

THE OPINION OF IN-SERVICE SCHOOL TEACHERS TOWARDS RELEVANCE OF TEACHER ELIGIBILITY TEST (TET) IN QUALITY EDUCATION

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Abstract

The present study is an attempt to study the opinion of in-service schoolteachers regarding relevance of TET in quality rich education. The research was conducted in Kashi Vidyapeeth Block of Varanasi District, Uttar Pradesh. A total of 100 in-service school teachers were selected from various schools of Kashi Vidyapeeth Block of Varanasi, U.P. through purposive-cum-incident sampling as respondents. Teacher Eligibility Test Relevance Opinionnaire (TETRO) was used as tool for data collection. Chi-square values were calculated to know the comparative opinion of in-service schoolteachers regarding relevance of TET. Mean (M) and Standard Deviation (S.D.) was calculated on the obtained score to get the collective opinion of in-service schoolteachers regarding TET, whether Positive, Negative or Average. After the analysis of data, it was found that demographic variables of the teachers did not differ the opinion of teachers about the relevance of TET in quality education. During the period of the study, researcher found a mixed attitude of respondents towards TET. However, the overall opinion of Teachers towards relevance of TET was not found to be positive.

Keywords: *Opinion, Relevance, Quality Education, TET*

INTRODUCTION

Education is considered the most powerful instrument for bringing about the desired changes in the society. In any free country, education is charged with the twin responsibility of conserving the country's traditional culture, initiating healthy social change and progressive modernisation. To realize the dream of a truly secular socialistic democratic society, citizens of the nation need to have a correct and realistic evaluation of their strength and weakness. Our commitment to education, as spelled out in our Constitution, has to be fulfilled, because quality education leads to awareness, which is the very root and foundation of a sustained democracy. It is not only that many children

do not have access to proper schooling facilities, but also the internal efficiency of the educational system is also very low. It is not only there is need of removing supply side constrains by providing more teachers, facilities, instruction material etc., but also in identifying the critical inputs that optimize the learning outcomes in given situation (Aggarwal, 2002). The schools where there is good physical environment in primary school, the academic achievement of the students are good and suggested that government/private school administration should pay more attention towards the physical environment of primary school for better achievement of students, which in turn helps in Quality Primary Education (Ranjini, 2008). Majority of our school going children at primary level view learning at school as a boring, even unpleasant and bitter experience. When teacher uses strategies to reduce stress, build a positive emotional environment, student gain emotional resilience, and learn more efficiently. It is the responsibility of the teacher to make the journey of sharing and construction of knowledge by creating appropriate environment (Seema, 2014). Valverde (2014) in *Educational Quality: Global politics, Comparative enquiry and Opportunities to learn* shared his thoughts on the opportunities a new global policy trend possess for the field of education. He called this trend as "radical advocacy of education". He suggested that such a research program is essential for the development of valid measures of the relationships between quality targets and the specific education opportunities that they promote or fail to promote. It will recognize that relationships of authority and control in quality of outcomes of policy are fluid, independent and possess number of different 'decision making' and 'action taken' centers. In addition, it will enable the formative evaluation of educational initiatives and provides a tool essential to furthering educational policy.

Generally, the quality of education depends upon the quality of the teachers. Therefore, the quality of the society depends upon the quality of the teachers. If the teacher is not good, how can there be a good social change and good social atmosphere. In other words, we can say that social improvement is impossible without a good teacher. In india, after the year 2010, Teacher Eligibility Test (TET) has become essential qualification to secure a teaching job and this is an important component for the professional development of the teachers. TET helps in ensuring or improving quality teachers to schools and help in raising the standards of education in our country (Rathee and Jathol, 2013). TET has been a topic of research for various researchers regarding its various dimentions i.e., its implications, difficulty level, and attitude of different educational groups. The results showed a mixed response regarding relevance of TET. Mupudathi

(2014), found that it is necessary to ensure teachers with the essential aptitude and ability to meet the challenges of teaching at primary and upper primary level. Murugan & Srinivasan (2014) found that, TET attitude of schoolteacher is high. Significant difference found in TET attitude of teachers from rural and urban teachers may be because of rural teachers having less awareness regarding TET as compared to urban teachers. There is no significant difference in TET attitude between male and female schoolteachers. Shefalika (2014) in her research found that there is a significant room for improvement of TET in terms of deregulating entry barriers by reducing eligibility requirement and including questions on behavioral aspects like professional interest or teacher motivation for better assessment of teaching aptitude. Asha & Ampili (2015) found that the prospective teachers have average attitude towards K-TET. The study helps to understand that K-TET improve the standards of training colleges and the students studying there. The study found that the syllabus of K-TET should change to a teaching aptitude oriented one. Eswaran (2011) found that, TET would have a devastating effect on those prospective teachers who will not be able to clear the TET. This would push them to frustration and depression. Government of India need to reconsider the implementations of TET which is somehow also becoming a block to fill-up vacant position in schools of elementary stage, which in turn becoming hindrance in achieving quality education by 2015. In-depth study to understand the point of view of the teachers regarding TET and their qualification of TET is the pre-requisite in their professional development. The unavailability of information regarding the beliefs, perceptions and attitudes of the teachers towards TET is a big gap in the process encouraging and preparing novice teachers to prepare them for imparting a quality education in the future teaching profession.

OBJECTIVES OF THE STUDY

The research work of the study was explored with following objectives:

- I. To study the opinion of in-service schoolteachers towards the relevance of TET in quality education.
- II. To find out the awareness about TET among in-service schoolteachers.
- III. To study the variations if any in the opinion of teachers on the basis of following variables:
 - a. Gender: - Male/Female
 - b. Qualification: - Graduate/Post Graduate

- c. Stream: - Science/Non-Science
- d. Type of Institution: - Government/Private
- e. Employment basis: - Primary/Upper Primary

HYPOTHESES

To achieve the objectives of the research, the consequent *Hypotheses* were framed in *Null Hypotheses* form:

- I. There is no significant difference in the opinion of in-service school teachers with reference to following demographic variables:
 - a. Gender: - Male/Female
 - b. Qualification: - Graduate/Post Graduate
 - c. Stream: - Science/Non-Science
 - d. Type of Institution: - Government/Private
 - e. Employment basis: - Primary/Upper Primary
- II. There is no positive opinion among in-service schoolteachers regarding relevance of TET in quality education.

SELECTION OF SAMPLE

The sample for the study was selected from all the in-service schoolteachers of Kashi Vidyapeeth Block of Varanasi district, Uttar Pradesh, by purposive-cum-incident sampling technique. In this study, in-service schoolteachers of both gender having qualification of graduation/post-graduation from science/non-science stream working in government/private schools at Primary/Upper primary levels were selected. 120 opinionnaires were distributed among the in-service teachers, out of which 98 were found to be worthy of taken as sample.

TOOL USED

Opinionnaire on TET, Teacher Eligibility Test Relavance Opinonnair (TETRO) (Sonu, 2012) was used to collect the opinion of the in-service schoolteachers. The tool has 20 items stating various opinion about TET under five domains- Need, Goal, Administration, Burdensome and Remedies, which are either positive or negative in nature.

ADMINISTRATION OF TOOL & DATA COLLECTION

The tool of the study i.e., TETRO was administered on the selected sample. The subjects were briefed about the instructions and explanations were given according to the same.

They were convinced that their responses would only be used for the research process and will be kept confidential.

DATA ANALYSIS AND INTERPRETATION

The collected data was in non-parametric form, as the nature of the population distribution from which samples were drawn was not known to be normal i.e. distribution-free. The variables were also expressed in nominal form (classified in categories and represented by frequency counts), which showed that Non-parametric tests will be appropriate. Moreover we are to find the opinion on in-service school teachers, which is related to the affective domain of the respondents.

To analyse the data and to test our first hypothesis, Chi-Square Test (X^2) was used on each (20) items of the TETRO. The X^2 is not a measure of the degree of relationship. It is merely used to estimate the likelihood that some factor other than chance accounts for the apparent relationship (the variables are independent), the test merely evaluates the probability that the observed relationships result from chance.

The formula for Chi-Square (X^2) is

$$X^2 = \sum [(fo-fe^2)/fe]$$

in which, fo = frequency of occurrence of observed or experimentally determined facts and fe = expected frequency of occurrence on some hypothesis.

If, Chi-Square value is less than or equal to the value on 0.05 Level of Significance at degree of freedom 2 (here, 5.991) and P-value is greater than or equal to 0.05 (Level of Significance) then Chi-square Value will not be significant and null hypothesis will be accepted and vice versa.

TABLE 1: Chi-Square Values and Interpretation of result

Items of TETRO	Value of Chi-Square (X^2) for different variables	p-value for different variables	Interpretation
<i>Existing standards for quality primary education are good enough than TET</i>	2.290 1.279 3.279 3.380 4.14	0.514 0.734 0.272 0.337 0.244	Since these values are greater than the specified level of significance i.e. 0.05, which means that the values of chi-square are not significant. It shows that the opinion of in-service school teachers regarding Item No.-1 does not differ due to different demographic variables. 48% of respondents opine to disagree with this fact that existing standards are good enough than TET. It is pertinent here that, the respondents feel that there is a need of TET for better quality education.

<i>TET will serve the goal of achieving Universal Elementary Education (UEE)</i>	1.662 4.206 0.317 2.730 1.634	0.436 0.122 0.853 0.255 0.442	Since these values are greater than the specified level of significance i.e. 0.05 which means that the values of chi-square are not significant. It reveals that the opinion of in-service school teachers regarding Item No.-2 do not differ due to the different demographic variables. 66% of respondent opines to be agreeing that TET will serve the goal of Universal Elementary Education. It can be concluded here that opinion of respondents frame TET as an cradle for achieving Universal Elementary Education.
<i>It is unnecessary and only reiteration</i>	4.735 0.738 0.350 1.587 2.351	0.094 0.691 0.839 0.452 0.309	These values are seem to be greater than specified level of significance i.e. 0.05, which means that the value of chi-square are not significant. Here, it is taken as that the opinion of respondents does not differ due to the different variables. 66% respondents disagree that TET is unnecessary and only reiteration. The respondents are having the opinion that TET will bring quality in education; hence it should be conducted regularly.
<i>TET will enhance the standard of teacher education,</i>	5.561 1.989 1.699 0.349 0.952	0.62 0.370 0.428 0.840 0.621	It can be inferred that the opinion of 86% respondents are of agreeing that TET will enhance quality of the teacher's education. The analysis on the data brings an idea that, there is a need of TET for the enhancement of standards of teachers education in the country.
<i>TET is the only process present for selection of efficient teachers,</i>	3.218 7.148 0.090 2.915 0.260	0.200 0.028 0.956 0.233 0.878	Since these values are greater than 0.05, so the Chi-Square values are not significant except significant for the qualification. This shows that the opinion of in-service school teachers doesn't differ due to their Gender Basis, Stream, Institution and Employment Basis but their qualification becomes a determining factor for the TET is not the only process present for teacher's selection. It is here validated that, teachers are aware that TET is not the only process present for teacher's recruitment.
<i>In terms of number of questions (150),</i>	4.329 11.446 3.326	0.228 0.010 0.344	The p-values for variables Gender Basis, Stream and Employment Basis are greater than specified level of significance i.e. 0.05, so the Chi-Square

<i>TET needs reconsideration</i>	10 550	0.014 0.452	value for these variables are not significant. But the p-value for Qualification and Institution Type are less than 0.05 which means chi-square value for these are significant. Here, it is proved that, the opinion of in-service schoolteachers differs only because of their Qualification and Institution Type. So, we can infer that, in terms of number of questions. 150, there is a need of reconsideration for the recruitment of quality teachers.
<i>For quantitative fulfillment, TET is the easier way for teachers recruitment</i>	1.069 0.833 0.539 2.686 0.539	0.586 0.659 0.764 0.261 0.764	Since these values are greater than specified level of significance i.e. 0.05 so the Chi-Square values are not significant. The in-service school teachers opine in unison that TET is proving to be an easier way for teacher's recruitment. It is apparent here that 68% of respondents regard TET as an easier way for the scrutiny of able and component teachers.
<i>TET cannot ensure quality recruitment of teachers</i>	5.528 1.452 4.604 0.722 3.322	0.063 0.484 0.100 0.697 0.190	These values are greater than specified level of significance 0.05 so the Chi-Square is not significant. The respondent, in-service school teachers unanimously disagree with the statement as any of the mentioned variables does not prove to be a factor for producing any difference in their opinion. Hence, it is proved by the opinion of respondents that, TET can ensure quality recruitment of teachers.
<i>TET doesn't select efficient primary teachers</i>	1.434 0.111 0.166 3.463 2.421	0.488 0.946 0.923 0.177 0.298	The Chi-Square values are not significant since these values are greater than 0.05. It can be inferred that all the respondents disagrees in their opinion of TET not selecting efficient primary teachers and their opinion doesn't differ on the specified variables for the study. It can be extrapolated here that, according to the opinion of respondents, TET is the proper mean to select the efficient primary teachers.
<i>It is an extra imposed burden on administrative department</i>	1.116 0.107 1.295 3.766 3.217	0,572 0.948 0.523 0.154 0.200	The Chi-Square values are not significant due to p-value being greater than 0.05 (the specified level of significance). The opinion of in-service school teachers doesn't differ with respect to variables. 61% of them disagree to think TET as

	0.414 4.346 4.741 0.065 1.755	0.813 0.114 0.093 0.968 0.416	an extra imposed burden on administrative department. It can be inferred here that, if the administrative department be attentive and watchful of the intendance of TET, it will not be a burdensome.
<i>States are successfully conducting TET for recruitment of quality teachers</i>	0.414 4.346 4.741 0.065 1.755	0.813 0.114 0.093 0.968 0.416	The Chi-Square values are not significant due to p-value being greater than 0.05 (the specified level of significant. Only 50% of the respondents are seem to be agree that States are conducting TET successfully and this opinion of theirs does not differ at variables. So, it is validated here that only half of the respondents from the sample are in favor of states conducting TET successfully where the other half disagree with this fact.
<i>Test pattern of TET does not touch all the areas of teaching skills</i>	5.152 9.111 0.146 2.880 0.308	0.076 0.011 0.930 0.237 0.857	The Chi-Square values are not significant except Qualification since p-value being greater than 0.05 (the specified level of significance). The opinion of in-service school teachers doesn't differ with respect to different variables except qualification of respondents. Here, it can be drawn out that the qualification of respondents brings difference in the opinion regarding TET covering all the areas of teaching skills.
<i>There is no need of TET after completing educational training</i>	7.824 3.078 3.115 4.798 1.527	0.020 0.215 0.211 0.910 0.466	The Chi-Square values are not significant since these values are greater than 0.05. It shows that the opinion of respondents regarding need of TET after educational training differ due to gender

			base of respondents but notion the basis of any other specified variables. So, it is apparent from the result that respondents opine for need of TET after completing educational training but gender base have a different opine i.e. 14 male & 17 female agree with the statement while 33 male & 22 female disagree.
<i>TET will bring national standards in quality of primary education</i>	2.534 5.936 0.455 0.861 2.106	0.280 0.051 0.797 0.650 0.346	The Chi-Square values are not significant since these values are greater than 0.05. The opinion doesn't seem to differ due to variables mentioned under hypothesis of the study. So, it is highlighted from the analysis of data on Item No.-14 that the quality of primary education will expand to the national standards.
<i>Teacher education institutions will be more conscious because of TET</i>	0.536 0.000 1.096 1.245 0.862	0.765 1.000 0.578 0.536 0.650	The Chi-Square values are not significant since these values are greater than 0.05. 68% of respondents seem to be agreeing with the statement and their statement does not differ due to different variables i.e. Gender Basis, Qualifications, Stream, Institution Type and Employment Basis. From the analysis, it can be concluded that introduction of TET will invoke the consciousness in the teacher education institution.
<i>TET will not be burdensome in terms of quality enhancement</i>	12.576 0.057 1.594 0.312 0.709	0.002 0.972 0.451 0.855 0.702	The values for variables qualification, stream, institution type and employment basis are greater than the specified level of significance i.e. 0.05. So, the chi-square values are not significant. Here, it can be inferred that the opinion of

			respondents does not differ due to the above variable but differ only due to the gender base of the respondent as the p-value for gender base variable is less than 0.05. We can here interpret that 51% of respondents are seem to be agree with the statement but 20% are also unsure about TET being burden in quality enhancement. It can be extrapolated here that, majority of respondents are in favor of TET not being any burdensome in terms of quality enhancement.
<i>TET is not an essential qualification for private school teachers</i>	0.309 3.059 3.843 2.413 1.373	0.857 0.217 0.146 0.299 0.503	The Chi-Square values are not significant since these values are greater than 0.05 (the specified level of significance). It can be inferred here that the variables does not affect the opinion of in-service school teachers. 46% of respondents are disagreeing with the statement as it has become an essential qualification for recruitment of teachers in the private schools also by quality of education in mind.
<i>Computer literacy is overlooked in TET</i>	2.541 0.633 1.619 2.427 0.537	0.281 0.718 0.445 0.297 0.765	The Chi-Square values are not significant since p-value being greater than 0.05 (the specified level of significance). The opinion of in-service school teachers doesn't differ with respect to different variables. 54% respondents are agreeing that computer literacy is being overlooked in TET. It is hence, perceived here that literacy is being overlooked in TET.
<i>TET is merely a</i>	0.743 0.359	0.688	The Chi-Square values are not significant since p-value being greater

<i>speed test</i>	3.072 1.193 0.947	0.219 0.215 0.551 0.623	than 0.05 (the specified level of significance). So, the opinion of in-service school teachers doesn't differ with respect to different aforesaid variables. It can also be noticed here that, there is a very close difference in the opinion of respondents in terms of agreeing and disagreeing. 44% agree that TET is merely a speed test where as 40% disagree with the statement. It is very ostensive that the respondents are having a mixed opinion about TET being a speed test.
<i>TET is the proper mean to measure the intrinsic qualities of a teacher</i>	4.246 2.346 1.718 3.345 1.718	0.120 0.309 0.424 0.188 0.424	The values are greater than the specified level of significance i.e. 0.05. So, the chi-square values are not significant. Here, it can be inferred that the opinion of respondents does not differ due to the variables and they seem to be agree with the statement, that TET is the proper mean to measure the intrinsic qualities of a teacher. It is apparent here that TET being an essential qualification for teaching profession measures all the necessary intrinsic qualities of a teacher.

DISCUSSION

From the above calculated chi-square tests on all the items of TETRO to check whether the opinion of in-service school teachers from Kashi Vidyapeeth Block of Varanasi U.P. , differ due to the different demographic variables or not. It has been found that the chi-square values are not significant, so the null hypothesis, i.e. **There is no significant difference in the opinion of in-service school teachers with reference to the following demographic variables:- Gender - Male/Female, Qualifications - Graduate/Post, Graduate Stream - Science/Other, Institution Type - Government/Private, Employment Basis - Primary/Upper Primary** is accepted.

Researcher can state here that, any of the said variables are not the determining factor to see the difference in the opinion of respondents. Respondents have found to have mostly similar opinion regarding all the items of TETRO. It was seen that for Item no.-5, qualification of respondents is responsible for difference in opinion of respondents. The

reason behind this can be that respondents are may be aware of TGT & PGT tests conducted by the Central and State government. It was found in the analysis of data that most of the respondents are seen to in a opinion of need of reconsideration in number of questions. But whether they are in favor of increasing or decreasing the number of questions is a matter of further research regarding TET. The opinion of respondents regarding computer literacy in TET, it was found that more than half percentage of respondents feels that computer literacy has been overlooked and they are in favor of including questions on computer literacy in TET.

It was also found in various previously conducted studies that the respondents have a wholesome opinion regarding TET bringing quality in education and teacher recruitment system. **Sonu (2012)**, found in his study on prospective teachers of B.H.U that, 85.5% of respondents have opined that TET is better than other existing standards and 75% are in favor of TET bringing quality recruitment.

Rathe & Jathol (2013) also found that 94% of subject believed that TET would help in ensuring quality teachers to school. **Murugan & Srinivasan (2014)** found no significant difference in attitude of male & female teachers regarding TET in his study on private school teachers. It can be stated here that the reason for finding no difference in opinion of respondents with respect to various variables is may be due to that majority of them understand the importance of TET for the benefit of education system in India and hope that it will bring quality in education by recruiting qualified and able teachers.

The second hypothesis i.e. *There is no positive opinion among in-service school teachers regarding relevance of TET in quality education* examines the collective opinion of respondents whether it is negative, positive or average.

Mean (M) and Standard Deviation (S.D.) have been calculated on the scores obtained by the respondents in TETRO.

The collective opinion of in-service school teachers have been estimated as follows:-

- Frequency of scores above $M+1(S.D.)$ = Positive Opinion
- Frequency of scores below $M-1(S.D.)$ = Negative Opinion
- Frequency of scores in between $M+1(S.D.)$ & $M-1(S.D.)$ = Average Opinion

Table 2: Statistical Values on the Scores

MEAN	S.D.	M+1(S.D.)	M -1(S.D.)
26.29592	0.656132	32.791292	109.800545

TABLE 3: Collective opinion of Respondents

GROUP	Opinion towards TET	
	N	Percentage
POSITIVE	15	15.30%
AVERAGE	69	70.40%
NEGATIVE	14	14.28%

INTERPRETATION

It is evident from Table no: 3 that 15% of respondents are having positive opinion regarding relevance of TET in quality education. Whereas 14% of respondents are having negative opinion regarding TET. But it is found that 70% respondents are having average opinion regarding relevance of TET in quality education. From this it can be inferred that the second null hypothesis i.e. *There is no positive opinion among in-service school teachers regarding relevance of TET in quality education* is accepted.

DISCUSSION

It is found here that respondents are having an average opinion regarding relevance of TET in quality education, it can be inferred here that the respondents are neither having a positive nor negative opinion. It may be due to the fact they understand its importance in qualitative development of education but due to the rise in educational unemployment, they regard TET as one more hurdle to cross in the path of career making. **Asha & Ampili (2015)** found prospective teachers having average attitude towards TET. **Mupudathi (2014)** in his study on private school teachers to know their attitude towards TET found that the reason behind was mainly due to importance of TET, it's necessity and the problems faced by teachers while attending TET. In a study, **Eswaran** found that implication of TET is changing in both negative and positive way, the quality of education. He found that, TET will have a devastating effect on those will not be able to get through with TET and it will increase frustration. It is somehow becoming a block to fill up vacant position in schools, which in turn a hindrance to achieve quality education. So, it can be stated here that opinion is neither positive nor negative but it is working both ways in achieving quality education.

FINDINGS OF THE STUDY

- To sum up, it can be stated that out of the two hypotheses, the results are appreciable. It is true that there is no significant difference of opinion between the in-service school teachers regarding Sex, Qualification, Stream, Institution Type and Employment Basis. It can be said that the in-service school teachers are better informed but then the question is will TET serve the purpose of quality recruitment? It's a cause of big anxiety and poses a challenge before the policy makers.
- The in-service school teachers of Kashi Vidyapeeth Block of Varanasi, U.P. are found to have a collective average opinion regarding the overall concept of TET for the betterment in quality education. Evidently, we have seen 70% of respondents opine to have an average opinion towards TET in quality education.
- Here, it may be concluded that notion of respondents are positive towards implementation of TET and its consequences. We have seen that 47% of respondents have opined that TET is better than the existing standards of education and 36.3% are in opinion of present standards are better than TET. Evidently it has been found that 68% of respondents feel that TET is an easier way for teacher's recruitment.
- 55% are found to be having a view that there is a need of TET even after completing teacher's educational training and they feel that TET will enhance the standards of teacher education.
- 65% of respondents opine to agree that TET is the proper mean to measure the intrinsic qualities of a teacher and it will scrutinize the able teachers.
- The respondents have positive opinion towards the implementation of TET and saying that it will serve and help to achieve the purpose of Universal Elementary Education.
- Respondents have the view that TET can ensure quality recruitment and also select efficient primary teachers. That is why 73% of respondents feel that TET will bring the national standards in quality of education.
- Most of the respondents are in favor of TET that it is neither a burdensome not an extra imposed burden on administration. 59% of respondents feel that states are successfully conducting TET, but 35% disagrees that states are successful in conducting TET. Particularly in the state of Uttar Pradesh, where we are concerned with.
- The respondents suggested that TET needs reconsideration in terms of number of questions i.e., 150. They also opined there should be some questions regarding fundamentals of computer teaching skills etc. as computer literacy is overlooked in TET.

CONCLUSION

National Policy in Education (1986) emphasized that "**The status of teachers reflect the socio-cultural ethos of a society**", it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concern of the community. TET is a step towards maintaining quality of teachers so that our country may produce better citizens. This would ensure that despite alternate pathways open to become teachers, standards of teaching are maintained. From the findings, we can say that most of the respondents have an average opinion towards relevance of TET in quality education. It is also evidently seen that Gender Basis, Qualification, Stream, Institution Type and Employment Basis are not a determining factor of opinion toward relevance of TET in quality education. In previously conducted study by Sonu (BHU) on prospective teachers of BHU, he found somewhat similar results. But his study was conducted when the concept of TET was new to the respondents. But during the course of time the introduction of TET, the researcher has found the respondents are more aware about TET and they are in opinion of TET bringing quality in education. During the period of the study, researcher found a mixed attitude of respondents towards TET. As, in a country unemployment is one of the major problem of educated youth, TET can also become a reason for frustration among them. At the concluding end, researcher wants to finish with the statement that, TET is step towards maintaining quality of teachers which in turn will enhance the quality of education in India, should be welcomed with open arms and let the governing body to choose able workforce for our country.

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