

Opinion of the Prospective Teachers and In-Service Teachers towards Teacher Eligibility Test

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Abstract

Change is the unchangeable law of nature. Change is the sugar and spice of life. Changes in the society are caused by different factors, agents and agencies. But the most significant changes in education causes and contributes a great deal towards the society. Realizing the felt need of education and recruitment of teachers on a large scale for quality education in order to fulfill the Free and Compulsory Education of the RTE Act 2009, The National Council Of Teacher Education NCTE has changed the minimum qualification for a person to be eligible for appointment as a teacher in class-I to Class-VIII Vide Notification Dt- 23rd August 2010. Thus to be appointment as a primary and upper primary teacher a person has to pass Teacher Eligibility Test. As a result of which the Central Board Of Secondary Education (CBSE) and some other State Boards had conducted the test but got a poor result, which creates a lot of argument for and against of this test. As Odisha is not to be exempted to conduct this test it is going to conduct this. In this context the researcher was intended to study the opinion of the prospective teachers and in-service teachers towards TET.

KEYWORDS:- Prospective teachers, In-service teachers, Teachers Eligibility Test

INTRODUCTION:

Education is the common man's struggle to rise beyond the poor helpless character of a mere faceless thumb impression to be a valuable citizen with enough potentialities to contribute to the growth process of the society. It is as basic to civilization, to social survival as reproduction and nutrition are essential to biological evolution. It is a common man's self upliftment and movement to achieve an identity of his own, a positive self confidence based on enlightened consciousness, the right to inform, the ability to decide for his own and above all a life of full dignity.

1.1

IMPORTANCE OF PRIMARY EDUCATION :

Primary education that is a path through which one can reach his or her destination. Primary education has several functions. Among them two functions are very important. One is to prepare children for higher education which helps them to lay foundation for their future life and another is to make individual literate and bringing minimum required development in different aspects which helps one to be good and useful citizen of the country in the future. Thus primary education is basic requirement for the development and improvement of the country.

Role of the Teacher:

Teachers are vital to education and social change. They play an important part in improving the quality of education. It is on their qualities and character, educational qualifications and competence that success of all educational endeavors depends. Unless we get better teachers, we will not reach

the target of making quality education available in the country. Dipple, H(2007) stressed on the quantitative aspect of the primary education after independence but now time has come when the stress should be shifted from the expansion of the enrollment to the consolidation and qualitative improvements. The broad objective of primary education is to develop useful habits and skills in the minds of pupils, keep fit to know the latest information about the world and to foster in them the sentiments of love and participation. But those objectives are not possible without competent and resourceful teachers.

Trend Analysis :

In India after post independence era, every efforts has been taken in the field of education. Based on well thought recommendations of the education commission, (1964) and successive Education committees which emphasized on quality education, various steps have been taken including formulation of National Policy of Education (NPE)-1986, subsequently revised in program 1992)

(DPEP) and Mid-day Meal Schemes, Education Guarantee Scheme (EGS) and many others to universalize education and to ensure its quality. Following the Dakar declaration to universalize education by 2015, Elementary education to all children up to the age of 14 years was declared as a fundamental right and massive national programme Sarva Sikshya Abhiyan (SSA) launched from 2002 though a time bound integrated approach, to achieve this end. The Rastriya Madhyamik Sikshya Abhiyan (RMSA)has also been launched .

from 2010 to universalize Secondary Education (page-30, Himalayan Journal of Social Science, Vol. 1 No.2, Oct -2011)

Providing quality elementary education to all is not a matter of extending some privilege to them rather it is considered as a basic human need thus a birth right of every citizen. Realizing this the Govt. of India in NPE 1986 states: the new thrust in elementary education will emphasize two aspects (i) universal enrolment and retention of children up to 14 years of age and (ii) a substantial improvement in the quality of education which is to be brought out in two ways (a) improving school facilities through operation blackboard and (b) improving the quality of teacher through pre-service and ins-service education of the teacher (page- 15 Anewshika, Vol 2, Nov. 2 Dec 2005).

A study has revealed that among various factors that effect or influence the efficiency of education, the “teacher” factor along contributes 68% whereas all other factors like infrastructure, finance, leadership etc, together contribute 32% only (Rohidekar, 1997).

Prof. Montequ in his book, “Education and Human Right”, asserts that, “No one should ever be permitted to become a teacher of the young unless by temperament, attitude and training, he is fitted to do so”. Thus teacher must have the required professional training, without which he will commit serious pedagogical blunders. Thus for a successful teacher, some academic achievement and professional training are highly essential (Page -192 B.N Dash)

Rastogi A. and Ahuja,A,(2004) conducted a study on, “Redefining entry qualification for Elementary Teachers” Their findings are summarized in

the words of Seshadri(2004)“A basic issue relates to enhancing the low profile of primary teacher education upgrading it calls for , among other things enhancing the entry qualification..” for quality assurance in Elementary Teacher Education (page 27, Anweshika, Vol. 2 Nov.2 Dec 2005.)

Thus, for implementation of universalisation of elementary education, govt. has led down different educational and professional qualification from time to time.

In accordance with the provisions of sub-section (I) of Sec.23 of RTE Act, the National Council for Teacher Education (NCTE) had Vide Notification dated 23rd August 2010, laid down the minimum qualifications for a person to be eligible for appointment as a teacher in class I to VIII. It had been inter-alia provided that one of the essential qualifications for a person to be eligible for appointments as a teacher in any of the schools referred to in clause (n) of section 2 of the RTE Act is that he/ she should pass the Teachers' Eligibility Test(TET) which will be conducted by the appropriate Govt. in accordance with the guidelines framed by the NCTE (www.cbse.nic.in)

The rationale for including the TET as a minimum qualification for a person to be eligible for appointment as a teacher is as under: (i) It would bring national standards and benchmark of teacher quality in the recruitment process. (ii) It would induce teacher education institutions and students from these institutions to further improve their performance standards. (iii) It would send a positive signals to all stake-holders that the Govt. lays special emphasis on teacher quality.

Study Across the country

PATNA: Merely 2.81 per cent candidates cleared Bihar Primary Teachers Eligibility Test (TET), the results of which were declared here on Monday. Pass percentage of women candidates is even more deplorable. Only 1.57 per cent of candidates belonging to fair sex cleared the test that would make them eligible to get a job of teacher in the state government-run primary schools having classes from one to five. The pass percentage of men candidates is 3.59.

Results of upper primary TET (for schools running classes from 6 to 8) is little better. Around 17 per cent candidates cracked the test. Pass percentage of women and men candidates in this category was 14.49 per cent and 17.98 per cent respectively. However, state education minister P K Shahi, while releasing the results at the state secretariat here, said that the pass percentage of Bihar students in the TET was not "too bad."

"In the upper primary TET, the candidates have done better than the national average of pass percentage which used to be in between 5 to 12 per cent," the minister explained. However, he also added the quality of results depends on the merit of the appearing candidates.

Giving details of the results, the minister informed that a total of 21,62,929 candidates appeared in the TET for primary schools. Of them, only 60,730 candidates cleared the test. The successful

candidates include 13,261 women. In the upper primary category, a total of 5,17,408 candidates appeared for the test. Of them, 87,254 passed the examination. The successful candidates include 24,074 women, the minister informed while releasing a data-sheet comprising social category-wise break-up of passed candidates and their percentage.

Among the social categories, just 0.40 per cent of women belonging to scheduled castes (SC) could crack the test, while the pass percentage of scheduled tribes (ST) women candidates is 0.66 per cent. Shahi also informed that the results of Secondary Teachers Eligibility Test (STET) was almost ready and it would be announced in near future. He said a special examination for around 1.08 lakh STET applicants, who had boycotted the test at various centers in the past, would be conducted in June this year. Program for the proposed June examination would be announced soon. A special examination for the 4,000 primary and upper primary TET examinees, whose OMR sheets were lost in transportation, would also be arranged in June. To a question whether all successful candidates would be given jobs in government schools, the minister said, "The government would have to maintain a balance between the available vacancies and resources. We will recruit only such number of teachers for whom the

government can easily arrange salaries on time." He could not give specific number of teachers to be appointed among the successful candidates. (Article times of India.indiatimes.com) He could not give specific number of teachers to be appointed among the successful candidates. (Gujuratglobal Com)

Need for the study :

As per the order of the HMRD, Govt. of India, the CBSE has mandated that any new teacher recruited for standard I–VIII must have cleared the Govt. approved Teachers Eligibility Test. The Central Board has amended its affiliation by-law number 53 with immediate effect to implement the new guidelines across all schools in the country.

As per the decision, teachers who want to join in CBSE affiliated school (for STD I–VIII) must have passed the CTET or the TET which is conducted by the State Govt.

The newly introduced CTET is already proving to be a “killer exam” going by the results of the two tests held so far. In the first edition of CTET held in 2011, about 87% teachers failed while 93% failed in the test held earlier this year. (<http://educationcareer.in>)

Even though the new recruitment rules give an option to new teachers to clear either CTET or the much easier TET, in reality there is no choice. Since CTET is conducted by the CBSE itself, every affiliated school management would prefer recruiting candidates who meet to central boards criteria. This has now become a big challenge for schools that have already started the recruitment process. Teachers react strongly against CBSE decision.

Thus as per the order and rule of RTE Act 200, A total of 128 centers have been made in the city for the TET scheduled to be held across the state on Nov 13. This time the U.P. Board is conducting the test across the State (08, Nov.2011, Time of India)

Similarly the state Education Department of Bihar on Tuesday held peacefully a massive TET at about 1380 centers across the state for the recruitment to the post of teachers of both Primary and middle school level. The test is described as the biggest even exercise by the NDA Govt. in Bihar (20 Dec 2011,TOI).

The much awaited Bihar TET results have been declared on Bihar school [examination board](#) website. Out of 26, 80,337 candidates appeared in the exam, 1,47,984 candidates have cleared the [eligibility test](#). Only 5.52 percent candidates have qualified for this Bihar elementary teacher's eligibility test-BETET. Bihar Education minister P. K. Sahi made public the results of Bihar TET. In the group A of exam that was held for the recruitment of teachers for class first to five, 21.62 lakh candidates appeared but only 2.81 percent candidates have qualified. For group B exam held for class six to eight, 5.17 lakh candidates applied out of which 16.86 percent have cleared the test often referred as Bihar TET. (<http://biharboard.net>)

A report says that though the TET passed by peacefully but the students found solving 150 questions in 90 minutes time to be a tough task. Most of the students has one view in common that the TET was easy but the question paper was lengthy as a result they could not attempt all the questions (13 Nov. 2011, Speed News)

Another report reveals that a 39 year old mother of two teenagers from Vedanranyam in the district has come out on top in the state in the TET. (25 August 012 Asian-Age).

Thus TET has become a prerequisite for anyone who wants to teach in recognized school. According MHRD, Govt. of India clearing CTET is mandatory for

- ✓ Central Govt. Schools
- ✓ State Govt. schools which do not consider TET –
- ✓ All private and aided school.

The third edition of Central Teacher Eligibility Test(CTET) conducted by CBSE will now be held on Nov 18. TOI had reported earlier on the drastically high failure rate of candidates who appear for this exam which will be mandatory for new teachers (TOI 14 August 2012).

This decision of the NCERT has been facing a number of criticism from a large, number of academicians and eligible candidates for the job of primary teacher ship. As teachers attitude towards the teachers eligibility test is a major variable for the present. This study is undertaken to know the attitude of candidates towards Teachers Eligibility Test.

RATIONALE

The Rationale of introducing TET is to remove the disparities in standard of evaluation and teaching that prevail among a large number of schools of

elementary education and to ensure quality in elementary education. Here the researcher wants to conduct the study with the same rationale down by the NCTE norms as follows.

The rationale for including the TET as a minimum qualification for a person to be eligible for appointment as a teacher is as under :-

- It would bring national standards and benchmark of teachers quality in the recruitment process.
- It would induce teacher education institutions and students from these institutions to further improve their performance standards.
- It would send a positive signal to all stake holders that the Government lays special emphasis on teacher quality.

TET has been introduced by Govt. of India for the first time in 2011 Govt. of Odisha is going to hold the TET in 2012 for the new recruitment of teachers. As no study is available to the investigator regarding the view of prospective and in service teachers towards TET, so the investigator is interested to find out how they feel or what they think about this particular system of recruitment.

STATEMENT OF THE PROBLEM:

The statement of the problems is “**OPINION OF PROSPECTIVE AND INSERVICE TEACHERS TOWARDS THE INTRODUCTION OF TEACHERS ELIGIBLY TEST**”.

2.3 OBJECTIVE OF THE STUDY :

- (a) To study the opinion of the prospective teachers towards the introduction of TET.
- (b) To study the opinion of the in-service teachers towards the introduction of TET.
- (c) To compare the opinion of prospective teachers and in-service teachers towards the introduction TET.
- (d) To compare the opinion of female and male prospective teachers and in service teachers towards the introduction of TET.
- (e) To pool out suggestion for TET

2.4. Hypothesis of the Study:

Aims and objectives of the study are driving for the formation of Hypothesis. According to Best and Khan (196, P 27) the null hypothesis relates to a statistical method of interpreting conclusions about population characteristics that are inferred from the variable relationship observed in samples” The null hypothesis merely states that no significant difference or relationship exists between variable

under study. However if differences or relationship are observed they merely results from chance errors or fluctuation inherent in the sampling process. Keeping this in mind, the investigator formulated the following null hypothesis for achieving the objectives of the present study.

- (a) There will be no significant difference in the opinion of prospective and in-service teachers towards TET.
- (b) There will be no significant difference in the opinion of female and male candidates towards TET.

The candidates may be found to exhibit varying patterns of opinion towards TET as per their background variable.

2.5 Operational definition :

- (a) **Teacher Eligibility Test** – This is an eligibility test for primary and upper primary teachers in order to fulfill the RTE Act. This test is conducted by both Central Government known as central Teachers' Eligibility Test (CTET) and State Govt. Known as State Teachers Eligibility Test such as BTET, OTET, PITET etc. in India.
- (b) **Prospective teachers** - The pupil teachers who are under the regular B.Ed. And C.T Training program .(2011)
- (c) **In-service teachers** – The teachers who are already appointed as a primary teacher / upper primary schools as a Sikha Sahayak in 2011.

DELIMITATION OF THE STUDY :

The present study is delimited to the following areas
It covers the pupil teachers of the Khordha DIET, C.T. School Bhubaneswar.
The B.Ed. pupil teacher of Nalini Devi Women's College of Teacher Education, Bhubaneswar.
The Sikhya Sahayaks of Bhubaneswar and Khordha Education District appointed in the year 2011.

Research Methodology :

On the basis of the objectives present in the study, the researcher has adopted the descriptive survey method for collecting information and making a critical analysis of the attitude of prospective and in-service teacher's towards the introduction of TET.

Sample :

- Thus the population of the study consists of all the prospective teachers in the C.T and B.Ed. Training program of Khordha district and the in-service teachers who were appointed as Sikhya Sahayak in the year 2011 in the Khordha Education District and BBSR Education Dist. There are 4 training centres for the CT course and 1 training centre for B.Ed. Course. Out of this 4 training centres 2 centres were taken as randomly (Senior Secondary Training School, Bhubaneswar) and D.I.E.T, Khordha. The NDWCTE, BBSR is taken as the sample area for B.Ed students. For the in-service teachers the Sikhya Sahayak are taken randomly from the Bhubaneswar and Khordha education district through random sampling method. The distribution of participants has been presented in the following table.
- **Tool Construction:**
- The researcher wanted to study the attitude of teachers towards the introduction of TET. Though several readymade teacher attitude scales constructed and standardized by different psychologists and educationists

were available but they were found to be focused on the active stages of teaching and were confirmed to teacher's role within the boundaries of classroom. The researcher wanted to measure the attitude of prospective and in-service teachers towards the introduction of TET with respect to knowledge, parity with national standard, attitude, evaluation and change dimensions. After a thorough scrutiny of the available tools it was deduced that they did not suit the purpose of this study, they could not measure the attitude of the teachers according to its professional definition. Thus, the researcher constructed her own tool.

For the present study, the researcher opted Likert method of scale construction i.e. the method of summated ratings to measure the attitude of the teachers towards the introduction of TET. The steps involved in its construction are described below:-

➤ **Development of the Questionnaire:**

TABLE-3.1(A) TABLE OF COMPONENTS QUESTIONNAIRE

Sl.No	Components	
1	Knowledge	
2	Parity with national standard	
3	Attitude	
4	Evaluation	
5	Change	

TABLE-3.1(B) Conclusive Picture of Methodology

Objectives	Hypothesis	Sample	Tool	Table
(a),(b),(c)	(a)	30 from CTE and 20 from B.Ed. College	Questionnaire	4.1(a), 4.1(b),4.1(c), 4.1 (d),4.1(e) 4.1(f)
d)	(b)	60 female teachers and 50 male teachers	Questionnaire	4.2(a),4.2(b), 4.2(c) 4.2(d)
(e)	(c)	50 prospective teachers and 60 in service teachers appointed in khodha and BBSR education circle	Questionnaire	4.3(a)

➤ Thus to measure the opinion, a questionnaire was developed. the questions are based on the sub-points under each dimension 6 to 7 questions were prepared under each dimension. Finally 25 questions had been finalized after much debate, verification, reference and consultation.

ANALYSIS AND INTERPRETATION OF DATA

The data, after collection, has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. This is essential for a scientific study and for ensuring that we have all relevant data for making contemplated comparisons and analysis. The team analysis refers to the computation of certain measures along with searching for patterns of relationship that exists among data groups. Thus in the process of analysis, relationship or differences supporting or conflicting with original or new hypotheses should be subjected to statistical test of significance to determine with what validity data can be said to indicate any conclusion.

Analysis of table And Interpretation of result

In the present study the investigator has collected and tabulated data for meaningful interpretation keeping in view the objectives, hypothesis of the study, Data analyzed and interpreted by using simple percentage values to measure their positive opinion towards the introduction of TET. As to study the intensity of opinion of respondents towards teachers. Eligibility test is one of the objectives. So the investigator has taken three groups of respondents. Viz mean $- \frac{1}{2}$ S.D and below mean $+ \frac{1}{2}$ S.D and above and between mean $\frac{1}{2}$ SD. The respondents whose score is mean $\frac{1}{2}$ S.D and below are considered as having unfavorable opinion toward T.E.T and those whose score is mean $+ \frac{1}{2}$ S.D and above are considered as having favorable opinion towards T.E.T

The respondents whose score is between these two limits are considered as having moderate attitude towards T.E.T. In the third case the investigator has made different tables to compare the opinion between prospective teachers and intensive teachers and between female and male teachers. For this purpose the statistical technique t-test is applied to the test the hypothesis to reach at conclusion. The opinions given by the teachers are presented

TABLE 4.1(A)

DIMENSION WISE OPINION TABLE OF THE PROSPECTIVE TEACHERS TOWARDS THE INTRODUCTION OF TET

Sl.No. of items	Dimension	Responses				
		SA	A	UD	DA	SDA
1	Knowledge	29	8	3	5	5
2		35	5	2	5	3
3		30	5	1	10	4
4		50	-	-	-	-
5		28	10	7	3	2
6	Parity with National Standard	40	5	5	-	-
7		42	3	2	1	2
8		45	-	3	2	-
9		38	5	1	5	1
10		29	-	3	8	10
11	Attitude	35	5	2	3	5
12		37	2	5	1	5

13	Evaluation	40	4	1	2	3
14		42	2	-	5	1
15		38	4	2	6	-
16		36	6	-	5	3
17		29	11	2	3	5
18		12	18	7	0	13
19		33	9	2	5	1
20		27	8	1	6	8
21	Change	33	5	2	3	7
22		39	3	2	1	5
23		25	12	-	5	8
24		27	14	3	4	2
25		24	17	5	1	3

The table 4.1(A) depicts the dimension was responses of the prospective teachers for each item. Among 50 respondents the no. of strongly agree, agree, undecided, disagree and strongly disagree responses is clear from the above table. It is found that most of the prospective teachers have a positive attitude towards the introduction of TET as for each and every item more number of respondents have given their opinion by agree with the positive responses those are strongly agree and agree. Very few of them are quite undecided about the statements. In comparison to the positive response less number of respondents agree with the negative response those are strongly disagree and disagree.

TABLE 4.1(B)
DIMENSION WISE OPINION TABLE OF THE INSERVICE TEACHERS:

Sl.No of items	Dimension	Responses				
		SA	A	UD	DA	SDA
1	Knowledge	35	11	4	5	5
2		40	10	2	3	5
3		30	10	5	5	10
4		50	2	2	3	
5		33	9	7	4	7
6	Parity with National Standard	48	7	-	2	3
7		49	5	2	1	3
8		52	7	-	1	-
9		40	8	2	5	5
10		38	10	3	5	4
11	Attitude	38	8	3	3	8
12		42	4	7	4	3
13		38	6	6	7	3
14		40	9	3	6	2
15		41	7	2	6	4
16	Evaluation	38	8	2	7	5
17		31	10	3	10	6

18	Change	21	23	4	2	10
19		34	8	7	8	3
20		30	10	8	6	6
21		35	7	3	5	10
22		43	5	2	7	3
23		30	14	-	8	8
24		31	12	5	7	5
25		27	17	4	8	4

Table 4.2(B) shows the responses of the in-service Sikhya Sahayaks who are working under different school since 2011. It is seen from the table 4.2 that the positive responses towards the introduction of test is also more than the negative responses. Among 60 in-service teachers less no. of teachers has given their responses to the negative categories i.e. D.A and SDA

But for a comparative analysis percentage method has been followed as the number of respondents are 50 and 60 for the prospective and in-service teachers.

TABLE 4.1(C)
DIMENSION WISE COMPARATIVE ANALYSIS OF OPINION OF PROSPECTIVE AND IN-SERVICE TEACHERS

Responses Dimension	SA		A		UD		DA		SDA	
	Pro	In-service	Pro	In-service	Pro	In-service	Pro	In-service	Pro	In-service
Knowledge	172 (68.8)	188 (62.66)	28 (11.2)	42 (14.0)	13 (5.2)	20 (6.66)	23 (9.2)	20 (6.66)	14 (5.6)	30 (10.0)
Parity with national dimension	194 (77.6)	227 (75.66)	13 (5.2)	37 (12.3)	14 (5.6)	7 (2.33)	16 (6.4)	14 (4.66)	13 (5.2)	15 (5.0)
attitude	192 (76.6)	199 (66.33)	17 (6.8)	27 (9.0)	10 (4.0)	21 (7.0)	17 (6.8)	26 (8.66)	14 (5.6)	20 (6.66)
Evaluative	137 (54.8)	154 (51.33)	52 (20.8)	59 (19.66)	12 (4.8)	24 (8.0)	19 (7.6)	33 (11.0)	30 (12.0)	30 (10.0)
change	148 (59.2)	166 (55.33)	51 (20.4)	55 (18.33)	11 (4.4)	14 (4.66)	15 (6.0)	35 (11.66)	25 (10.0)	30 (10.0)

Figures in the bracket indicates percentage.

TABLE 4.1(D)
INTENSITY OF OPINION OF PROSPECTIVE TEACHERS TOWARDS TET

To measure the intensity of opinion of the respondents the researcher has got the following results.

Categories	Total No	Mean	Standard Deviation	Mean – ½ SD and below	Between mean - ½ SD and mean + ½ SD	Mean + ½ SD and above
Prospective teachers	50	106.12	6.99	13 (26%)	21 (42%)	16 (32%)

Out of 50 prospective teachers 13 teachers have negative opinion towards the introduction of TET. 21 teachers have moderate opinion towards TET where are 16 prospective teachers have favorable opinion towards TET.

TABLE 4.1(E)
INTENSITY OF OPINION OF IN –SERVICE TEACHERS TOWARDS TET
Similarly this table show the intensity of attitude of the inservice teachers towards the introduction of TET . Among

Categories	Total No	Mean	Standard Deviation	Mean – ½ SD and below	Between mean - ½ SD and mean + ½ SD	Mean + ½ SD and above
In-service teachers	60	102.16	7.56	15 (25.0%)	22 (36.6%)	23 (38.33%)

60 in-service teachers 15 teachers have negative attitude 22 teachers have moderate attitude and 23 teachers have favorable attitude towards the introduction

Table 4.1(F)
T – TEST FOR THE OPINION OF PROSPECTIVE AND IN-SERVICE TEACHERS TOWARDS THE INTRODUCTION OF TET

Category	No. of Items	\bar{X}	S.D.	“t” value	Level of significance
Prospective teachers	50	106.02	6.99	2.02 < 2.86	Not significant at 0.01 level
In-service teachers	60	102.16	7.56		

This table reveals that the calculated value of “t” is smaller than the table value that is 2.02 at 0.01 levels of significance. So the above result is not significant at both the levels of significance. The above result has accepted the null hypothesis. So there is no significant difference between the prospective and in-service teachers towards the introduction of TET.

TABLE 4.2(A)
DIMENSION WISE OPINION TABLE OF THE FEMALE AND MALE TEACHERS TOWARDS TET

Sl.No of items	Dimension	Responses				
		SA	A	UD	DA	SDA
1	Knowledge	37(26)	10(10)	4(4)	6(4)	3(6)
2		41(35)	7(8)	2(-)	5(4)	5(3)
3		38(20)	7(9)	1(5)	6(9)	8(7)
4		59(41)	-(-2)	-(-2)	1(2)	-(-3)
5		36(25)	12(7)	6(8)	2(5)	4(5)
6	Parity with National Standard	44(43)	9(3)	4(1)	1(1)	2(1)
7		51(40)	6(2)	1(2)	1(3)	1(3)
8		53(44)	4(3)	-(-3)	2(-)	1(-)
9		39(40)	10(3)	1(2)	7(3)	3(2)
10		40(27)	4(5)	3(3)	6(7)	7(8)

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Sl.No of items	Dimension	Responses				
		SA	A	UD	DA	SDA
11	Attitude	42(30)	6(7)	3(2)	6(-)	3(11)
12		48(32)	1(5)	5(7)	3(2)	3(4)
13		48(31)	5(4)	1(6)	2(7)	4(2)
14		49(36)	9(3)	2(1)	-(-7)	-(-3)
15		37(42)	9(2)	4(2)	9(2)	1(2)
16	Evaluation	42(31)	7(7)	1(1)	6(6)	4(5)
17		35(26)	8(13)	3(2)	7(6)	7(3)
18		17(15)	23(20)	6(5)	1(1)	13(9)
19		33(33)	10(7)	5(4)	9(4)	3(2)
20		32(26)	11(7)	5(4)	5(7)	7(6)
21	Change	38(32)	6(5)	3(2)	3(4)	10(7)
22		42(40)	17(1)	2(1)	4(5)	5(3)
23		35(32)	13(5)	2(1)	5(7)	5(5)
24		33(25)	13(13)	3(5)	5(5)	6(2)
25		29(22)	20(14)	4(5)	4(5)	3(4)

* Figures in the brackets indicate opinion of male teachers.

Table-4.2 (C)

Intensity of opinion of female and male prospective teachers and in-service teachers towards TET

Categories	Total No	Mean	Standard Deviation	Mean - ½ SD and below	Between mean - ½ SD and mean + ½ SD	Mean + ½ SD and above
Female	60	100.9	8.18	7(11.66%)	17(28.33%)	36(60.0%)
Male	50	103.76	6.74	13 (26.0%)	24(48.0%)	13(26.0%)

This table shows that female teachers have more favorable attitude towards TET than that of their male counter point. But both type of teacher have moderate and favorable attitude towards TET than their negative attitude.

Table difference between the opinion of female and male and inservice teachers towards TET.

Table -4.2(D)

t .TEST OF THE OPINION OF THE FEMALE AND MALE (PROSPECTIVE AND INSERVICE TEACHERS)

Category	No. of Items	<u>X</u>	S.D.	“t” value	Level of significance
Female Prospective and in-service	60	100.9	8.18	2.01 < 2.576	Not significant at 0.01 level
Male Prospective and in-service	50	103.76	6.74		

This table shows that the calculated value of “t” is smaller than the table value i.e. 4.604 at 0.01 and also less than 2.776 of 0.05 level of significance . So the above result is not significant at both the levels of significance. The above result has accepted the null hypothesis . So there is no significant difference between the female and male prospective and inservice teachers towards the introduction of TET

TABLE-4.3(A)
INTENSITY OF OPINION TOWARD TET OF BOTH KINDS OF TEACHERS
(PROSPECTIVE AND IN-SERVICE TEACHERS)

Categories	Total No	Mean	Standard Deviation	Mean – ½ SD and below	Between mean - ½ SD and mean + ½ SD	Mean + ½ SD and above
Prospective and In-service teachers	110	103.96	9.87	27 (24.54%)	81 (73.63%)	2 (1.81%)

This Table depicts that among 110 prospective and in-service teachers 27 have negative attitude, 81 have moderate attitude and 02 have favorable attitude towards TET.

Graphical representation of the data

The graphical representation given below gives an overview of the “opinion of the prospective and in-service teachers towards the introduction of TET”

x-axis represents the intensity of opinion (i) Negative (ii) Moderate (iii) favorable attitude
y-axis represents the percentage.

	Negative	Moderate	Favourable
Prospective	26%	42%	32%
In-service	25%	36.66%	38.33%
Female	11.66%	28.33%	60 %
Male	26%	48%	26%
Total	24.54%	73.63%	1.81%

Figure 4(a) Graphical representation of the opinion of prospective and in-service teachers

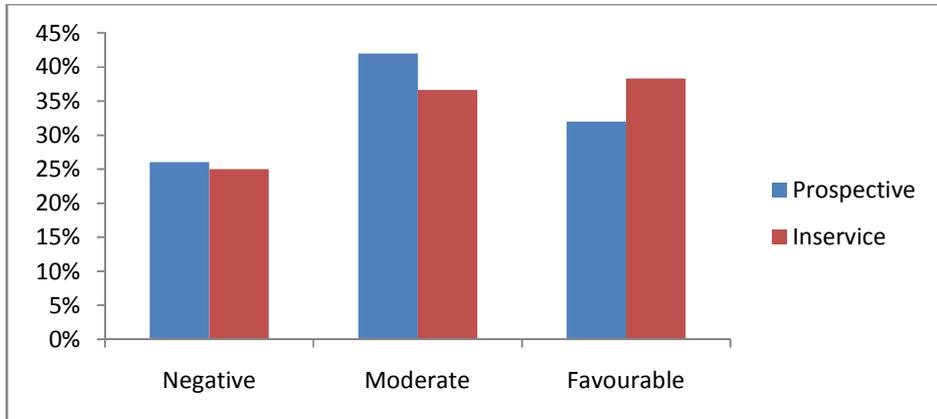


FIGURE 4(B) GRAPHICAL REPRESENTATION OF THE OPINION OF THE FEMALE AND MALE TEACHERS

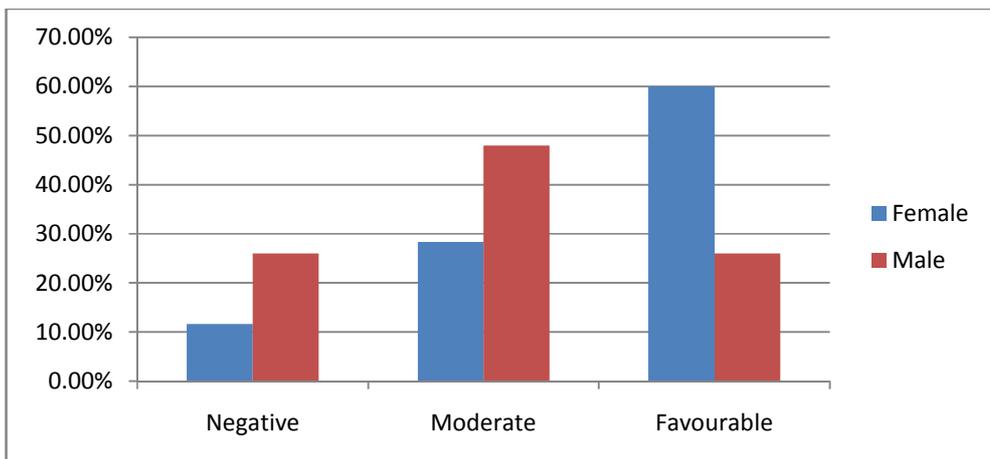
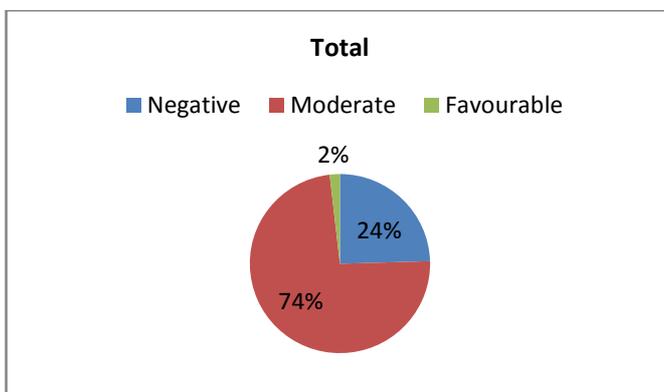


Figure-4 (c) Graphical representation of both kinds of teachers in total



Suggestion towards TET (a pooled out opinion)

The prospective and in-service teachers have given their valuable suggestions to TET with special reference with Odisha Teachers eligibility test.

- OTET should be strictly implemented
- OTET should be conducted twice in a year just like NET
- Posting in the teachers profession should be done on the basis of the TET result along with mark basis.
- TET should be done in time as per the advertisement .
- The pattern of question must be of standard type
- TET should be conducted in a way in which the deserved candidate must be benefited
- Some of them told that the TET should cater on the quality of teaching.
- Some of the teacher supports that untrained should get the chance appear TET but others oppose it.
- TET must be done for the candidate before entering into the teachers training such as C.T. /B.Ed in order to know their attitude towards this profession
- Some also put question on the time allotted to TET i.e. 90minutes which is not sufficient.
- Regarding the eligibility criteria of the science graduate and SC/ST students is again a question for discussion.
- Some also given their suggestion that for a trained teacher it is useless to appear in this test.
- The condition of the teachers should be just like other regular teacher if they will pass in TET
- Some also suggest for negative marking for wrong answers.

Major findings

- 1 After the quantitative and qualitative analysis and interpretation it was found that the prospective and in-service teachers have no significant difference in their opinion towards TET.
- 2 42% prospective teachers have moderate opinion and 32% have favorable opinion towards TET
- 3 For the in-service teachers the percentage of moderate opinion is 36.66% and favorable opinion is 38.33%
- 4 Similarly the female and male teachers have no significant difference of attitude towards TET.

But they have different of attitude with regards to their intensity towards TET.

11.66% and 26% of female and male teachers have negative attitude towards TET respectively.

The favorable opinion of female teachers is 66% whereas it is only 26% for the male teachers

Similarly 28.33% female teachers and 48% male teachers have exhibiting their opinion moderately toward TET.

As a whole with respect to the intensity of opinion towards TET among all kinds of teachers 73.63% have moderate opinion , 1.81% have favourable opinion and only 24.54% have negative opinion towards TET

So it may be concluded that although there is a difference in the intensity of opinion towards TET but they have a positive opinion towards TET as most of them are either coming under the moderate or favorable opinion category.

EDUCATIONAL IMPLICATIONS.

The major findings of the study and hence the conclusions drawn helped the researcher to suggest the following for the development of the conduction of TET.

- TET should be conducted strictly and timely.
- Pre-Test should be conducted before the C.T. and B.Ed Training and TET after the completion of training for entering in teacher profession.
- There should not be any partiality between the general and reserved category with regard to the minimum eligibility criteria for appearing TET.
- Those having higher qualification with TET should be given appropriate weightage as additional qualification for final selection and promotion of teachers in case of primary education.
- Upgradation of the syllabus should be adopted at the college level.
- Entry of teachers in institutes of primary education should be rigorous and merit based, which might create a shortage of manpower but the NCTE should not come under any pressure to relax or scrap TET altogether.
- **Recommendation for future research**
- The present study includes only the prospective teacher of three training institutes of Khordha district. There are NDWCTE BBSR, DIET Khordha, SSTS, BBSR. It may be included the other training centers of the State as a whole.
- It only includes the inservice teachers of Khordha and Bhubaneswar education district. The study may be further extended to the entire education district of the state for further results.
- The present study may be further extended with the opinion of all kinds of teachers all aspirants and all supervisory bodies along with the public.
- **5.3 CONCLUSION**
- There is no denying the fact that TET syllabi are extensive and require in-depth knowledge of the subject concerned. Many departments in various colleges and teachers training institutes have not adhered in true spirit to the guidelines provided by the UGC and NCTE regarding upgradation of syllabi at the college and training levels. The need is to come out of the inertia and change the mindset of the teachers by providing them all sorts of facilities by adopting a rigorous and merit based selection and recruitment procedure.

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