



Manipur Teacher Eligibility Test (TET) Pattern 2011–2019: Caste-Wise Analysis

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ABSTRACT

This study provides a caste-based analysis of participation and performance in the Teacher Eligibility Test (TET) conducted in Manipur from 2011 to 2019. The National Council for Teacher Education (NCTE) has established the TET as a qualifying examination to uphold a specific standard of competency among prospective school teachers, and it is not a recruiting test in itself. This research presents a quantitative analysis of secondary official data that breaks down the statistics of candidates that participated in and passed in the TET by caste category, specifically General, Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backward Classes (OBC). The statistics reveal significant disparities in participation and pass rates across the various castes, with Scheduled Tribe (ST) and Other Backward Class (OBC) candidates demonstrating comparatively high participation across different years. A significant decline in total participation has been observed since 2013, attributable to the implementation of mandatory professional qualifications such as B.Ed and D.El.Ed. This study emphasizes the imperative for an inclusive and equitable educational policy that addresses every aspect of an enhanced academic support system and targeted interventions to elevate the conditions of marginalized populations within teacher qualification programs in Manipur.

KEY WORDS: Teacher Eligibility Test, Caste-wise Analysis, Educational Equity, Social Equity.

INTRODUCTION

The competence and preparedness of the teaching workforce fundamentally shaped the quality of school education. In India, an aspect that has equivalently complemented the aspects of diversity in learners is the issue of regional and community-wise structural inequalities structures in India. The issue of providing quality and equal teacher availability is of concern



to policy implementations. With the realization of this, NCTE has instituted and established a national pedagogical and subject-matter Teacher Eligibility Test (TET) in 2011 to assess pedagogical and subject-matter knowledge of prospective teachers which is also applicable nation-wide (NCTE, 2011). TET holds since then, key role in gauging teacher preparedness besides being the gateway to the candidate into the teaching field both in aided and government schools.

The rationale of the TET is transparency and meritocracy, and the emphasis is that every qualified candidate regardless of the caste, region, and socio-economic strata will get fair chance of getting into teaching post through the examination. It has a purpose that is agreeable to national initiatives concerning inclusive education and social justice, which are the main concern of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. However, the actual participation and performance of various social groups—General, Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and Persons with Disabilities (PwD)—in TET remain underexplored, especially at the state level.

Manipur, a northeastern Indian state characterized by rich ethnic diversity, a high proportion of tribal populations, and significant geographical constraints, offers a unique context for such a study. According to the 2011 Census, Manipur reported a literacy rate of 76.94%, above the national average, yet persistent disparities remain among its social groups (Census of India, 2011). The state has around 4,617 recognized schools and approximately 42,684 teachers (UDISE, 2022). With a student–teacher ratio of roughly 16:1, there is a clear demand for professionally trained educators. The TET in Manipur thus becomes more than a certification exam; it is a filter that determines access to formal teaching roles, particularly in underserved tribal and rural regions.

Despite the policy intent of inclusivity, empirical evidence suggests deep-seated inequalities in TET outcomes across caste groups (Tata Institute of Social Sciences [TISS], 2023). Previous studies have shown that candidates from marginalized communities often face compounded disadvantages—poor schooling, limited access to quality teacher education programs, and socio-economic barriers—that inhibit their success in standardized examinations (Deshpande, 2011; Thorat & Newman, 2010). Moreover, inconsistencies in the regulation of teacher training



institutions, especially private colleges, have resulted in wide disparities in candidate preparedness (Tilak & Biswal, 2013; Mohanty, 2023). However, state-specific, caste disaggregated analyses of TET trends remain rare, particularly for smaller states like Manipur. This research seeks to fill that gap by conducting a detailed analysis of caste-wise participation and performance in the Manipur TET from 2011 to 2019, using secondary data obtained from the Board of Secondary Education Manipur (BOSEM) and official government sources. The selected period is significant, as it captures both the initial expansion phase of the TET (when no professional qualifications like B.Ed. or D.El.Ed. were required) and the later years when teacher training became a prerequisite for eligibility—marking a shift in the profile of test takers.

The significance of this study lies in its potential to inform equity-oriented education policy. Understanding who is entering the teaching profession—and who is being left out—helps policymakers and stakeholders identify the barriers faced by disadvantaged groups. Teachers' representation from all social categories is critical for creating inclusive learning environments, since teachers serve as both educational facilitators and role models (Gatlin et al., 2015; Muralidharan & Sundararaman, 2013).

Objectives of the Study

1. To analyse the participation and performance trends of candidates in the Manipur TET from 2011 to 2019.
2. To conduct a caste-wise analysis of pass rates among General, SC, ST, and OBC candidates.
3. To examine the degree to which TET reflects equitable access to the teaching profession.
4. To identify shifts in participation trends in relation to policy changes regarding teacher training eligibility.

Hypotheses

- **H₀:** There is no significant difference in participation and performance across caste groups (General, SC, ST, and OBC) in Manipur TET from 2011 to 2019.



- **H₁:** There is a significant difference in participation and performance across caste groups in Manipur TET during the same period.
- **H₂:** Candidates from SC, ST, and OBC categories exhibit significantly lower pass percentages than General category candidates over the years.

REVIEW OF RELATED LITERATURE

The Teacher Eligibility Test (TET), introduced in 2011 by the National Council for Teacher Education (NCTE), serves as a minimum qualification for teaching positions in government and aided schools across India. It aims to assess the pedagogical aptitude and subject knowledge of aspiring teachers, thereby standardizing the recruitment process and enhancing the quality of school education (NCTE, 2011). In Manipur, TET plays a critical role in selecting qualified teachers, particularly in rural and tribal areas where educational access remains a challenge. However, disparities persist, especially among marginalized caste groups—Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backward Classes (OBC)—in terms of participation and performance in TET.

Research has shown that systemic flaws in teacher education—particularly in private teacher training institutions—have contributed significantly to poor TET outcomes. Tilak(2013) and Biswal (2021) have reported the massive encroachment of poor-quality private institutions that provide teacher education in India. Poor infrastructure, an under-quality faculty and earning commercial profits at the expense of the quality of training are some of the characteristics of these institutions. These flaws translate directly to academic preparedness of TET candidates, especially, those whose background is socially disadvantaged.

Likewise, Mohanty (2019; 2023) points out that structural challenges exist in the teacher education system to this day, namely, that government officials have often failed to act upon the most important policy suggestions to reform the problematic system. All these studies point at one and the same thing that laxity in grading practices, poor quality of curriculum and lack of adequate regulatory measures in the private B.Ed. colleges in the country, are placing the entire teacher preparation on a very weak pedestal contributing to poor results in the TET examinations.



National surveys and media reports have also raised concerns about TET effectiveness. According to the *Times of India* (2014), only 5.6% of the 7 lakh candidates who appeared for the Central TET (CTET) passed, indicating inadequate preparation and support systems. The *Indian Express* (2016) documented similar outcomes in Pune, where just 6% of teacher candidates passed, most of whom were from private training colleges.

The relationship between teacher training quality and educational outcomes has also been established through empirical studies. Muralidharan and Sundararaman (2013) showed that contract teachers with adequate preparation produced better student results, while Sarkar and Singh (2015) linked teacher quality directly to student learning outcomes in both public and private schools. Gatlin, Darling-Hammond, and Holtzman (2015) further advocate for rigorous teacher preparation standards to ensure the effectiveness of educators in diverse classroom settings.

Caste-based barriers to education continue to pose challenges for equitable access to the teaching profession. Thorat and Newman (2010) and Deshpande (2011) have emphasized that social discrimination, poor schooling environments, and economic marginalization contribute to unequal academic outcomes for SC, ST, and OBC candidates. These systemic disadvantages are often reflected in lower participation and success rates in competitive exams such as TET. Finally, the Tata Institute of Social Sciences (2023) believes that excessive dependence on a single qualification test, such as TET, is inappropriate, as it can unreasonably eliminate the candidates who can potentially be competent but do not represent the rest of the population, therefore, living in marginalized communities. The report is an indication of a need to have an inclusive teacher recruitment policy that looks at socio-economic insituations and regional differences.

To conclude, literature shows that the problem is institutional and social in nature, and it has deep-rooted concerns that influence TET results in India. However, it is not the case that there is no study on caste-wise participation and performance in TET in Manipur. To fill this gap, the current study will utilise secondary data on the trends in TET between 2011 and 2019 in an attempt to establish how caste has shaped the trends in the state.



METHODOLOGY

This study employs a quantitative research methodology, relying exclusively on secondary data obtained from government records. The research aims to examine the trends in participation and performance in the Teacher Eligibility Test (TET) in Manipur from 2011 to 2019, with a particular emphasis on caste-based patterns. The data were principally sourced from the Board of Secondary Education Manipur (BOSEM), the organization responsible for administering the TET in the state, complemented by additional information from the Statistical Handbook of Manipur and official government reports issued by the Directorate of Education (Schools), Government of Manipur.

The study examines variables such as the total number of applicants who took the TET, the number who successfully passed, and their classification into caste categories: General, Other Backward Classes (OBC), Scheduled Castes (SC), and Scheduled Tribes (ST). The data are organized by year and caste so that we may see how participation and performance change over time and amongst different social groups.

The analysis was conducted using Microsoft Excel, where the data were cleaned, tabulated, and graphically represented. Key statistical tools applied include percentage analysis, growth rate calculation, pass rate determination, and comparative analysis across years and caste categories. Bar graphs and line charts were used to visually represent trends and disparities. These methods help to identify patterns of inequality, progress, or decline in TET performance among different caste groups.

This methodology ensures a structured approach to understanding how caste and time have influenced teacher eligibility outcomes in Manipur. However, the study is limited to the available secondary data and does not incorporate primary qualitative inputs.

DATA ANALYSIS AND RESULTS

This study analysed the Teacher Eligibility Test (TET) participation and performance data in Manipur from 2011 to 2019 using official secondary sources. The data were disaggregated by caste categories—General, Other Backward Classes (OBC), Scheduled Castes (SC), and Scheduled Tribes (ST)—for both Paper I (primary level) and Paper II (upper primary level).



The performance was evaluated based on the number of candidates who appeared, those who passed, and the pass percentages, as shown in Tables 1 to 4.

As shown in Table 1 and Table 2, OBC and ST candidates consistently formed the largest groups of test takers in both papers. In Paper I, OBC candidates had the highest number of appearances in 2011 (10,574), while ST candidates peaked in 2012 (19,269). General category participation dropped significantly after 2013, with single- or double-digit figures recorded from 2015 onwards. A similar trend is evident in Paper II, where OBC and ST candidates again dominated participation. This reflects a declining trend among General category candidates and a sustained interest in teaching careers among OBC and ST groups.

Table 1 – Paper I: Year-wise TET Participation and Pass Figures (2011–2019)

		GEN	OBC	SC	ST	PH	TOTAL
2011	Appeared	5868	10574	1166	8558	108	26274
	Passed	1130	4630	520	3908	36	10224
2012	Appeared	4090	12701	1262	19269	126	37448
	Passed	899	6097	637	4517	61	12211
2013	Appeared	1417	6310	611	18078	63	26479
	Passed	617	4297	378	5949	41	11282
2015	Appeared	18	39	47	87	1	192
	Passed	0	13	11	16	0	40
2016	Appeared	43	93	50	156	3	345
	Passed	3	25	16	35	0	79
2018	Appeared	56	187	59	187	6	677
	Passed	3	30	4	30	2	109
2019	Appeared	194	298	95	511	0	1098
	Passed	5	100	37	156	0	298

**Table 2 – Paper II: Year-wise TET Participation and Pass Figures (2011–2019)**

Year		GEN	OBC	SC	ST	PH	TOTAL
2011	Appeared	3721	6574	783	4525	77	15680
	Passed	818	3367	373	2522	33	7113
2012	Appeared	1760	5432	599	6774	68	14633
	Passed	562	3149	340	2346	35	6432
2013	Appeared	595	2607	262	6069	28	9561
	Passed	237	1728	168	1550	18	3701
2015	Appeared	93	187	35	224	3	542
	Passed	6	61	14	84	2	167
2016	Appeared	377	738	127	421	7	1670
	Passed	28	238	33	161	0	460
2018	Appeared	225	531	84	404	11	1255
	Passed	38	200	29	274	3	544
2019	Appeared	454	713	126	690	1	1984
	Passed	58	320	47	353	1	779

Between 2011 and 2013, numerous candidates in Manipur participated in the TET, as professional qualifications such as B.Ed. or D.El.Ed. were not mandatory. However, from 2015, the requirement for such training became obligatory, resulting in a significant decline of candidates. This change impacted large individuals, particularly those from disadvantaged backgrounds who encountered more difficulty in obtaining formal instruction. While analysing the TET data over the years, it is important to reflect the implications of this guideline change on the eligibility of exam candidates.

Pass percentages, shown in Table 3 and Table 4, shows important disparity across caste groups and years. In Paper I, SC candidates had their highest pass rate in 2013 (61.87%), while ST candidates peaked at 45.66% in 2011. OBC candidates consistently outperformed others, notably achieving a 68.10% pass rate in 2013. General category pass rates declined dramatically over the years, reaching only 2.58% in 2019. Years such as 2015 and 2016 showed



a significant dip in overall pass percentages (25.84% and 19.22%, respectively), indicating either a more rigorous exam or weaker preparation levels that year.

Table 3 – Paper I: Year-wise Caste-wise Pass Percentages (2011–2019)

Year	GEN (%)	OBC (%)	SC (%)	ST (%)	PH (%)	Overall (%)
2011	19.26	43.79	44.60	45.66	33.33	40.61
2012	21.98	48.00	50.48	23.44	48.41	42.51
2013	43.54	68.10	61.87	32.91	65.08	53.16
2015	0.00	33.33	23.40	18.39	0.00	25.84
2016	6.98	26.88	32.00	22.44	0.00	19.22
2018	5.36	16.04	6.78	16.04	33.33	26.17
2019	2.58	33.56	38.95	30.53	nan	nan

Table 4 – Paper II: Year-wise Caste-wise Pass Percentages (2011–2019)

Year	GEN (%)	OBC (%)	SC (%)	ST (%)	PH (%)	Overall (%)
2011	21.98	51.22	47.64	55.73	42.86	40.61
2012	31.93	57.97	56.76	34.63	51.47	42.51
2013	39.83	66.28	64.12	25.54	64.29	53.16
2015	6.45	32.62	40.00	37.50	66.67	25.84
2016	7.43	32.25	25.98	38.24	0.00	19.22
2018	16.89	37.66	34.52	67.82	27.27	26.17
2019	12.78	44.88	37.30	51.16	100.00	nan

In Paper II, OBC candidates again posted notably strong pass rates, with 66.28% in 2013 and 57.97% in 2012. SC and ST candidates also demonstrated competitive performance, with ST candidates achieving a pass rate of 67.82% in 2018, as shown in Table 4. General category performance remained modest, with pass percentages generally under 40% and as low as 12.78% in 2019.

From a caste-wise perspective, OBC and ST candidates exhibited both high participation and strong pass rates, suggesting effective academic engagement. SC candidates, though fewer in



number, recorded competitive pass rates in several years (especially 2012 and 2013). In contrast, General category candidates displayed both low participation and diminishing performance in recent years. This trend shows a shift in the structure of qualified teachers, with marginalized groups gradually contributing to the teaching workforce.

The total TET success rates peaked in 2013 (53.16%), as shown in Tables 3 and 4, suggesting either a well-prepared unit or favourable testing conditions. The lowest performance year was 2016 (19.22%), likely due to examination changes or gaps in pre-service teacher preparation. The study highlights the need for reliable, quality-focused training programs and targeted support for all caste groups to guarantee equitable teacher recruitment in Manipur.

DISCUSSION AND INTERPRETATION

The finding from TET 2011 to 2019 in Manipur provide a detailed perspective on the influence of caste and policy alterations on teacher recruitment outcomes. The data indicate that OBC and ST candidates consistently exhibited greater involvement in both Paper I and Paper II. This tendency corresponds with research by Thorat and Newman (2010) and Deshpande (2011), which contend that despite the persistence of structural disparities, targeted measures such as reservations and improved educational access are easing increased representation of deprived groups in competitive arenas.

The strong performance of OBC candidates—especially their highest pass rates in 2013 (68.10% in Paper I and 66.28% in Paper II)—verifies the findings of Muralidharan and Sundararaman (2013), which highlight that teacher effectiveness and student results enhance when candidates receive sufficient training and support. Similarly, ST candidates' improvement in 2018 (67.82% pass rate in Paper II) underscores the argument by Gatlin, Darling-Hammond, and Holtzman (2015) that well-prepared teachers from diverse backgrounds can be equally effective when given equal opportunity.

The fluctuating performance of SC candidates supports earlier concerns raised by Tilak and Biswal (2013) and Mohanty (2019, 2023), who criticized the poor quality of teacher training institutions—especially private ones that many SC, ST, and OBC candidates rely on. The lack of consistent success among SC candidates suggests that access alone is not enough; the quality of preparation also plays a critical role.



In contrast, the declining trend among General category candidates—both in participation and pass rates—may reflect shifting aspirations, saturation in the teaching profession, or the impact of eligibility reforms post-2015. This observation adds a regional perspective to national reports like those from the *Times of India* (2014) and *Indian Express* (2016), which noted that only a small percentage of teacher candidates pass the TET, often due to subpar preparation in private colleges.

The increase in participation from 2011 to 2013 and the subsequent decline after 2015 align with governing reforms that directed professional teaching certifications. This underscores the warning articulated by the Tata Institute of Social Sciences (2023), which contended that over dependence on a singular qualifying examination such as the TET may inadvertently marginalize competent applicants from disadvantaged backgrounds who do not have access to formal teacher education.

These data provide observed evidence for both Hypothesis H₁, which indicates considerable disparities in caste-based participation and performance, and Hypothesis H₂, which suggests that candidates from marginalized groups—despite their increasing presence—do not consistently attain better pass rates. The findings underline the urgent necessity for comprehensive reforms that excel eligibility criteria, encompassing improved rule of teacher training institutions, focused foundation assistance for deprived groups, and a more inclusive strategy for teacher recruitment that guarantees equitable access and academic preparedness across all social strata.

CONCLUSION

The study examined caste-specific trends in participation and performance in the Teacher Eligibility Test (TET) administered in Manipur from 2011 to 2019. The results indicated that applicants from Scheduled Tribes (ST) and Other Backward Classes (OBC) demonstrated sustained participation in the examination and, in several years, surpassed other demographics in pass rates. This signifies heightened ambition and educational progress within underrepresented communities. The performance of Scheduled Caste (SC) candidates has been inconsistent over the years, underscoring the necessity for improved access to excellent teacher training and specialized academic assistance. Equally, the participation and success rates of



General category applicants markedly decreased post-2013, signifying a change in the demographics entering the teaching profession.

These findings confirm that caste persists in influencing opportunities in teacher recruitment. The TET has facilitated the standardization of professional admission, although it also highlights the enduring socio-economic disparities within education. To achieve genuine inclusivity in TET, it is imperative to enhance teacher education programs, regulate training institutions, and establish support systems—including preparatory coaching, mentorship, and financial assistance—for marginalized populations. Only then can the system guarantee that every ambitious educator, irrespective of background, have an equitable opportunity to thrive and enhance education in Manipur.

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