

# Opinion of B.Ed. Pupil-teachers about Teacher Eligibility Test

Dr. Kuldeep Kaur  
Assistant Professor (Guest Faculty)  
Department of Education, University of Allahabad

## ABSTRACT

Teachers are the actual dynamic force of the education system. Everything lies on the quality of a teacher. Teaching is a profession that lays the foundation for preparing the individual for all other professions. The Teacher Eligibility Test (TET) serves as a building block to ensure the implementation of the Right of children to Free and Compulsory Education (RTE) Act, 2009 i.e., every child has the right to guaranteed quality elementary education through competent teachers. In this study, an attempt has made to examine the opinion of B.Ed. pupil-teachers about Teacher Eligibility Test (TET). Sample of the study consists of 220 B.Ed. pupil-teachers out of which 110 pupil-teachers from Government B.Ed. colleges & other 110 pupil-teachers of Self-financed B.Ed. colleges were selected. A self-constructed tool 'Opinionnaire related to Teacher Eligibility Test.' has been used to collect the data. Chi-square test and Percentage Analysis have been used to find out the difference between the opinion of B.Ed. pupil-teachers of Government and Self-financed colleges. It was found that the opinion of B.Ed. pupil-teachers belonging to Government and Self-financed B.Ed. colleges do not differ much. It is a positive indication towards the compulsion of Teacher Eligibility Test.

**Keywords:** Opinion, Pupil-teachers, Teacher Eligibility Test, Teaching

---

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

*-- William Butler Yeats*

## INTRODUCTION

Teachers are the nation builders who provide education to the learners. Education brings desired and necessary changes in the behaviour of child that strengthens the social system. The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching. Teacher education is important as efficient teachers can shape an efficient future society. Teachers can greatly influence young minds and hence it's important that competent teachers are recruited for the gullible and vulnerable young minds. This is possible only if there is efficient teacher training curriculum with an efficient regulatory body.

The goal of every member of the teaching profession is good teaching. Teaching means the understanding and guiding of children as individuals and as groups. The education industry in India has grown like never before and therefore the demand for teachers is also on the rise today. It is a well-established dictum that *no nation can rise above the level of its teachers*. It is the teacher who plays pivotal role in educational system and is a catalytic agent of change in society.

The implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 requires the recruitment of a large number of teachers across the country in a time bound manner. In spite of the enormity of the task, it is desirable to ensure that quality requirement for recruitment of teachers is not diluted at any cost. Classroom learning environment had significant relationship with learner's critical thinking (Kaur, 2017). It is therefore necessary to ensure that persons recruited as teachers should possess the essential aptitude and ability to meet the challenges of teaching at the primary and upper primary level (Christina, 2016). In accordance with the provisions of sub-section (1) of Section 23 of the RTE Act,

the National Council for Teacher Education (NCTE) had issued Notification dated 23rd August, 2010 and 29th July, 2011 laid down the minimum qualifications for a person to be eligible for appointment as a teacher in the school, to teach in class I to VIII. Thus, Teacher Eligibility Test serves as a building block to ensure the implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 i.e., every child has the right to earn guaranteed elementary education through competent teachers. The Teacher Eligibility Test has conducted by both Central Government and State Governments in India, in order to fulfill the achievement of Right to education goals and to improve standards of teaching. Programme of Action 1992 observed that Teachers' performance is the most crucial input in the field of education (Kaur, 2017). Even pupil-teachers also considered TET as a crucial test for maintaining quality education at school level (Behera, 2018). Thus, for the Teacher training colleges it becomes imperative to know if the pupil-teachers will become good teachers in the future.

### **SIGNIFICANCE OF THE STUDY**

Right to Education (RTE) had been a part of directive principles of the state policy under Article 45 of the constitution, which is the part of chapter 4 and rights in chapter 4 are not enforceable, for the first time in history of India we made this right enforceable by putting it in chapter 3 of the constitution as Article 21. This entitles children to have the right to education enforced as fundamental right. According to the provisions of sub-section (1) of Section 23 of the RTE Act, the implementation of the Right of Children to Free and Compulsory Education (RTE) Act requires the recruitment of a large number of eligible teachers which can only be possible by conducting Teacher Eligibility Test.

The direct benefit of TET would be that teachers will recruit at national level as well as well as the uniformity on the appointment of qualified teachers also will be entirely possible. Qualifying the Teacher Eligibility Test (TET) is now mandatory for all existing and aspiring primary and secondary school teachers in the country, with the implementation of the RTE Act. Though many researches have been conducted in the field of National Education Policies, RTE and other amendments but very few studies have been done as far as the knowledge of researcher is concerned in the field of Opinion towards Teacher Eligibility Test.

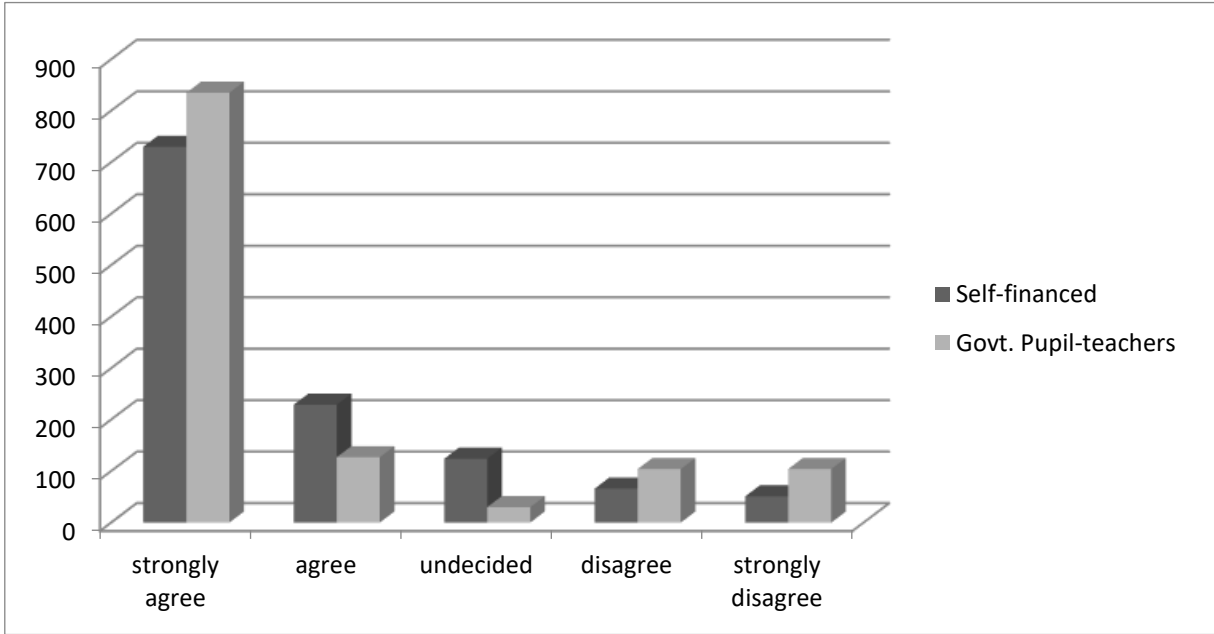
Even though Teacher Eligibility Test has been conducted by the central & state government. Implementation of the RTE Act through Teacher Eligibility Test has not been ensure the recruitment of eligible teachers till date. Thus, researcher has taken opinion of B.Ed. pupil-teachers as B.Ed. is one degree which is mandatory for a candidate applying for the post of a teacher in a school, whether government owned or private.

### **METHODOLOGY**

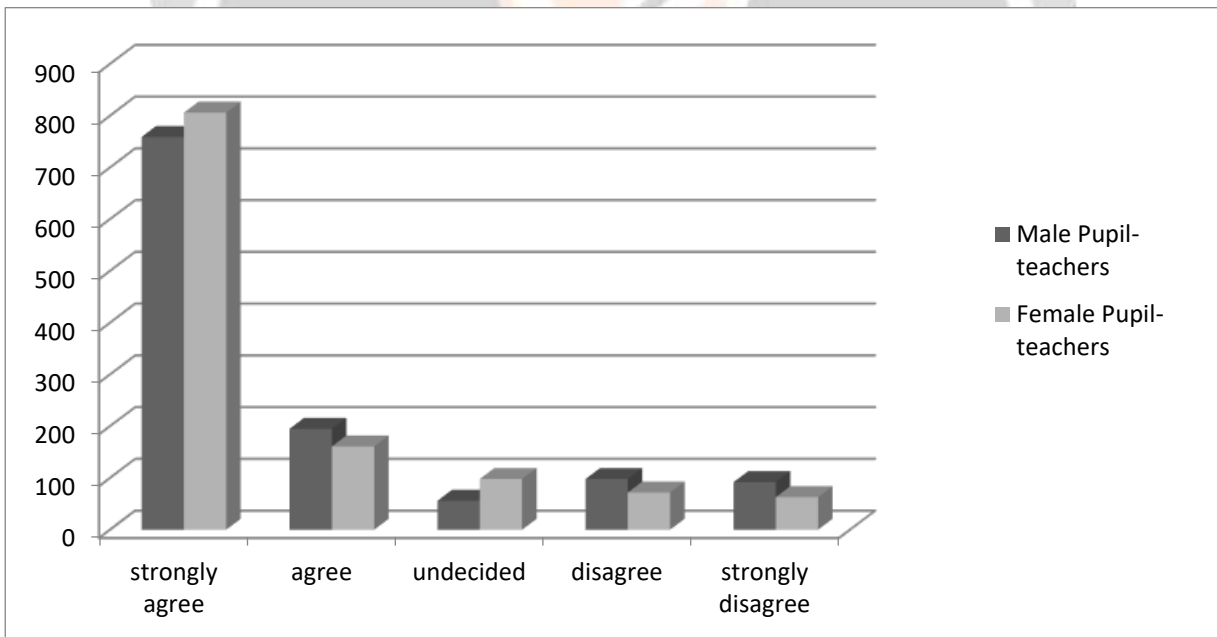
Survey method of descriptive research has been used for data collection. The population of the present study includes the pupil-teachers of Government and Self-financed B.Ed. training colleges of Prayagraj city, Uttar Pradesh. A sample of 220 pupil-teachers has drawn from Government and self-financed B.Ed. training colleges. A self-constructed tool an 'Opinionnaire related to Teacher Eligibility Test (TET)' has been used to collect the data. This tool contains 22 items based on Teacher Eligibility Test. The analysis of the data has done by using Chi square test ( $\chi^2$ ) to find out the Trend or response pattern for each statement and Percentage Analysis to find out the direction of trend which is an important aspect in data analysis.

### **RESULTS AND DISCUSSION**

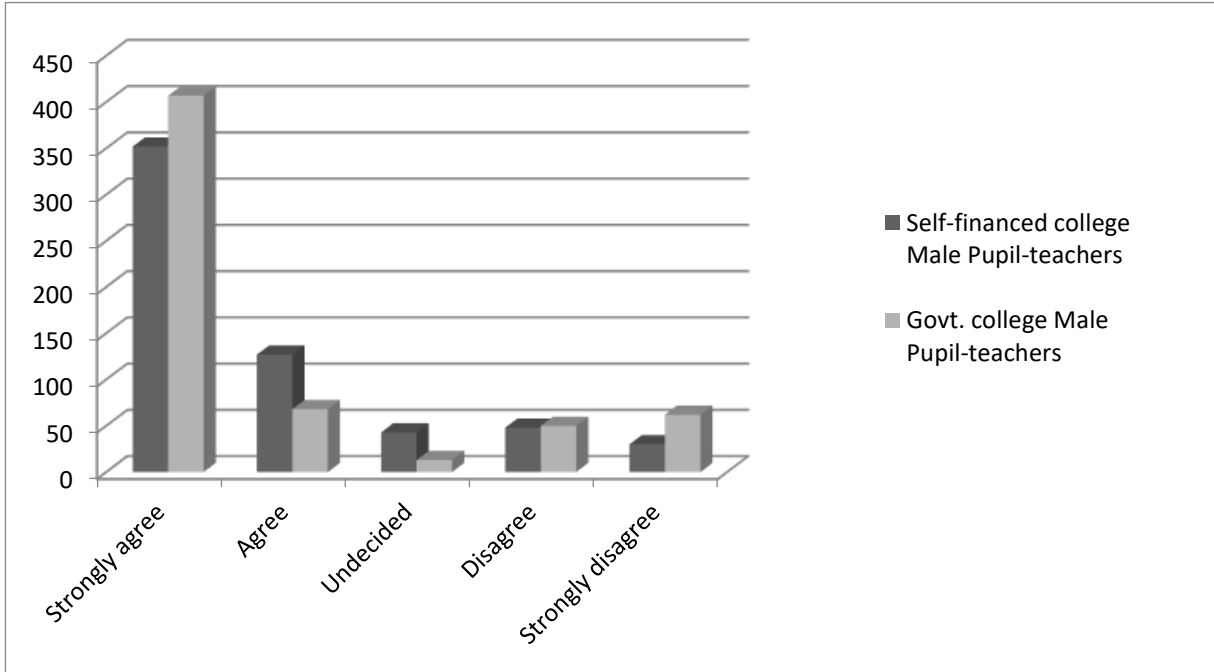
After the statistical analysis of the data, the results of the present study are as follows-



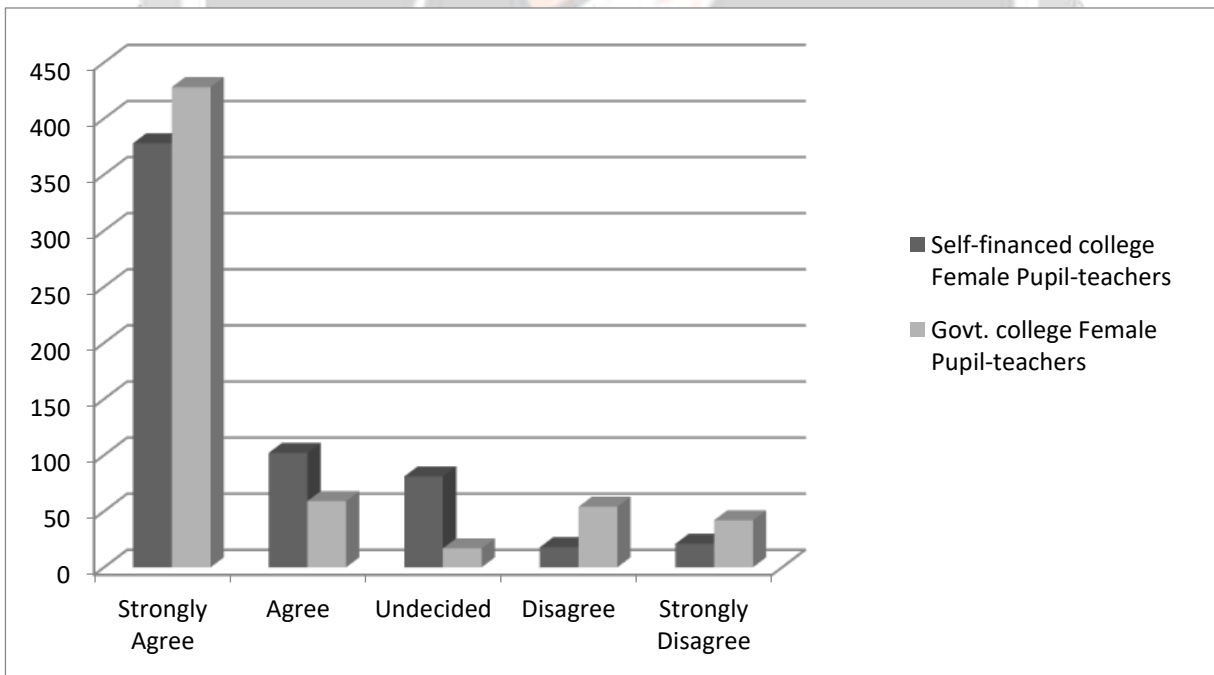
**Figure-1: Responses of all the pupil-teachers (Self-financed B.Ed. college vs. Government B.Ed. college Pupil-teachers)**



**Figure-2: Responses of all the Male Pupil-teachers vs. Female Pupil-teachers**



**Figure-3: Responses of Male pupil-teachers of Self-financed college vs. Male pupil-teachers of Government college**



**Figure-4: Responses of Female pupil-teachers of Self-financed college vs. Female pupil-teachers of Government college**

The above graphical representation of responses reveals that

- A considerable percentage of pupil-teachers agree with the Teacher Eligibility Test. For all positive statements, more than 76% pupil-teachers showed positive attitude towards the statement, for two negative statements 88.33% pupil-teachers showed negative response which depicts their positive attitude towards Teacher Eligibility Test.
- 99.18% pupil-teachers are in the favour of the statement 'Teacher Eligibility Test ensures the appointment of competent teachers.'
- While 96.33% pupil-teachers agree with the statement 'Preference should be given to the candidates who have qualified Teacher Eligibility Test'.
- Moreover, 96.16% pupil-teachers are in the favour of the statement 'Teacher Eligibility Test (TET) should ensure employment guarantee'.
- 94.23% pupil-teachers disagree with the statement 'Multiple-choice questions cannot adequately assess teacher's eligibility'. As it is a negative statement, disagreement of pupil-teachers shows their positive attitude towards Teacher Eligibility Test.
- Also, 91.68% pupil-teachers are in the favour of the statement 'Teacher Eligibility Test should be one of the essential qualifications for teachers.'
- On comparing the opinion of the pupil-teachers of Government and Self-financed B.Ed. colleges, it is observed that the pupil-teachers of Government B.Ed. colleges have shown more strongly agree responses towards each statement. The reasons behind this result may be the academic background of the pupil-teachers.
- The pupil-teachers who are studying in the Government B.Ed. colleges have strong academic background and they agree to conduct Teacher Eligibility Test. Pupil-teachers of Government B.Ed. college are in the favour of recruiting the candidates on the basis of merit list after qualifying TET. They also assume that Teacher Eligibility Test will able to check those incompetent people who have earned their B.Ed. degree through malpractices as well as it ensures the appointment of competent teachers. The pupil-teachers of Government B.Ed. colleges have preferred the objective type examinations as it requires in-depth knowledge.
- On comparing the male and female pupil-teachers, female pupil-teachers have shown strong agreement with the statements related to compulsion of Teacher Eligibility Test. The reasons behind this result may be that the female pupil-teachers are more sincere about their career and also to get the mandatory eligibility which is necessary for becoming a competent teacher. This also shows that the female pupil-teachers are more aware about the constitutional plans and about their career.

## **CONCLUSION**

In conclusion, it can be said that there is a positive trend in the opinion of B.Ed. pupil-teachers towards all the aspects of Teacher Eligibility Test. The pupil-teachers of Government and Self-financed B.Ed. colleges have expressed favourable attitude towards all the statements related to Teacher Eligibility Test (TET) viz., TET should ensure employment guarantee, it would induce teacher-training institutes and pupil-teachers to further improve their performance standards, it should be one of the essential qualification for teachers, it ensures the appointment of competent teachers, motivates the competition among the young teaching aspirants etc. Thus, individuals those have passion and skill to teach, should be appointed as teachers (Lenka, 2018). Positive attitude of educators towards their profession is extremely required for effective teaching and learning process (Roul, 2018). On comparative basis, although the pupil-teachers of Government B.Ed. colleges have shown more strongly agree responses than the pupil-teachers of Self-financed B.Ed. college, yet their opinion do not differ significantly with respect to various aspects of Teacher Eligibility Test. It represents almost the same result. The findings of this study shows the complete agreement of teaching aspirants i.e. B.Ed. pupil-teachers to conduct the Teacher Eligibility Test for quality education.

## **REFERENCES**

1. A Notice for conducting TET by National Council of Teacher Education (NCTE), The guidelines for conducting Teacher Eligibility Test (TET) under the Right of Children to Free and Compulsory Education Act (RTE), 2009.
2. Behera, A. (2018). *Attitude of Post graduate Students towards teacher eligibility test*. Unpublished M.A. Education, Baripada: North Orissa University
3. Christina, A. D. (2016). Attitude of TET among B.Ed. students-teachers. *International Journal of Research – Granthalayah*, 4 (5), 18-21.
4. Kaur, K. (2017). Path analysis of Parental environment and classroom environment on student's Critical Thinking: Adaptive Motivational Foundation. *International Education and Research Journal*, 3 (5), 625-628.
5. Kaur, K. (2017). Critical Thinking in Teacher Training Programme: A Building Block for Educational Reform. *International Journal of Management and Social Science Research Review*, 1 (35), 233-235.

6. Lenka, S. (2018). Pupil Teachers' Attitude towards Teacher Eligibility Test (TET), *Journal of Advances and Scholarly Researches in Allied Education*, 15 (5), 1-3.
7. Roul, R. (2018). Attitude of Student Teacher towards Teacher Eligibility Test. *RESEARCH REVIEW International Journal of Multidisciplinary*, 3 (8), 174-176.

