

GOVERNMENT OF INDIA  
MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

**LOK SABHA**

STARRED QUESTION NO. 120  
TO BE ANSWERED ON 25.07.2016  
Entrance Test for B.Ed. Course

†\*120 SHRI PANKAJ CHAUDHARY:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether the Siddiqui Committee has recommended only one entrance examination for Bachelor of Education (B.Ed.) course and if so, the details thereof along with the other major recommendations of the Committee;
- (b) whether the Government proposes to hold only one entrance examination for B.Ed. course throughout the country and if so, the details thereof and the time by which it is likely to be implemented; and
- (c) the other follow-up action taken on recommendations made by the Committee?

**A N S W E R**

MINISTER OF HUMAN RESOURCE DEVELOPMENT

(SHRI PRAKASH JAVADEKAR)

- (a) to (c): A statement is laid on the table of the House.

**STATEMENT REFERRED TO IN REPLY TO PARTS (A) TO (C) OF THE LOK SABHA STARRED QUESTION NO. 120 FOR REPLY ON 25.07.2016 ASKED BY SHRI PANKAJ CHAUDHARY REGARDING ENTRANCE TEST FOR B.ED. COURSE**

(a) to (c):-The National Council for Teacher Education (NCTE) is a statutory body under the Ministry of Human Resource Development (MHRD) mandated with planned and coordinated development of teacher education in the country. The Ministry had constituted a Review Committee in October, 2015 under the Chairpersonship of Prof. M.A.Siddiqui, for conducting a comprehensive review of the functioning of NCTE and for addressing the challenges in the teacher education sector.

The Review Committee has recommended that NCTE may conduct a National Entrance Examination for Teacher Education for admission to Teacher Education Programmes with a provision for stipend for meritorious candidates.

The other recommendations of the Committee include setting up of one Government Teacher Education Institute (TEI) in every District and two Teacher Education Universities in every State; organizational restructuring of NCTE, National level Teacher Eligibility Test (TET), reverting M.Ed program to one year duration and restoring recognition of M.Ed. in Open Distance Learning (ODL) mode, development of effective scheme of Continuous Professional Development (CPD) & In-service Education of Teachers (INSET). The report of the Committee is under examination.

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**THE LOK SABHA STARRED QUESTION NO.120 FOR REPLY ON 25.07.2016  
ASKED BY SHRI PANKAJ CHAUDHARY REGARDING ENTRANCE TEST FOR  
B.ED. COURSES**

**EXECUTIVE SUMMARY**

**1. Thrust of the question**

The thrust of the question is about the recommendation of Siddiqui Committee on National Entrance Examination for Teacher Education for admission to Teacher Education Programmes.

**2. Reply to the question**

National Council for Teacher Education (NCTE) as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No.73 of 1993 on the 17<sup>th</sup> August, 1995). In exercise of the powers conferred under Section 20 (1) of the NCTE Act, the National Council for Teacher Education had established four Regional Committees at Jaipur, Bengaluru, Bhubaneswar and Bhopal covering the territorial jurisdiction of the Northern, Southern, Eastern (and North-Eastern) and Western Regions of the Country respectively. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education course.

NCTE has developed guidelines for conducting CTET (at central level) and Teacher Eligibility Test (at State/UT levels) at elementary level of education. Accordingly, an aspirant to be a teacher has to clear TET as an essential eligibility criterion. The Central Government vide letter dated 5.2.2015 constituted a committee to analyze the TET

guidelines provided by the NCTE to the States on the test papers and suggest improvement / modifications, to make specific recommendations for improving the quality of questions. Since the Committee has submitted its report which is under examination.

In response to emerging requirements, the Council from time to time formulates and notifies rules and regulations and issues guidelines to be followed by institutions. NCTE Regulations 2014 is the latest attempt in that direction. Accordingly, the functioning of NCTE has been reviewed by various Committees in the past to effectively deal with the issues in regulating Teacher Education and to handle new challenges thrown up by the fast changing scenario in the field of education. Considering that at the level of the Central Government, the last such review of NCTE was undertaken in 2002, it was decided, to undertake a comprehensive review of the functioning of the NCTE under the Chairmanship of Prof. M.A. Siddiqui, Ex-Chairman, National Council for Teacher Education. Report of the committee is under examination in this Ministry.

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**Note for Supplementary**

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### **Conclusions and Recommendations of the NCTE Review Committee April, 2016**

#### **i) *Planned and coordinated development of teacher education***

- In order to ensure planned and coordinated development of teacher education system and curb mushrooming of Teacher Education Institutes (TEIs) in the States, the NCTE must invite applications and process them for new Teacher Education Programmes ( TEPs) /TEIs in the light of the findings of the detailed Demand Supply study conducted by the Council and published in 2009-10 (to be updated after every 10 years) and should grant recognition to new TEPs or additional units in existing approved TEPs only in the deficient states.

#### **ii) *Regulations 2014 and academic matters***

- There must be no contradiction between the Act and the Regulations.
- There are several areas in the 2014 Regulations which give room for doubt and unclear interpretations. Sharing of faculty and resources in an integrated TEP situation and faculty requirement for more than two units should be clearly spelled out in the Regulations.
- The regulations regarding land area, faculty qualifications, faculty, requirements, unit strength and several other infrastructural requirements have kept on changing on a wide range of different scales. Such volatility needs to be stopped at one stage or the other in order to ensure credibility of the organization.
- Some regulations are neither pragmatic nor operationally feasible like the provision of Professors position in colleges needs to be made realistic.
- The Regulation is trying to usher in a big basket of 15 programmes with proliferated nomenclatures may lead to problems of equivalence/mobility, both horizontal and vertical. A common short listing of nomenclatures of just three levels of TEPs namely, D.Ed., B.Ed., and M.Ed. (giving the branches/ fields/ levels within parentheses) is recommended.

- The Regulation should come out with clear specifications in the actual conduct of four year integrated B.Ed. programme particularly in a multi-faculty composite college environment.
- The 20 week school internship at a stretch may encounter too serious operational difficulties to make it workable. Therefore, the school internship can be split into two or three spells (six/seven week duration each) and also supplemented with internship in private schools.
- Among the two year B.Ed. and two year M.Ed., the two year duration for M.Ed. is resisted strongly as could be found from the stakeholder's perception. Thus, the duration of M.Ed./M.P.Ed. programme be restored to one academic year and the earlier unit size of M.Ed. programme of 35 seats is retained.

**iii) *Open Distance Learning (ODL) mode***

- Due space be provided for quality enriched ODL segment for training of the considerable number of untrained teachers in the country.
- Well-structured and rigorous ODL courses may be launched for continuing education of trained school teachers for their career advancement.
- The stand taken in Regulations 2014 on the role of ODL in TEPs with regard to M.Ed. (can be only through face to face mode) needs to be reviewed. M.Ed. should be offered through ODL mode also for in-service teachers.
- M.Ed. through ODL to be completed in two years and the same logic should apply to B.Ed. if it is offered through ODL.

**iv) *Teacher Education Universities***

- At least two teacher education universities in every state (one affiliating universities and the other unitary university) be established in order to provide academic leadership and as centers of excellence in teacher education.
- ***One Govt. TEI in every district***
- At least one Govt. TEI in every district (wherever there is none in the Govt. sector must be given top priority) must be established, preferably as a comprehensive College of Teacher Education (CCTE).

**v) *Student assessment of TEI***

- A scientific, online, 'exit assessment' of TEIs and their faculty by the outgoing batch of students and their parents be initiated and made mandatory.

**vi) *Advisory Board on Teacher Education (ABTE)***

- An apex Advisory Board on Teacher Education (ABTE) (to be convened by NCTE at least once in a year), consisting of members from UGC, NCTE, NCERT, SCERTs, NIOS, Teacher Education Universities be constituted to recommend on general policy

directions and to play the role of consultative body to deliberate on inter-departmental issues.

**vii) *Accreditations***

- An exclusive Accreditation-cum R&D Cell be created in the NAAC to arrange to get TEIs accredited and serve as pro-active research cell to advise on quality issues and quality enhancing best practices to the TEIs.
- In addition to NAAC, an exclusive programme accreditation body on the pattern of national Board of Accreditation (NBA) be established for accreditation of TEPs and Teacher Educators.

**viii) *National Entrance Examination for Teacher Education (NEETE)***

- NEETE for admission to TEPs be conducted by the NCTE; the candidates with more than 50% cutoff only to be considered for admission; notwithstanding the number of seats available, the minimum cutoff will not be relaxed.
- The top 2000 candidates in NEETE be given a stipend of not less than Rs. 5,000/- per month by the Central Govt., and these toppers after further screening for their aptitude for teaching profession, would be admitted to five year integrated programme, with assured postings as teachers immediately after their course completion.

**ix) *Teacher certification and renewal***

- Teacher Eligibility Test (TET) would be nationally conducted for screening the competent teachers. TET to be made mandatory and to be taken for certification and licensing of teachers and to be renewed every five years for continuance of a teacher in the profession.

**x) *Continuing Professional Development (CPD) and In-service Education of Teachers (INSET)***

- An Expert Committee to be appointed to formulate an effective scheme of CPD and INSET. In this regard, the available institutional structures of the BRCs must be fully utilized and these centers may be renamed as Block Resource and Professional Development Centers (BRPDCs).

**xi) *Teacher up-gradation through secondment***

- The senior teachers of schools be periodically deputed to the TEIs and vice-versa, so that there shall be a two-way academic refreshing. This scheme of 'secondment' may involve allocation of necessary funds to make the scheme operational on a continuous basis, fixing a minimal number of deputations among school teachers and teacher educators per annum.

**xii) *Pro-active developmental role of NCTE***

- The developmental role of NCTE should include institution of at least 20 National Professorships serving as nodal consultants and disseminators of cutting edge TE expertise; sanction of research grants; compilation and dissemination of best practices; curriculum development and evaluation; among others.

**xiii) *A trajectory conveniently forgotten- Faculty quality and salary; optimal number of institutions; and fee structure***



- Regulate the number of institutions at an optimal level, and not getting them overcrowded leading to unhealthy competition.
- Get a 'reasonable fee structure' fixed through a state machinery accommodating all the essential components of efficient running cost.
- Timely recruitment of qualified faculty and a separate cadre for the faculty to be engaged for teaching in D.El.Ed. programmes.
- The Regulatory body and the Govt. should ensure prompt payment of UGC/State Govt. prescribed salary by evolving a fool proof mechanism, and pay equal attention to recruitment of qualified faculty as per norms.

**xiv) *Assessment of teacher performance***

- A committee of academic experts and educationists be appointed to formulate the methodology of assessment of performance of teachers, quality parameters, and quality benchmarks, possible scheme of linking performance quality with incentive mechanism, among other related issues.