

COMPARISON OF CENTRAL TEACHERS ELIGIBILITY TEST & MAHARASHTRA TEACHERS ELIGIBILITY TEST

Dr. Ganesh Anantrao Mudegaonkar
Assistant Professor,
SVCS B.Ed. College, Solapur.
E mail: mudegaonkarga@yahoo.co.in
Mobile: +91 9421440940

Abstract

In accordance with the provisions of sub-section (1) of Section 23 of the RTE Act, the National Council for Teacher Education (NCTE) had vide Notification dated 23rd August, 2010 and 29th July, 2011 laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes I to VIII. It had been inter alia provided that one of the essential qualifications for a person to be eligible for appointment 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 Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE. According to 'Maharashtra RTE 2011 Regulation' TET will be compulsory for 'Lower Primary' and 'Upper Primary Level'.

Introduction

The Ministry of Human Resource Development, Govt. of India has entrusted the responsibility of conducting the Central Teacher Eligibility Test (CTET) to the Central Board of Secondary Education Delhi. These rules will be called as “Central Teacher Eligibility Test Rules, 2011” (CTET).

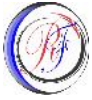
- (i) Article: 2(f) Elementary Education means the education from first class to eighth class
- (ii) Article: 3(1) Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education.
- (ii) Article: 23 Any person possessing such qualification, as laid down by an academic authority, authorized by the Central Government (NCTE), by notification, shall be eligible for appointment as a teacher.

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 signal to all stakeholders that the Government lays special emphasis on teacher quality.

Objectives of Research

1. To study the nature of Central Teacher Eligibility Test and Maharashtra Teachers Eligibility Test for Upper Primary level (VI to VIII).



2. To compare between the question papers of Central Teacher Eligibility Test 2012 and Maharashtra Teachers Eligibility Test for Upper Primary level (VI to VIII) 2013.
3. To find out the differences between Central Teacher Eligibility Test and Maharashtra Teachers Eligibility Test for Upper Primary level (VI to VIII).

Definitions of different terms under CTET & MAHATET

- i) **“Government”** means “Government of India” and Govt. of Maharashtra.
- ii) **“Ministry”** means “Ministry of Human Resource Development, New Delhi”.
- iii) **“Board”** means “Central Board of Secondary Education, Delhi”.
- iv) **“School”** for this purpose means any school where CTET is applicable as per RTE ACT 2009.
- v) **“CTET” & “MAHATET”**: CTET means “Central Teacher Eligibility Test” and MAHATET means: “Maharashtra Teachers Eligibility Test”.
- vi) **“Qualifying Examination”** means “Examination on the result of which the candidate becomes eligible to apply for Central Teacher Eligibility Test and Maharashtra Teachers Eligibility Test.
- vii) **“Rules”** mean “The rules specified by the Central Board of Secondary Education for the conduct of CTET under the directive of Ministry of Human Resource Development, Govt. of India, New Delhi” and by “MSEC, Pune”.
- viii) **“Schedule Castes”** means “Scheduled Castes as specified and laid down by the Government of India”.
- ix) **“Scheduled Tribes”** means “Scheduled Tribes as specified and laid down by the Government of India”.
- x) **“Other Backward Classes (OBCs)”** means “Other Backward Classes as specified and laid down by the Government of India or by the respective States/UTs, where CTET is applicable/adopted, as the case may be”.
- xi) **“Differently abled persons”** means “Differently abled persons as specified and lay down by the Government of India or the respective States/UTs, where CTET is applicable/ adopted, as the case may be”.
- xii) **“Examining Body”** means “Central Board of Secondary Education Delhi for conducting the Teacher Eligibility Test on behalf of the Central Government” and “Maharashtra State Council of Examination, Pune”.

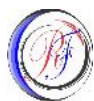
Structure and Content of CTET and MAHATET

All questions in CTET test will be Multiple Choice Questions (MCQs), each carrying one mark, with four alternatives out of which one answer will be correct. There will be no negative marking. There will be two papers of CTET.

(i) Paper I will be for a person who intends to be a teacher for classes I to V.

(ii) Paper II will be for a person who intends to be a teacher for classes VI to VIII.

A person who intends to be a teacher for both levels (classes I to V and classes VI to VIII) will have to appear in both the papers (Paper I and Paper II). Paper I (for classes I to V) Primary Stage : Duration of examination-Two-and-a-half hours.

**Syllabus of CTET and MAHATET**

Sr. No	Subjects	Questions	Marks
1	Child Development & Pedagogy	30 MCQs	30
2	Language I (English/ Marathi)	30 MCQs	30
3	Language II (Hindi/ Marathi)	30 MCQs	30
4	Science and Math's or Social Sciences	30*2 MCQs =60 Questions	30*2= 60 Marks
Total		150	150

Nature and standard of questions

The test items on Child Development and Pedagogy will focus on educational psychology of teaching and learning, relevant to the age group of 11-14 years. They will focus on understanding the characteristics, needs and psychology of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.

The Test items in Language I will focus on the proficiencies related to the medium of instruction. The Test items in language II will focus on the elements of language, communication and comprehension abilities.

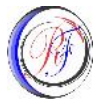
Language II will be a language other than Language I. A candidate may choose any one language as Language I and other as Language II from the available language options and will be required to specify the same in the Confirmation Page.

The Test items in Mathematics and Science, and Social Studies/Social Science will focus on the concepts, problem solving abilities and pedagogical understanding of the subjects. The test items of Mathematics and Science will of 30 marks each. The test items will be evenly distributed over different divisions of the syllabus of that subject as prescribed for classes VI - VIII by the NCERT/CBSE/ SCERT.

The questions in the test for Paper II will be based on the topics prescribed in syllabus of the NCERT/CBSE/SCERT for classes VI - VIII but their difficulty standard as well as linkages, could be up to the Senior Secondary stage.

Comparison of CTET and MAHATET for Paper II

Sr. No	Points of Comparison	CTET 18/11/2012	Remarks	MAHATET 15/12/2013	Remarks
1	Syllabus	Four major parts	Very keenly prescribed	Four major parts	Confusing syllabus and description
2	Time	150 Min's	150 Questions	150 Min's	150 Questions
3	Marks	150 Marks	150 Questions	150 Marks	150 Questions
4	Qualifying Marks	60% and above	90 Marks	60% and above	90 Marks
5	Blue Print	1. Child Dev & Pedagogy: 30 Marks	According to syllabus every point and sub point is considered	1. Child Dev & Pedagogy	Syllabus not defined. Basic psychology questions
		2. Language I English: 30 Marks	Language Comprehension 15 Marks and Pedagogy of Language Dev. 15 Marks	2. Language I English	Syllabus of VI to VIII. Focus on Grammar: 22 Marks Vocabulary: 3 and Comprehension: 5 Marks



	3. Language I Hindi: 30 Marks	Language Comprehension 15 Marks and Pedagogy of Language Dev. 15 Marks	2. Language I Marathi	Syllabus of VI to VIII. Focus on Grammar: 18 Marks Vocabulary: 4 and Comprehension: 8 Marks
	4. (A) Social Sciences: 60 Marks	a) Content: (Content items provided) i. History, Geography, Social Political Life: 40 Marks and ii. Pedagogical issues: 20 Marks	4. Social Sciences: 60 Marks	Content not prescribed and focus on content only. Pedagogical issues are not considered.
	4. (B) Mathematics & Science: 60 Marks	a) Content of Mathematics: 20 Marks b) Pedagogical issues Mathematics: 10 Marks AND a) Content of Science: 20 Marks b) Pedagogical issues of Science: 10 Marks. Both subjects content prescribed and focus on every sub unit.	4. (B) Mathematics & Science: 60 Marks	Focus on content. Not a single question on Pedagogical issues. Exam of content only.

Conclusion

1. The basic aim of CTET and MAHATET is checking the content knowledge and pedagogical knowledge of students. But in MAHATET only content is focused.
2. Syllabus was not clearly defined by MAHATET.
3. Difficulty level as per the exam differs.
4. CTET has established its own design and structure that's why students study very keenly.
5. MAHATET has its own potential that's why there is more scope for improvement.

References

1. CTET Information Broacher 2014.
2. CTET Structure and Content of Syllabus.
3. CTET Question Paper II:18/11/2012.
4. MAHATET Syllabus and Structure.
5. MAHATET Question Paper II: 15/12/2013.