



RIGHT TO EDUCATION AND SCHOOLING

Deepa Idnani (ed.)

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ABOUT THE BOOK

Right to Education and Schooling explores critical thinking around the Right to Education Act (RTE) in its different facets ranging from its historical antecedents to the contemporary times. The various provisions of the Act have been discussed, apart from its implementation and effectiveness. The book broadens the horizon around the Act, and draws from a range of empirical studies which will help in improving good practice for practitioners and researchers.

Right to Education and Schooling

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Teacher Eligibility Test and Teachers' Quality

Neelam Dalal

Teacher Eligibility Tests: What and Why

With the enactment of Right to Education Act, 2009, qualifying Teacher Eligibility Test is now mandatory for all existing and aspiring primary and middle school teachers in India. In the same line, it is also argued that this kind of qualifying test can help improve the quality of teachers' right from the recruitment stage to elementary stage. As the right captures the age group of 6 to 14 years, this additional requirement has been introduced to the corresponding teacher recruitment stage (for teachers of Class I–VIII).

Quality of education has always been the issue of concern for most of the policies and committees in India in the past, but the scenario has hardly changed for last so many years. Elementary Education (particularly with reference to government schools) recently has been severely critiqued for its poor quality. A nationwide survey for Annual Status of Education Report conducted by Non-Governmental Organisation Pratham in 2005, reports that 60 per cent of the students aged between 7 and 14 couldn't read a story at grade 2 level textbook, about 41 per cent of children could not do basic subtraction and division. Their surprising finding is that some states with high enrollment and literacy had poor learning level (ASER, 2005). Similar trends have been observed by Aggarwal (2001) compared that different management schools indicated a lower level of performance of government school students in comparison to private school students. Recent research about aspects of teacher 'absenteeism' (Kremer, et al., 2005), teacher 'motivation' and teacher, 'accountability' (Ramachandran, 2005) and instructional time, classroom process, etc., positioned the school teacher as the 'chief reason for the declining