



ORIGINAL RESEARCH PAPER

Education

A STUDY OF PRE SERVICE TEACHERS PERFORMANCE IN TEACHERS RECRUITMENT BOARD OF TRIPURA

KEY WORDS: Teacher Eligibility Test, TRBT, Teaching, Performance

Priyank Kumar Shivam

Assistant Professor, Faculty of Education The ICFAI University Tripura, Simna Road, P.O-Kamalghat, Mohanpur, West Tripura-799210

Dr. Ashim Kumar Bose

Professor, Faculty of Physical Education & Yoga The ICFAI University Tripura, Simna Road, P.O-Kamalghat, Mohanpur, West Tripura-799210

ABSTRACT

Central Teacher Eligibility Test (CTET) is an Indian entrance examination for teachers. The test is mandatory for getting teaching jobs in government schools, private schools, minorities schools etc, from Class 1 to Class 8 but State government(STET) has taken up to class 12 level. Paper 1 is meant for teachers opting for Class I to Class V, Paper 2 for Class VI to Class VIII, Paper 3 for Class IX to X and Paper 4 for Class XI to XII. It is conducted by both Central government and State governments in India. Tripura state conducts its TET through TRBT. The present study focused on the performance of pre-service teachers towards TET examination. For this purpose, this research was conducted for 200 pre-service teachers considering data obtained through the Website of TRBT. The findings of this study enlighten some vital reasons behind the performance exhibited by the pre-service teachers regarding TET examination. It was mainly due to the importance of TET examination and livelihood job, its necessity, and the problems faced by the pre-service teachers while attending TRBT Test. On the basis of the findings it is suggested that, as the test is mandatory for getting teaching jobs in government schools, all the opportunities, resources and facilities should be considered by pre-service teachers during their Teacher training period (B.Ed. Program) for their professional development and desired educational goals.

INTRODUCTION

Performance is also known as alternative or authentic assessment. It is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. A performance task in any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency. It yields a tangible product and/or performance that serve as evidence of learning.

Teacher education programs have long used a customized set of curriculum embedded assessments to support teacher candidate learning. High-stakes summative assessments have been left up to the states, which have usually tested basic skills, content knowledge, and, increasingly, pedagogical knowledge. However, recent changes in national and state accreditation processes have put program outcomes under the microscope, and the policy environment increasingly demands that teacher education programs provide evidence that their graduates have learned to teach. The quest for more valid licensing examinations has led some states and teacher education programs to look toward the use of performance-based assessments that measure teacher' competencies with more authentic instruments as the basis for licensure and professional development. Pre-service teacher credential programs across the country have independently created and implemented their own assessment systems that include performance-based approaches, focusing not only on teaching knowledge but on the application of this knowledge in practice.

Quality Education has become one of the most important ingredients of the modern knowledge based society. Per say, prime motto of learning institutions is being directed to design a scheme to impart quality education. Imparting quality education learning institutions need to ensure recruitment of skilled persons as teachers at different levels of learning. To this end, the Teachers' Recruitment Board, Tripura (TRBT) is instituted to ensure selection of skilled persons to be recruited as teachers at different levels of learning by following appropriate modalities.

Education starts from the family and finally goes to the society. Main formal education place in our society is School which is run by private body, Trust, NGOs, State Govt. Minority, and Central Govt. organisations for awareness in the society. All-round development and growth in society are directly depended on school and its teachers. For that purpose central government and state government have made plan to develop skill and quality

manpower required in the school education. That's why they are recruiting teacher through the TET examination. By this method they are getting skilled, knowledgeable, enriched values or attitudes, humble teachers for the schools.

TEACHER ELIGIBILITY TEST

TET was introduced by the Government of India in order to improve standards in teaching. It was held for the first time in 2011. The Teacher Eligibility Test (TET) which will be conducted by the Teachers' Recruitment Board, Tripura (TRBT) in Tripura on the recommendation of existing Government. The test is conducted in order fulfil and achieve the goals of the Right of Children to Free and Compulsory Education Act. The exam is based on National Curriculum Framework. The people who have the professional qualifications of Teacher Training such as D.El.Ed, B.Ed are eligible to take part in the test. The rationale for including the TET as a minimum qualification for a person to be eligible for appointment has been notified by N.C.T.E. It would bring national standards and benchmark of teacher quality in the recruitment process. The test is mandatory for getting teaching jobs in government schools from Class I to Class VIII but State government has conducted up to class XII level. Paper 1 is meant for teachers opting for Class I to Class V, Paper 2 for Class VI to Class VIII, Paper 3 for Class IX to X and Paper 4 for Class XI to XII. It is conducted by both Central government and State governments in India. Tripura state conducts its TET through TRBT.

NEED AND SIGNIFICANCE OF THE STUDY

In accordance with the provisions of sub-section (1) of section 23 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the National Council for Teacher Education (NCTE) has laid down the minimum qualifications for a person to be eligible for appointment as a teacher in class I to VIII, vide its Notification dated August 23, 2010. In any of the schools referred to in clause (n) of section 2 of the RTE Act is that she/he should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the National council for Teacher Education.

Accordingly, Government of Tripura has constituted the Teachers' Recruitment Board, Tripura (TRBT) for conduct of the Teacher Eligibility Test (TET) for selection of candidates at elementary level (for Classes I to VIII) as well as conduct of selection test for Graduate Teachers (STGT) for Classes IX-X and selection Test for Post Graduate Teachers (for Classes XI-XII) for recommendation of recruitment of teachers. This study is used to know the

performance of the pre-service teachers performance towards TET examination. So, the investigator of the study has taken the topic as "A Study of Pre-Service Teachers Performance in Teachers Recruitment Board of Tripura "

1.1 OBJECTIVE OF THE STUDY

- a) To find out the highest score of pre-service teachers in Teachers' Recruitment Board, Tripura with respect to subject.
- b) To find out the low score of pre-service teachers in Teachers' Recruitment Board, Tripura with respect to subject.
- c) To find out the number of qualified pre-service teachers in Teachers' Recruitment Board, Tripura with respect to subject.

1.2 DELIMITATION OF THE STUDY

The study was delimited to STGT OR Paper-III of 2017

2. METHODOLOGY

2.1 Size of the Sample:

The researcher has used random sampling technique and chosen 200 B.Ed. pre-service teachers from given data on TRBT website.

2.2 Collection of Data:

For the present study researchers have used secondary data from TRBT website.

The researcher has collected data manually from the TRBT website

2.3 Result of the Study:

Table - I Subject wise Scores and Pass Percentages of Students

Sl. No.	Subject	Highest Score	Lowest Score	Number of qualified	Total Number of List	Pass Percentage
1	Biological science	124	27	141	175	80.57
2	Pure Science	113	44	182	219	83.10
3	Social Science	111	39	994	1098	90.52

It has been observed that highest score in Biological Science is 124, lowest score in this subject is 27 and 141 candidates were selected out of 175 candidates. Similarly the highest score in pure Science is 113, lowest score in this subject is 44 and 182 candidates were selected out of 219 candidates. In Social Science subject, highest score is 111, lowest score in this subject is 39 and 994 candidates were selected out of 1098 candidates.

3. DISCUSSION AND FINDING

The main objective of this study is to find out the performance of pre-service teacher candidates in TRBT STGT examinations. The data were analyzed by applying descriptive statistics method. The highest score has been found in Biological science subject where overall passing percentage is less than other subjects with 80.57%. The second best performance scored in Pure Science subject i.e. 113 with over all passing percentage of 83.10. Comparatively in Social Science subject the highest score achieved by the candidate is 111 out of 1098 candidates appeared and the pass percentage has been found to be more than any other subject areas.

Finding of the study indicates that the lowest score has been found in the Biological science subject in comparison 44 score in Pure Science subject. The reason probably due to the fact that the number of students appeared in the Pure Science area was more which has ultimately influenced the percentage of qualified candidates. The highest score obtained by the candidates of Biological science subject than that of low score obtained by Social Science subject may be due to subjects in Social Science group and their score have been clubbed together to identify as Social Science group instead of English, Bengali, History, Civics, Geography, Economics and so on. Therefore individually it could not be ascertained in which subjects students have scored high or low marks.

4. CONCLUSION

In the light of the findings of this study, it is concluded that TET is necessary for obtaining teaching job and students be prepared in tune to the TET examination in their course curriculum

REFERENCES

1. Chan Kwok Wai, Student Teachers' "Attitudes towards the Curriculum in the College of Education", Hong Kong- CUHK Education Journal, Vol. 11. No. 2, 1983.
2. Mani Bhasin Kalra and Bharati Baveja, Student Teachers' "Thinking about Knowledge, Learning And Learners In India", University of Delhi, New Delhi, India.
3. Siti Norliana Ghazali Roszainora Setia and Chittra Muthusamy, Esl Students' "Attitude towards Texts and Teaching Methods Used In Literature Classes", Academy of Language Studies, Universiti Teknologi MARA, Malaysia.
4. Aijaz Ahmed Gujjar, "A study of the students' attitudes towards Distance Teacher Education Programme in Pakistan", Turkish Online Journal of Distance Education (TOJDE) October, Vol: 8 No. 4, Article 12, 2007.
5. S. Murugan, P. Srinivasan "Attitude of Private School Teachers towards Teacher Eligibility Test, India" Journal of Education and Vocational Research Vol. 5, No. 1, pp: 13-16, Mar 2014
6. Teacher and Teacher Performance in Bihar: Implications for Teacher Education, Directorate of Research and Training, Government of Bihar, Patna and State Council of Educational Research and Training, Bihar, Patna.
7. Ms. A. Daisy Christina " Attitude of TET Among B.ED. Student- Teachers" International Journal of Research Granthaalayah, ISSN- 2350-0530(O)ISSN- 2394-3629(P)
8. <http://www.trb.tripura.gov.in/>