



## RECRUITMENT CRITERIA FOR BECOMING A TEACHER

### KEYWORDS

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### ABSTRACT

*Teacher education is the base for any school education as various educational institution provides different kind of course to prepare teachers for different types of schools and for appointing teacher in different schools there is different criteria for their recruitment. This paper is a thematic paper and it tries to throw a light on different recruitment criteria that are being followed in our country. It also covers the carrier option for the teachers and training aspects of teachers pre service and in- service both.*

### INTRODUCTION

Different states follow different recruitment procedures. In some states, the recruitment is made on the basis of the candidates' performance in a competitive examination whereas , in some other states, recruitment is made on the basis of the academic and professional background of the candidates. The merit of each candidate is determined on the basis of his/her score in the examinations he/she he passed in additions to previous teaching experience, if any. In some other states, a combinations of the two procedures, i.e., performance in a competitive examination and merit determined on the basis of academic credentials is adopted: some weight age is given to the performance of candidates in an oral examination held through interviewing the candidates.

The qualification require for the recruitment of Lectures / Assistant Professor in a university/ college are:

- Qualifying in the National Eligibility Test (NET), State Level Eligibility Test (SLET) conducted by the UGC or any agency approved by it.
- A master Degree with of least 55 Percent marks or its equivalent grade and a good academic record.
- At the higher education level, 45 academic Staff Colleges are involved in teachers training and University Department also organize orientation programmes and refresher courses.

### Career Options

In order to teach preschool, the students must have at least an associate degree. To teach K – 12<sup>th</sup> grade, the students needs a bachelor's degree. In the case of public schools, the students must possess a bachelor's degree and also be licensed as a teacher in the state where they live. The teaching license will either qualify the instructor to teach a range of grads or a specify subject. For an individual to teach at the majority of 4 – Year Colleges, they must hold a doctoral degree.

### Pre – School and Elementary Teacher

Public school teachers must have a bachelor's degree in elementary education. An elementary license allows a teacher to teach kindergarten through sixth grade in most states. A future teacher must also complete a supervised practicum or students teaching internship. Some states also requires a teachers to earn a master's degree within a specified time after beginning teaching. Some elementary teacher instruct in all subjects, they take classes in math, reading, science and social studies method.

### Middle School Teacher

A Public middle school teacher must have a bachelor's degree in childhood educations and complete a students teaching internship. A middle school license usually allows the teachers to tech grades five through eight. Middle school teachers must have a certain number of credit hours in the subjects area they wish to teach. This subjects area may be indicated as an

endorsement on their teaching certificates. Areas of endorse-ment include language arts, math, science, physical education, foreign language and special education.

### Secondary Teacher

Teachers in public secondary schools must have earned a bachelor's degree in the subjects they are going to teach, as well as completing a programmes of study in secondary education. Secondary school teaching license qualify teacher to teach up through grade 12 but may include some middle school grades. Some high schools may look for teachers with master's degree . High school hire teachers in core academic areas and the line and applied arts.

### Post secondary Teacher

Teachers at a 4-year university or college usually need a doctoral degree in the subjects they will be teaching. University and colleges sometimes hire teachers with a master's degree for part – time positions. Community colleges typically require a master's degree for moist full-time positions. Vocational and technical colleges require a bachelor's degree in the subjects of instructions.

### TRAINING AND RECRUITMENT OF TEACHERS

The professional skills of teachers in all categories of instruction except the unrecognized ones are determined by the regulation of the state education department and examining bodies. The level of professional skill required is fixed in terms as academic and professional qualification which are taken into consideration for granting recognition and affiliation. Therefore, institutions of various types set up in the public and privates sector adhere to the norms prescribed by the state. Initial training of teachers (pre service teacher training) is organized at the following three levels , i.e., pre- school teacher education, elementary teacher education, and secondary teacher education.

### Pre – school teacher education

Pre-school teacher education is organized to prepare teachers for teaching pre-school classes, i.e., nursery and kindergarten. The minimum qualification for admission into the pre-school teacher education programmes is secondary or senior secondary examination, i.e., 10 years or 12 years schooling. The duration of the courses is one to two years. Pre - school teacher training institutions are mostly unaided private institution.

In the case of nursery teacher education and primary teacher education courses. State Education Department prescribed a minimum percentage of marks in the qualifying examination as a requirement for admissions. Some universities have also fixed a minimum percentage of marks in the B.A. / B.Sc. examination for admissions to the Bachelor of Education (B.Ed.) Course.

### Elementary teacher Education

Elementary teacher education is organized to train teachers

mainly to teach primary classes from 1 to 5. The minimum qualification for admission into the elementary teacher education programme is either 10 or 12 year of schooling. Recently, most state have prescribed 12 years schooling as the minimum requirement through some states still have the entry qualification as secondary school examination pass. The programme duration in the majority of states in two years, while in others it is one year. Elementary teacher training institution are of three types – government, private aided and private unaided. Recently, DIETs have been set up in all the states. An important features of these is that besides; providing pre-service teacher and in-service education Training and recruitment of teacher are provided under one roof. The number of such institute is 424. These institutes are government institutions and are fully finnced by the Central Government. The number of elementary teacher training institutions is 1,179.

### Secondary teacher education

Secondary teacher education institutes prepare teacher to teach classes 6 to 12. The minimum education required for admissions to secondary teacher education programme is graduation in science, social science, humanities, commerce, agriculture, etc. A large number of post graduates also seek admissions to these training institutions. The minimum qualification for admission to this programme is graduation. These institutes are of three types : government, private aided and private unaided. At present, there are around 586 secondary alleges of education.

Four Regional Institutes of Educaton (RIEs), constitent units of the NCERT offer 4 – Year integrarte course in secondary teacher. The minimum qualification for admissions into the programe is senipor secondary, i.e., 12 years of schooling. Recently, the University of Delhi has also started a four year programme in Elementary education leading to the degree 'Bachelor of Elementary Education'.

Teacher education institution follows the reservation policy of the government of India with regards to the disadvantaged section of society like SCs and STs and Other Backward Classes (OBCs). At POresent, 15 per cent post in the Education Department and seats in teacher education institution are reserved for candidates belonging to the SCs. Likewise, 7.5 per cent posts are reserved for candidates belonging to STs. Recently, 27 Per cent posts in all service including teaching have been reserved for candidates belonging to OBCs.

### Pre-Service Training of Teachers for different Level of Education

Level of Education	Type of Training	Admission Requirements	Duration of the Course	Diploma/ Degree awarded
Pre-primary education	Private Unaided	12 Year of Schooling	One to two Year	Certificate/P re-School in education
Primary Education	Government/Private aided	10/12 year of schooling	One to two Year	Certificate/ Diploma in Elementary Education
Secondary Education	Government /Private aided/Private unaided	Graduation	One Year/Two Year (215 onwards)	Bachelor of Eduaction

### Training and Recruitment of Teachers

Enriching the trainee's knowledge of the content of school subjects is also an important objectives of the curriculum. The components of the secondary teacher teacher education curriculum are the same as that of the elementary teacher education. There are, however, variation in courses depending on the stage for which the teacher are prepared.

### National Policy on educational and in-service training of teachers

In the context of the NPE 1986, the Government of India formulated a national schemes of in-service training of teachers to reach out to primary and secondary school teachers. The objectives of the scheme known as the Programmes of Mass Orientation of School Teachers (PMOST) was to sensitize teacher to the emerging concerns in education, UEE, us of lerner-centred approach, action research, the emerging role and responsibilities of teachers, enrichment of their knowledge in curricular area, and other thrust areas enlisted in the NPE. The duration of training was 10 days. The Programme was in operation from 1986-90 and about 1.8 million teachers were covered by it. The training programme was strengthened by media support. Films relating to various modules constituting the training print package were telecast on the national network for the benefits of teacher in different parts of the country. Each viewing session was preceded and followed by discussion. A participatory, interactive approach was followed in the training. The programme was implemented by the NCERT in collaboration with the SCERTs in different States.

In most of the state, pre-service teacher education is essential for appointment as a teacher. Therefore, most state do not organize induction programmes for new entrants. However, some organization like Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti do organize a short induction, programme for newly appointed teachers. raining for addressing the needs of disadvantaged and minorities

In-service programmes are organized to realize three objectives-awareness, content upgradation and fine-tuning of teaching skills. The duration of a course differs from the others depending upon their nature, objectives and content.

### CONCLUSION

At present, the in-service education of teachers distance mode is organized on a very limited scale. In-service education is mostly provided through face to face modality. However, recently a programme has been developed to provide in-service education to primary school teachers through distance education mode in the district covered under the DPEP in which a multi-media approach would be used. The Programme will be implemented by the IGNOU in collaboration with the NCERT has successfully experimented with using interactive teleconferencing for training of primary teachers of Karnataka and Madhya Pradesh. This intervention will be unscaled as an important strategy for in-service education.

The Welfare Department/Tribal Development Department in the state, and the UGC through the state colleges also organize remedial programme to enrich and facilitate teachers working in the areas predominantly inhabited by the SCs and Sts.

Training programmes addressed to teacher working in educational institution of minority groups are in the formulation stage and will be implemented in the coming years. However, as a start, NCrt has designed some orientation and training programmes to help educationally backward minorities. Steps have also been initiated to update the list of minority concentration districts and these shall be made available to voluntary agencies and SCERTs requesting them to include teachers/ functionaries of minorities school from these areas in their training programmes.

From the standpoint of promoting integration based on the appreciation of the national goals and ideas in conformity with the objectives of the core curriculum, a study on the analysis of curriculum in terms of specified MILLS at the primary stage is being undertaken.

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