

National Test Scheme (NTS)

Public Opinion Analysis



Report

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Department of Science & Technology (DST)
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NATIONAL TEST SCHEME (NTS)

Public Opinion Poll – Analysis

Introduction

The proposed National Test Scheme is designed to allow selection of students **for admission into Tertiary Education in Sciences and Engineering**. It is based on the single examination evaluation instead of the prevailing multiple competitive examination system in the country.

Most nations employ just one test for assessment of scholastic aptitude instead of a plethora of evaluation tests. The current selection systems have, no doubt, resulted in visible benefits. But, the future of Indian youth might need a paradigm shift that ensures opportunity for larger sections of the society.

The extreme level of competitiveness in the screening processes employed for deciding access to professional education is not without its psychological or sociological implications for the society. They do influence the mindset and behavioural changes among the youth.

"Unity in diversity" is the Indian brand value. Unification, while retaining the diversity of educational systems in the country is the underlying strategy of the proposed National Test Scheme. It is motivated by the principle of inclusion for a collaborative excellence rather than exclusion through competitive excellence.

In this regard, the NTS website was launched in May, 2011 with a [Public Opinion Poll](#) feature to seek responses from various stakeholders. The Public Opinion Poll was kept open for a window of 21 days (01 June to 21 June, 2011).

The report presents the analysis of the responses received through the public opinion poll. It is divided into two major sections a) Responder profile and b) Detailed response on the current examination system and the proposed NTS. The findings of the NTS - Opinion Poll analysis are presented in the form of highlights.

The report has been prepared by the NSTMIS, DST research team comprising of Dr. Parveen Arora, Scientist-F and Project Associates Mr. Abhishek Kumar and Mr. Praveen Rawat under the guidance of Prof. T. Ramasami, Secretary, DST. Thanks are to the NTS Expert Committee Members for their valuable inputs and to the NIC team as well for their technical support.

HIGHLIGHTS

Responder Profile

- 2063 responses were received, out of which 98.5 % were from India. From outside India, the highest response of 0.7% was received from USA.
- 217 (10.5%) were female respondents.
- 74% of the respondents were from engineering and science academic background. Engineering respondents comprised of 65.5 % while 8.4% were having science background.
- 60% of the respondents belonged to 5 states, comprising of Andhra Pradesh (24%), Maharashtra (16%), Delhi (7%), Tamil Nadu (7%) and UP (6%).
- 80% of the total respondents have taken engineering examinations.

- Out of 2063, 59% of the respondents were students, 32% working, and 5% parents.
- Of the total students, 82% were from engineering, 9% from sciences and another 9% from medical, commerce, humanities etc.
- Female response was around 20% for the categories Student – medical, humanities, others; Working – coaching category and non-working.
- 28% of the total respondents expressed their wish to stay connected to further NTS exercises through E-mail as the most preferred mode.

Detailed Response

Part-A: Current Examination System

Supporting the argument *“Today it appears that most students seeking admission into tertiary professional education in the country are appearing in as many as five to ten different types of competitive examinations with different sociological implications”*

- Majority of the respondents (categories / sub-categories) supported the argument.
- The notable reasons assigned in agreement with the argument were: varied standards of institutions (23%), availing maximum chances (21%) followed by pressure on students (8.5%), personal experience (5.5%) and high competition (4.5%) etc.

(Response - 46%)

Reform in the current multiple entrance examination system

- The respondents in general were in favour of the reforms with 59% for major changes and 26% for change with partial support.

(Response - 46%)

Current Examination System

In -defence

- The strong features in defence of the current examination system as expressed by the respondents were - better chances / options in harmony with varying standards of institutions and also students followed by high standard of examinations, high knowledge intensity, filtration of students etc.

(Response - 30%)

Reforms

- Respondents preferred single examination system, having high knowledge intensity and features such as alignment of the examination syllabus with the XIIth Class, affordable examination fee, judicious use of time and money, increase of professional courses seats, transparency in examination result & counselling process etc for the reforms in the current examination system.
- Other prominent features cited for reform were removal of negative marking, online mechanism of application submission and examination, more centres for examination and efficient scheduling to avoid overlapping, emphasis on aptitude and extra-curricular activities including regional language etc.

(Response - 30%)

Part-B: Proposed National Test Scheme (NTS)

Weighting factor in Entrance Examination Scores for overall and consistent performance in School Boards Exam:

- Majority of the respondents (66%) were in favour of inclusion of the weighting factor.
- 34% of the respondents were against inclusion of weighting factor for NTS, the main reasons cited were – Boards Examination marks can't judge one's capability, non-uniformity across boards and changes in Board Examination System.

(Response - 32%)

Reasons for not favouring multi-parametric and rationalized NTS:

- 9% of the respondents expressed satisfaction with the current examination system while 15% of them favoured NTS and however another 28% lacked clarity in understanding the NTS.
- The main reasons cited for objecting NTS were 'restricting the scope and options to only one examination', 'balancing the heterogeneity across institutions', 'suitability of weighting factor', 'pressure on students' apart from other reasons such as 'intellectual ability cannot be tested by NTS', 'illogical & complicated process', 'partiality in board exams' etc.

(Response - 8%)

Indian Equivalent of Scholastic Aptitude Test (SAT) as the National Test Scheme:

- Majority of the respondents (73%) were in favour of Indian equivalent of SAT as NTS.

(Response - 32%)

Views on Aptitude Test (similar to SAT or current AIEEE) and Advanced Test (similar to current JEE) as part of the NTS:

- Majority of the respondents (70%) were in favour of 'a mix of aptitude and advanced test', whereas 18% favoured 'advanced test' only. A mix of '**aptitude and advanced test**' was supported primarily by parents, working category and students.

(Response - 31%)

Suggestions for Essential Features of an alternative Model:

- Respondents favoured High Filter Type like IIT JEE 17%, SAT Type 15%, Competitive Ranking Model 13% followed by Placement Type Selection Examination 12% etc. for the alternative model.

(Response – 31%)

PUBLIC OPINION POLL – ANALYSIS

PART I: RESPONDER PROFILE

PART I: RESPONDER PROFILE

1.1.1. Distribution of Respondents by Country, State and Gender

(Table 1 – 2, Figure 1 – 2)

Key Observations:

- 2063 responses were received, out of which 98.5 % were from India. From outside India, the highest response of 0.7% was received from USA
- 217 (10.5%) were female respondents.
- 74% of the respondents were from engineering and science academic background. Engineering respondents comprised of 65.5 % while 8.4% were having science background.
- 60% of the respondents belonged to 5 states, comprising of Andhra Pradesh (24%), Maharashtra (16%), Delhi (7%), Tamil Nadu (7%) and UP (6%).

Table 1
GENDER - WISE DISTRIBUTION OF RESPONDENTS ACROSS COUNTRIES

Country	Total	% Distribution	Gender		
			Male	Female	Not Specified
IN	2032	98.50%	1793	211	28
US	15	0.73%	13	2	0
SA	4	0.19%	3	1	0
AE	3	0.15%	2	1	0
DE	1	0.05%	1	0	0
HK	1	0.05%	0	1	0
IT	1	0.05%	1	0	0
JP	1	0.05%	1	0	0
NL	1	0.05%	1	0	0
SG	1	0.05%	0	0	1
TH	1	0.05%	0	1	0
TW	1	0.05%	1	0	0
UK	1	0.05%	1	0	0
Total	2063	100.00%	1817	217	29
% Distribution	100%		88.08%	10.52%	1.41%

Table 2
GENDER - WISE DISTRIBUTION OF RESPONDENTS ACROSS STATES

State	Total	% Distribution	M	F	Not Specified
AP	498	24.14%	427	67	4
MH	339	16.43%	309	30	0
DL	145	7.03%	128	13	4

Table 2
GENDER - WISE DISTRIBUTION OF RESPONDENTS ACROSS STATES

State	Total	% Distribution	M	F	Not Specified
TN	144	6.98%	129	14	1
UP	120	5.82%	102	11	7
KA	77	3.73%	68	9	0
UL	71	3.44%	65	4	2
RJ	60	2.91%	57	3	0
HR	53	2.57%	49	4	0
MP	48	2.33%	44	4	0
WB	45	2.18%	37	5	3
GJ	31	1.50%	29	2	0
KL	31	1.50%	29	1	1
AS	26	1.26%	22	4	0
PB	25	1.21%	23	2	0
JH	18	0.87%	18	0	0
BR	17	0.82%	17	0	0
OR	14	0.68%	12	1	1
JK	8	0.39%	7	1	0
CH	7	0.34%	7	0	0
CT	7	0.34%	6	1	0
HP	5	0.24%	4	1	0
PY	4	0.19%	3	1	0
CALIFORNIA	2	0.10%	1	1	0
DUBAI	2	0.10%	2	0	0
GA	2	0.10%	1	0	1
NEW YORK	2	0.10%	1	1	0
RIYADH	2	0.10%	1	1	0
TEXAS	2	0.10%	2	0	0
AR	1	0.05%	1	0	0
CA	1	0.05%	1	0	0
EASTERN	1	0.05%	1	0	0
HUALIEN	1	0.05%	1	0	0
KANTO	1	0.05%	1	0	0
LOUISIANA	1	0.05%	1	0	0
MA	1	0.05%	1	0	0
ML	1	0.05%	1	0	0
MN	1	0.05%	0	0	1
PENNSYLVANIA	1	0.05%	1	0	0
VIRGINIA	1	0.05%	1	0	0
WESTERN PROVINCE	1	0.05%	1	0	0
NOT SPECIFIED	246	11.92%	206	36	4
Total	2063	100%	1817	217	29

Figure 1

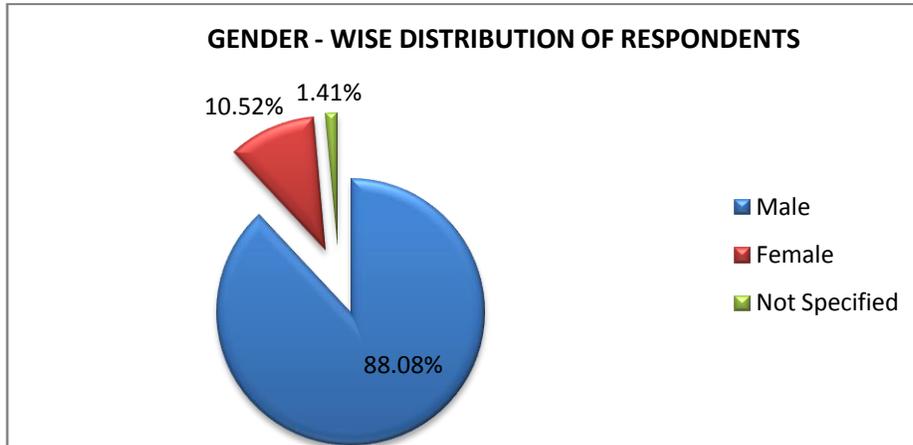
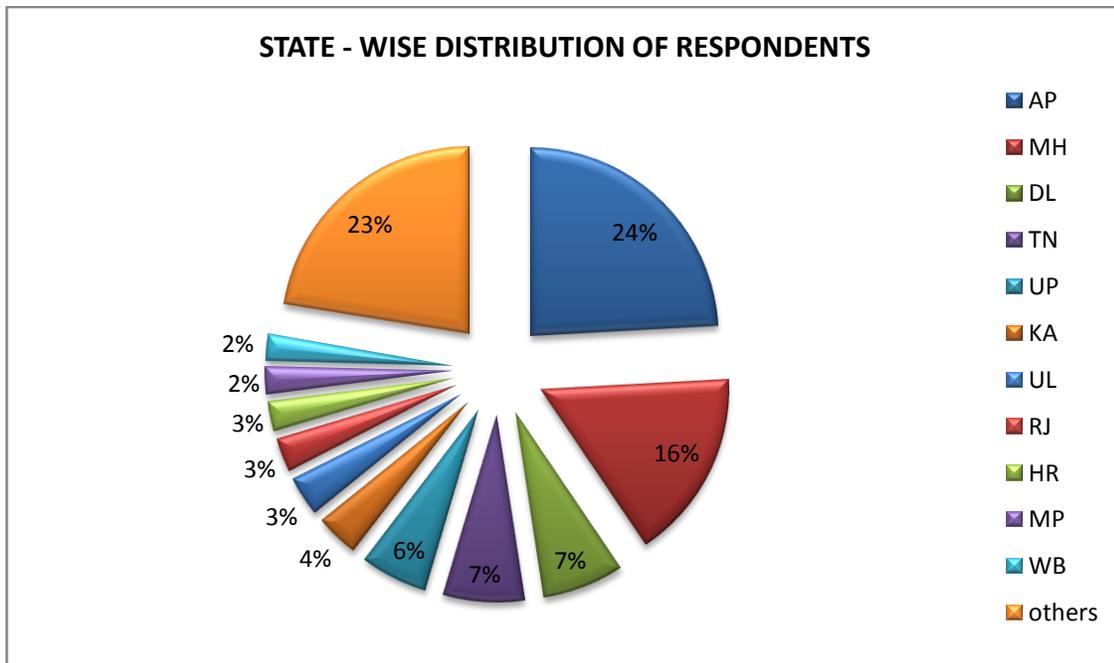


Figure 2



1.1.2. Respondents by Professional Background, Engg. Exam Taken and wish to stay connected with NTS

(Table 3 – 5, Fig.3 – 9)

Key Observations:

- Out of 2063, 59% of the respondents were students, 32% working, and 5% parents.
- Of the total students, 82% were from engineering, 9% from sciences and another 9% from medical, commerce, humanities etc.
- Female response was around 20% for each of the categories Student – medical, humanities, others; Working – coaching category and non-working.
- 80% of the total respondents have taken engineering examinations.
- Among the various professional background categories, 86% of students, 72% of working, 60% of parents, 59% of non-working and 55% of others have taken engineering examinations.
- 28% of the total respondents expressed their wish to stay connected to further NTS exercises through E-mail (91%) as the most preferred mode.
- Relatively non-student categories such as parents, working, non-working and others expressed intense desire to stay connected with the future NTS exercises. However, among the students intense desire to stay connected with the NTS exercises was expressed by the medical category.

Table 3
PROFESSIONAL BACKGROUND OF RESPONDENTS

Professional Background	Sub-Categories	Total	% Distribution	Male	Female	Not Specified
Student		1220	59.14%	1093	118	9
	Engg	1002	48.57%	912	87	3
	Sciences	113	5.48%	98	11	4
	Medical	27	1.31%	21	5	1
	Humanities	22	1.07%	17	5	
	Commerce	20	0.97%	16	3	1
	Others	36	1.75%	29	7	
Working		667	32.33%	582	74	11
	Non Teaching	482	23.36%	421	55	6
	Teaching	167	8.10%	146	16	5
	Coaching	16	0.78%	13	3	
	NA	2	0.10%	2		
Parent		113	5.48%	92	13	8
Not Working		32	1.55%	24	8	
Others		31	1.50%	26	4	1
Total		2063	100%	1817	217	29

Note: 'Others' under Student category includes MBA, Education, Mass Media etc.

Others under Professional Background includes not specified elsewhere (nse)

Table 4

RESPONDENTS TAKEN ENGINEERING EXAMINATION AND WISH TO STAY CONNECTED WITH NTS EXERCISE

Professional Background	Sub-Categories	Total	Taken Engg Exam	% Taken Engg Exam	Wish To Stay Connected	% Wish To Stay Connected
A	B	C	D	E = D/C	F	G = F/C
Student		1220	1055	86.48%	307	25.16%
	Engg	1002	954	95.21%	243	24.25%
	Sciences	113	60	53.10%	32	28.32%
	Medical	27	8	29.63%	13	48.15%
	Humanities	22	9	40.91%	7	31.82%
	Commerce	20	5	25.00%	4	20.00%
	Others	36	19	52.78%	8	22.22%
Working		667	484	72.56%	209	31.33%
	Employed	482	357	74.07%	150	31.12%
	Teaching	167	114	68.26%	57	34.13%
	Coaching	16	11	68.75%	1	6.25%
	NA	2	2	100.00%	1	50.00%
Parent		113	68	60.18%	41	36.28%
Not Working		32	19	59.38%	11	34.38%
Others		31	17	54.84%	11	35.48%
Total		2063	1643	79.64%	579	28.07%

Table 5

If willing to stay connected, then what should be the communication mode?		
email	phone	any
526	47	6

Figure 3

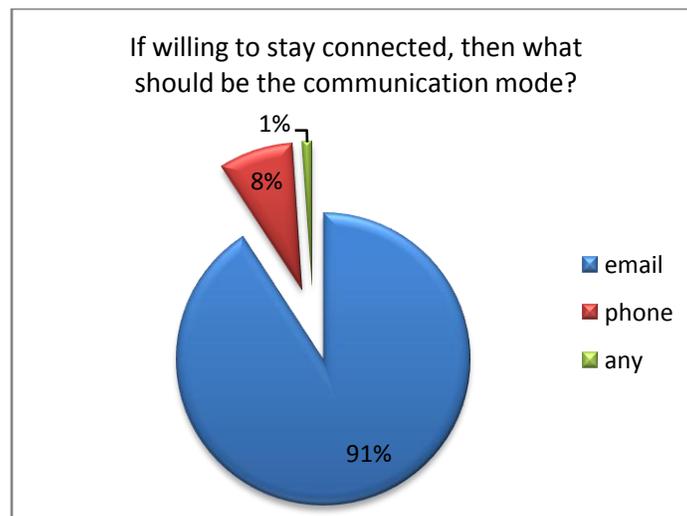


Figure 4

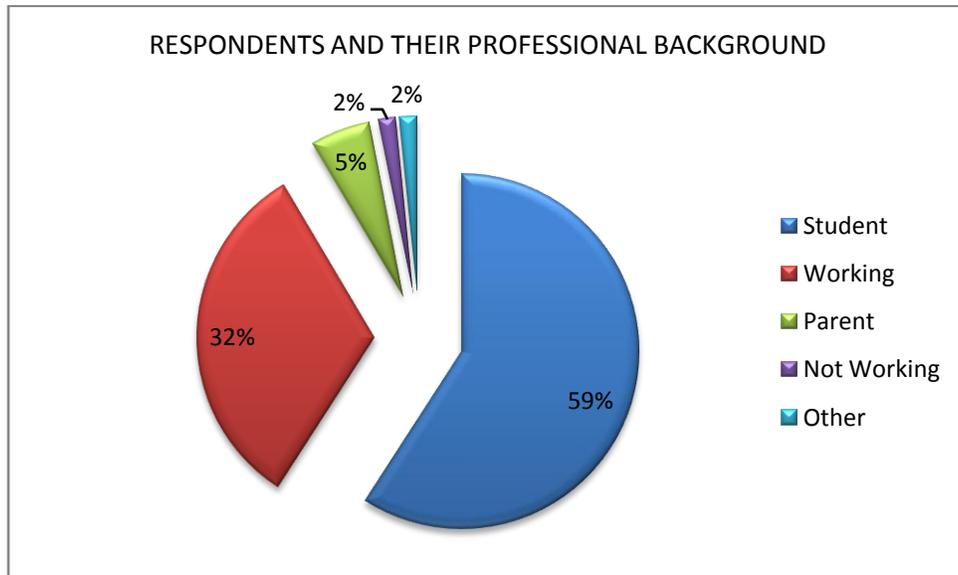


Figure 5

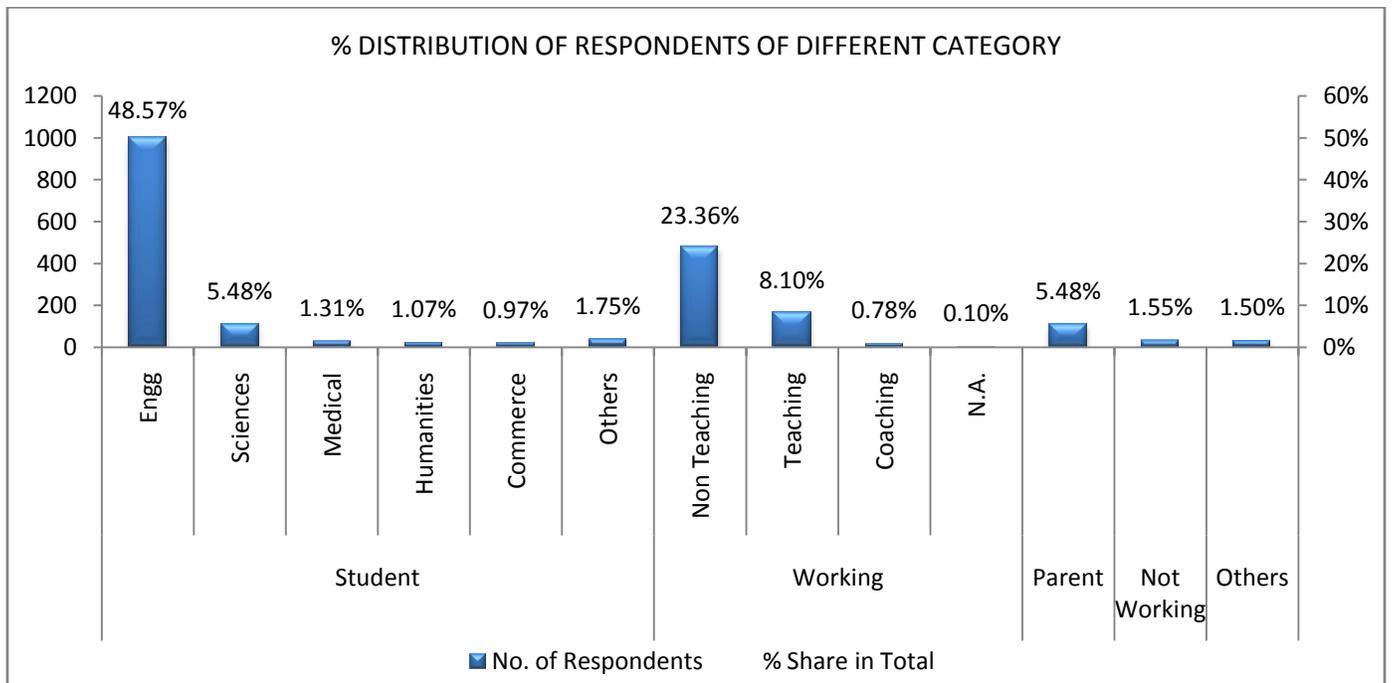


Figure 6

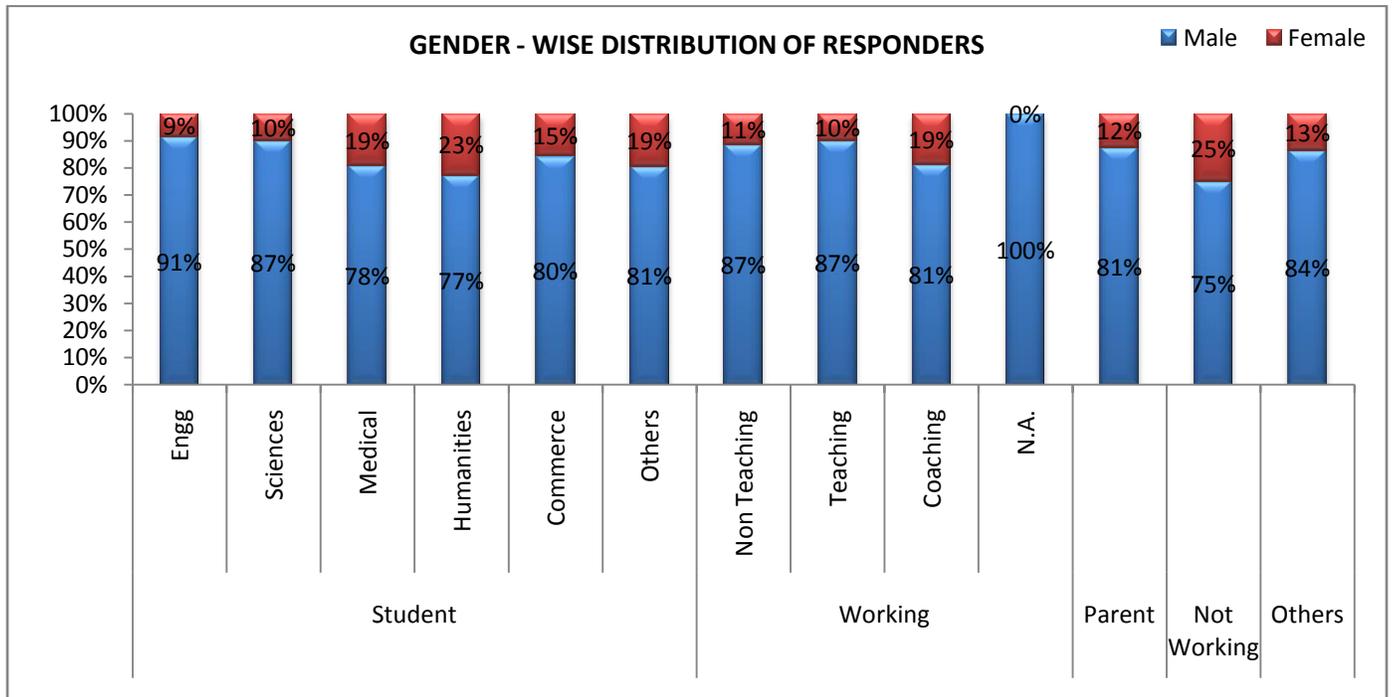


Figure 7

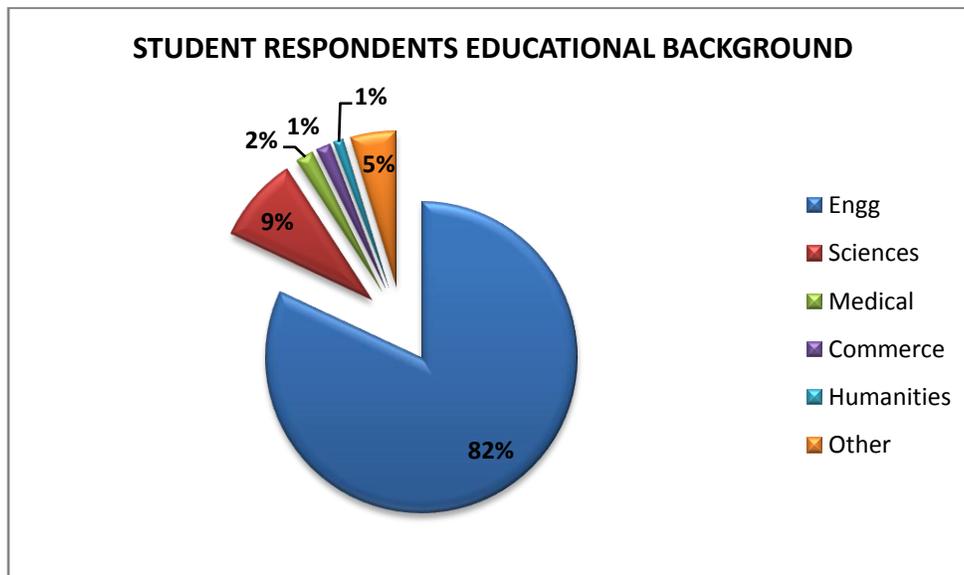


Figure 8

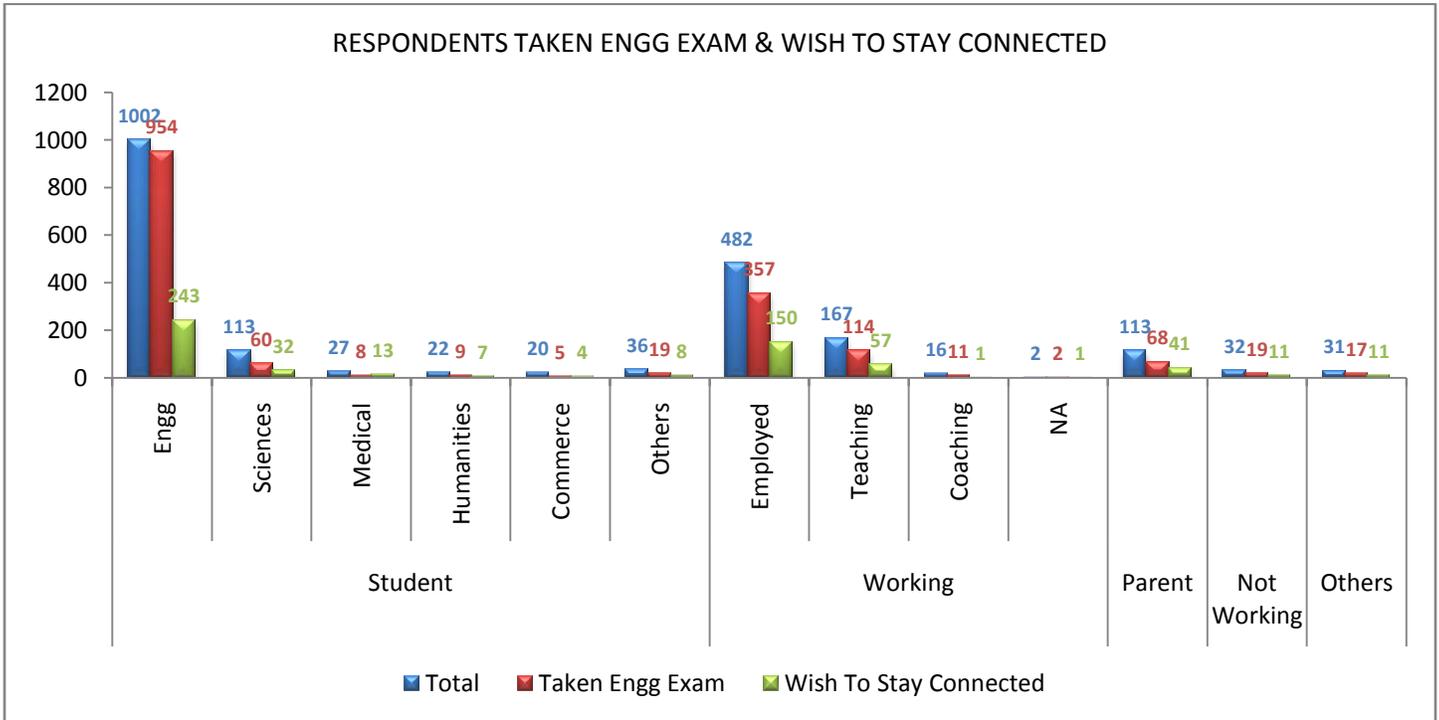
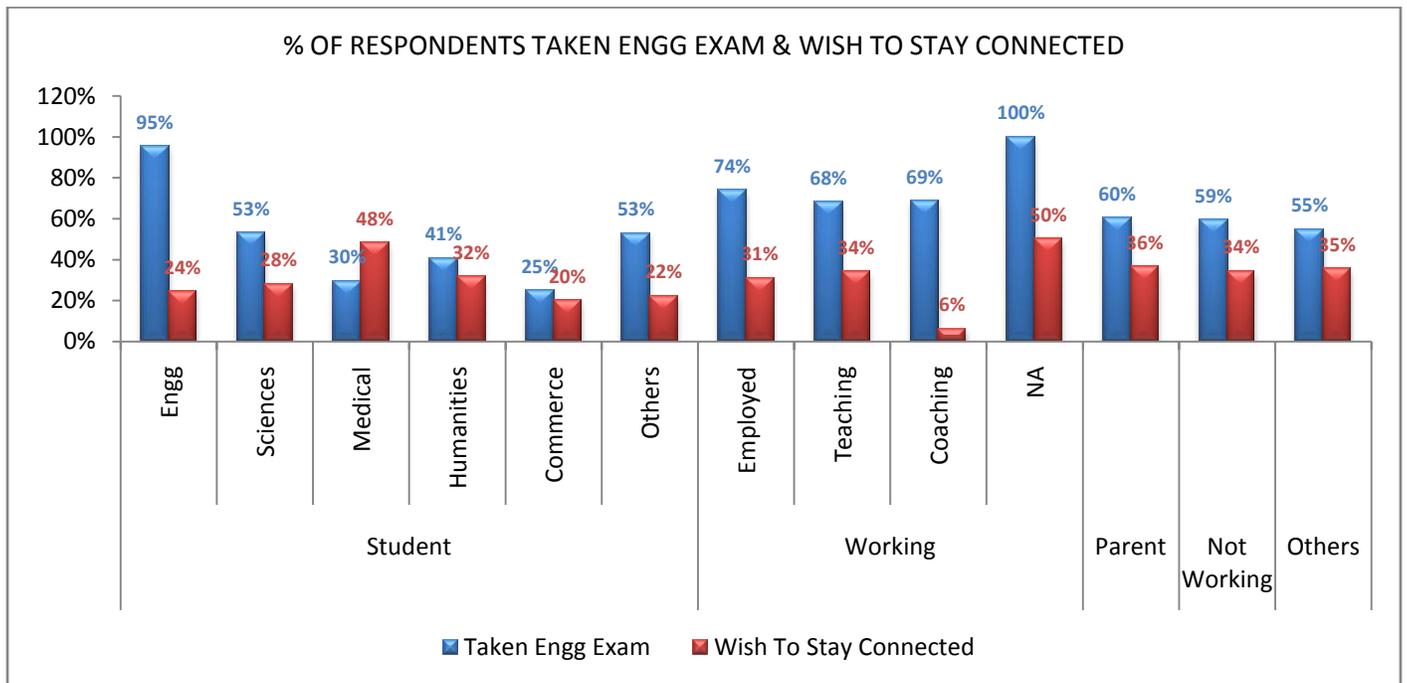


Figure 9



1.1.3. Working Respondent's Profile

(Table 6, Figure 10 – 12)

Key Observations:

- Of the total working respondents, 72% comprised of non-teaching followed by teaching 25% and coaching 2.4%.
- The 'non-teaching' working respondents comprised of the following categories: corporate (64%), government (29%) and self-employed (7%).
- Of the total working respondents (667), 484 (72%) have taken engineering examinations. Among the various sub-categories, more than 60% of the respondents have taken engineering examination with corporate being the highest (81%).
- Of the total working respondents 31% expressed their wish to stay connected. Among the sub-categories the lowest (6%) was for the coaching.

Table 6
WORKING RESPONDENTS PROFILE

Working Respondents	Sub-Category	Total	% Distribution	Taken Engg Exam	% Taken Engg Exam	Wish To Stay Connected	% Wish To Stay Connected
A	B	C	D=C/667	E	F=E/C	G	H=G/C
Non Teaching	Corporate	308	46.18%	249	80.84%	96	31.17%
	Govt.	138	20.69%	86	62.32%	40	28.99%
	Self	35	5.25%	22	62.86%	14	40.00%
Teaching		167	25.04%	114	68.26%	57	34.13%
Coaching		16	2.40%	11	68.75%	1	6.25%
NA		3	0.45%	2	66.67%	1	33.33%
Total		667	100.00%	484	72.56%	209	31.33%

Figure 10

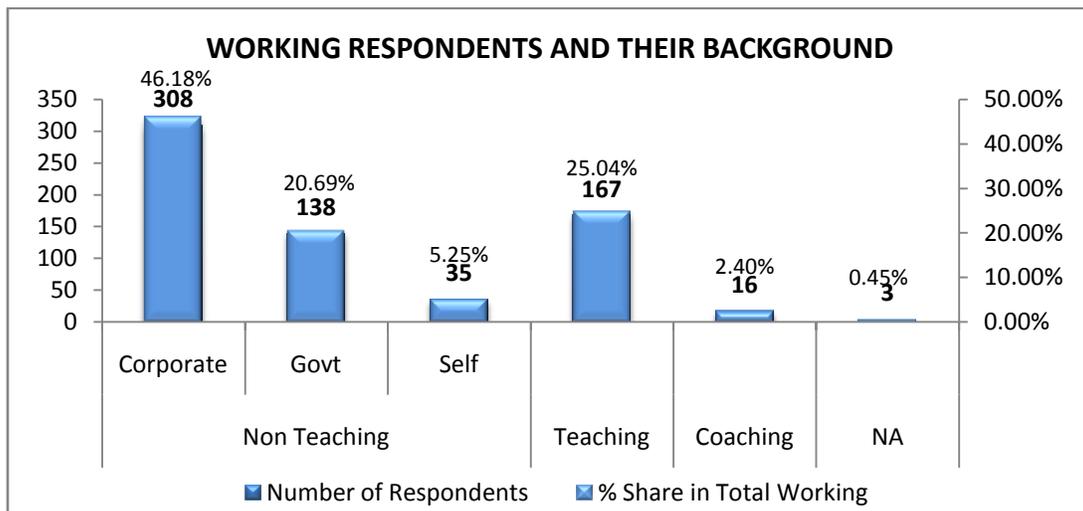


Figure 11

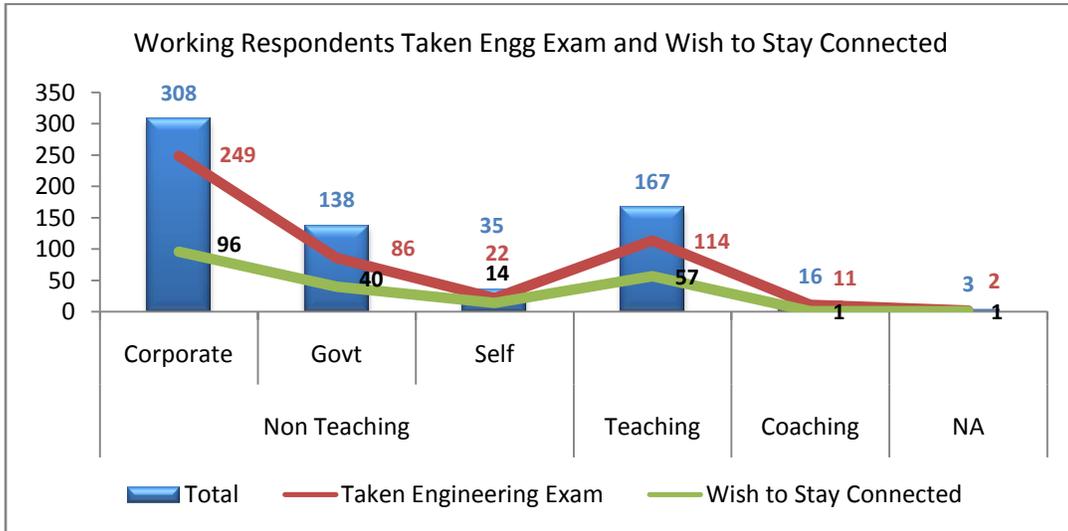
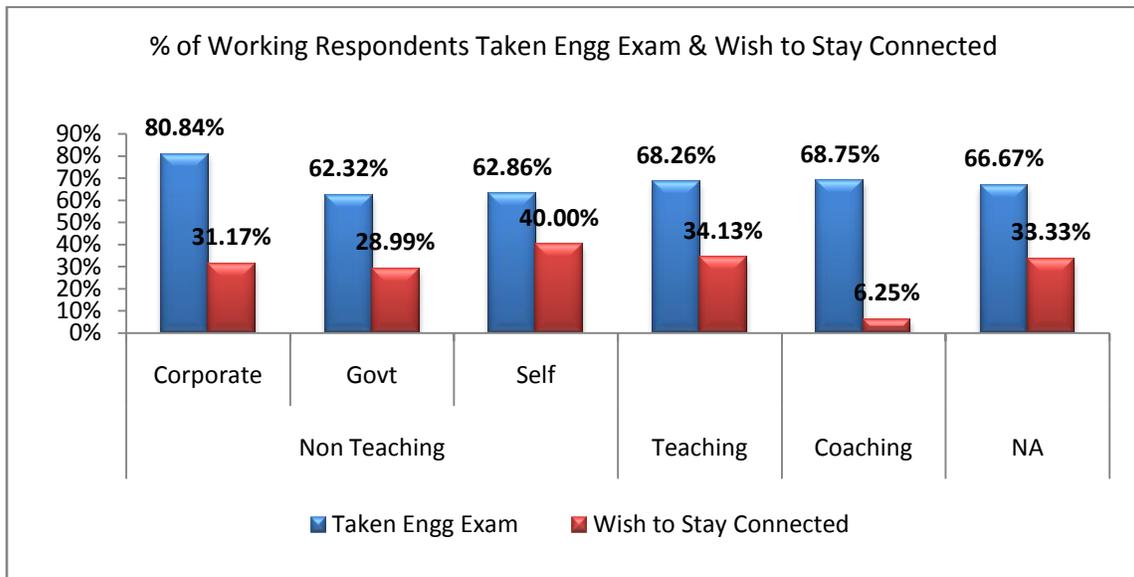


Figure 12



1.1.4. Professional Experience of Working Respondents

(Table 7 - 8, Figure 13 – 19)

Key Observations:

- 90 % of the respondents of teaching category were working at tertiary level.
- 34% of the teaching respondents had a working experience of more than 15 years and around 25% of each had an experience of less than 5 years and 5 – 10 years in respective categories.
- In case of ‘non-teaching’ working respondents, 56% of them had less than 5 years while 22% had more than 15 years of professional experience.

Table 7
TEACHER RESPONDENTS PROFILE TEACHING LEVEL - WISE

Teaching Level	Total	% Distribution	Teaching Experience (Years)				Teaching Place				Taken Engg Exam	% Taken Engg Exam	Wish To Stay Connected	% Wish To Stay Connected
			Less Than 5	5 To 10	10 To 15	More Than 15	School	College	University	National Institute				
A	B	C=B/167	D	E	F	G	H	I	J	K	L	M=L/B	N	O=N/B
Tertiary	151	90.42%	35	33	28	55		39	27	85	106	70.20%	53	35.10%
Middle & Sec	14	8.38%	5	5	2	2	9	4	1		7	50.00%	3	21.43%
Primary	2	1.20%	1	1			2				1	50.00%	1	50.00%
Total	167	100%	41	39	30	57	11	43	28	85	114	68.26%	57	34.13%
% Distribution			25%	23%	18%	34%	7%	26%	17%	51%				

Note: For additional tables see '*Miscellaneous Section*' at the end.

Figure 13

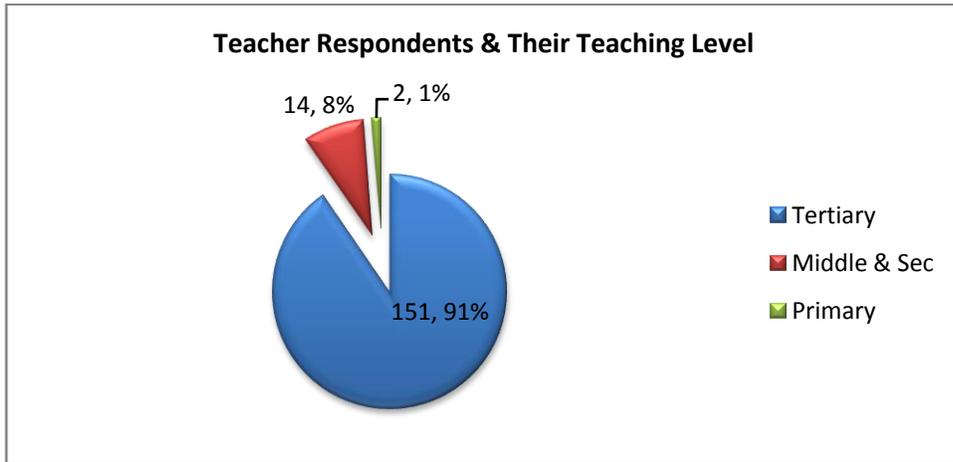


Figure 14

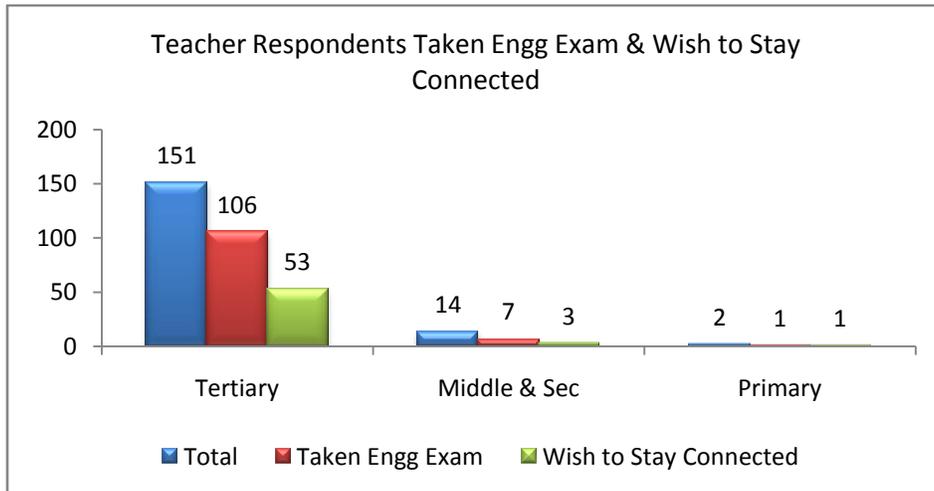


Figure 15

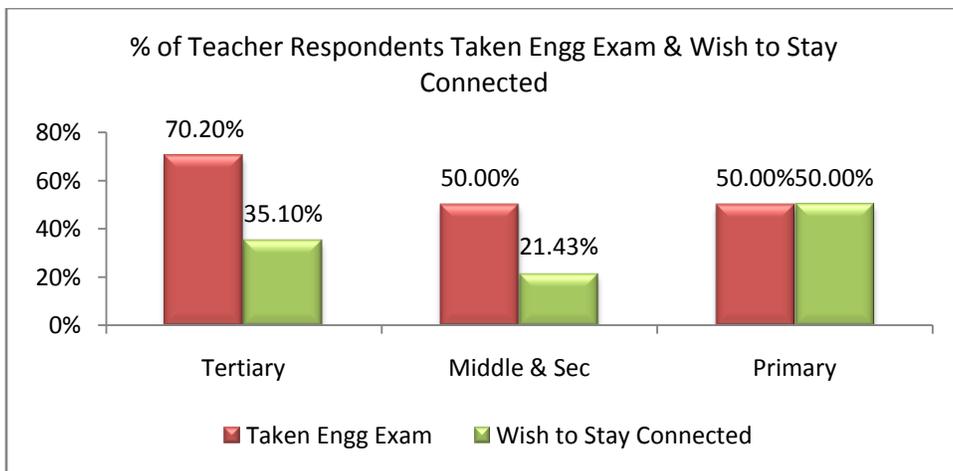


Table 8
NON-TEACHING WORKING RESPONDENTS' PROFILE

Nature Of Employment	Total	% Distribution	Professional Experience (Years)				Taken Engg Exam	% Taken Engg Exam	Wish to Stay Connected	% Wish to Stay Connected
			Less5	5to10	10to15	More15				
A	B	C=B/481	D	E	F	G	H	I=H/B	J	K=J/B
Corporate	308	64.03%	211	49	19	29	249	80.84%	96	31.17%
Govt.	138	28.69%	45	12	13	68	86	62.32%	40	28.99%
Self	35	7.28%	12	8	4	11	22	62.86%	14	40.00%
Total	481	100%	268	69	36	108	357	74.22%	150	31.19%
% Distribution			55.72%	14.35%	7.48%	22.45%				

Figure 16

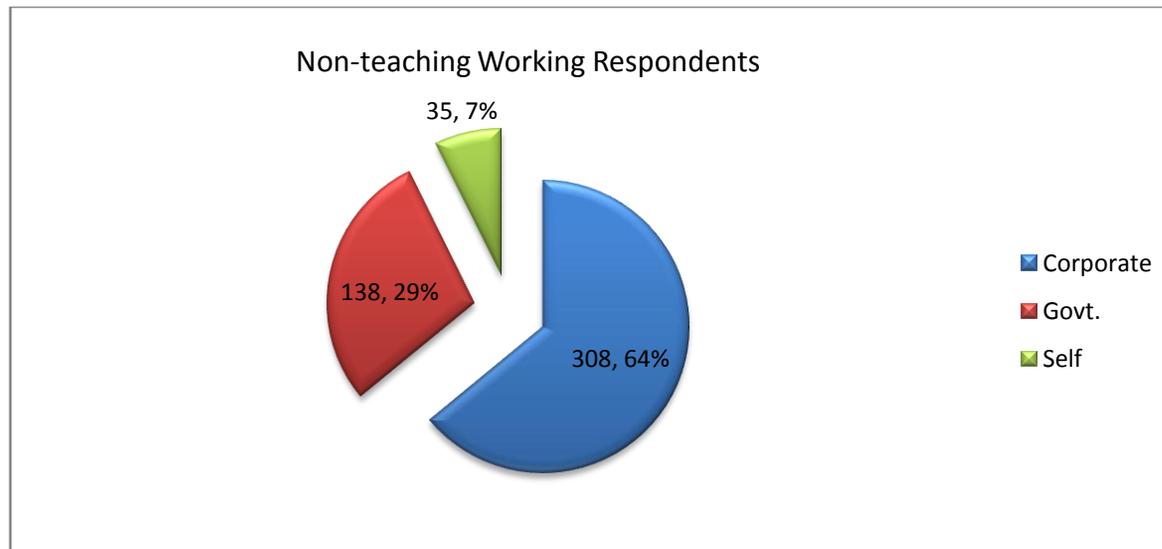


Figure 17

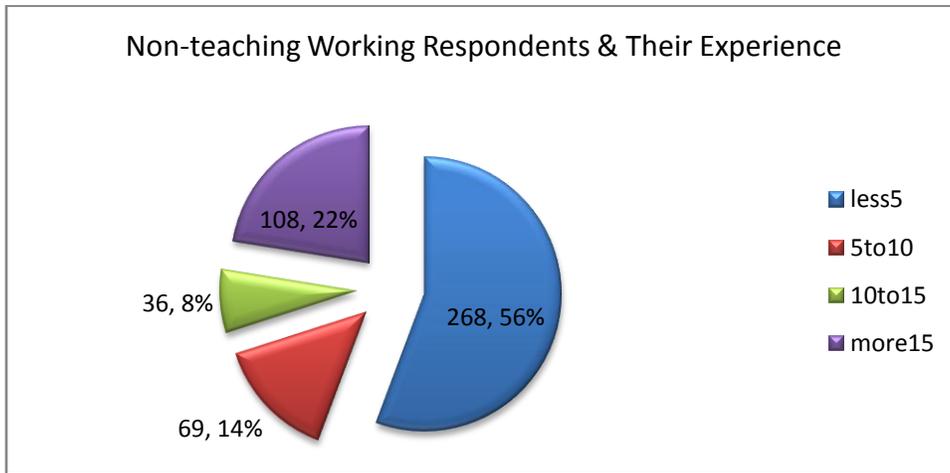


Figure 18

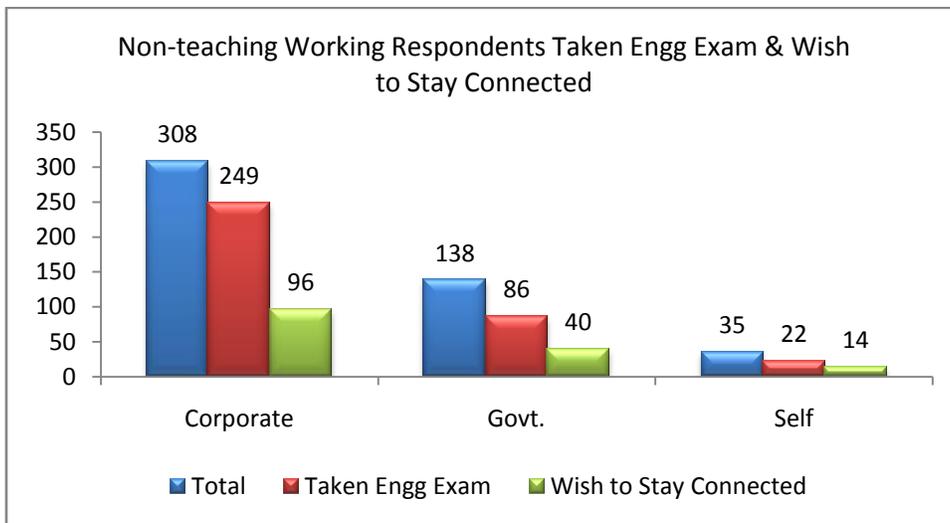
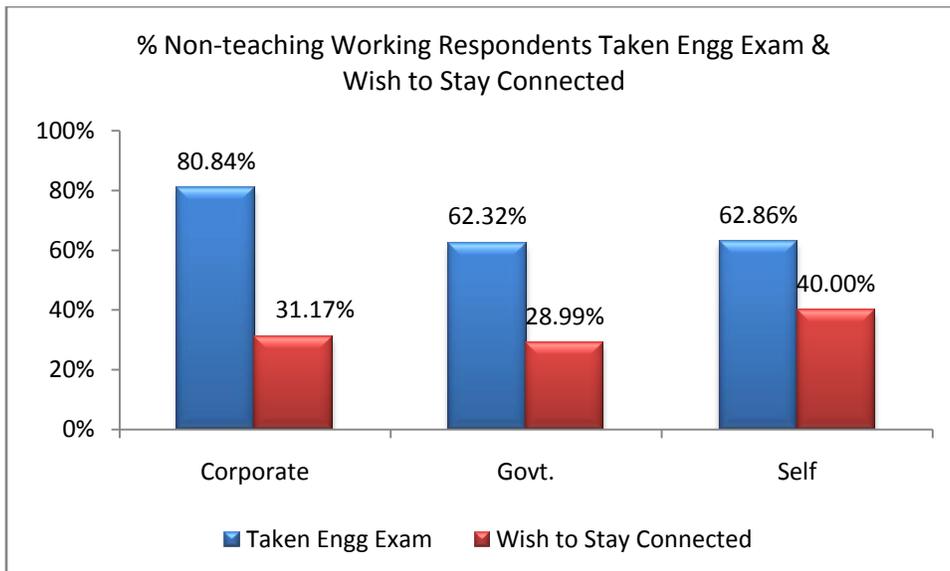


Figure 19



PUBLIC OPINION POLL – ANALYSIS

DETAILED RESPONSE

PART II

DETAILED RESPONSE

PART A: UNDERSTANDING THE VIEWS ON THE CURRENT EXAMINATION SYSTEM

1. Do you support the following argument

“Today it appears that most students seeking admission into tertiary professional education in the country are appearing in as many as five to ten different types of competitive examinations with different sociological implications”

a. Yes, I completely agree b. No, I disagree If yes, why?

Key Observations:

- 46% of the total (960 out of 2063) responded to the above question.
- 71% of the respondents (680 out of 960) agreed with the above argument.
- Among the various professional categories / sub-categories of respondents, majority of them also completely agree with the above argument.
- The notable reasons assigned in agreement with the argument were: varied standards of institutions (23%), availing maximum chances (21%) followed by pressure on students (8.5%), personal experience (5.5%) and high competition (4.5%) etc. However, in case of the ‘Others’ category (26%), majority of them lacked clarity in understanding the question itself.

Note: for details see (Table 9 – 10, Figure 20 – 23)

Table 9

Part A1

Response Rate - 46%

(960 OUT OF 2063)

Professional Background	Sub-category	Yes	% Yes	No	% No	Total
A	B	C	D=C/G	E	F=E/G	G
Student	Sub-total	359	69%	162	31%	521
	Engg	279	67%	137	33%	416
	Sciences	40	78%	11	22%	51
	Medical	13	81%	3	19%	16
	Humanities	8	67%	4	33%	12
	Commerce	5	56%	4	44%	9
	Other	14	82%	3	18%	17
Working	Sub-total	248	74%	89	26%	337
	Non-teaching	177	71%	71	29%	248
	Teaching	66	80%	17	20%	83
	Coaching	4	80%	1	20%	5
	NA	1	100%		0%	1
Parent		51	75%	17	25%	68
Not Working		12	71%	5	29%	17
Other		10	59%	7	41%	17
Total		680	71%	280	29%	960

Table 10 – A**Part A Q 1: If yes, why?**

S. No.	Reasons Category	Freq	% Distribution
1	Varied standards of institutions	107	22.67%
2	To avail maximum chances	100	21.19%
3	Pressure on students	40	8.47%
4	Personal Experience	26	5.51%
5	High competition	21	4.45%
6	To get admission in best institutions	16	3.39%
7	Waste of Time and Money	12	2.54%
8	To secure future	11	2.33%
9	To get admission without wasting year	9	1.91%
10	Flaw in education system	9	1.91%
11	Others	121	25.64%
	Total	472	100.00%

Table 10 – B

S. No.	Other Category Details	Freq	% Distribution
1	Lack of clarity	73	60.33%
2	Favoring NTS	9	7.44%
3	Money making business	9	7.44%
4	Necessity	8	6.61%
5	No reason given	6	4.96%
6	No other option	5	4.13%
7	Unique	4	3.31%
8	Affordability issue	4	3.31%
9	Large number of universities and institutions	2	1.65%
10	Students not getting right path	1	0.83%
	Total	121	100.00%

Figure 20

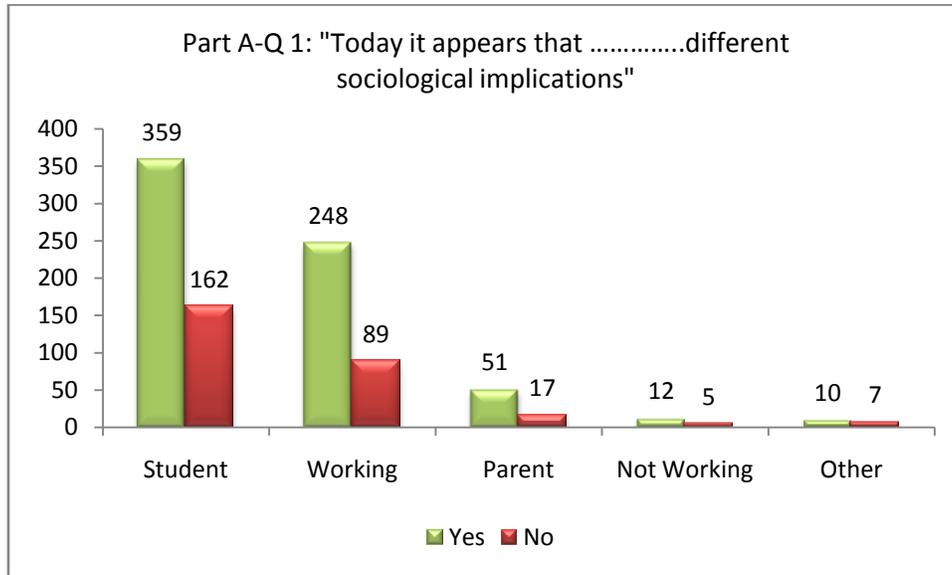


Figure 21

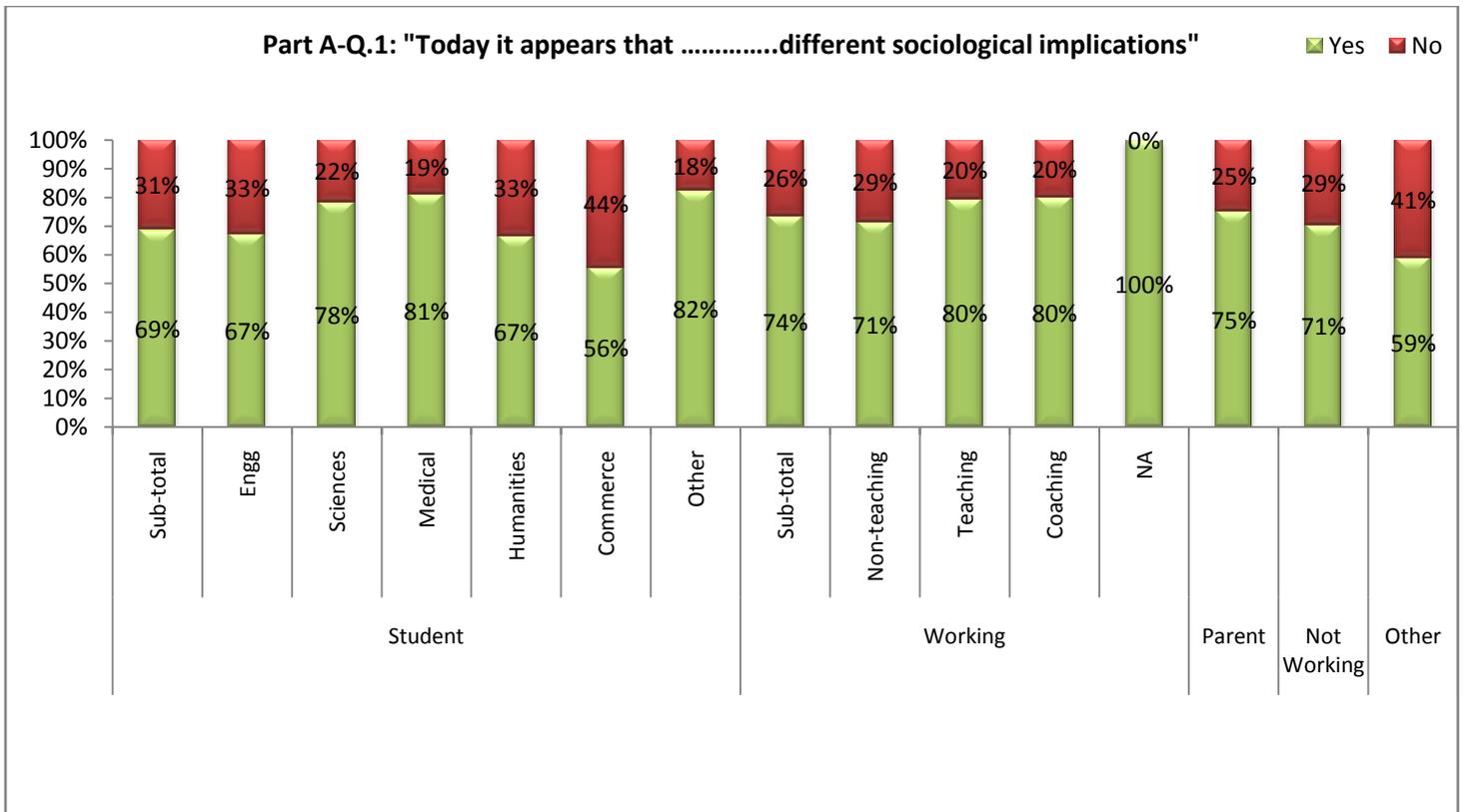


Figure 22

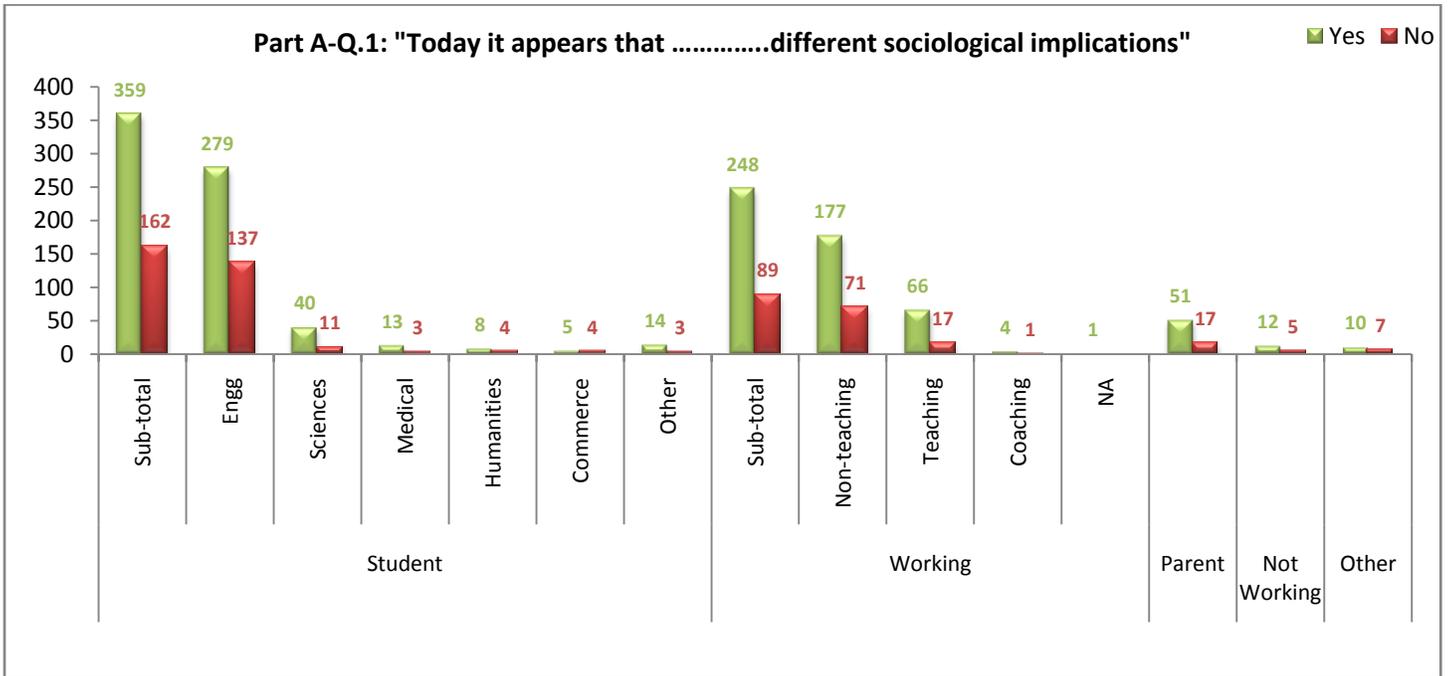
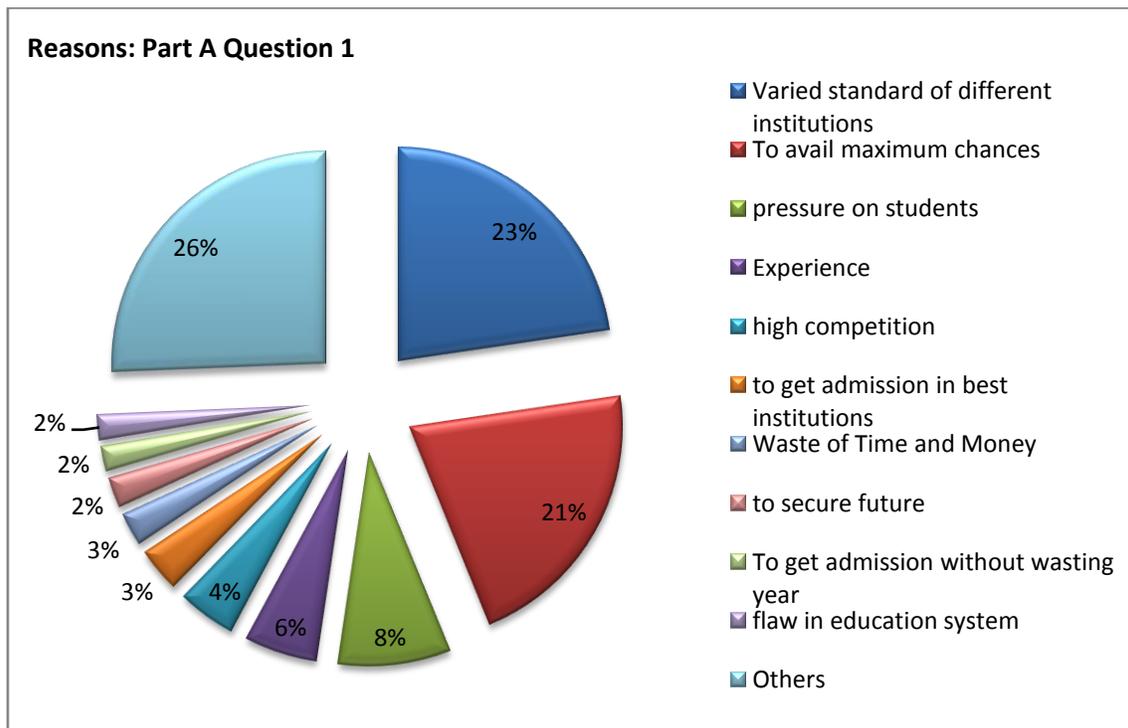


Figure 23



2. Do you think there is a need to bring about a reform in the current multiple entrance examination system

- a. Essential, do not change reforms b. Could change, but only partial support c. Needs major reforms

Key Observations:

- 46% of the total (947 out of 2063) responded to the above question.
- **Majority of the respondents (85%) were in favour of the reforms**, 59% for major changes and 26% for change with partial support.
- Around 50% of the engineering students only were in favour of major reforms with 35% agreeing for a change with partial support, while substantial support for major reforms was observed by Parent category (79%), followed by of working respondents (67%).

Note: for details see (Table 11, Figure 24 – 26)

Table 11

Part A 2

Response Rate 46%

(947 out of 2063)

Professional Background	Sub-category	Essential, do not change	% Essential, do not change	Could Change, but only partial support	% Could Change, but only partial support	Needs major reforms	% Needs major reforms	Total
A	B	C	D=C/I	E	F=E/I	G	H=G/I	I
Student	Sub-total	85	17%	162	31%	268	52%	515
	Engg.	68	17%	143	35%	200	49%	411
	Sciences	10	20%	8	16%	32	64%	50
	Medical	4	25%	4	25%	8	50%	16
	Humanities	1	8%	2	17%	9	75%	12
	Commerce		0%	2	22%	7	78%	9
	Others	2	12%	3	18%	12	71%	17
Working	Sub-total	43	13%	66	20%	224	67%	333
	Non-teaching	29	12%	57	23%	158	65%	244
	Teaching	12	14%	8	10%	63	76%	83
	Coaching	1	20%	1	20%	3	60%	5
	NA	1	100%		0%		0%	1
Parents		8	12%	6	9%	52	79%	66
Not Working		3	19%	6	38%	7	44%	16
Others		6	35%	3	18%	8	47%	17
Total		145	15%	243	26%	559	59%	947

Figure 24

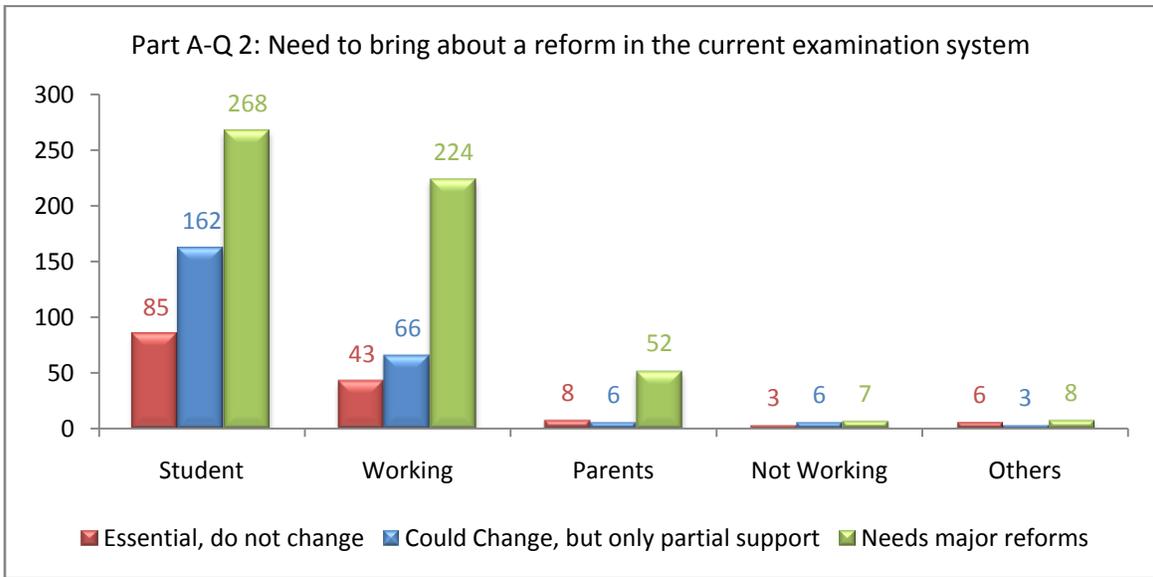


Figure 25

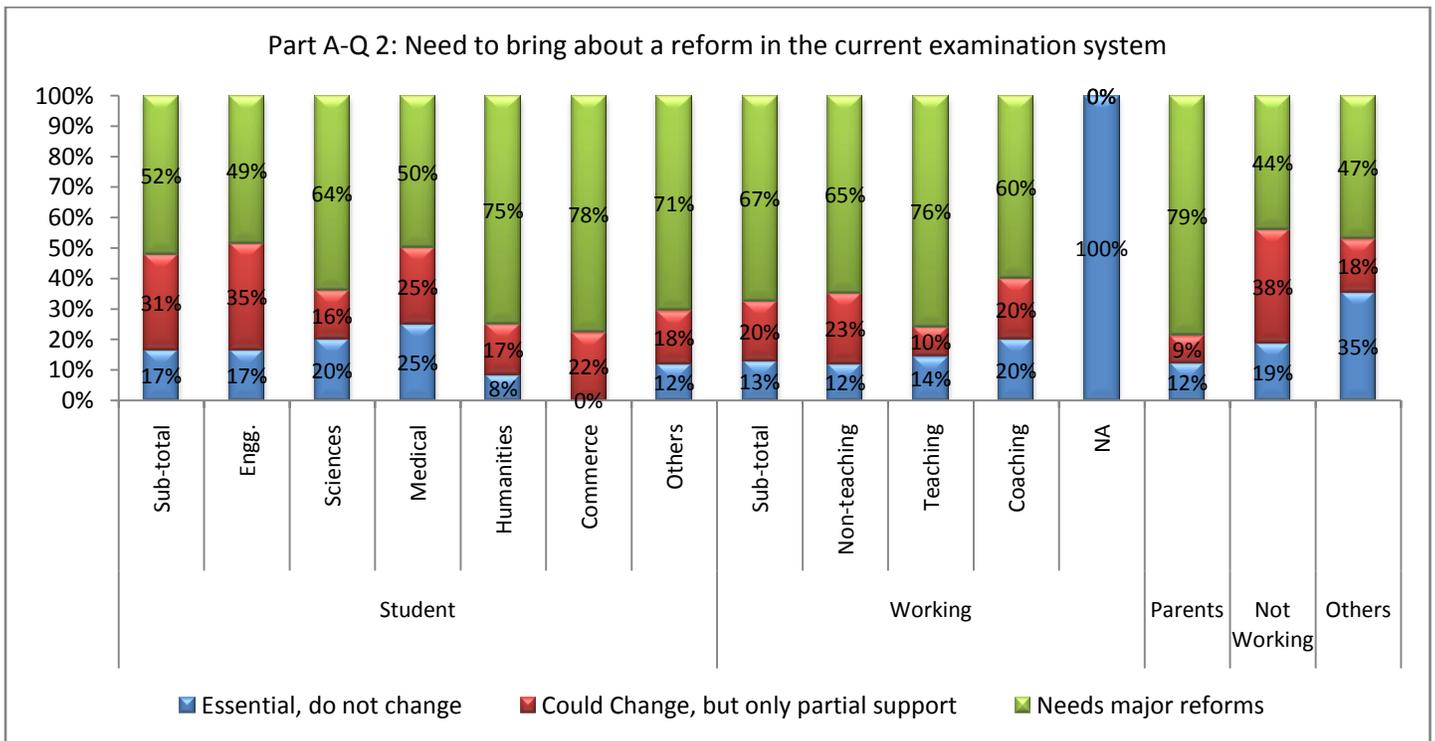
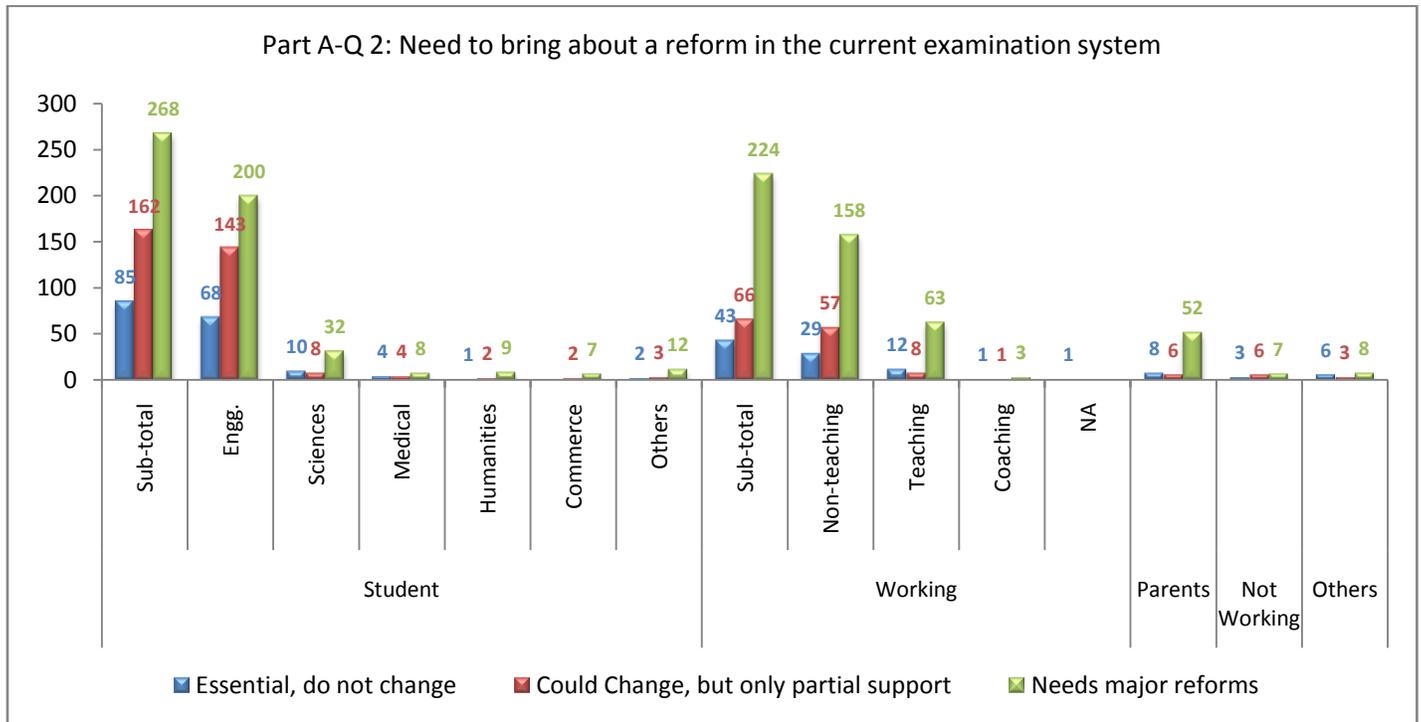


Figure 26



3. List at least strong features in defence of the current examination system in order of ranking (we wish to understand the good part of the current examination system)

- a. b. c. d.

Key Observations:

- 30% of the total (624 out of 2063) responded to the above question.
- Better chances / options in harmony with varying standards of institutions and also students were the strong features of the current examination system as expressed by the respondents. Followed by high standard of examinations, high knowledge intensity, filtration of students etc.
- ‘Others’ category occupied 46% of the response. It includes 20% of the total respondents lacking clarity.

Note: for details see (Table 12 & 12A, Figure 27)

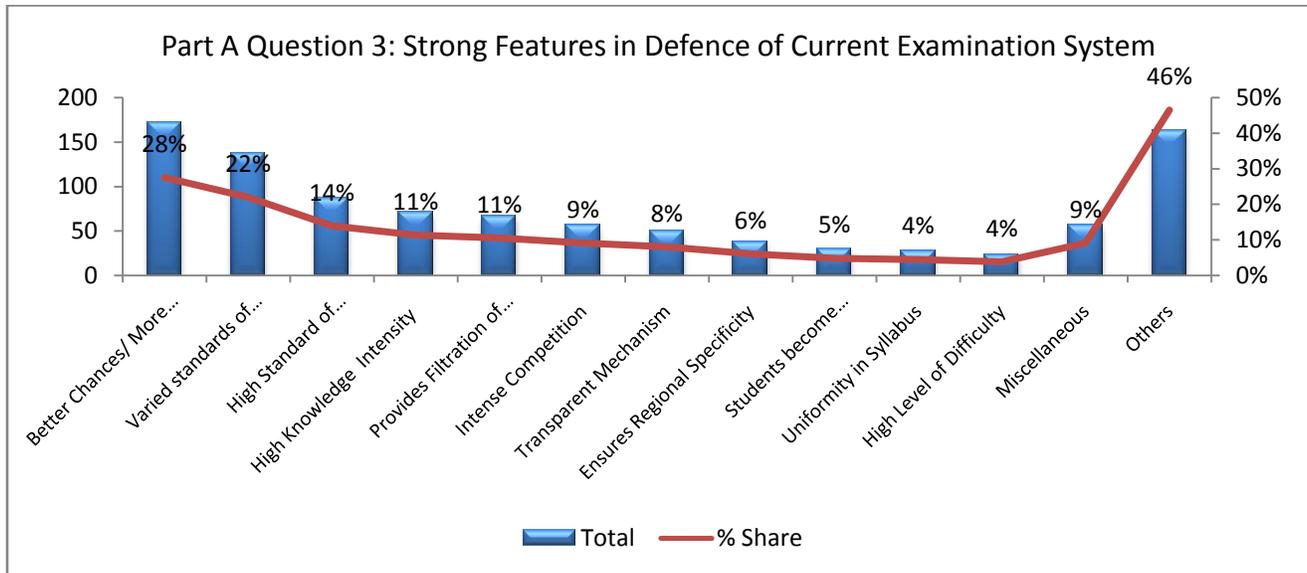
Table 12

Part A 3 Response rate - 30%		(624 out of 2063)	
S. No.	Features Categorized	Freq	% Share
1	Better Chances/ More Options	172	27.56%
2	Varied standards of institutions/students	137	21.96%
3	High Standard of Examination	87	13.94%
4	High Knowledge Intensity	71	11.38%
5	Provides Filtration of Students	66	10.58%
6	Intense Competition	57	9.13%
7	Transparent Mechanism	50	8.01%
8	Ensures Regional Specificity	38	6.09%
9	Students become disciplined/ improves intellectual ability	30	4.81%
10	Uniformity in Syllabus	28	4.49%
11	High Level of Difficulty	24	3.85%
12	Miscellaneous	57	9.13%
13	Others	290	46.47%

Table 12 A

S. No.	Other Reasons	Freq	% Share
1	Lack of Clarity	127	20.35%
2	Less Pressure on Students	19	3.04%
3	Provides a basis for All India Ranking	16	2.56%
4	Equal Opportunity	16	2.56%
5	Prepares Students for Future	16	2.56%
6	Objective/ multiple type	15	2.40%
7	Easy to Manage/ Systematic	14	2.24%
8	Based on Merit	13	2.08%
9	Tests Ability of Students like speed and accuracy	11	1.76%
10	Favoring NTS	9	1.44%
11	Counseling	7	1.12%
11	Reduces Competition	7	1.12%
12	To Prove Point or Prestige in Society	7	1.12%
13	Reservation	6	0.96%
14	Exams at various centers/ Locations	4	0.64%
15	AIEEE covers majority of Engg. colleges	2	0.32%
16	Efficient Implementing Authority	1	0.16%

Figure 27



4. List features of the current examination system that are required to be reformed

- a. b. c. d.

Key Observations:

- 30% of the total (623 out of 2063) responded to the above question.
- Respondents preferred single examination system, having high knowledge intensity and features such as alignment of the examination syllabus with the XIIth Class, affordable examination fee, judicious use of time and money, increase of professional courses seats, transparency in examination result & counselling process etc for the reforms in the current examination system.
- 50% of the respondents under the 'others' category cited the prominent features for reform such as removal of negative marking, online mechanism of application submission and examination, more centres for examination and efficient scheduling to avoid overlapping, emphasis on aptitude and extra-curricular activities including regional language etc.

Note: for details see (Table-13, Figure-28)

Table 13

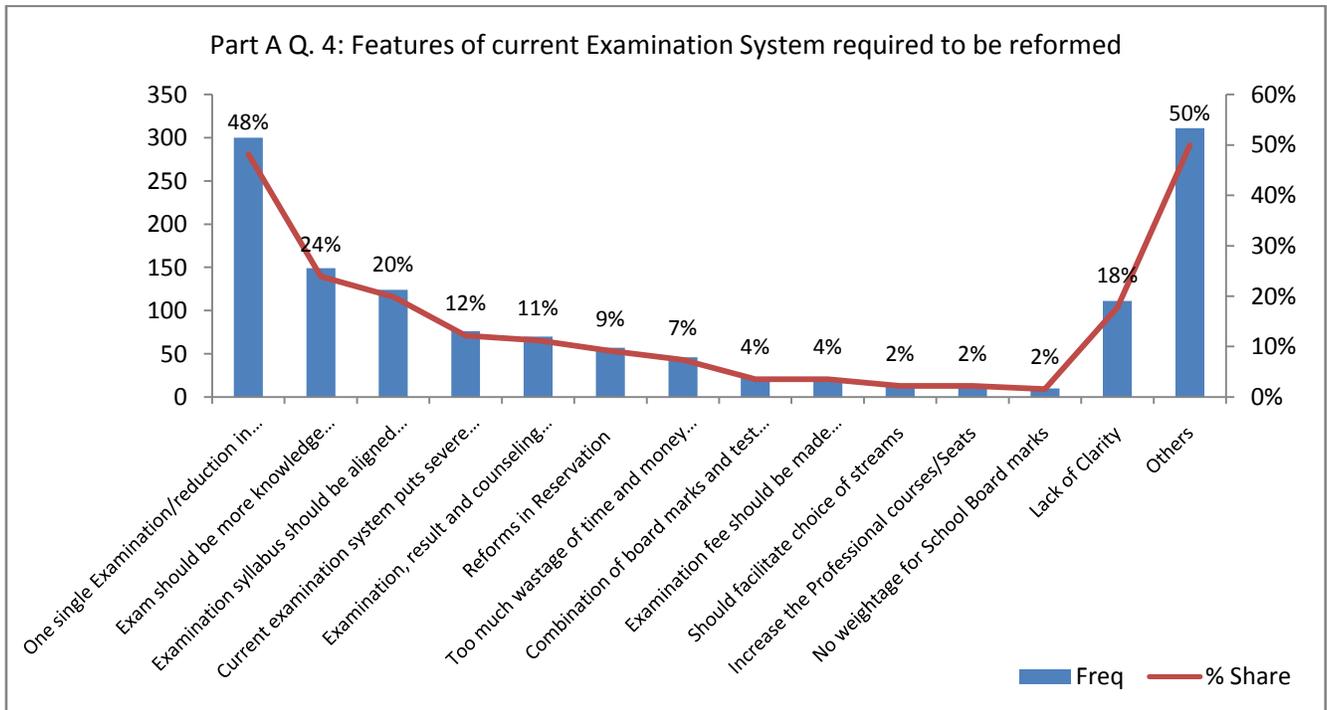
Part A 4

Response Rate – 30%

(623 out of 2063)

S. No.	Reasons Categorized	Freq	% Share
1	One single Examination/reduction in number of examinations	300	48%
2	Exam should be more knowledge based/skill based	149	24%
3	Examination syllabus should be aligned with XII th Class to reduce dependency on coaching	124	20%
4	Current examination system puts severe pressure on students	76	12%
5	Examination, result and counseling process needs to be transparent	70	11%
6	Reforms in Reservation	57	9%
7	Too much wastage of time and money as poor cannot afford it	46	7%
8	A combination of School Board marks and Test scores to be considered	22	4%
9	Examination fees should be made affordable	22	4%
10	Should facilitate choice of streams	14	2%
11	Increase the Professional courses/Seats	14	2%
12	No weightage for School Board marks	10	2%
13	Lack of Clarity	111	18%
14	Others	311	50%

Figure 28



PART B: UNDERSTANDING THE VIEWS ON THE SUGGESTED NTS

1. Would you be in favour of including a weighting factor for overall and consistent performance in examinations of school boards in the entrance examination scores?

Yes No

If no, what are the perceived constraints in weighting school board performance and other inputs?

Key Observations:

- 32% of the total (666 out of 2063) responded to the above question.
- Majority of the respondents (66%) were **in favour of inclusion of the weighting factor** in overall test score for school boards examinations performance. Among the various categories, 63% students, 70% working and 71% parents were in favour of inclusion of the weighting factor.
- Major reasons cited by 34% of the respondents **against inclusion of weighting factor** for NTS were – Boards Examination marks can't judge one's capability (45%), Non-uniformity across boards (26%) and Changes in Board Examination System (16%).

Note: for details see (Table 14 - 15, Figure 29 – 32)

Table 14

Part B 1	Response Rate – 32%		(666 out of 2063)			
Professional Background	Sub-Category	Yes	% Yes	No	% No	Total
A	B	C	D=C/G	E	F=E/G	G
Student	Sub-total	220	63%	128	37%	348
	Engg.	169	61%	110	39%	279
	Sciences	24	75%	8	25%	32
	Medical	8	57%	6	43%	14
	Commerce	6	86%	1	14%	7
	Humanities	6	86%	1	14%	7
	Others	7	78%	2	22%	9
Working	Sub-total	171	70%	73	30%	244
	Non-teaching	124	69%	56	31%	180
	Teaching	46	77%	14	23%	60
	Coaching	1	33%	2	67%	3
	NA		0%	1	100%	1
Parents		35	71%	14	29%	49
Not Working		7	58%	5	42%	12
Others		8	62%	5	38%	13
Total		441	66%	225	34%	666

Table 15

Part B 1: Reasons

S. No.	Reasons against weighting factor for NTS - Part B Question 1	freq	% dist
1	Boards exam marks cannot judge one's Capability	80	45%
2	No uniformity across boards	46	26%
3	Boards exam system itself needed to be revamped	29	16%
4	Will Create Pressure on Students	9	5%
5	lack of clarity	5	3%
6	Others	10	6%
	Total	179	100%

Figure 29

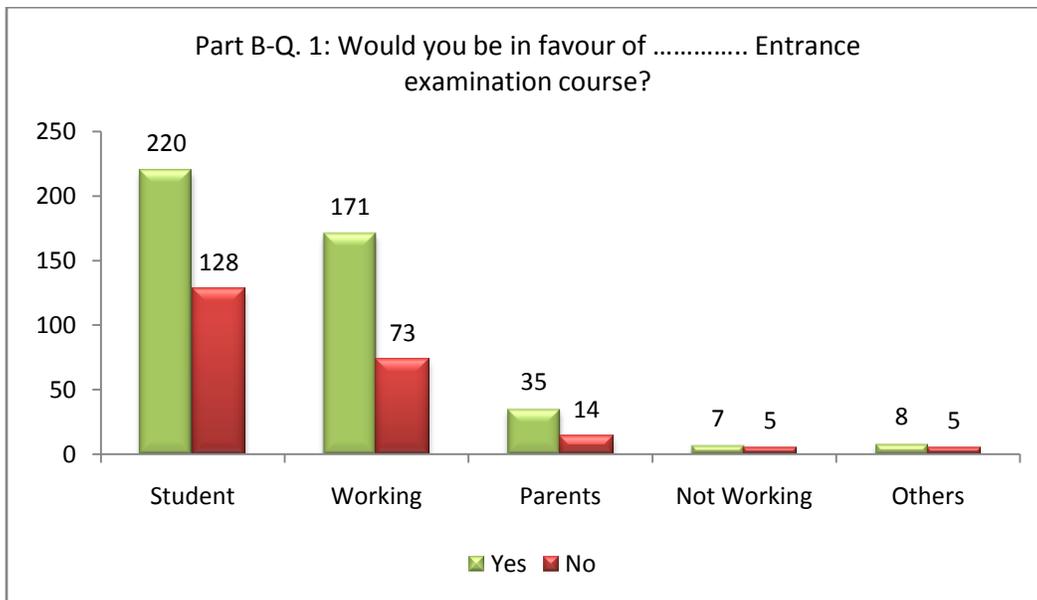


Figure 30

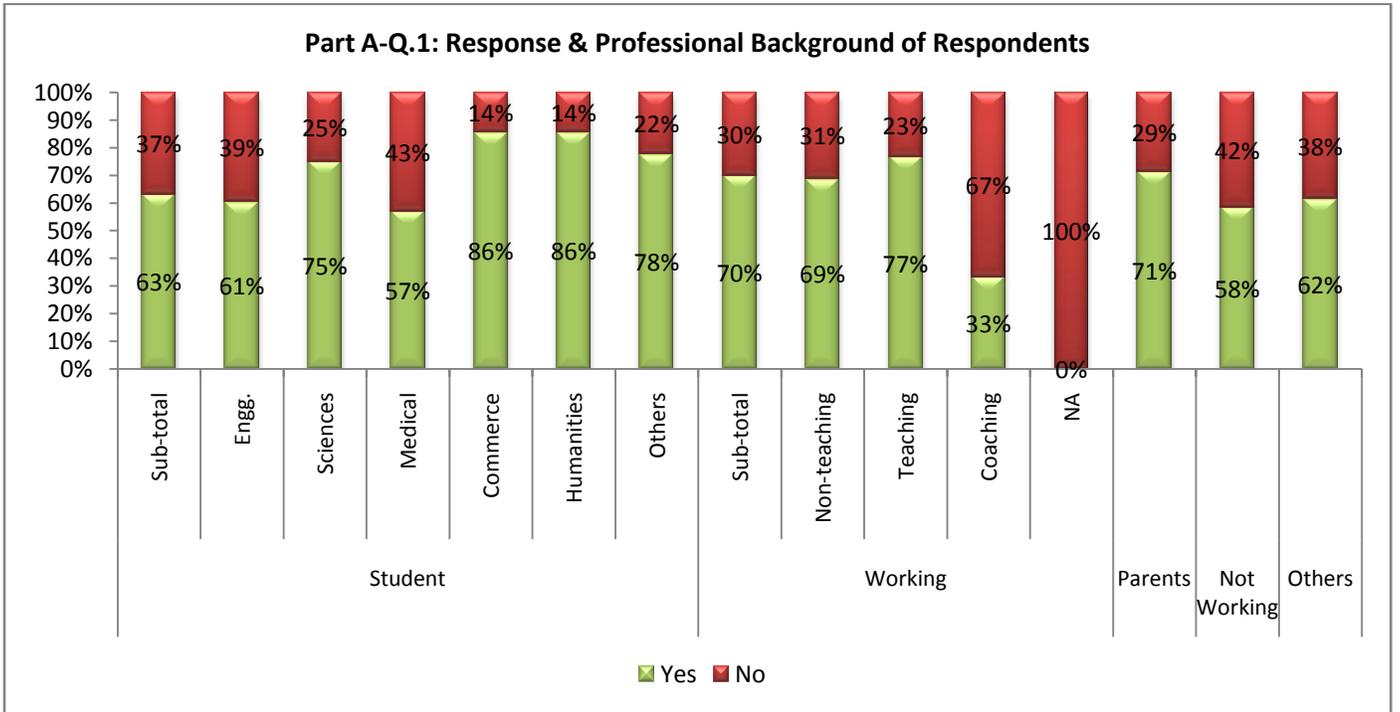


Figure 31

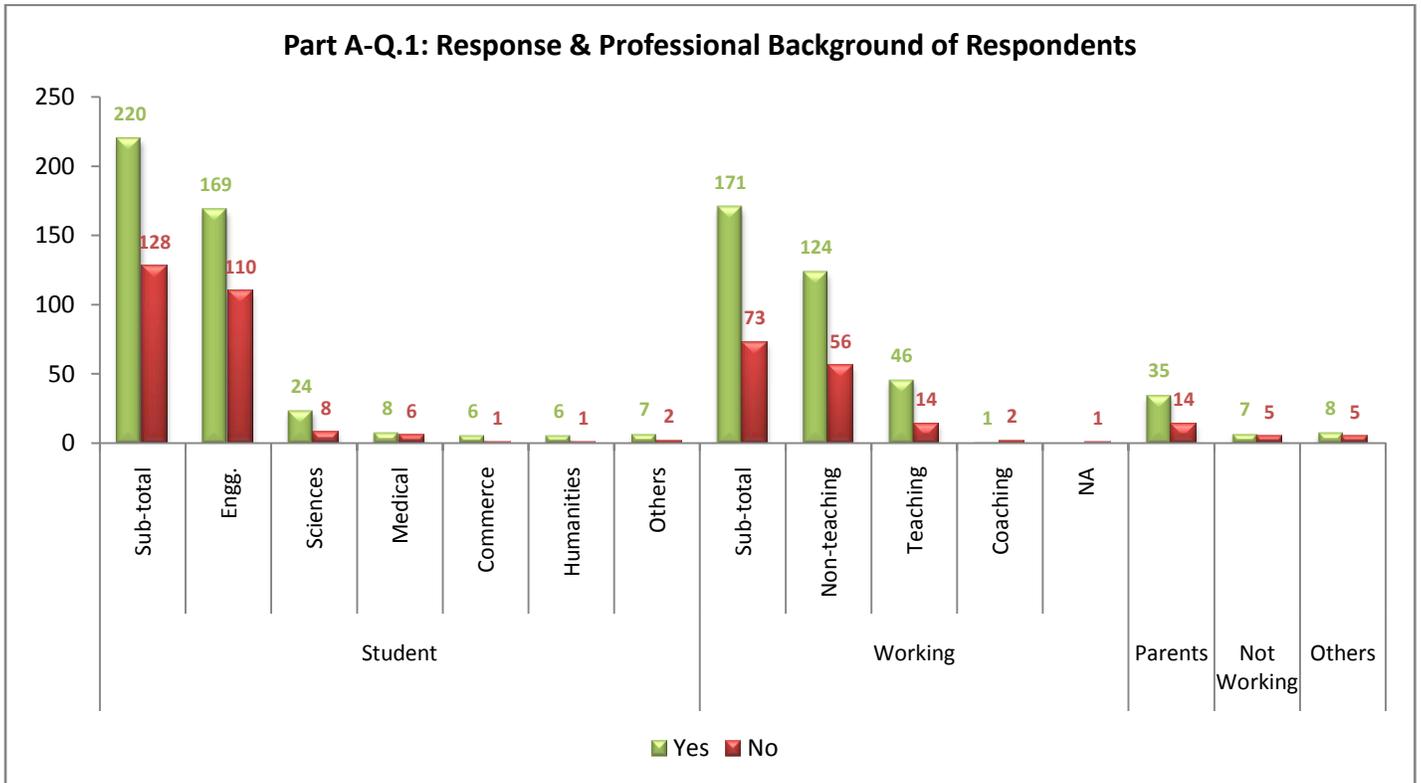
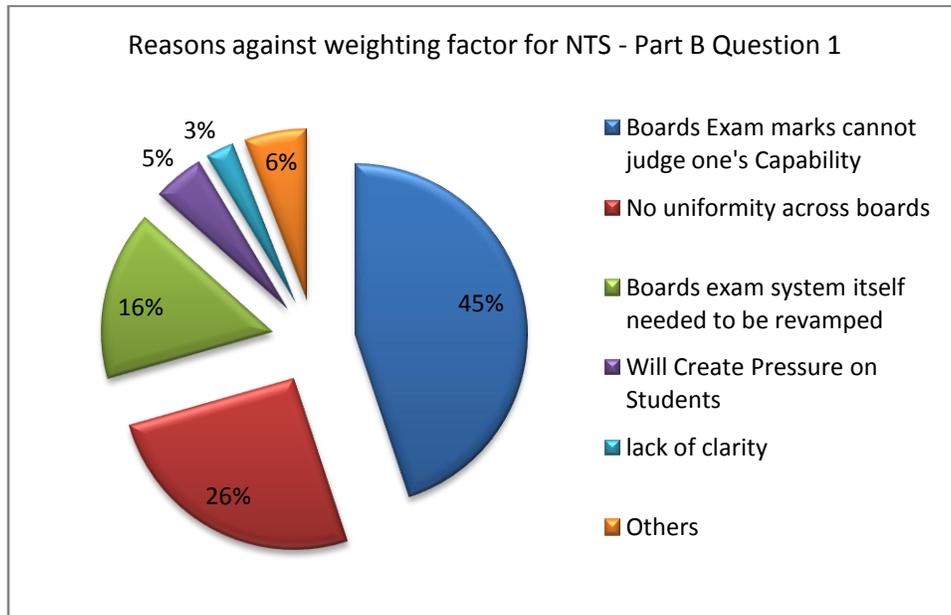


Figure 32



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

Key Observations:

- 8% of the total (160 out of 2063) responded to the above question.
- **28% of the respondents lacked clarity in understanding the NTS, 15% of the respondents favoured NTS while 9% were satisfied with the current examination system.**
- The main reasons cited for objecting NTS were ‘restricting the scope and options to only one examination’, ‘balancing the heterogeneity across institutions’, ‘suitability of weighting factor’, ‘pressure on students’ etc.
- Under the ‘others’ category some of the reasons mentioned were ‘intellectual ability cannot be tested by NTS’, ‘Illogical & complicated process’, ‘partiality in board exams’ etc.

Note: for details see (Table 16 & 16 A, Figure 33)

Table 16

Part B 2 Response Rate – 8%

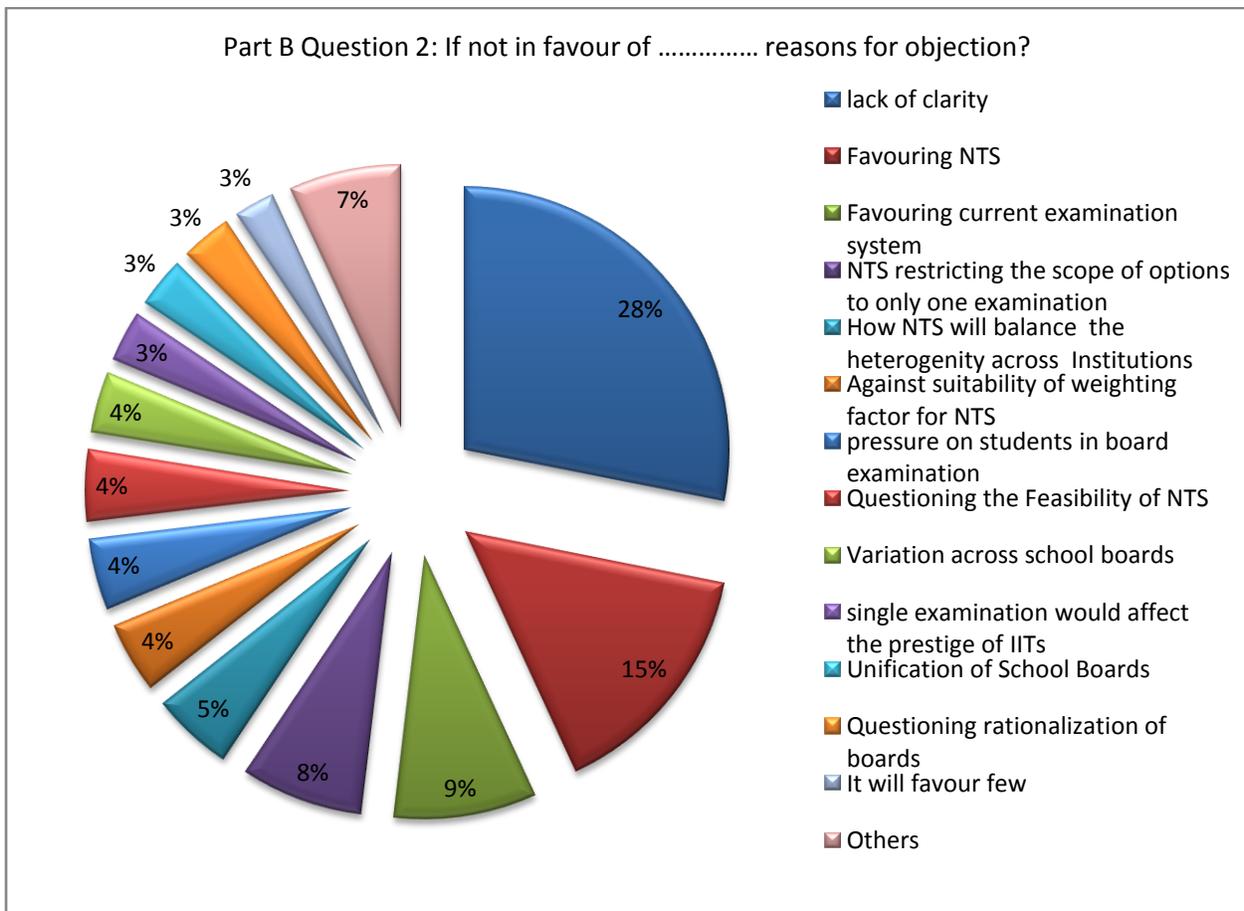
(160 out of 2063)

S. No.	Answer Categorization	Freq	% Distribution
1	Lack of clarity	45	28.13%
2	Favouring NTS	24	15.00%
3	Favouring current examination system	14	8.75%
4	NTS restricting the scope of options to only one examination	12	7.50%
5	How NTS will balance the heterogeneity across institutions?	8	5.00%
6	Against suitability of weighting factor for NTS	7	4.38%
7	Pressure on students in board examination	7	4.38%
8	Questioning the Feasibility of NTS	7	4.38%
9	Variation across school boards	6	3.75%
10	Single examination would affect the prestige of IITs	5	3.13%
11	Unification of School Boards	5	3.13%
12	Questioning rationalization of boards	5	3.13%
13	It will favour few	4	2.50%
14	Others	11	6.88%
	Total	160	100%

Table 16 A

S. No.	Others	Freq	% Distribution
1	intellectual ability cannot be tested by NTS	2	1.25%
2	Unification of examination may lead to corruption	2	1.25%
3	Illogical & complicated process	2	1.25%
4	Not in favour of NTS (Fear of regional divide/ disparity)	1	0.63%
5	partiality in board exams	1	0.63%
6	Wastage of Time and Money	1	0.63%
7	Transparency in the conduct of NTS	1	0.63%
8	NTS should exclude IITs	1	0.63%
	Total	11	6.88%

Figure 33



3. Would you like to consider an Indian equivalent of SAT as the National Test Scheme?

Key Observations:

- 32% of the total (660 out of 2063) responded to the above question.
- Majority of the respondents (73%) were in favour of Indian equivalent of SAT as NTS.

Note: for details see (Table 17, Figure 34 – 36)

Table 17

Part B 3		Response Rate - 32%		(660 out of 2063)		
Professional Background	Sub-category	Yes	% Yes	No	% No	Total
A	B	C	D=C/G	E	F=E/G	G
Student	Sub-total	240	69%	106	31%	346
	Engg.	188	68%	90	32%	278
	Sciences	23	72%	9	28%	32
	Medical	10	71%	4	29%	14
	Commerce	4	57%	3	43%	7
	Humanities	7	100%		0%	7
	Others	8	100%		0%	8
Working	Sub-total	190	78%	55	22%	245
	Non-teaching	135	75%	46	25%	181
	Teaching	52	87%	8	13%	60
	Coaching	2	67%	1	33%	3
	NA	1	100%		0%	1
Parents		39	85%	7	15%	46
Not Working		8	73%	3	27%	11
Others		8	67%	4	33%	12
Total		485	73%	175	27%	660

Figure 34

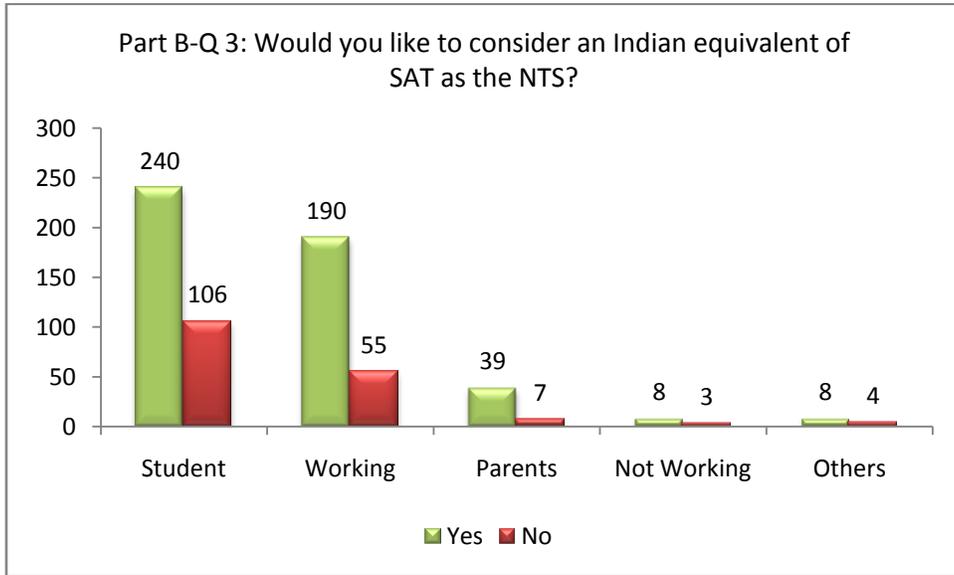


Figure 35

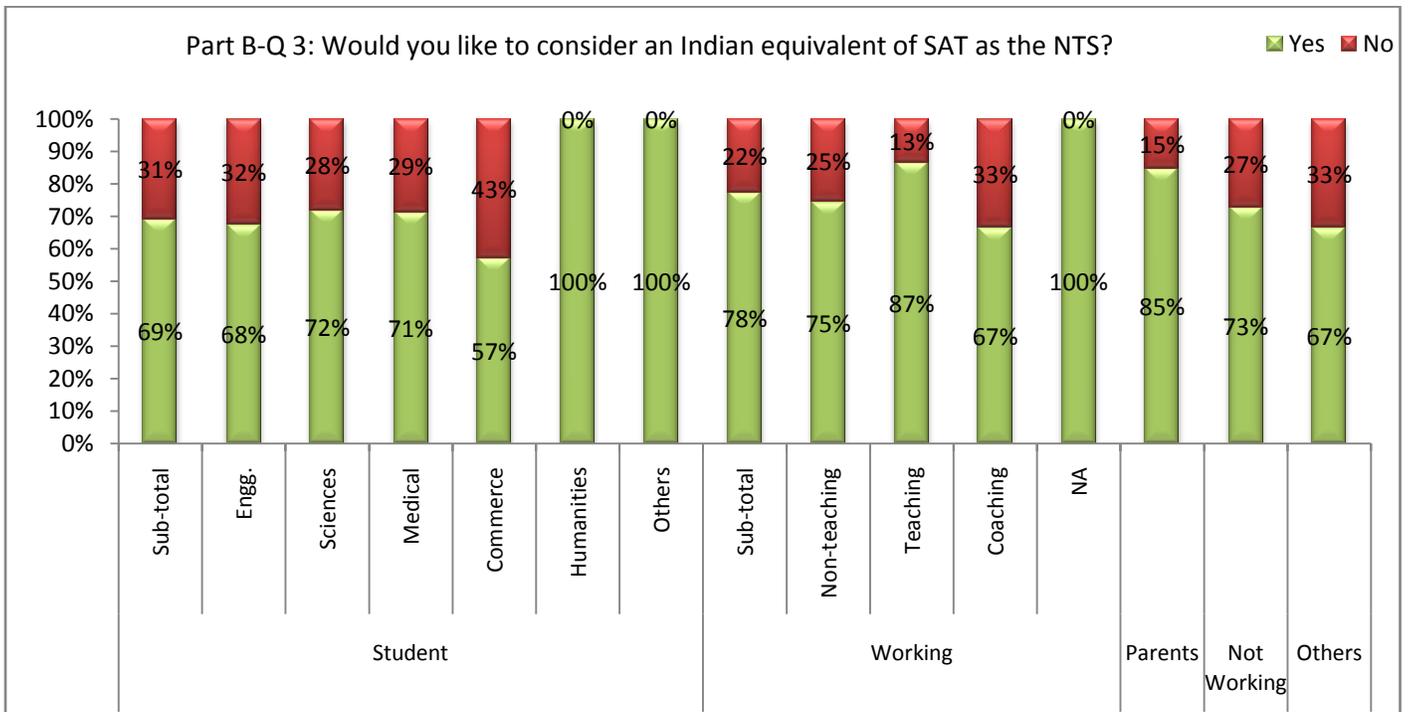
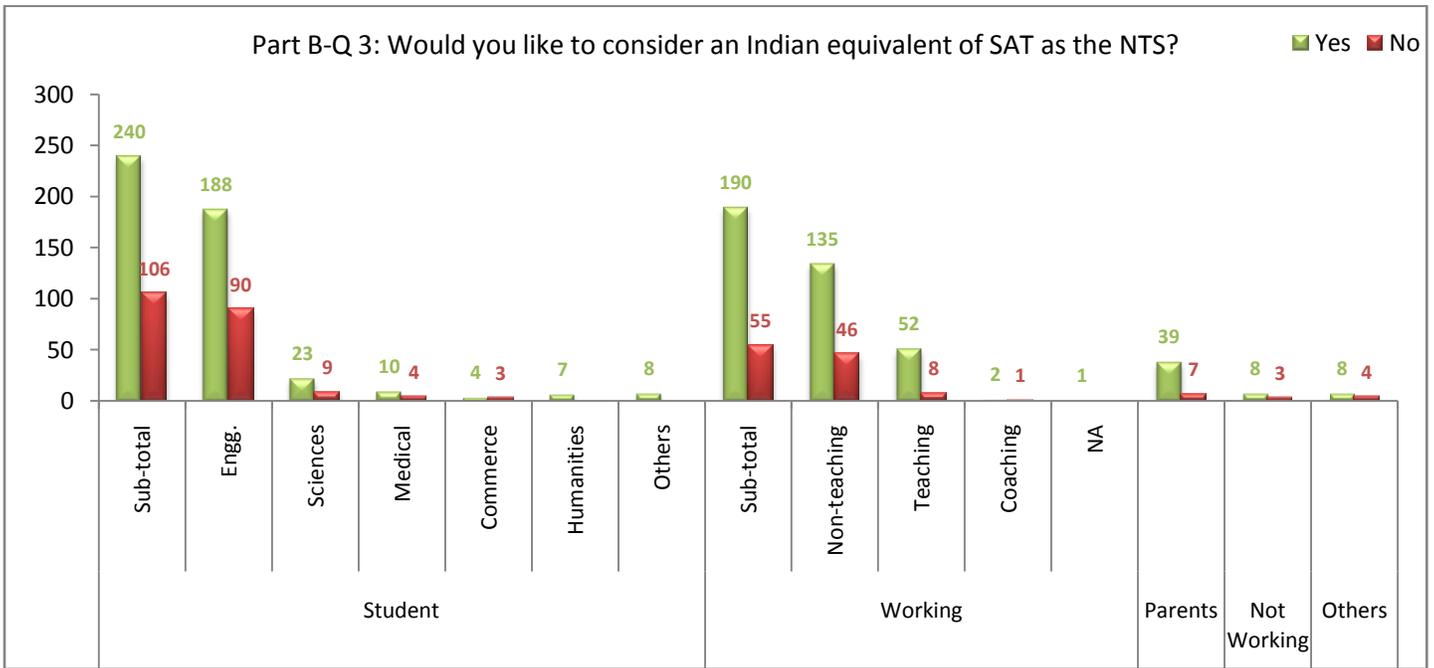


Figure 36



4. If in favour of current JEE or AIEEE type competitive examination models, what is your view on test having an aptitude part (similar to SAT or current AIEEE) as well as an advanced test part (similar to current JEE)? Test should give more weightage to...

A. Aptitude only b. A mix of aptitude and advanced c. Advanced test

Key Observations:

- 31% of the total (646 out of 2063) responded to the above question.
- Majority of the respondents (70%) were in favour of 'a mix of aptitude and advanced test', whereas 18% favoured 'advanced test' only. Major support for 'a mix of aptitude and advanced test' came from parents (81%) followed by working category (73%) and students (67%).

Note: for details see (Table 18, Figure 37 – 39)

Table 18

Part B 4

Response Rate - 31%

(646 out of 2063)

Professional Background	Sub-category	Aptitude only	% Aptitude only	Advanced Test	% Advanced test	A mix of aptitude and advanced	% A mix of aptitude and advanced	Total
A	B	C	D=C/J	F	G=F/J	H	I=H/J	J
Student	Sub-total	40	12%	70	21%	227	67%	337
	Engg.	24	9%	65	24%	184	67%	273
	Sciences	4	13%	2	6%	25	81%	31
	Medical	6	50%		0%	6	50%	12
	Others	2	25%	1	13%	5	63%	8
	Commerce	4	57%	1	14%	2	29%	7
	Humanities		0%	1	17%	5	83%	6
Working	Sub-total	31	13%	34	14%	174	73%	239
	Non-teaching	22	12%	29	16%	127	71%	178
	Teaching	9	16%	4	7%	44	77%	57
	Coaching		0%	1	33%	2	67%	3
	NA		0%		0%	1	100%	1
Parents		3	6%	6	13%	38	81%	47
Not Working		4	36%	4	36%	3	27%	11
Others		2	17%	2	17%	8	67%	12
Total		80	12%	116	18%	450	70%	646

Figure 37

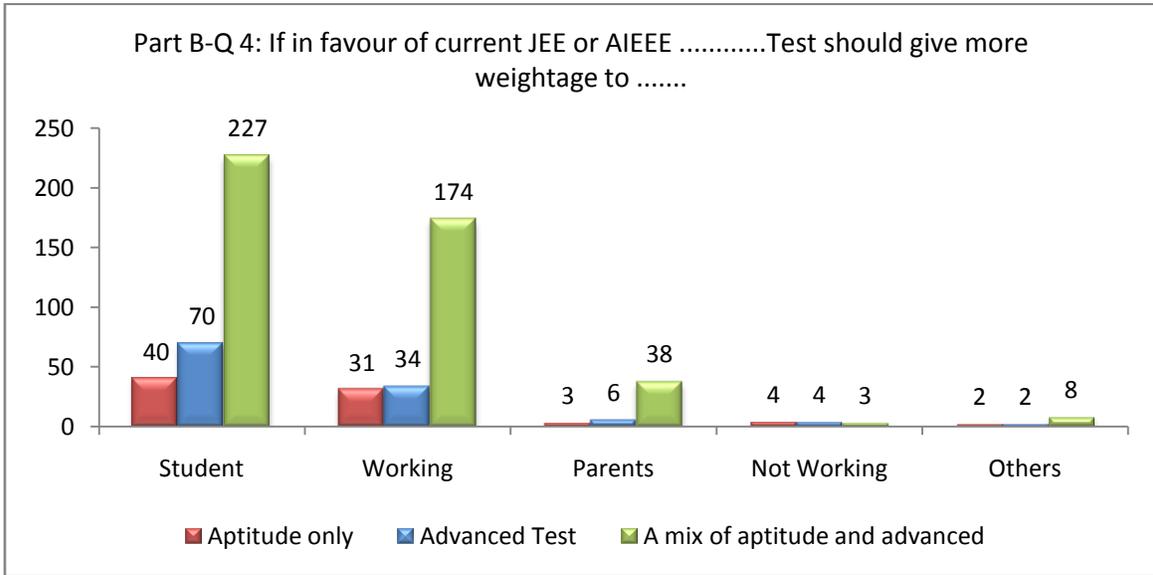


Figure 38

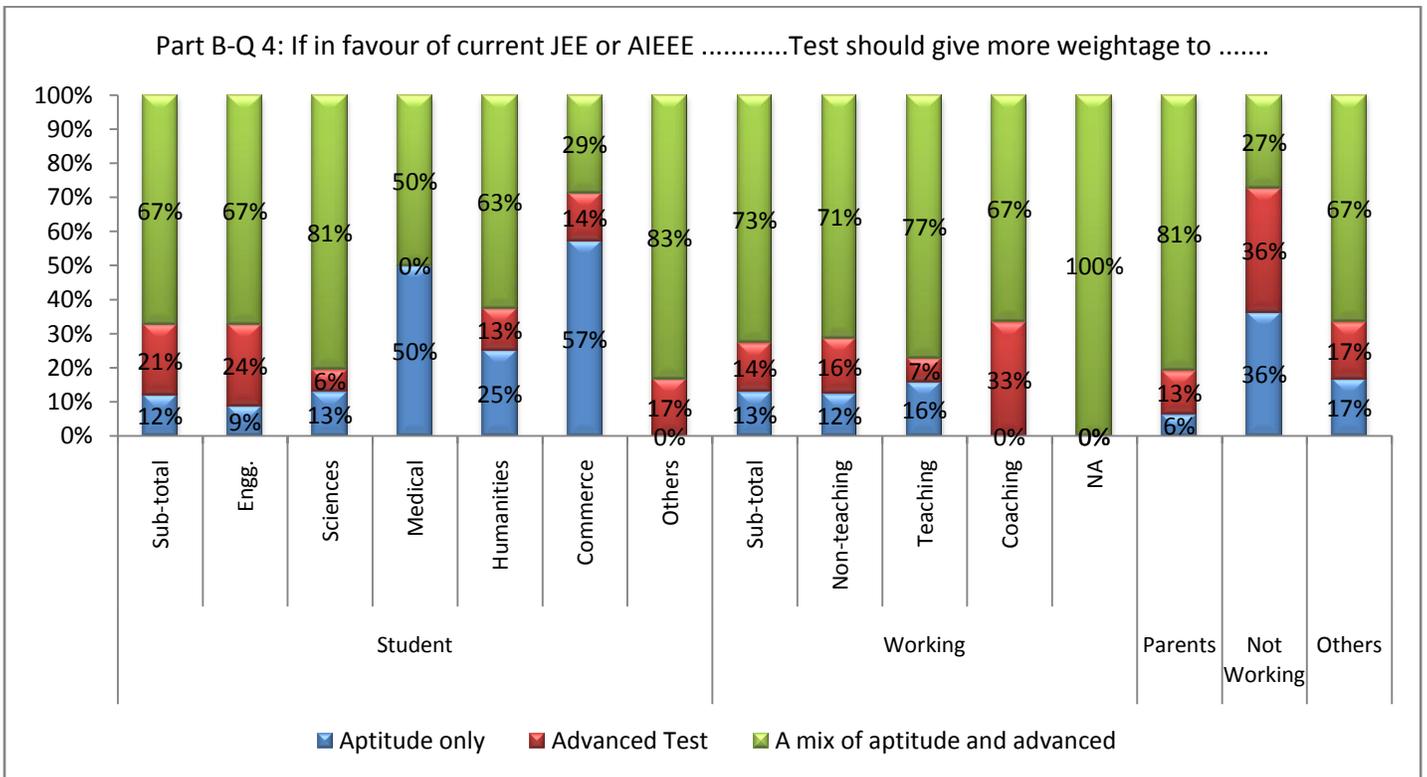
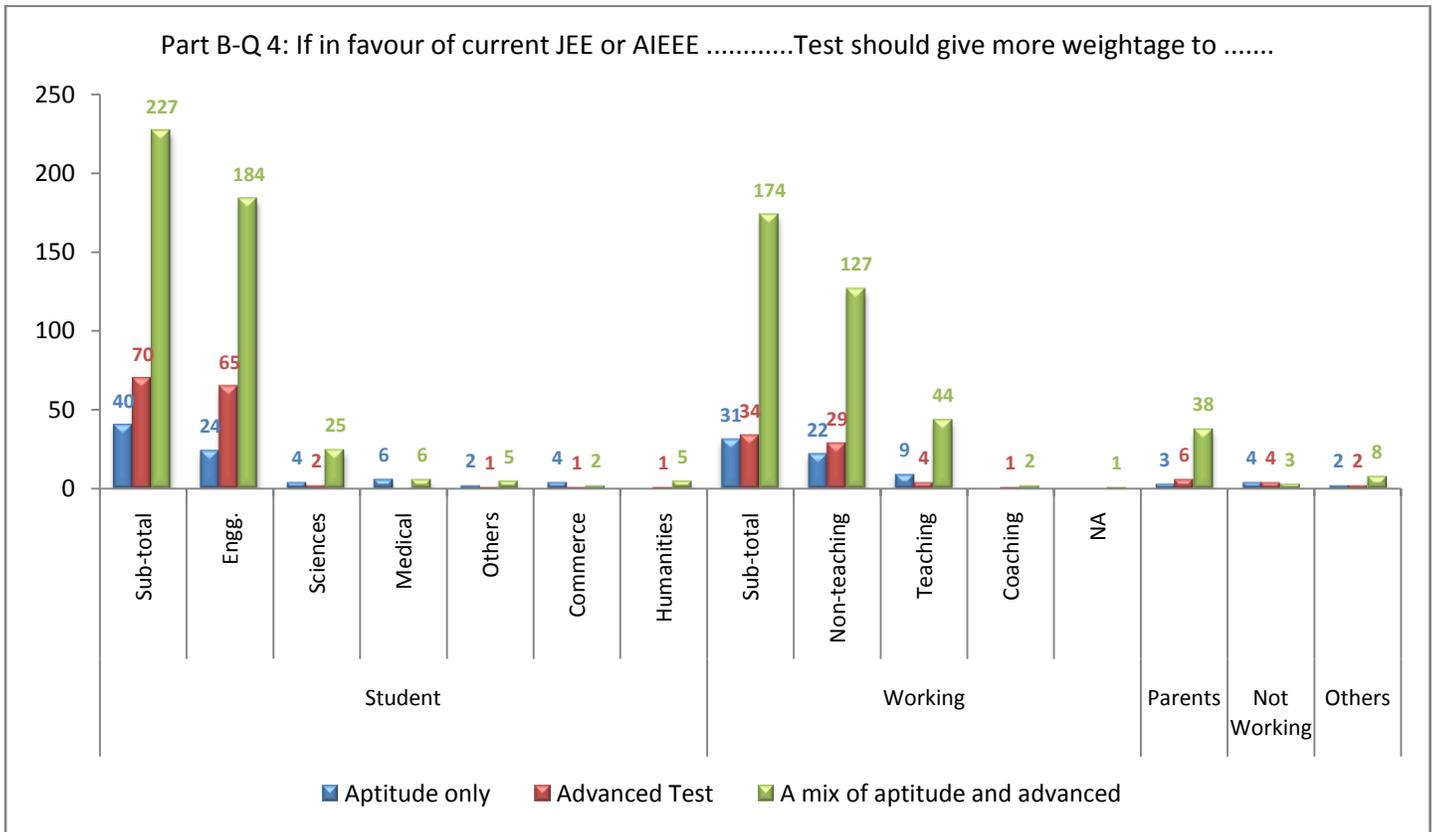


Figure 39



5. If in support of an alternative model, what are the essential features you would like to build into the system?

- A. High filter type like IIT JEE B. Placement Type selection examination
 C. Competitive ranking model D. SAT type E. Others. (Specify)

Key Observations:

- 31% of the total (629 out of 2063) responded to the above question.
- Respondents preferred the following essential features for the NTS: High Filter Type Like IIT JEE 17%, SAT Type 15%, Competitive Ranking Model 13% followed by Placement Type Selection Examination 12% etc. However, under ‘others’ category (5%) no feature was specified by the respondents.
- Each of the ‘Other Combinations’(total 23 varied combinations) such as H + C, H + P, H + S, H + P + S etc were preferred by not more than 6 % of the respondents respectively.

Note: for details see (Table 19, Figure 40)

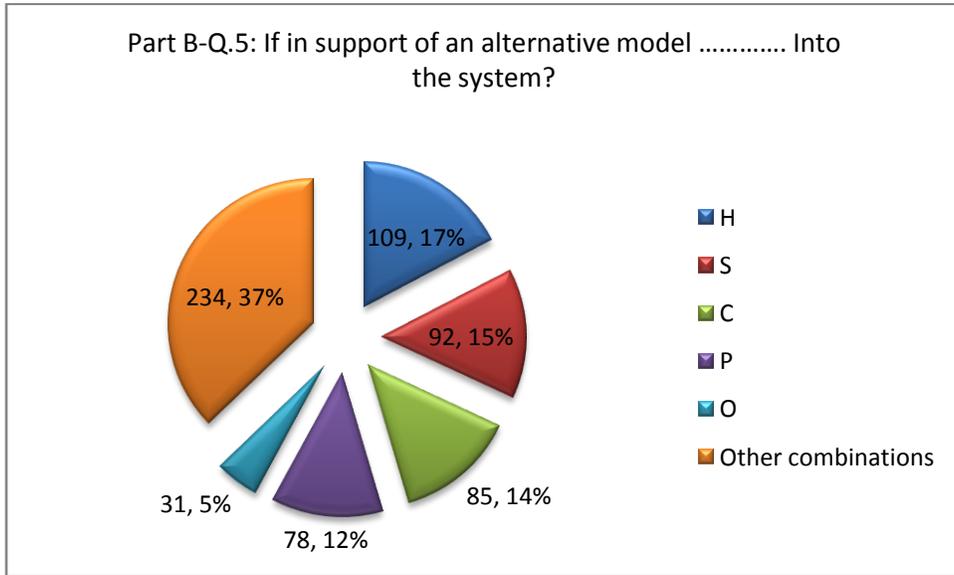
Table 19

Part B 5		Response Rate - 31% (629 out of 2063)						
Professional Background	Sub-categories	Total	H	S	C	P	O	Other combinations
Student		331	71	39	31	41	16	133
	Engg	266	66	30	23	28	14	105
	Sciences	26	3	4	3	3		13
	Other	15	1	3	2	2	1	6
	Medical	12		1	2	3	1	5
	Commerce	7	1	1	1	3		1
	Humanities	5				2		3
Working		230	30	41	34	25	12	88
	Employed	172	20	27	25	19	8	73
	Teaching	54	9	13	9	5	4	14
	Coaching	3	1			1		1
	NA	1		1				0
Parent		45	3	11	13	5	1	12
Not Working		11	2		4	5		0
Other		12	3	1	3	2	2	1
Total		629	109	92	85	78	31	234
% dist			17.33%	14.63%	13.51%	12.40%	4.93%	37.20%

Note:

- H High Filter Type Like IIT JEE
 P Placement Type Selection Examination
 C Competitive Ranking Model
 S SAT Type
 O Others

Figure 40



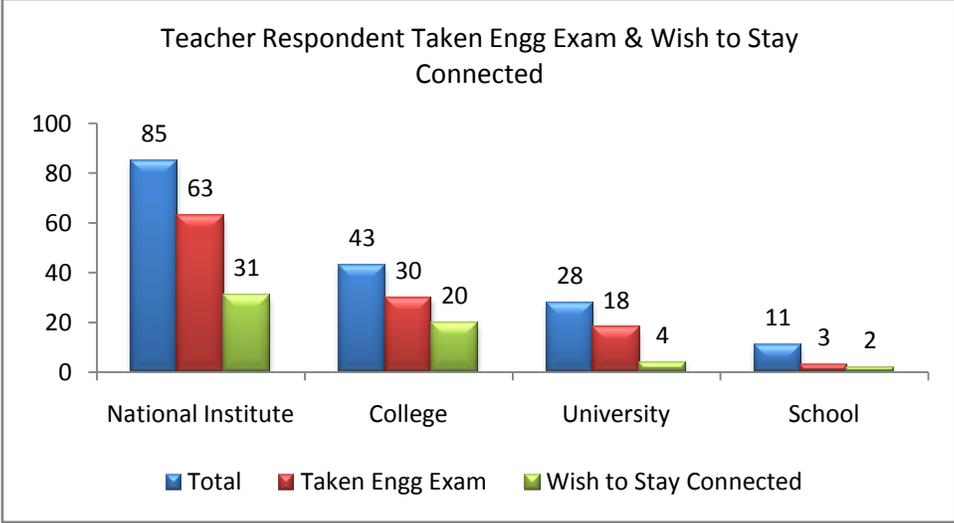
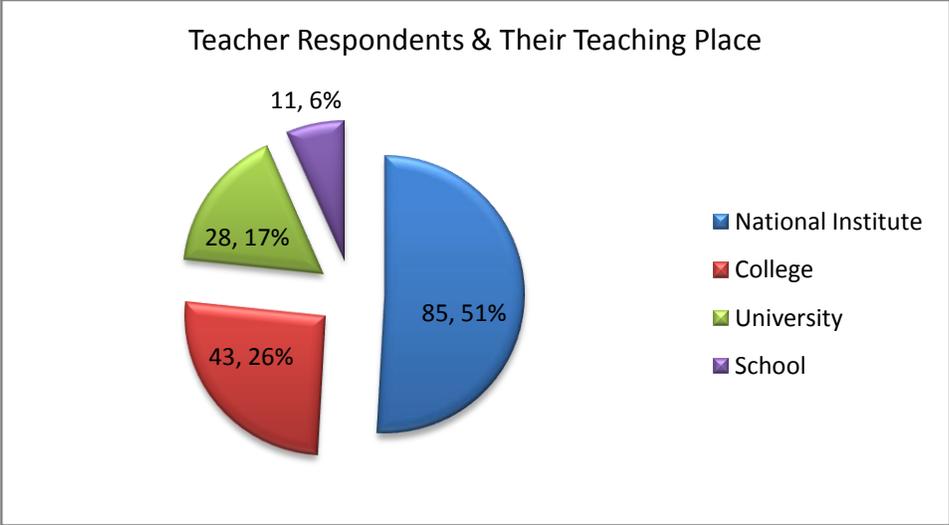
MISCELLANEOUS SECTION
(Tables & Figures on Public Opinion Poll)

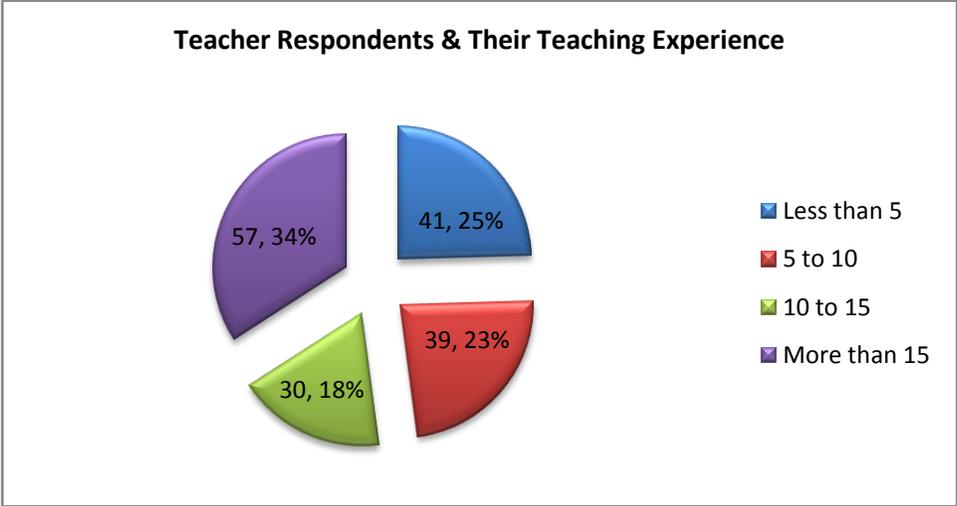
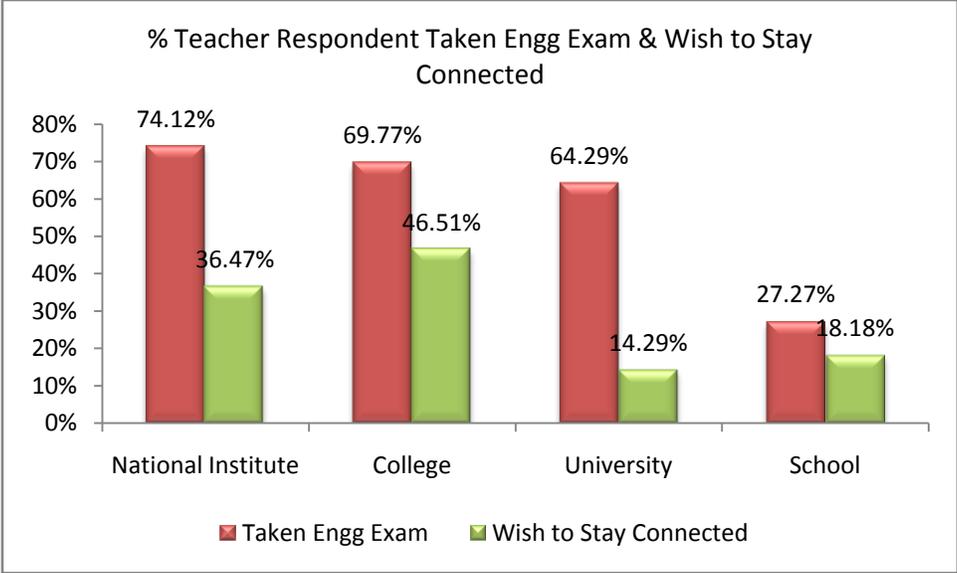
RESPONDER PROFILE

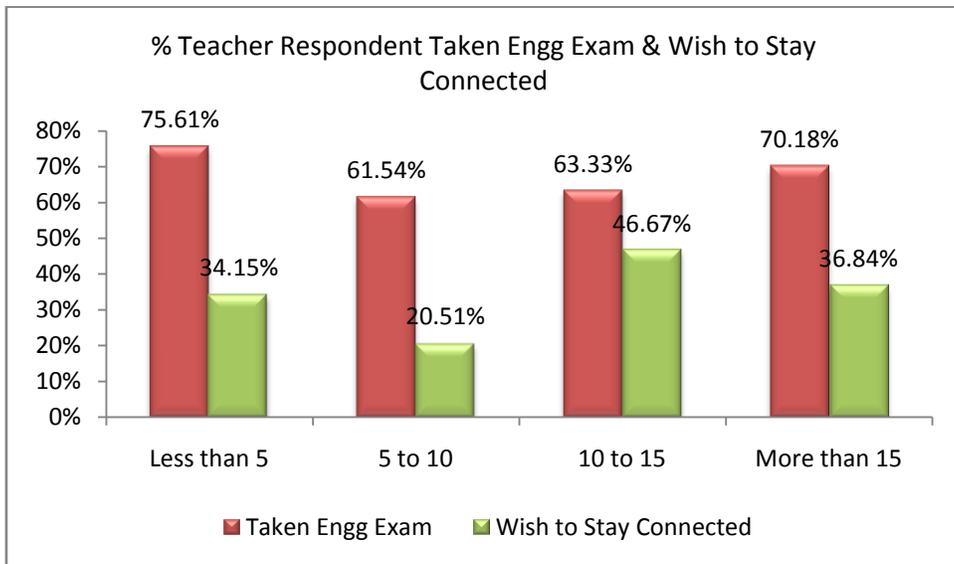
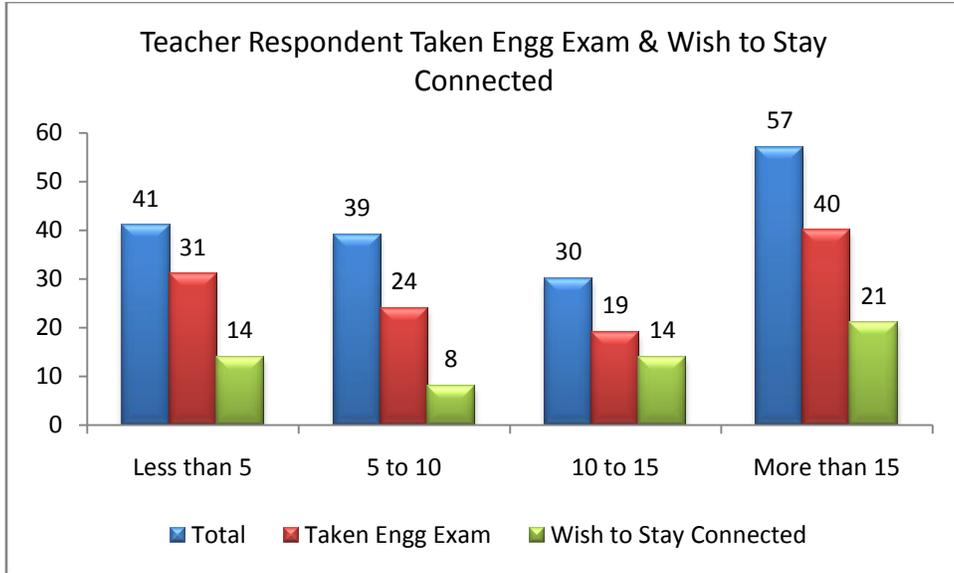
Working Respondent's Profile - Teachers

TEACHER RESPONDENTS' PROFILE TEACHING PLACE WISE													
Teaching Place	Total	% Distribution	Teaching Experience				Teaching Level			Taken Engg Exam	% Taken Engg Exam	Wish To Stay Connected	% Wish To Stay Connected
			Less Than 5	5 To 10	10 To 15	More Than 15	Primary	Middle & Sec	Tertiary				
National Institute	85	50.90%	19	13	13	40	0	0	85	63	74.12%	31	36.47%
College	43	25.75%	15	10	9	9	0	4	39	30	69.77%	20	46.51%
University	28	16.77%	4	12	6	6	0	1	27	18	64.29%	4	14.29%
School	11	6.59%	3	4	2	2	2	9	0	3	27.27%	2	18.18%
Total	167	100%	41	39	30	57	2	14	151	114	68.26%	57	34.13%

TEACHER RESPONDENTS' PROFILE TEACHING EXPERIENCE WISE													
Teaching Experience	Total	% Distribution	Teaching Level			Teaching Place				Taken Engg Exam	% Taken Engg Exam	Wish To Stay Connected	% Wish To Stay Connected
			Primary	Middle & Sec	Tertiary	School	College	University	National Institute				
Less Than 5	41	24.55%	1	5	35	3	15	4	19	31	75.61%	14	34.15%
5 To 10	39	23.35%	1	5	33	4	10	12	13	24	61.54%	8	20.51%
10 To 15	30	17.96%	0	2	28	2	9	6	13	19	63.33%	14	46.67%
More Than 15	57	34.13%	0	2	55	2	9	6	40	40	70.18%	21	36.84%
Total	167	100%	2	14	151	11	43	28	85	114	68.26%	57	34.13%

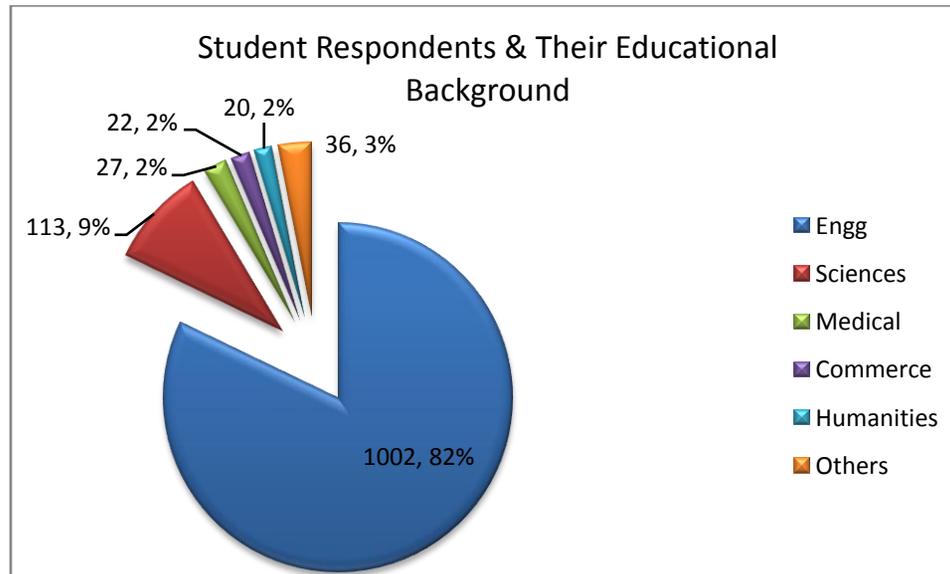


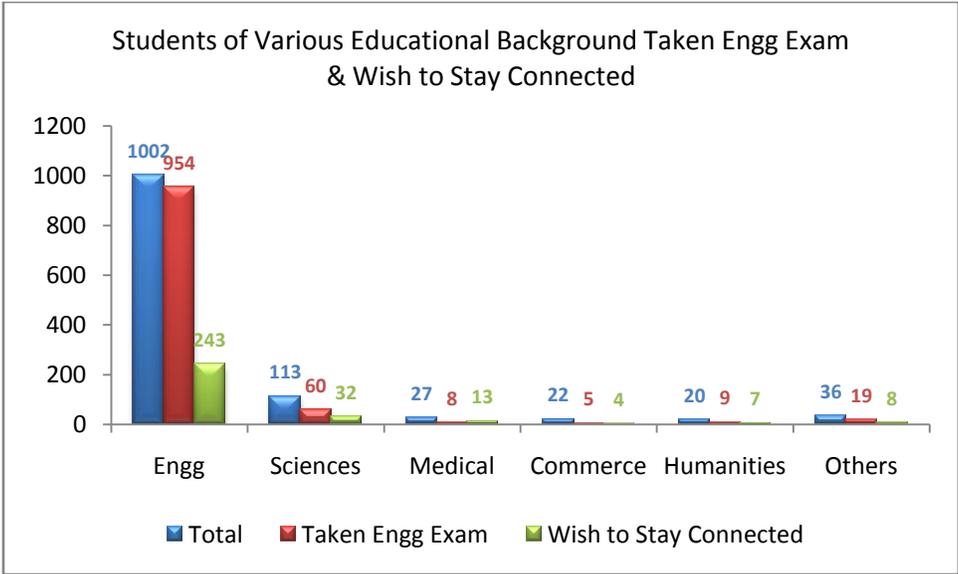
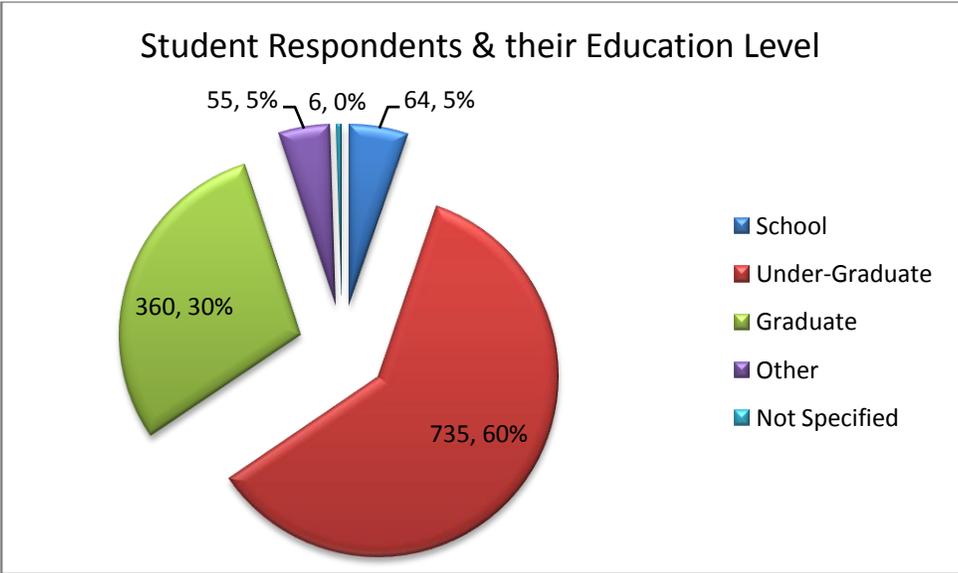


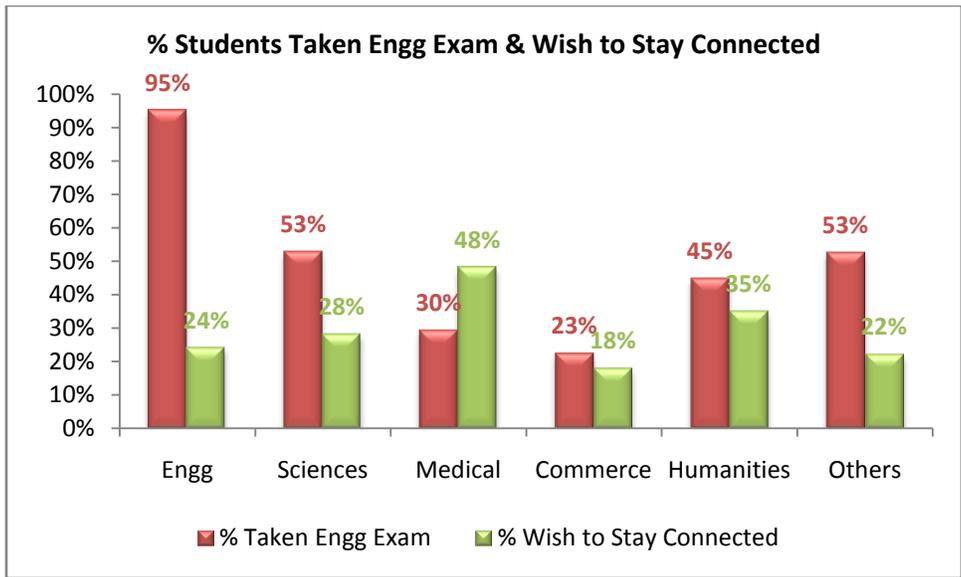


STUDENT RESPONDENTS' PROFILE

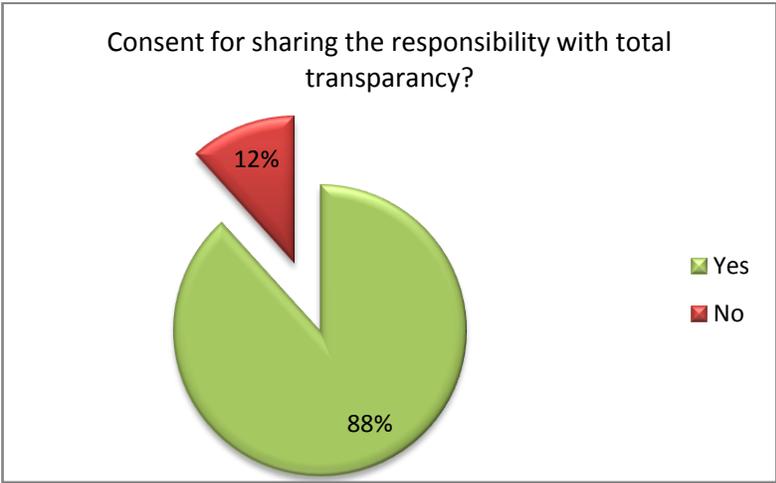
Educational Background	Total	% Distribution	Level Of Education					Taken Engg Exam	% Taken Engg Exam	Wish to Stay Connected	% Wish to Stay Connected
			School	Under-Graduate	Graduate	Other	Not Specified				
Engg	1002	82.10%		672	302	22	6	954	95.21%	243	24.25%
Sciences	113	9.30%	39	31	28	15	0	60	53.10%	32	28.32%
Medical	27	2.20%		15	12	0	0	8	29.63%	13	48.15%
Commerce	22	1.80%	3	7	7	3	0	5	22.73%	4	18.18%
Humanities	20	1.60%	2	6	7	7	0	9	45.00%	7	35.00%
Other	36	3.00%	20	4	4	8	0	19	52.78%	8	22.22%
Total	1220	100%	64	735	360	55	6	1055	86.48%	307	25.16%
% Distribution			5.25%	60.25%	29.51%	4.51%	0.49%				



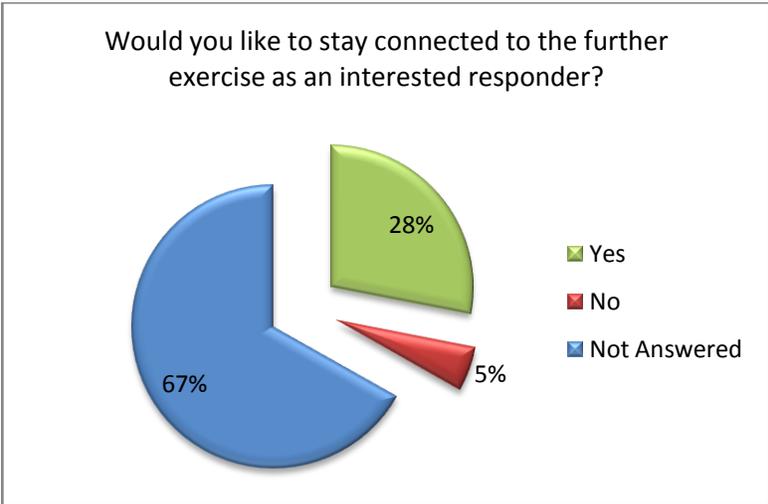




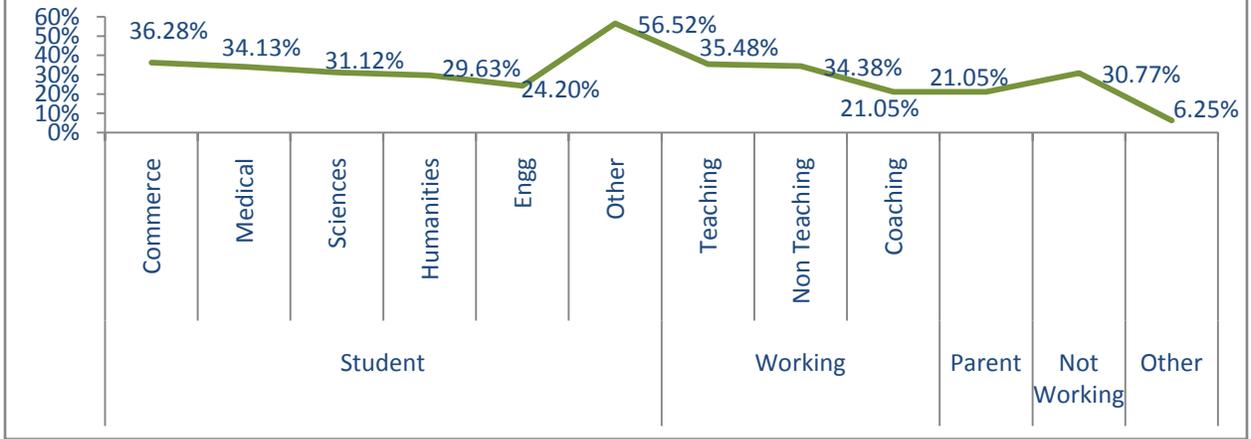
Consent for sharing the responsibility with total transparency	
Yes	No
1822	241



Would you like to stay connected to the further exercise as an interested responder?		
Yes	No	Not Answered
579	105	1379



Percentage of Responders of various categories who wish to stay connected



Detailed Response

Part B

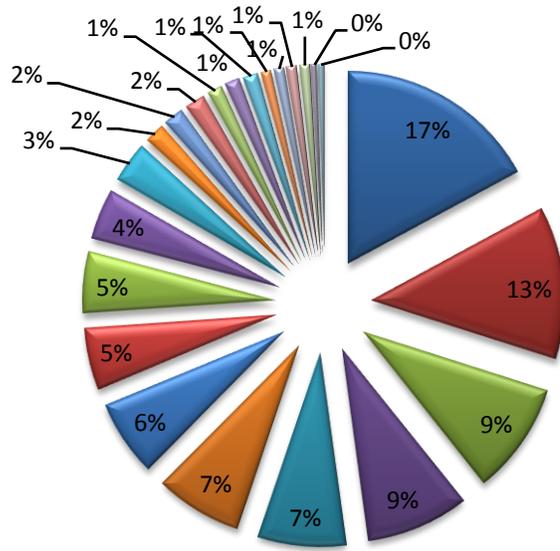
Question 5

'Other Combinations' in support of an alternative model for NTS

Professional Background	Sub-categories	Total	H+C	H+S	H+P+C+S	C+S	H+C+S	H+P+C	P+C	H+P+S	P+S	P+C+S	H+P	H+C+S	H+P+C+S+O	H+O	C+S+O	H+O	P+C+O	H+P+O	P+O	P+S+O	S+O	C+O
Student		133	27	17	13	7	9	10	5	8	8	5	5	1	2	2	2	2	2	2	1	2	1	1
	Engg	105	25	15	10	2	8	9	2	8	4	5	4	1	1	1	1	2	1	2		2		1
	Sciences	13	2	1	1			1	3						1	1	1				1		1	
	Other	6				4					1		1											
	Medical	5			2	1	1				1													
	Commerce	1																	1					
	Humanities	3		1							2													
Working		88	12	13	7	10	7	5	8	2	4	5	3	3	2	2	1	1	1	0	1	0	1	0
	Employed	73	12	9	5	9	4	4	7	2	4	3	3	3	2	2	1	1	1				1	
	Teaching	14		3	2	1	3	1	1			2									1			
	Coaching	1		1																				
	NA	0																						
Parent		12	1		1	3	1	2	2	2														
Not Working		0																						
Other		1			1																			
Total		234	40	30	22	20	17	17	15	12	12	10	8	4	4	4	3	3	3	2	2	2	2	1
% Distribution		37%	6.0%	4.0%	3.0%	3.0%	2.7%	2.7%	2.4%	1.9%	1.9%	1.6%	1.3%	0.6%	0.6%	0.5%	0.5%	0.5%	0.5%	0.3%	0.3%	0.3%	0.3%	0.2%

Question 5

'Other Combinations' in support of an alternative model



- | | | | | | | | |
|---|---|--|---|---|---|--|---|
| ■ H+C | ■ H+S | ■ H+P+C+S | ■ C+S | ■ H+C+S | ■ H+P+C | ■ P+C | ■ H+P+S |
| ■ P+S | ■ P+C+S | ■ H+P | ■ H+C+S | ■ H+P+C+S+O | ■ H+O | ■ C+S+O | ■ H+O |
| ■ P+C+O | ■ H+P+O | ■ P+O | ■ P+S+O | ■ S+O | ■ C+O | ■ H+C+O | |

National Test Scheme (NTS)

Home page (specimen)

Government

You are here: [Home](#) > [Government](#) > [National Test Scheme](#)

National Test Scheme

हिन्दी में

The proposed National Test Scheme is designed to allow selection of students for admission to tertiary education. It is based on the single examination evaluation instead of the prevailing multiple competitive examination system in the country.

Most nations employ just one test for assessment of scholastic aptitude instead of a plethora of evaluation tests. The current selection systems have, no doubt, resulted in visible benefits. But, the future of Indian youth might need a paradigm shift that ensures opportunity for larger sections of the society.

The extreme level of competitiveness in the screening processes employed for deciding access to professional education is not without its psychological or sociological implications for the society. They do influence the mindset and behavioural changes among the youth.

"Unity in diversity" is the Indian brand value. Unification, while retaining the diversity of educational systems in the country is the underlying strategy of the proposed National Test Scheme. It is motivated by the principle of inclusion for a collaborative excellence rather than exclusion through competitive excellence.

For more about the underlying Philosophy and Principles of the [National Test Scheme](#) (PDF - 70 KB)

Kindly post your valuable response on the [Public Opinion Poll](#) designed to institute a rationalized National Test Scheme(NTS) **for admission into Tertiary Education in Sciences and Engineering.**

India

- Citizens
- Business
- Overseas
- Government
- Know India
- Sectors
- Directories
- Documents
- Forms
- Acts
- Rules
- Schemes
- Tenders
- Search

How do I ?

- Find out Orders and Acts of Various Departments
- Find out Government Orders and Acts
- Know the Traffic Rules & Regulations

View all How Do I?

tell us!

What more could be there in this page of the portal!

VISIT US ON Facebook

VISIT US ON twitter

Error on page.

Internet

NTS – PUBLIC OPINION POLL QUESTIONNAIRE

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

1. Responder Profile

Name :
City :
Contact Numbers phone :
e-mail address :
Academic Background :
Professional Background (circle appropriate box):

- | | | |
|-------------|-------------------------|------------------------|
| A. Student | B. Parent | C. None |
| A. Working | B. Not working | |
| If Working | | |
| A. Teaching | B. Educational coaching | C. Employed else where |

Education background
a. Engineering b. Medical c. Commerce d. Humanities e. Sciences f. Others (please specify)

If studied Engineering, the course was completed from
a. IITs b. NITs c. Other Govt. d. Other Private e. International f. Others (please specify)

Level of education
a. School level b. Under graduate c. Graduate d. others (please specify)

If teaching, level of teaching
a. primary b. middle and secondary c. tertiary

Length of teaching experience
a. Less than 5 years b. 5-10 years c. 10-15 years d. More than 15 years

Where do you teach?
a. School b. college c. university d. national institutions

If involved in coaching
Type of examination: JEE type AIEEE type Others (specify)

If employed else where, nature of employer.

a. Self b. Corporate c. Government

Length of professional service

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

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

Have these exams been engineering exams?

Yes No

Consent for sharing this response with total transparency

Yes No

Part A – Understanding your view on the current examination system

The following questions are related to the current entrance examination system for engineering. As we understand the current system, there are several exams that a candidate has to appear for to get into different engineering colleges – IITs hold JEE, several other engineering colleges are affiliated to AIEEE, in addition there are several other state level and private exams held.

1. Do you support the following argument

“Today it appears that most students seeking admission into tertiary professional education in the country are appearing in as many as five to ten different types of competitive examinations with different sociological implications”

- a. Yes, I completely agree b. No, I disagree

If yes, why?

2. Do you think there is a need to bring about a reform in the current multiple entrance examination system

- a. Essential, do not change b. Could change, but only partial support c. Needs major reforms

3. List at least strong features in defence of the current examination system in order of ranking (we wish to understand the good part of the current examination system)

....., b....., c....., d.....

4. List features of the current examination system that are required to be reformed

a., b....., c....., d.....

Part B – Understanding your views on the suggested National Test Scheme

The following questions are related to a National Test Scheme for engineering that will be a mother examination incorporating entrance for all engineering colleges.

We are proposing a test scheme that will be used by all engineering colleges, the candidate will potentially be judged on two aspects – performance in the exam (consisting of a aptitude test, similar to current AIEEE, and an optional advanced test, similar level as the current IIT-JEE) and performance in school boards. Important to understand that the scheme as mentioned above is not a formal proposal but only a current hypothesis and would change based on your opinion on this survey.

Through the questions below, we are trying to get an understanding of the elements that the National Test Scheme should have.

1. Would you be in favour of including a weighting factor for overall and consistent performance in examinations of school boards in the entrance examination scores.

Yes

No

If no, what are the perceived constraints in weighting school board performance and other inputs?

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

3. Would you like to consider an Indian equivalent of Scholastic Aptitude Test (SAT) as the National Test Scheme?

4. If in favour of current JEE or AIEEE type competitive examination models, what is your view on test having an aptitude part(similar to SAT or current AIEEE) as well as an advanced test part(similar to current JEE)? Test should give more weightage to...

A. Aptitude only

b. A mix of aptitude and advanced

c. Advanced test

5. If in support of an alternative model, what are the essential features you would like to build into the system?

A High filter type like IIT JEE

B. Placement Type selection examination

C. Competitive ranking model

D. SAT type

E. Others. (specify)

Part C - Would you like to stay connected to the further exercise as an interested responder?

Please give more details –

Address:

Best of mode of communication

a. Phone

b. email

c. any
