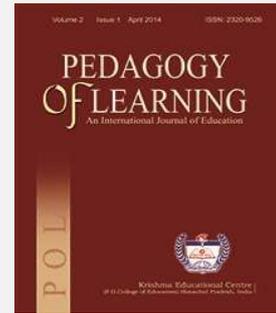
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Attitude of Student-Teachers towards Teacher Eligibility Test**Deepti Yadav***Research Scholar, Department of Education, Tripura University (A Central University), Agartala,
Tripura, India.E-mail: deeptiy9@gmail.com*Corresponding Author: Deepti Yadav, E-mail: deeptiy9@gmail.com**Article History:**

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ABSTRACT

In order to shortlist teachers who possess the necessary attitude and ability to face the challenges of teaching and learning. The Government of India introduced the Teacher Eligibility Test at National level. This paper seeks to find out the attitude of student teachers towards the Teacher Eligibility Test. Descriptive research method was used with quantitative approach to find out the attitude of student teachers towards Teachers Eligibility Test. One hundred fifty eight student-teachers were randomly selected from the Department of Education, Central Institute of Education (CIE), University of Delhi and Department of Education, Guru Govind Singh Indraprastha University, Delhi. Only those student-teachers were taken in the study who attempted the Teacher Eligibility Test at least one time. The Teacher Eligibility Test constructed and standardized by Dr. Vasundhara Saxsena, was used which consists of total 28 items. This scale has four dimensions like Need, Rationale and Impact, Conditions and Rule, Content and Structure, and validity and certification. The index of the reliability was determined by the split half method (0.726). Validation of the scale was done with the help of the experts and the factor analysis. The empirical data collected by the scale were analyzed by using percentage and chi-square test was applied to test the equal probability of frequencies. The findings of the study reveals that student teachers agree that there should be an Eligibility Test for school teachers and having a degree of teacher education is not a sufficient criteria. TET will improve the quality of teacher's recruitment. Two or more chances should be given to qualify TET. There should be an age limit. TET should secure employment guarantee.

KEYWORDS: Attitude, Student Teachers, Teacher Eligibility Test.

INTRODUCTION

In ancient age like Buddha, Islamic, and Vedic Period, there was no training for the teachers yet teachers were very dedicated and committed towards their work and duties towards the learners and schools. It was assumed and believed that a person is born with possessing qualities for being a

teacher and cannot be developed as a teacher through teacher training. On the contrary, one school of thought (behaviourism) is totally against this ancient concept /assumption. With the introduction of behaviourism, it was said that quality teachers can be produced through the teacher training. Therefore, various teacher-training programs were started to train teachers who possessed necessary abilities and aptitude to be a teacher but with the change of time, another yardstick in form of Teacher Eligibility Test has been imposed for filtration of quality teachers. But what is the rationale to introduce the Teacher Eligibility Test? Different kinds of arguments were given in favour of the Teacher Eligibility Test whereas, simultaneously, some important questions were also emerged against the pattern and structure of TET. It was said that there should be an eligibility criteria for candidates to be a teacher. The question emerged that a candidate, having degree of teacher training, is not sufficient to be a teacher. Actually close observation of the entrance pattern of the different states or different Universities for teacher training programme, indicates that there are some exemptions or extra marks/weightage is given to those candidates who possess the certificate of NCC, NSS, and scout guide. Such kinds of students have over advantage as compared to the non-certificate holders of NSS NCC and scout guide. Therefore, attitude and ability of such kind of candidates at entry level in teacher training program, is under question. Similarly, much news can be read in the newspaper or on social media about the non-attending teacher training colleges. In other words, students have ample scope to earn the teacher training degree by the malpractice. Under such circumstances, there is no any other yardstick to evaluate genuine aptitude and attitude of candidates. TET is a kind of another tool which shortlists or discriminates between the competent or incompetent candidate to be a teacher. Therefore, NCTE (2016) notified a notification "Guidelines for conducting Teacher Eligibility Test under the Right of Children to Free and Compulsory Education Act (RTE), 2009" Which states that TET will strengthen recruitment process of the teachers and will bring national standards and benchmark of teacher quality in the country. It will stimulate/ induce not only teacher education institutions but also students to improve their level of performance/standards. TET will send a positive signal to all stakeholders (Teacher training institutions, students, teacher educators, management of teacher training institutes) government lays special emphasis on teacher quality. But there are some counter arguments related to the earning of teacher training degree through the malpractice and erroneous weightage to NCC, NSS and scout guide certificate at the entry level. First, why does the Government of India/NCTE not come forward with the new regulations to knock the nose of the non-attending teacher training institutions? Whereas weightage to NCC, NSS and scout guide certificate holder candidates may be given to the professions other than teaching. Second, how can the systems put responsibility of its failure to students? NCTE must improve the mechanism and system of teacher training rather than putting another yardstick on students. Quality of teaching and school system can be improved only by making reforms in the teacher training system rather than imposing another yardstick of testing on students. TET is the extra burden on students and will create frustration among the prospective teachers. Apart from the mix arguments about the Teachers Eligibility Test, there are some questions on the pattern of Teachers Eligibility Test.

There is a question about the frequency of conducting Teachers Eligibility Test. State and Central Government organise TET once in a year. It is also well known fact that country is facing the shortage of qualified, committed and dedicated teachers yet TET is being organised at once in a year whereas, advertisements for appointment of teachers are very much limited. Therefore, it limits the job opportunities for TET aspirants. Teaching is a noble profession and demand high level aptitude and abilities yet unlimited freedom is given to attempt TET to qualify it. Here, there are some questions. Should we limit the number of attempts to qualify the TET like UPSC? If yes, how many attempts should be allowed to a candidate to qualify TET? Another issue in the Teachers Eligibility Test is related to the age of candidates. There are some professions in which to get entry age restriction has been imposed. For instance, if a candidate wants to take admission in LLM, there is a certain age. Similarly, Union Public Service Commission has provision of age restriction but in case

of Teachers Eligibility Test, there is no restriction of the age. Therefore, a genuine question emerged. Is the teaching profession so cheap and insignificant that anyone come and become a teacher? Anybody can attempt the TET exam at any level of the age and be eligible to be a teacher. Why is age bar for LLM and UPSC? Why is age bar not for TET? These are big questions. As far as concern of the validity of the certificate, the period of validity the may be maximum up to 7 years. Someone would argue what is the base of cut-off of validity of the seven years? Why not lifetime validity of TET certificate like UGC/CBSE NET? Someone once qualified the TET. Why is he being asked to prove the eligibility again? It is needed to argue in academia and intelligentsia? As per NCTE notification, (2016) only objective type questions will be asked in TET examination but this pattern can be questioned. Are the objective type questions sufficient to examine the aptitude and abilities of a candidate to be a teacher because objective type questions verify the factual knowledge of a candidate? Can a candidate who possesses only factual knowledge about the subject be a teacher? How can analytical abilities be ignored? Understanding of the TET aspirants cannot be judged, against the test constructor's knowledge/the fix wordings/options of the test constructor/designer. It has the probability that candidates may have different solutions towards the question asked but due to the objective type pattern of the TET examination, he/she cannot present their other solutions.

REVIEW OF RELATED LITERATURE

Lakshmi and Ashok (2017) reported that attitude of Government and private B.ED students towards teacher eligibility test do not differ but based on language there was significant difference found between Tamil and English medium B.ED student teachers towards Teachers Eligibility Test. The research conducted by Christina (2016) reveals that there was significant difference in attitude of male and female B.ED student teachers towards the Tamilnadu Teachers Eligibility Test. Girls B.ED student teacher possessed significantly greater attitude than boys B.ED student teachers. On the basis of the habitat, rural B.ED student teachers possessed significantly better attitude towards Tamilnadu Teacher Eligibility test as compared to B.ED student-teachers. On the basis of medium of instructions, Tamilnadu medium B.ED student- teachers had significantly greater attitude towards Tamilnadu Teacher Eligibility Test than English medium B.ED student-teachers whereas, Kumaravelu (2015) conducted research on school teachers and reported in his research that attitude of school teachers towards TET is high but there was no significant difference between male and female school teachers towards TET. However, there was significant difference on the basis of habitat; urban school teachers had significantly greater attitudes towards Teachers Eligibility Test. Furthermore, Lenka (2018) also reported that there was no significant difference in attitude of boys and girls student- teachers towards Teacher Eligibility Test but attitude of science stream student-teachers was significantly high as compared to arts stream student-teachers. Similarly, Urban student-teachers possessed significantly greater attitude towards Teacher Eligibility Test than rural student- teachers. Sarmah and Goswami (2016) found in their research that Maximum (48.88 %) TET qualified teacher possessed moderate favourable attitudes towards Teachers Eligibility Test. Surprisingly, very few TET qualified teachers processed extremely favourable (4.69%) and high (4.69%) attitude towards Teacher Eligibility Test. Urban and rural TET qualified teachers were similar in their attitudes towards Teachers Eligibility Test. Further, On the basis of the gender qualified teachers were also same. In the same way, urban male and urban female TET qualified teachers were not found different in their attitude towards TET.

Close analysis of review of literature shows that there is a lack of consensus among the findings of studies and present the contradiction. on the basis of gender, some researchers reported in their findings that there was significant difference among TET aspirants (Christina, 2016) but on the contrary, researchers also reported that gender does not play a significant role in making the difference among TET aspirants because both male and female aspirants was the same in their attitude towards Teacher Eligibility Test (Kumaravelu , 2015; Lenka, 2018; Sarmah and Goswami ,2016).

Similarly, on the basis of habitat, TET aspirants were found similar in their attitude towards Teachers Eligibility Test (Sarmah and Goswami, 2016). But in opposite to this finding, some researchers reported that there was significant difference in attitude of rural and urban TET aspirants towards TET (Christina, 2016; Lenka, 2018; Kumaravelu, 2015)

Apart from it, in previous researches, some technical/methodological drawbacks have also been noticed. Authenticity and appropriateness of the results, totally depends on what kind of test has been used for collection of raw data. Researchers used the non-standardised tool for Collection of the data in which reliability and validity were not computed (Lakshmi and Ashok, 2017; Christina, 2016; Sarmah and Goswami, 2016). Therefore, validity/truthiness of the results of these researches is under question. Findings are subject to hidden errors (absence of validity). It is well known fact that raw data does not have any meaning. In order to make the data meaningful, norms are very important for interpretation but researcher analyzed the data without norms. (Lakshmi and Ashok, 2017; Christina, 2016). Further, the item analysis to secure discrimination power of items is very important because it is the power of tool to discriminate between high attitude and low attitude holder aspirants but researchers did not mention about computation of the discrimination power of items of tools used for the correction of data. (Sarmah and Goswami, 2016; Lakshmi and Ashok, 2017; Christina, 2016). Data analysis is a very important part of the research. Surprisingly, researchers had applied various measures of the parametric statistical techniques violating basic assumptions. None of the following investigators verified the normality of the data before applying measures of the parametric statistics (Lenka, 2018; Ashok and Lakshmi, 2017; Sarmah and Goswami, 2016). Even, investigators did not understand necessary to mention the name of the sampling technique by which they collected the data (Lenka, 2018). Similarly, Christina (2016) applied 't'- test to test the null hypothesis while this researcher had collected the data by convenience sampling rather than random sampling. Thus, there are numerous technical errors and research gaps in the previous researches conducted by various researchers in different settings. This research will fill above gaps and contradictions.

JUSTIFICATION OF THE STUDY

Infrastructure and buildings are very important, but schools are not known only for building and infrastructure. School is known for its competent, committed, and effective teachers who teach the students and nurture the future of the country. But short listing such kind of the candidates who possessed appropriate attitude and aptitude to be a teacher, is a challenging task and rigorous process. The candidates, who want to be teachers, have to cross various layers. TET is one of the yardsticks but it has some contradictions. One side, NCTE (2016) "Guidelines for conducting Teacher Eligibility Test under the Right of Children to Free and Compulsory Education Act (RTE), 2009" states that TET will bring the benchmark in teachers quality and maintain national standards in the country. It will motivate teacher education institutions along with student teachers to improve their performance/output to be a competent and effective teacher but on another side, there are some questions on the pattern and structure of the Teachers Eligibility Test. Why is the TET certificate valid up to 5 to 7 years? Why have unlimited attempts have been given to qualify TET? Why not provision of age bar likes other professional courses? Are objective type questions sufficient to evaluate or shortlist competent teachers? What are the bases to ignore descriptive questions from TET? Student teachers are the right stakeholder to explain all these points. Therefore, this study was undertaken to provide empirical inputs to the policy planners, administrators, and question paper designers about the pattern and structure of TET. On the basis of the findings of this study appropriate policy decisions may be taken or existing rules and regulations regarding the TET may be modified.

OPERATIONAL DEFINITIONS OF TERMS USED

Student -Teachers: Student-teachers refer to those students who enrolled themselves into two year B.Ed. teacher training program and attempted at Teachers Eligibility Test at least one time.

Teachers Eligibility Test: Teacher eligibility test is a kind of test which is organised by the Government of India at National level to shortlist the candidates who possessed essential ability and aptitude to be a teacher.

Attitude towards Teachers Eligibility Test: Attitude towards Teachers Eligibility Test refers to the opinion of student-teachers towards need, rationale of TET, impact of TET, conditions and rules of TET, content and structure of TET, and validity and certification of TET.

OBJECTIVES

To study the attitude of student teachers towards Teacher Eligibility Test.

RESEARCH QUESTIONS

This research was carried out to find out the answers of the following research questions.

1. What is the attitude of student-teachers towards need, rationale and impact of TET?
2. What is the attitude of student-teachers towards conditions and rules of TET?
3. What is the attitude of student-teachers towards the content and structure of TET?
4. What is the attitude of student-teachers towards validity and certification of TET?

RESEARCH DESIGN

- **Research Method:** As per the nature of the research, descriptive research method was applied with quantitative approach to investigate the problem so that precise and pertinent information regarding the current status of (Phenomena) the student-teacher's attitudes towards Teachers Eligibility Test could be obtained.
- **Universe:** Student-teachers who enrolled under the two year B.ED program in different Departments of Education of Universities and Colleges located in Delhi, was the population of the study.
- **Sample size:** In this research, 158 student-teachers were selected randomly from the Department of Education, Central Institute of Education (CIE), University of Delhi and Department of Education, Guru Govind Singh Indraprastha University, Delhi. Only those student teachers were taken in the study who attempted the Teacher Eligibility Test at least one time.
- **Description of Tool Used:** With reference to collection of the data, a five point rating scale namely "The Teacher Eligibility Test", constructed and standardized by Dr. Vasundhara Saxsena, was used. This scale has the total 28 items which are distributed mainly in the four domains first, Need, Rationale and Impact, second, Conditions and Rule, third, Content and Structure, and fourth, validity and certification. In this scale item analysis was done and only those items were retained in the final scale which had significant 't' value. Scale is highly reliable as it had coefficient of the reliability (0.726) which was computed by split half method. Spearman Brown Prophecy formula was used to calculate the reliability of the entire scale. The validation of the attitude scale towards the Teacher Eligibility Test was done with the help of the experts to secure face validity. Further, in order to determine empirical validation, factor analysis (FA) was used to calculate internal validity of the scale.

RESULTS AND DISCUSSION

The quantitative data collected from student-teachers was coded and organised in a systematic manner. Percentage for all five anchors 'strongly agree', 'agree', 'undecided', 'disagree', 'strongly

disagree' for every statement was calculated. Chi-square was used to test the equal probability of frequencies.

Table 1: Attitude towards Need, Rationale and Impact of TET

S.N.	Items	SA	A	U	D	SD	χ^2
1.	There should be an eligibility test for school teachers.	83 (52.5%)	70 (44.3%)	1 (0.6%)	2 (1.3%)	2(1.3%)	209.68
2.	Having a B.Ed degree should no longer be enough to become a school teacher.	38 (24.1%)	69 (43.7%)	12 (7.6%)	30 (19%)	9 (5.7%)	78.94
3.	TET would check those incompetent people from entering into the profession who have earned their B.Ed degrees through malpractices.	55 (34.8%)	67 (42.40%)	16 (10.12%)	17 (10.75%)	3 (1.89%)	94.34
4.	Through TET young teaching aspirants will be able to sharpen their teaching skills.	38 (24.05%)	72 (45.56%)	14 (8.86%)	30 (18.98%)	4 (2.53%)	90.01
5.	TET would bring national standards and benchmark of teacher quality in the recruitment process.	38 (24.05%)	86 (54.43%)	14 (8.86%)	17 (10.75%)	3 (1.89%)	41.77
6.	TET would induce teacher education institutes and student-teacher to further improve their performance standards.	34 (21.5%)	100 (63.29%)	16 (10.12%)	6 (3.79%)	2 (1.26%)	199.93
7.	TET would send a positive signal to all stakeholders that the Government lays special emphasis on teacher quality.	39 (24.7%)	90 (57%)	15 (9.5%)	12 (7.6%)	2 (1.3%)	154.11
8.	TET will motivate the young teaching	43 (27.2%)	71 (44.9%)	20 (12.7%)	19 (12%)	5 (3.2%)	84.89

	aspirants.						
9.	B.Ed entrance tests conducted on the level of institutes and states are sufficient for assessing performance of prospective teachers.	24 (15.2%)	61 (38.6%)	25 (15.8%)	45 (28.5%)	3 (1.9%)	59.43
10.	Quality of school teaching can be improved through betterment in the training programs for student- teachers rather than through a testing program.	64 (40.58%)	77 (48.73%)	8 (5.06%)	8 (5.06%)	1 (0.63%)	158.4 2
11.	TET might be another burden on the minds of the teaching aspirants.	13(8.2%)	59(37.3%)	17(10.8%)	57(36.1%)	12 (7.6%)	73.99
12.	Problem of shortage of competent teachers can be resolved through TET.	23 (14.55%)	58 (36.70%)	38 (24.05%)	36 (22.78%)	3 (1.89%)	27.7
13.	TET will increase frustration among young teaching aspirants.	10 (6.32%)	52 (32.91%)	23 (14.55%)	58 (36.70%)	15 (9.49%)	249.1 6+
14.	A candidate's aptitude, experience and previous academic background are the sufficient criteria for selection.	15 (9.49%)	54 (34.17%)	30 (18.98%)	46 (29.11%)	13 (8.27%)	42.17
15.	TET would encourage cut-throat competition.	17 (10.75%)	70 (44.30%)	31 (19.62%)	37 (23.41%)	3 (1.89%)	77.47

In case of all 28 items, the obtained value of chi-square is significant towards the items (TET) frequencies mentioned in specific table. Further, With reference to need, rationale and impact of TET, It can be observed from table 1, that the majority of (52.5%) student-teachers strongly agree and (44.3%) agree that there should be an eligibility test for school teachers. Similarly, (43.7%) student teachers strongly agree that having a B.Ed. degree should no longer be enough to become a school teacher which implies that student- teachers are in favour of another layer of short listing procedure to be a teacher. In addition to this, almost (42.40%) of student-teachers are agree and (34.8%) strongly

agree that TET would check those incompetent people from entering into the profession who have earned their B.Ed. degrees through malpractice. Furthermore, (45.56%) student-teachers agree and (24.05%) strongly agree that through TET young teaching aspirants will be able to sharpen their teaching skills. Likewise, as far as concern of national standards and benchmark of teacher quality, maximum (54.43%) student-teachers are agree that TET would bring national standards and benchmark of teacher quality in the recruitment process, merely (10.75%) strongly disagree and (1.89%) disagree with this statement. Correspondingly, highest (63.29%) student-teachers showed their agreement that TET would send a positive signal to all stakeholders that the Government lays special emphasis on teacher quality. Similarly, (44.9%) student teachers express their agreement that TET will motivate the young teaching aspirants. Whereas, in case of entrance test, (38.6%) student-teachers are agree that B.Ed. entrance tests conducted on the level of institutes and states are sufficient for assessing performance of prospective teachers, However, (28.5%) student-teachers revealed disagreement to it. In the same way, (48.73%) of student teachers agree whereas (40.58%) strongly agree that quality of school teaching can be improved through betterment in the training programs for student- teachers rather than through a testing program while only (5.06%) of them expressed strongly disagreement with it. In the case of TET as another burden, (37.3%) of student-teachers agree that TET might be another burden on the minds of the teaching aspirants yet (36.1%) of them disagree to it. Similarly, only (36.70%) of student-teachers agree that the problem of shortage of competent teachers can be resolved through TET. Further, In case of statement related to the frustration among the TET aspirants, responses are scattered. (32.91) % of student-teachers found agree that TET will increase frustration among young teaching aspirants whereas (36.70%) of them reported disagreement to it. In case of experience, previous academic background, and aptitude as a sufficient criteria, only (34.17%) of student-teachers agree that a candidate's aptitude, experience and previous academic background are sufficient criteria for selection. In same way, (44.30%) student-teachers showed agreement that TET would encourage cut-throat competition, however, (23.41%) of them revealed their disagreement with it.

Table 2: Attitude towards Conditions and Rules of TET

S.N.	Items	SA	A	U	D	SD	χ^2
1.	TET should be conducted once in a year.	20 (12.6%)	49 (31.01%)	10 (6.3%)	63 (39.87%)	16 (10.1%)	74.55
2.	There should be no bar on number of attempt a candidate wish to avail.	44 (27.84%)	64 (40.50%)	28 (17.72%)	20 (12.65%)	2 (1.26%)	67.66
3.	At least two or more chances should be given in a year to qualify TET.	49 (31.01%)	82 (51.89%)	16 (10.12%)	9 (5.69%)	2 (1.26%)	137.27
4.	There should be a certain limit of age.	21 (13.3%)	63 (39.9%)	11 (7%)	46 (29.1%)	17 (10.8%)	61.47

Conditions and rules of TET are one of the domains in this research, we find the evidence from aforesaid table 2, that (31.01%) of student-teachers responded that TET should be conducted once a year. However, a large chunk (39.87%) of student-teachers disagreed and (10.1%) strongly disagreed with it. Further, evidence also upholds the fact that maximum (27.84%) of student-teachers

are strongly agree and (40.50%) agree that there should be no bar on the number of attempts a candidate wishes to avail. Similarly, (51.89%) of student-teachers are agree and (31.01%) strongly agree that at least two or more chances should be given in a year to qualify TET, while merely (5.69%) student teachers strongly disagreed and (1.25%) disagreed to it. Whereas, in case of age limit, highest (39.9%) student-teachers were found agreed and only 13.3% strongly agreed that there should be a certain age limit for Teachers Eligibility Test. It may have the reason that teaching is a very, reputed, technical, and complex job. A person can never be a teacher who fails in professions other than teaching and all of sudden wants to get into teaching profession. If there is a provision of certain age limit to appear in the Teachers Eligibility Test, then those aspirants who do not possess the qualities and aptitude to be a teacher and earn degree of teacher education through malpractice, such kind of people would not be able to enter into the teaching profession, however, (29.1%) student-teachers disagree and only (10.8%) strongly disagree with the provision of age limit.

Table 3: Attitude towards Content and Structure of TET

S.N.	Items	SA	A	U	D	SD	χ^2
1.	TET would consist of objective type questions that would induce transparent evaluation.	43 (28.48%)	77 (48.73%)	18 (11.39%)	18 (11.39%)	0 (0%)	104.11
2.	The structure of Paper I (class I-V) & II (for class VI-VIII) is very well framed.	32 (20.3%)	82 (51.9%)	25 (15.8%)	15 (9.5%)	4 (2.5%)	110.31
3.	The content of the TET exam is very comprehensive.	21 (13.3%)	87 (55.1%)	27 (17.1%)	22 (13.9%)	1 (0.6%)	130.42
4.	Multiple-choice questions (MCQ) cannot adequately assess teacher's eligibility.	20 (12.7%)	59 (37.3%)	20 (12.7%)	53 (33.5%)	6 (3.8%)	147.47
5.	There should be one paper of different levels of difficulty.	19 (12%)	76 (48.1%)	38 (24.1%)	23 (14.6%)	2 (1.3%)	95.24

As far as concern of content and structure of teachers eligibility test, it can be observed from table 3, the highest (48.73%) of student-teachers agree that TET would consist of objective type questions that would induce transparent evaluation. Surprisingly, none of the student-teachers strongly disagree with this statement, however, only (11.39%) of them disagreed. Similarly, it was also noticed that (51.9%) of student-teachers are agree that the structure of Paper I (class I-V) & II (for class VI-VIII) is very well framed. Further, as regard to content, the majority of 55.1% of student teachers reported that the content of the TET exam is very comprehensive, merely, (0.6%) of them disagree with it.

With reference to multiple-choice questions, student-teachers have given scattered responses. Only (37.3%) student-teachers responded that multiple-choice questions (MCQ) cannot adequately assess teacher's eligibility whereas (33.5%) of them disagree and (3.8%) strongly disagree to it. It means that the student teachers are in favour of multiple choice questions but a large chunk of the

student teachers are also against the multiple choices of the questions. In the case of the number of papers and its varied difficulty level, the highest (48.1%) of student-teachers reported their agreement that there should be one paper of different levels of difficulty while only (14.6%) of them disagreed with it.

Table 4: Attitude towards Validity and Certification of TET

S.N	Items	SA	A	U	D	SD	χ^2
1.	The validity period of TET qualifying certificate for appointment should be maximum five years.	28 (17.7%)	45 (28.5%)	26 (16.5%)	42 (26.6%)	17 (10.8%)	17.24
2.	TET should be one of the compulsory (essential) qualifications for teachers.	44 (27.84%)	81 (51.26%)	9 (5.69%)	17 (10.75%)	7 (4.43%)	42.31
3.	TET certificate should have life time validity.	37 (23.4%)	42 (26.6%)	17 (10.8%)	55 (34.8%)	7 (4.4%)	47.55
4.	TET should ensure employment guarantee.	53 (34.17%)	47 (29.74%)	24 (15.18%)	23 (14.55%)	10 (6.32%)	29.27

With reference to validity and certification of Teachers Eligibility Test, it is evident from table 4, student-teachers have the lack of consensus and responses are fragmented. (17.7%) of student-teachers strongly agree and followed by (28.5%) agree that validity period of the TET qualified certificate for appointment should be maximum of 5 years, however, (26.6%) of student-teachers disagree and followed (10.8%) strongly disagree with it. Further, with regard to TET as essential qualification, the majority of (51.26%) student-teachers agreed that TET should be one of the compulsory (essential) qualifications for teachers although only (10.75%) disagree and (4.43%) strongly disagree to it. Furthermore, it is also evident that (23.4%) student-teachers are strongly agree and (26.6%) agree as regard to lifetime validity of TET certificate. It may have a reason that after passing the degree of teacher education and in the gap of five year made the student-teachers detached from the content of TET syllabus. Whereas, In contrast, maximum (34.8 %) of student teachers disagreed that TET certificate should have lifetime validity. It may be rational that whoever is going to be appointed as a teacher, must have the updated knowledge of pedagogy and content of a particular subject otherwise it will be great harm not only to the learners but also the future of the nation. Similarly, in case of employment after qualifying TET, we find the evidence that almost (34.14%) student- teachers are strongly agree and followed by (29.74%) agree that TET should ensure employment guarantee. It means that student -teachers have a great expectation that they should get employment as teachers after passing the Teacher Eligibility Test.

DISCUSSION AND CONCLUSION

Research question associated with the need, rational and impact of TET, it is evident that student-teachers agree that there should be an eligibility test for school teachers. It indicates that they support that having a B.Ed. degree is not sufficient. It might have the reason that student-teachers are well aware about non-attending teacher education institutions which distribute the B.Ed. degree like peanuts on the name of teacher education degree. They, therefore, consider that TET is another tool which discriminates between competent and non-competent aspirants to be a teacher. Further, the majority of student-teachers have an agreement that TET will bring national standards and benchmark of teacher quality in the recruitment process. Hence, it is witnessed that the Government of India

should continue with the TET policy all over the country . Simultaneously, adverse responses were also noticed. Student-teachers also reported that quality of school teaching can be improved through betterment in the training program for student-teachers rather than through a testing program because TET might be another burden on the minds of the teaching aspirants. It might be the reason for the favour of this statement that after attaining the degree of the teacher education, student-teachers have to work hard again to crack the TET exam to prove their eligibility again despite having a degree of teacher education. Teacher training program had already been converted from one year into two year. Another side, cracking TET is a painful, time and energy consumable tool in the way of getting employment early.

Similarly, Research question associated with the conditions and rules of TET, It has the indication that the majority of student-teachers agreed that at least two or more chances should be given in a year to qualify TET. Hence, the Government of India needs to review this provision of policy because anybody who failed in other professions cannot be appointed in the teaching profession. Therefore, in order to shut the doors of the teaching profession to such kinds of candidates. There should be an age bar and limited chances to attempt TET.

With regard to research question associated with the content and structure of TET, it witnessed although the majority of student-teachers supported that objective type question will induce the transparent evaluation, however, a large chunk of student teachers agreed that multiple choice questions (MCQ) cannot adequately assess teacher's eligibility because objective type questions examine the only factual knowledge that is based on the memory. In order to teach any content effectively, explanation power, analysis and synthesis ability is much more important than factual knowledge which cannot be tested by multiple choice questions. Descriptive type questions, therefore, under the structure of the TET should be an essential part to make TET more comprehensive.

As far as concerned of research question concerning lifetime validity and certification of TET certificate. It is evident from the findings of the study that student-teachers responded fragmented way. Some student teachers support it and a large section of student teachers oppose it. Here, there are two questions which emerged. First, why is the lifetime validity given to other eligibility test like CBSE UGC -NET? Why has lifetime validity not been given in case of Teachers Eligibility Test? What are the unknown parameters or rationales, which discriminate between these two kinds of the eligibility tests with reference to lifetime validity? Once, someone has proved his eligibility to be a teacher through a national or state level Teacher Eligibility Test, why is he being asked to prove his eligibility again. It may also happen that during a particular five years period, the Government and private sector may not advertise vacancies/posts for teachers. In such cases, what is the fault of student- teachers? Second, how can age factor and family responsibility be ignored which bar academic engagement in later age. Hence, neither compromise may be done with pedagogical and subject knowledge of teachers nor age factor and family responsibility be ignored. In such circumstances, what may be the middle path? There is needed to be things and debate. Can some weightage be given to those TET qualified candidates whose TET certificate validity expires and aspire to qualify TET again? If yes, what should be the mechanism? These are some technical questions which need to be addressed and answered.

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