realities and problems that the teachers face during teaching may be part of the training programme. The financial norm for the same would be Rs.300 per day for 10 days.
- Each of the above activities would be funded separately. But they are part of a comprehensive training package that should be planned by the states keeping in mind the state specific needs of that particular year. The total number of teachers for training would not change in a particular state. If the state wants to explore innovative methods, they would have to plan accordingly. For example, a state may not propose in-service training for all teachers and content enrichment training for science separately. In that particular year then under in-service training, science teachers would have to go for content enrichment training. The states may propose different kinds of training but within the larger ambit of teacher training programme.

3.3 Will other activities be supported other than the above mentioned activities?

- Yes, but they will have to be integrated in the programme. There should not be several parallel activities at the same time. That would actually dilute the effect of the programme and the impact of the programme would not be effective. Moreover burnout of the teachers may be too much after attending several training programmes

3.4 What are the areas can the teacher capacity be developed? Is it confined to subject specific training? Can Homibhaba Science Centre or any other nodal agency be explored for science training?

- There are short term professional courses supported by the RMSA programme. Commonly called 'Study Tours', these programmes have to be planned in such a way that they become extended programmes of professional development for teachers. This should be planned specifically with a focus on how the tour would have an impact on quality.

3.5 Can a state propose any strategy for the teachers support online?

- Online support may be provided to teachers. It can be provided without financial input through open software. This has been piloted in Karnataka and is called the Subject Teacher Forum. The Subject Teacher Forum is a community of peer practitioners for continuous learning and professional development. Since the geographical distance may prevent teachers from meeting regularly, the state has planned to create a digitally enabled community of learners which will allow for continuous collaboration and networking. In the current year, the teachers are learning how to access resources through open software. A web portal has been created for all teachers to access the created resources and have links to external resources. The vision of this portal is to enable teachers to blog, discuss and share their ideas, resources they create and their concerns to promote deeper understanding of their subject, as well as enable teachers to participate at a systemic level thus enabling decentralisation. Since this has been provided through free and open software, therefore the only cost involved is the training of teachers and to train them to use the open software and other resources.

3.6 Is teacher training under RMSA mandated for only for 5 days or can it be given for more days?

- The number of days for training under RMSA is mandated for 5 days. But the state needs to explore options for convergence in order to increase the days for training.

4 Teaching Learning Process and Learning Environment

4.1 What are the norms for Study Tours for Students?

- Under RMSA, local Tour and Tours out of the state are both supported. The aim is to provide an exposure to students so that they may learn experientially. Places of educational Interest should be explored. But the problem may be that there may not be museums, planetariums in every district. The Headmasters and teachers would have to proactive and plan how even if it is an excursion to a local picnic spot it can be made

activity oriented. This programme would require connecting to the classroom by making the children reflect on the visit so that learning may happen.

- The Union tourism and culture ministry may also be contacted and the plan for the trip can be done in consonance with the Ministry and its guidelines. The tour should be planned giving details of the trip, place, locale, number of students. The state should call for opinion on the dos and don'ts from experts, local authorities and (issue) specific guidelines to the school/college must be provided. But before the trip one parent's written consent must be taken. If it is an outstation trip, the school must draw up a detailed itinerary and inform the students and their parents, mentioning the place of stay and other arrangements before the start of the tour if the tour is outstation. The financial norms for local tour is Rs. 200/ per student per year and Rs.2000/- per student per year for tour outside the state.

4.2 Can the cost of excursion visit vary for states?

- This has to be explained. Under very special circumstances the amount can be varied as has done for Andaman and Nicobar islands. Rs.4000 per student for outside tour has been approved for Andaman and Nicobar Islands. But the state would have to explain special circumstance and the detailed plan of the programme if any extra cost is proposed for.

4.3 What are the norms for Book Fair?

- Under RMSA Book Fairs at the district level is supported at Rs.1 lakh per district. The book fair may be organized for two days. The venue of exhibition at each district Head Quarter may be decided by the District Officers of the Department and a detailed schedule for the Book Fair may be drawn up. Publishers may be invited from all over the country by issuing press advertisements. Different publishers need to participate in the book fairs with vast range of their publications on different subjects. A list of Publishers may be created by the District. Terms and Conditions for the publishers need to be set by the state. Publishers would require to get themselves registered with the District Education Office. All the heads of the schools should be directed to place the orders for purchase of library books in association with the school students and committee constituted by Head Office. The Library grant provided under RMSA may be utilized for this purpose.
- Convergence between SSA and RMSA may be explored in the implementation of the Book Fair. If the funds permit, transportation arrangements should be made especially for students from rural area schools to visit the Book Fairs along with their teachers. Parents should also be encouraged to visit the fair with their wards.
- But under RMSA, the book fair is a literary fest which needs to begin in the classroom and be brought back into it. The Language teachers should take the lead in the matter encouraging students to write stories, to read aloud and to create something that may be displayed in the fair. In the fair, young authors may be invited who may read their books for the benefit of the students. This should be particularly encouraged if there are local languages in which books are being written. Also these authors would act as role models for the children. Mostly the Book Fair should not be a onetime activity but a space where children are able to participate and learn. This learning should then be brought back into

the classroom in the form of storytelling, discussions and debates on the books that have been bought by the children and the school.

4.4 What are the norms for Science Exhibition?

- One of the methods to foster science learning is to organize science exhibitions. The purpose of science exhibition is to develop scientific attitude in the students. Also it encourages children to think and to express their creativity. The students would through their models and exhibits provide solutions to the socio-economic problems particularly those problems that are pertinent to their community. Under RMSA, there is a provision of providing Rs.1 lakh per district to organize science exhibitions. These district level exhibitions may be connected to the State Level Science Exhibition funded by NCERT.
- Those students who excel in the Science Exhibitions may then be allowed to take advantage of the INSPIRE programme of the Department of Science and Technology. Under the INSPIRE programme, there is a programme called Scheme for Early Attraction of Talents for Science (SEATS) which provides an award of Rs.5000 to one million young learners of the age group of 10-15 years for a duration of 5 years. Of course the aspirants of this programme may also be other students and should not be only restricted to those who take part in the exhibition.
- There are other innovative methods of exploring a Science Exhibition. For example, the programme of Study Tour may be coupled with that of a visit to the Mobile Science Exhibition that travels all over India. Science Express (www.science-express.com), a unique science exhibition train traversing across India may be used as a resource to explore what the current debates on science are.

4.4 What are the norms for Special Teaching?

Special Teaching is teaching with two main objectives—identification of learning gaps and development of increased competencies in the child. The aim of Special Training under RMSA is to bridge any gap in learning of Class VIII graduates. This programme is restricted to maximum 20% of the total enrolment. This is not a coaching class and the learning gaps needs to be bridged in the beginning of Class IX. The various steps to be followed while planning for Special Teaching is as under:

- First step is authentic identification of the student. This may be done through school mapping and enrolment drives that schools are involved in.
- Special Teaching need to be provided by an existing teacher in the school where the student would be joining so that the teachers are aware of the problems that the child has and continued support may be provided if required at a later stage
- Special education teachers would require to design and teach appropriate curricula, assign work geared toward each student's needs and abilities
- Special Teaching is to be provided in one to one situation or in small group situation like the tutorial group and it must take into account the individual characteristics of the child
- The special training programmes should be provided within the school premises so that they are integrated into other programmes of the school and it is easier for children to join back
- Special Teaching is not to be targeted at specific communities. However if after an initial identification it is seen that some there are some students who have been identified

belonging to specific communities, the specificities of these groups and their realities must be taken into account while planning

- The financial norms are stipulated at Rs. 500/- per child **per year**.

4.5 What are the norms for Guidance and Counseling under RMSA?

Under RMSA, there are specific norms that exist on Guidance and Counselling. The following are a summation of the norms under RMSA:

- The existing Bureaus/Units/Wings of Educational and Vocational Guidance, which are about 20 in number, need to be activated both in terms of policy directions and funding. Thus, strengthening the existing Bureaus of Guidance, which are in majority part of SCERTs in terms of establishing accountability channels to root out ambiguities in their functioning, is important.
- Every school should have at least one teacher and preferably two (one male and one female) teacher trained in guidance and counseling. Teacher - Counselors already trained should be utilized for extending training further at state level. In order to meet the growing demand, the curriculum of in-service training programmes of teachers and principals are required to be suitably modified. **The Guidance and Counseling should be an essential part of in-service training programme for teachers and principals/ vice principals.**

Depending upon the Perspective plan and availability of resources the scheme provides for Guidance and Counseling Grant to the States for strengthening of Guidance Bureaus in States as under,

- Strengthening of Guidance Bureaus/filling up of five posts in 35 States/UTs. 5 persons @ 2.4 lakh per person per year
- Setting up of Guidance Resource Centre (funds for psychological tests/tools, guidance/career literature, display materials etc.) @ Rs,50,000/- per State
- Resource Persons/Research Assistant for development work/field work @ Rs. 1.0 lakh (Salary + TA/DA + Contingency)
- Sensitisation programmes (2 days) for Principals (35-40) by State Bureaus @ Rs.40,000/- per programme per state for 35 States plus contingency

4.6 Would Guidance & Counseling Teachers be provided at the school level?

- RMSA envisages the existence of Teacher Counselors in the schools. Initially two existing teachers (preferably one male and one female) should be trained to handle both adolescent and career issues of students at the secondary level. Some teachers may be trained in career counseling and some may be trained on handling adolescence issues. A healthy number of teachers should be trained slowly over time so that a good student-counselor ratio may be maintained in the school.

4.7 Can there be any interventions to implement a new learning strategy in the classroom?

- This may be proposed as part of innovation under Quality initially keeping in mind the scalability and impact of the programme. But ultimately every new strategy has to be implemented in the classroom. Hence they have to be an integral part of the teacher

training. Therefore once an impact assessment has been done and the programme is deemed successful for implementation in all schools, the teachers have to be trained so that they become the implementers of the programme.

4.8 Can there be any encouragement for preparing students for science and mathematics Olympiad and National Talent Examination?

- There is no provision for providing funds for tutoring students for Talent Examinations under RMSA. However providing support to students who are appearing for Talent Examinations may be very important. The classroom processes should be strengthened so that the students are prepared for the exams within the classrooms. In fact the timetable of the school should be organized such that such special classes can be accommodated within the school periods.

4.9 Mathematics lab and Mathematics Practical has been made mandatory part of the curriculum. Would RMSA provide any assistance for promoting practical work for Mathematics?

- RMSA supports Laboratory practical in a way that it brings the laboratory to the classroom. There is a provision of providing Mathematics Kits for schools under RMSA. This can be procured either from any agency identified by NCERT or any other institute of repute. But if the Lab Kit is purchased from any other institute, it would have to be vetted by NCERT.

4.10 How is Culture and Heritage Education supported under RMSA?

- Under RMSA, the objective is to make culture/heritage education an integral part of the learning process. This has been addressed at different levels: at the school, block and district level. Within the system of the schools, the inputs provided are directed towards both the teachers and the students. The Teachers are specifically targeted because the teachers have an immense impact on the classroom. The different interventions as approved under RMSA in the Annual Work Plan and Budget, 2011-12 that gears towards culture and heritage education is as under:
- **Study Tour within and outside the state:** The aim of the programme has been to provide the students with an opportunity to understand the historical and the geographical nature of their own state and other states. The aim is also help students understand their own culture in comparison to the culture of the other district as well as the culture of other states.
- **Art/Culture Camps in the school, Block and district level:** The aim of the Art/Culture camp is to learn art and culture in an enjoyable environment and to provide the students with opportunities to exercise their creativity through performance. The aim of the programme is to encourage critical and analytical thinking, help children with problem-solving, and the challenges they'll face as adults. By learning their culture through enactment they learn to see the world through a multi-faceted lens.
- **Training of Teachers on Heritage and Culture Education:** If we accept that the main thrust is on linking education with culture and making students aware of the importance of culture in all development programmes, therefore one of the most important

interventions under RMSA is to provide in-service training to teachers on Culture and Heritage Education. The training would provide an understanding and appreciation of the philosophy, aesthetics and beauty inherent in Indian art and culture and focus on formulating methodologies for incorporating a culture component, in curriculum teaching.

4.11 Can there be any untied funds for the states to explore new learning strategies in secondary education?

- RMSA encourages decentralized district level planning. Though there is an illustrative list of quality interventions supported under RMSA, but mostly there is a flexibility that is encouraged while planning for quality interventions. States are allowed to innovate different strategies but need to justify all interventions planned in terms of the rationale and the outcome that the intervention plans to achieve.

5 Curriculum/ Examination Reform:

5.1 Would there be any support under RMSA to review the present curriculum/ syllabus every year?

- The review of the curriculum (reviewing the status of the curriculum, review of the syllabus, development of textbooks and teachers' handbooks) is considered to be the responsibility of the state. Hence the state would have to take it up independently. But curriculum reform would involve reforming not only syllabus and textbooks but also classroom and teaching-learning processes. One of the most important ways of impacting classroom processes is intensive training of teachers to deal with emerging pedagogical and content related concerns. This is where RMSA would be contributing as far as curriculum reform is concerned.

5.2 What is the deadline for the states to revise the secondary textbooks and align as per NCERT?

- There is no deadline for revision of the curriculum and secondary textbooks but they must be revised as soon as possible so that the syllabus, textbooks and training of teachers is in line with NCF 2005.

5.3 What support has been provided under RMSA for Examination Reform?

- Examination Reforms have been considered to be the responsibility of the state. However under RMSA, Question Banks have been supported. A proper procedure needs to be put in place as far as setting up of a Question Bank is concerned.
- A question bank should be established after proper planning. A decision has to be taken about its location (either in the Board of Secondary Education or in the SCERT or in Teacher Education Institutions or in individual institutions or in the University).
- The planners have to be clear about the type of questions to be prepared. The questions may be written or collected from various sources. Questions may be collected from old question papers, books and question bank series published by private publishers. New questions may be invited from experienced teachers, examiners and paper setters.

- The questions should be accompanied by a key and an outline of answer along with the objectives and contents measured by each question.
- After the questions have been written, screening may be done with the help of a group of subject experts.
- All the question should be arranged in a proper order according to their codes topic wise for easy retrieval.
- A question bank may become a store of outdated materials (questions) after some years, if not updated at regular intervals. It must be made up-to-date at least once in three years/five years along with updating of the syllabus and text books.

5.4 Can there be any stipulation for CCE implementation in states?

The RMSA framework mentions the need to reconstruct and redesign the examination system with attributes like flexibility where a student can achieve learning in a flexible time frame and accumulate credits, eliminating tests of fixed duration and adopting continuous and comprehensive evaluation.

The budget to initiate the proposed reforms would include expenditure on the following:

- Workshops by NCERT/SCERT/Boards of Education/ IASEs/CTEs/University Department of Education to familiarize teachers and Board personnel with better modes of administering School Based Assessment (SBA), to make teachers familiar with changing typology of questions, multiple choice questions (MCQ) and testing of order thinking and preparation of such items,
- To train evaluators for judging reflective type answers (multiple answers);
- External moderation of internal grading under school based assessment;
- Technology for machine-marking of MCQs for Boards;
- One time subsidy to Examination Boards to develop statistical and software infrastructure for estimation of relative merit (percentile mark relative to other students of the district/block), in addition to absolute mark
- Preparation of question banks
- Research studies on various aspects of Examinations.

These activities have been highlighted in the framework but the support under RMSA has been provided for preparation of Question Banks. The other activities are considered to be the responsibility of the State.