



JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)

An International Scholarly Open Access, Peer-reviewed, Refereed Journal

Teacher Eligibility Test and Teacher Quality

Dr. Shikha

Assistant Professor

Delhi college of Vocational Studies and Research

PH: 9306232800

Email.id: alwayscoolshikha@ gmail.com

Shweta Sachdeva

Assistant Professor

Delhi college of Vocational Studies and Research

PH: 9971787933

Email.id: shwetasachdeva24@ gmail.com

Abstract

Teachers are the agent to enhance the quality education at school level. Teaching is considered to be more than a profession. Teachers are the strongest pillar of the society. Teachers are the one who inspire us to achieve the goals we aspire for. Teaching is the process of imparting knowledge and develops various skills in others. To meet the educational needs of the individual and of society teachers use the specialized knowledge, skills and attributes. This makes his service unique. Now a day's Quality teacher's education is the need of the hour. Quality teachers are one of the most important necessities of school who facilitate student learning. Quality Education has become one of the most important ingredients of the contemporary knowledge based society. The Primary motto of learning institutions or educational bodies is to design special schemes to impart quality education. The effective teaching depends upon updated knowledge of the teacher, applicability of skills and use of technology. This helps a teacher to meet the essential challenges of teaching profession with concern aptitude and ability. So, checking the ability and skills of prospective teachers National Bodies of a nation should implement teacher Eligibility Test to ensure their gained knowledge and skill through diploma's or degrees. This paper will throws a light on Role of a teacher in quality education, Commissions on Teacher Quality, Recruitment of teachers prior to TET, Reasons for implementation of TET, Origin of TET, Impact of TET, Attitude of teachers towards TET and suggestions related to TET.

Keywords: Quality Education, Teacher Eligibility Test(TET), National Bodies, Teacher's quality

Introduction

Education is not the filling of a pail but the lighting of a fire.

— William Butler Yeats

Education is a lifelong process that cultivates knowledge in the minds of Human Beings. The development and growth of human beings are depending upon education that is provided formally and informally. People had defined education in different ways, but all considers education as a powerful instrument for the development of an individual as well as for social change and reflects the total reality of life. Through Education people acquire knowledge, skills, develop habits, values and attitude. National Policy on Education (1992) also states, “In our national perception education is essential and fundamental to all round development of an individual. In this respect Constitution of India kept several provisions for education like Article 45, Article 12, Article 15, Article 30, Article 29 (I), Article 350, Article 15, Article 16, Article 46, Article 28, Article 239, etc. and uplift of the society through education. Moreover, to achieve constitutional goal, the Government of India had already implemented many policies, among them educational policies of 1968 and 1986 plays an important role. Besides, these policies implementation of the Right to Education Act in 2009 ensure education as the right of all Indians.

Role of a Teacher in Quality Education

Effective education can be achieved through the efforts of well qualified, competent, skillful and effective teachers. Teachers need a constant review of their teaching skills, attitudes and beliefs about learners and learning process. Effective teachers always motivate their students to achieve their goal of life. Being a role model effective teachers mainly focus on their pupils and adopt psychological combinations of various learning activities by considering the educational content and educational goals. Teachers bring about extraordinary transformation in the society by educating students. As a role model, their actions convey more than their words. For this a teacher should practice what she or he learns in their professional degrees or diploma courses. Practicing teaching skill can enhance teacher’s quality and quality teacher enhance quality education system, which makes nation strong.

Teacher Quality

In the concern of quality teachers **Nye, Konstantopoulos, and Hedges (2004); Rock off, (2004)** stated that student learning as the most important factor of school education, is effected by Quality of teachers and Quality of teachers is highest then their qualification. On quality teachers **Loeb, Kalogrides and Beteille** said that more effective teachers are mostly hiring and attract by effective schools to run their schools for long term.

Commissions on Teacher Quality

The University Education Commission (1948) emphasized on the importance of the teacher and his responsibility and recommended that proper care should be taken in the selection procedure of a person as a teacher for the appointment as a professor, reader, lecturer and an instructor.

Secondary Education Commission (1952-53) recommended that a selection committee for the appointment of teachers should be formed and one year probation period should be given for newly appointed teachers, which may be increased by one more year

Education Commission (1964-66) focused on four things to improve “Quality” in teachers, (I) Organization of well-planned subject orientation (ii) Introducing integrated courses (iii) Vitalizing professional studies and (IV) Using improved methods of teaching.

National Policy of Education (1986) and Programmed of Action (1992) recommended that we cannot separate pre-service and in-service components of teacher education which makes it continuous process. These policies also advocated that improvement of a school education is totally influenced (IASE) came into existence.

National Commission on Teachers–I (1983-85) or Chattopadhyaya commission recommended that the selection of trainees should be made through a combination of objective tests, rating scales, group discussion and personal interviews

Acharya Ramamurti Committee (1990) this commission favors an internship model for teachers training as it accepted on the basis of experience which encourages the development of skill teaching by practicing in realistic situation with time management.

Yashpal Committee (1993) that inadequate programmed of teacher preparation ends up in unsatisfying quality of learning at school. Therefore, the B.Ed. programmed ought to provide the chance to develop and get more teaching skills in secondary or elementary education. In this concern, the length of the programmed also plays an important role. It either to be two year after graduation or four years after 12th pass. The pedagogy included in the programmed should be relevant to aims of teacher education system and the ever-changing wants of faculty education. The stress ought to get on facultative the trainees to amass the flexibility for self-learning and freelance thinking.

To improve quality education of teachers National Knowledge Commission (2007) focused on three aspects Monitoring, Budgetary Allocation and rebuilding of teaching courses. The commission focuses on monitoring, financial support to the teaching institutions and reconstruction in training of teachers which effect quality of teachers directly and quality of education system indirectly.

National Curriculum Framework for Teacher Education (NCFTE) 2010 Highlighted that NCTE (The National Council for Teacher Education) and NAAC (National Assessment and Certification Council) together work to bring quality in teacher education. With National Assessment and certification Council (NAAC) to bring quality.

Rationale of Teacher Eligibility Test

Universalization of Elementary Education with sustainable Development Goals has made demand of lecturers in immense numbers and to satisfy this new challenge, our country ought to be created some necessary steps towards appointment of quality lecturers. The Right to Education(RTE)Act,2009 wants the accomplishment of an oversized variety of lecturers on teacher education across the country to meet its aim that's "to educate all the children". Beside this Increasing number of schools and enrolment as a result of countrywide primary education programmes like Operation Blackboard, District Primary Education Programmed (DPEP), Sarva Shiksha Abhiyan (SSA) additionally try and make sure that quality of demand for achievement of lecturers don't seem to be diminished at any price. It's so necessary to create positive that persons recruited as lecturers possess the essential power and skill to satisfy the challenges of teaching in any respect level. Quality of teacher is expounded to their achievement and to confirm achievement of quality lecturers, the National Council for Teacher Education (NCTE) decided the minimum qualifications for would be teachers in primary and elementary level. One in every of these minimum qualifications is to pass the test made for them that is Eligibility Test, famously know as TET or CTET.

TEACHER ELIGIBILITY TEST IN VARIOUS STATES

Teacher Eligibility Test (TET) is a look at may be a step towards maintaining quality of academics as they manufacture higher voters. To confirm the quality of such take a look at, acceptable government conducts and maintains it. The colleges in hand and managed by the government or native bodies contemplate the TET conducted by government a number of the examples are:

- HTET (Haryana Teacher Eligibility Test)
- UPTET(Uttar Pradesh Teacher Eligibility Test)
- RTET (Rajasthan Teacher Eligibility Test)
- HPTET (Himachal Pradesh Teacher Eligibility Test)

Whereas the Teacher Eligibility take a look at is understood as CTET (Central Teacher Eligibility Test) applies solely to varsities of Central Government, faculties underneath the executive management of Union Territory and NCT of metropolis. For CTET, The Ministry of Human Resource Development, Government of Asian nation has given the responsibility for conducting Central Teacher Eligibility take a look at (CTET) to Central Board of instruction (CBSE).

Most of the rules issued by NCTE area unit adopted and enforced across all the states to conduct and manage the eligibility take a look at. But states area unit given some freedom do adapt and alter sure provisions during this concern like relaxation in minimum share needed for qualification for folks happiness to reserved classes.

Implementation of Eligibility Test for Teachers would:

- Improve level of a nation and bring remarkable change in the standard of teacher quality by recruitment process.
- Improve standards in performance of motivated teacher education institutions and their students.
- Send an optimistic view among all stakeholders of education system.

ORIGIN OF TEACHER ELIGIBILITY TEST

The main purpose to introduce TET by the Government of India is to improve standards in teaching. In 2011 TET was held for the first. The exam is based on National Curriculum Framework. The persons who have completed their professional qualifications in teaching training and hold a diploma in D.El.Ed (2 years), integrated degree with graduation B.El.Ed. (4 years) and degree in B.Ed are eligible to take part in the test. National Council for Teacher Education (NCTE) has set Eligibility Test for teachers, conducted by state or central body of government, as a minimum qualification for recruitment of a teacher in government or private schools. Such kind of step by government organization would bring national standards and remarkable benchmark of teacher quality in the recruitment process.

ELIGIBILITY CRITERIA

- It is necessary to have a degree/diploma in teacher training education.
- Appearing pupil –teachers are also eligible on the range of completing a degree/diploma in the year of taking the test.
- It is also mandatory for degree or diploma holder teachers to qualify TET within a prescribed period of five years from the time TET is first notified by NCTE.
- There is no limitation on the number of attempts for obtaining a TET certificate
- Teaching Certificate holder can appear again to improve their marks as scored earlier.

STRUCTURE AND PATTERN OF PAPER OF TEACHER ELIGIBILITY TEST

There are two separate papers. One for primary (1-5) and other one is for elementary classes (6-8) teachers. if a person want to be a teacher of either for primary classes or for classes elementary classes can appear in both the papers, that is, 1 and 2.

For better understanding of TET now look at the pattern and structure of both the paper separately. Paper I to be primary teacher have 150 Multiple Choice Questions for duration of 1 ½ hours. Paper One has the following subjects:-

- | | |
|---------------------------------------|-------------------------------------|
| (i) CD (Child Development) & Pedagogy | 30 MCQ based questions for 30 Marks |
| (ii) Language I at Primary level | 30 MCQ based questions for 30 Marks |
| (iii) Language II at Primary level | 30 MCQ based questions for 30 Marks |
| (iv) Mathematics at Primary level | 30 MCQ based questions for 30 Marks |
| (v) Environmental Studies (EVS) | 30 MCQ based questions for 30 Marks |

Nature and Standard of Questions for Paper I

While designing and preparing the questions for Paper I, the examining body focus on educational psychology of teaching and learning relevant to the age group, needs of diverse learners, high degree of skill related to the medium of instruction as opt from list of given language options in the application form, comprehension abilities in Language I and II, the concepts, problem solving abilities and pedagogical understanding of subjects at primary level, that is, Math's and EVS. Beside this test items of question paper are based on the syllabus of primary level as prescribed by NCF 2005 difficulty level of test items could be up to the secondary stage.

Paper II for Elementary level (VI to VIII) have 150 Multiple Choice Questions for 1 ½ hours duration.

Subjects for Paper II are following:

- | | |
|---|---|
| (I) Child Development & Pedagogy
(mandatory) | 30 Multiple Choice Questions based questions for 30 Marks |
| (ii) Language I (mandatory) | 30 Multiple Choice Questions based questions for 30 Marks
30 Marks |
| (iii) Language II (mandatory) | 30 Multiple Choice Questions based questions |
| (IV) Mathematics and Science | – 60 Multiple Choice Questions based questions having 1 mark each. |
| (V) Social studies | – 60 Multiple Choice Questions based questions of 1 mark each. |

Nature and standard of questions for Paper II

- Design and preparation of questions for Paper II, the exam body focuses on educational psychology of teaching and learning of elementary level that is relevant to the age group 11-14 years. they also keep in mind uniqueness, needs and psychology of different learners, high degree of skill related to the medium of instruction, as chosen from list of given options in the application form, communication and comprehension abilities related to language I

and II. On the other hand subjects at elementary level required for TET, namely Mathematics, Science, and Social Studies put emphasis on the knowledge of the subject, problem solving abilities and pedagogical understanding of concern subject. Beside this test items of question paper are based on the syllabus of elementary level as prescribed by NCF 2005 difficulty level of test items could be up to the senior secondary level.

- Candidate scores 60% (90 out of 150) or more than 60% will be considered as TET qualified candidate.
- Candidate belongs to SC/ST and OBC, differently able persons, etc., (82 out of 150) in accord with their extant reservation policy.

RECRUITMENT PROCEDURES ACROSS DIFFERENT STATES: ROLE OF TET

Now days, day could be a obligatory eligibility take a look at all told state for final choice which can disagree from state to state. In Delhi, the accomplishment is formed on the idea of the candidate's performance in a very competitive written examination conducted by DSSSB, whereas in another states like state, accomplishment is formed on the idea of the tutorial and skilled background of the candidate like graduation, Basic credentials (2 years), Special BTC for B.Ed Degree holders (6 months). The advantage of every candidate is formed on the idea of their score within the examinations passed additionally to previous teaching expertise, if any. In another states, like Kerala and Haryana, a grouping of the 2 procedures, that is, performance in competitive examination and advantage determined on the idea of instructional credentials is adopted. Some weight age is additionally given to the performance of candidates in their interviews.

STATES	Minimum Requirements	Name of Teacher Training Course	Name of TET	Final level
DELHI	Senior Secondary (Minimum 50%)	Primary: Diploma in Elementary Education (2 years), B.EL.Ed (4 years) at Elementary level Secondary: Bachelor in	Central Teacher Eligibility Test	Written exam conducted by DSSSB and MCD, NDMC

		Education (B.Ed.)		
UTTAR PRADESH	Graduation (any discipline)	Basic Teaching Certificate (2 years) , B.Ed Degree holders	Utter Pradesh TET	Written Exam conducted by State Government
KERALA	12 th pass with Minimum 50% marks	Teacher Training Certificate (2 years)	KTET	Interview
HARYANA	Graduation (any discipline)	D.Ed. – Diploma in Education (2 years) , B.Ed Degree	Haryana Teacher Eligibility Test	Written Exam conducted by State Government

ATTITUDE OF TEACHERS TOWARDS TET

As TET is mainly made for recruitment of quality teachers, therefore some research work as done on the attitude of Teachers to know their view about TET. In this respect research work took many aspects take into consideration by them like area of living (Urban and Rural), Gender (Male and Female), Stream (Science, Arts and Commerce).

- **S. Murugan and P. Srinivasan** in their work focused on the attitude of school teachers towards TET which is to be found high. Such attitude was high due to the awareness of the TET examination. They found no significant difference in TET attitude between male and female school teachers. Their work also showed no influence of gender in TET attitude of school teachers. Their work also explores significant difference in attitude towards Teacher Eligibility Test between rural and urban area school teachers. The rural area teachers have low awareness with compare to urban area teachers.
- **While study Gender attitude towards TET RajkishoreRoul (2018)** find no significant difference. It means both male and female teachers have the attitude towards teacher eligibility test.
- **S. K. Lenka (2018)** collected a sample of 200 pupil-teachers studying in different B.Ed. colleges affiliated to Utkal University, Bhubaneswar for this study. The result of the study indicated that urban and rural areas of school location play an important role in better understanding of attitude towards TET. Study clearly indicated that the pupil-teachers belongs to urban areas show more positive attitude

towards TET than rural areas students. Further, streams opt by pupil teachers also being focused. Pupil-teachers having science stream have positive attitude towards Teacher Eligibility Test. So it is to be suggested that to achieve educational goals it necessary to provide required resources and facilities should be given to the pupil teachers during their training. Further, the urban students have positive attitude towards TET as compare to their rural students. There should be created awareness programmed about need and importance of TET to become teachers. So, teachers should be prepared and should always be at their best for enhancing attitude towards TET.

- **Geetha(2016)** also carried out a study on Attitude of teachers towards Teacher Eligibility Test. He found that 59 % of pre –service teachers had modest level of attitude towards teacher eligibility test and 20% of the pre-service teachers had positive attitude towards teacher eligibility test. Remaining 21 % of pre service teachers had adverse attitude towards teacher eligibility test.
- **Murugan and Srinivasan (2014)** studied attitude towards TET of private school teachers, in India. The results indicated high TET attitude without any gender and locality differences. Furthermore there is a noteworthy difference in TET attitude between rural and urban area school teachers.

Suggestion related to TET

TET marks should be used for enrollment in teacher education institutions to maintain professional standards.

- Practical or application based questions should be more focused
- Avoiding giveaway options.
- Behavioral aptitude such as professional interest, attitude towards children, adaptability towards diverse needs of students, sensitivity towards social inclusion and openness to creativity and innovative methods of teaching should be more focused.
- There should be created awareness programmed about need and importance of Teacher Eligibility Test to become teachers. So, teachers should be prepared and should always be their best for enhancing attitude towards TET.

CONCLUSION

On the idea of on top of discussion it is justifiably to quote the statement of National Policy on Education (1986) that same that no individuals will rise on top of the amount of its academics. During this concern government of any country and therefore the community ought to endeavor to form conditions which is able to facilitate inspire and encourage academics on constructive and artistic lines. Teacher education could be a continuous method wherever pre-service and in – service elements are indivisible. This issue has conjointly been taken terribly seriously in gift twelfth 5 year arrange and a focus has been paid

to each quantitative and qualitative aspects of teacher education. In this regard TET is a stepping step towards the quality of teachers. Although there are some drawbacks also which might be reduced by improving with the changing need of the teaching profession. It is an innovative tool to recruit quality teacher by judging pupil teachers mental ability related to teaching profession.

REFERENCES

IMAM AHRAF (2011):- Quality and Excellence in Teacher Education: Issues and Challenges In India, ZENITH, International Journal of Multidisciplinary Research, Vol.1 Issue 7, November, ISSN 2231 5780

Lakshmi G. Sorna and Ashok M. Leonard :- Attitude towards Teacher Eligibility Test Among B.ED Trainees. International Journal of Research – Granthaalayah. ISSN-2350-0530(O), ISSN-2394-3629(P)

LenkaS. K.:- Pupil Teachers' Attitude towards Teacher Eligibility Test (TET), Journal of Advances and Scholarly Researches in Allied Education | Multidisciplinary Academic Research, Vol. XV, Issue No.5, July-2018, ISSN 2230-7540.

Kumaravelu P.: Approach of Private School Teachers towards Teacher Eligibility Test. Indian Journal of Technology and Teacher Education (IJTTE)

Kumar Pradeep and Azad Sugandha:- Teacher education in India: Some Policy issues and Challenges. Vol.-2 Issue-6 2016. IJARIE-ISSN (O) – 2395-4396

<http://vikaspedia.in/education/teachers-corner/guidelines-for-conducting-teacher-eligibility-test-tet-under-the-rte-act-2009>

