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Analysis of the UGC-NET Result of Education Subject for Lectureship

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ABSTRACT

The study aimed at an analysis of UGC-NET result of Education Subject for Lectureship on the basis of year and category. Five years' UGC-NET result of Lectureship (2012 to 2017) was collected from the UGC website. Proformas were developed for result analysis. These were used to find out the year & category wise cut off percentage and Category wise highest & lowest percentage of the result. The data were analyzed by the Mean & percentage method. The results of study were: (1) The cut off percentage for lectureship was found to be generally decreasing with reference to chronological order of year in all the five categories. The mean cut off percentage was found to be 59.48% for UR, 51.21% for SC, 50.58% for ST, 54% for OBC and 50.35% for PWD. (2) The highest and lowest cut offs in percentage were 63.43% and 53.14% in UR category. The highest and lowest cut offs percentage is almost similar in remaining all categories, the range of highest cut off is 55% in all three categories SC, ST & PWD but it was found 60% in OBC category. The lowest cut off were found 39.42%, 45.14%, 46.29%, & 48.57% for PWD, ST, SC & OBC category respectively.

Keywords: Examination, Measurement & Evaluation & UGC-NET

Introduction

The word 'evaluation' has a different meaning for different people. It is often confused with the term 'measurement'. Therefore many times teachers who give a test to the students say that they are evaluating the achievement of the students. Others think that a systematic way of looking into important matters is evaluation. At some places, evaluation is used as a term for those methods which are used for appraising the student behaviour. e.g. checklist, rating scales, etc. But, evaluation is not just this. It is more comprehensive term which includes both qualitative and quantitative description of the pupil behaviour and in addition makes value

judgment regarding the desirability of the behaviour. Gronlund (1965) defines evaluation were following manner:

Evaluation=Quantitative description of pupil (measurement) + Value Judgment

Evaluation=Qualitative description of pupil (non-measurement) + Value Judgment

The University Grants Commission (UGC) has been conducting a test for determining the eligibility for the award of Junior Research Fellowships (JRF) since 1984 in order to ensure greater comparability as well as higher degree of validity and reliability in the field of research. The Junior Research Fellowship (JRF) scheme of the University Grants Commission (UGC) is open to candidates who qualify in the National Eligibility Test- Junior Research Fellowship (NET-JRF) of the UGC. The objective of the JRF scheme is to provide opportunities to NET-JRF qualified candidates to undertake advanced studies and research leading to M.Phil/Ph.D. Degrees. The tenure of fellowship is initially for two years under the JRF scheme. Upon expiry of this period, the work of the Fellow will be evaluated by experts. If the research work is found satisfactory, his/her tenure will be extended for a further period of three years under the enhanced emoluments of the Senior Research Fellowship (SRF). The total period of fellowship (JRF and SRF) is five years and there is no further provision of extension.

Rationale of the Study

Taylor & Tluanga (1963) revealed that the scaling tables provided a sufficient and satisfactory answer to the problem of mark adjustment. Taylor & Tluanga (1964) found that the scaling increased the pass percentage and produced significant changes in the classification of the candidates and the order of merit. Misra (1969) revealed the randomization of scripts and scaling of marks as practiced by Gauhati University reduces the errors in examination marks by 50% approximately. Singha (1983) found that the indigenous examinations were informal, uni-dimensional and individualized. Dabir (1984) found that there were instances of students in private Colleges scoring as high as 90% to 99% marks in the internal. Dabir (1984) concluded that the ranking order was government colleges as first, private Colleges as second, and University Colleges as third. Ali (1998) found that significant correlation among the components of B.Ed. achievement and Pre B.Ed. achievement. Shamra (1999) concluded that the cramming and academic success has a significant relationship but intelligence does not influence the individual's capacity of rote memorization. Bandyopadhyay (2003) found that the role of Research Fellowships and demand of JRF/SRF. Patil (2005) focused a need of CSR/UGC NET Examination. Mungekar (2009) recommended that NET should be retained as compulsory requirement for appointment of lecturer for both under graduate and post graduate level, irrespective of candidate possessing M.Phil. or Ph.D. degree. Inderpal, Saini and Luthra (2011) explore the demographic variations in basic science education across the country on the basis of the CSIR-UGC National Eligibility Test (NET). Sekar (2014) investigated about historical development and analyses of Indian Civil Service Examination. A

brief resume of the studies conducted so far reveals that there has been no research on analysis of the UGC-NET Result of Education Subject for Lectureship. Thus, the area deserves research efforts.

Objectives

The objectives of study were. (1) To analysis Year and Category wise of cut offs percentage of Lectureship result of UGC-NET in the subject Education (2) To analysis Category wise of lowest and highest cut offs percentage of Lectureship result of UGC-NET in the subject Education

Methodology

Five years' UGC-NET result of lectureship (2012 to 2017) was collected from the UGC website. The result was available in the different five category namely – Unreserved (UR), Schedule Caste (SC), Schedule Caste (ST), Other Backward Class (OBC) & Persons With Disabilities (PWD). Proformas were developed for result analysis. These were used to find out the year & category wise cut off percentage and Category wise highest & lowest percentage of the result. The details of selected result analyzed are: June2012, December-2012, June-2013, December-2013, June-2014, December-2014, June2015, December2015, June-2016 & January-2017. The data were analyzed by the mean & percentage method.

Results & Interpretation

The first objective of the study was to analysis Year and Category wise of cut offs percentage of Lectureship result of UGC-NET in the subject Education. The analysis of the result has been done by the researcher with the help of developed proforma. Year and Category wise Summary of cut offs percentage The Years and Category wise Summary of cut offs of Lectureship result of UGC-NET in the subject Education are given in following table.

Table: 1-Year and Category wise Summary of cut offs (in percentage) of Lectureship result of UGC-NET in the Subject Education

Category → Month & Year↓	UR	SC	ST	OBC	PWD
June 2012	62.86%	55%	55%	60%	55%
December 2012	60%	50.36%	50.29%	54.86%	51.43%
June 2013	63.43%	54.86%	53.14%	58.86%	54.86%
December 2013	62.86%	54.86%	53.14%	58.29%	55.43%
June 2014	58.86%	50.29%	49.71%	52.57%	49.71%
December 2014	59.43%	51.43%	50.86%	53.14%	50.86%
June 2015	58.86%	50.29%	49.71%	52%	49.71%
December 2015	57.71%	49.71%	50.29%	51.43%	48.57%
June 2016	57.71%	48.57%	48.57%	50.29%	48.57%
January 2017	53.14%	46.29%	45.14%	48.57%	39.42%
Mean of Cut off % →	59.48%	51.21%	50.58%	54%	50.35%

It is clear from table 1 that the cut off percentage generally gets decreasing with reference to chronological order of year in all the five categories. The mean cut off percentage was found to be 59.48% for UR, 51.21% for SC, 50.58% for ST, 54% for OBC and 50.35% for PWD.

The second objective of the study was to analysis Category wise of lowest and highest cut offs percentage of Lectureship result of UGC-NET in the subject Education. The category-wise lowest and highest cut off percentage's analysis of lectureship result of NET examination. The result is given in fallowing table.

Table: 2-Category-wise Summary of Lowest and Highest Cut off Percentage of Lectureship result of UGC-NET in the Subject Education

Category	Lowest Cut off (%)	Highest Cut off (%)
UR	53.14	63.43
SC	46.29	55
ST	45.14	55
OBC	48.57	60
PWD	39.42	55.43
Mean Cut off (%)	46.51	57.77

It is clear from table 2 the highest and lowest cut offs in percentage were 63.43% and 53.14% in UR category. The highest and lowest cut offs percentage is almost similar in remaining all categories, the range of highest cut off is 55% in all three categories SC,ST & PWD but it was found 60% in OBC category. The lowest cut off were found 39.42%, 45.14%, 46.29%, & 48.57% for PWD, ST, SC & OBC category respectively.

Finding & Discussions

The findings of study were: (1) The cut off percentage for lectureship was found to be generally decreasing with reference to chronological order of year in all the five categories. The mean cut off percentage was found to be 59.48% for UR, 51.21% for SC, 50.58% for ST, 54% for OBC and 50.35% for PWD. The reason behind this finding may be that there are so many subjects to opt at graduation and post graduation level. Students find many carrier options with short time period and after that they get better salary. In education field students have to pass the master degree programme/course of education along with their main or school subject, then only he/she become eligible. (2) The highest and lowest cut offs in percentage were 63.43% and 53.14% in UR category. The highest and lowest cut offs percentage is almost similar in remaining all categories, the range of highest cut off is 55% in all three categories SC,ST & PWD but it was found 60% in OBC category. The lowest cut off were found 39.42%, 45.14%, 46.29%, & 48.57% for PWD, ST, SC & OBC category respectively. Another reason may be lack of proper guidance for the preparation of this examination. Recently, many coaching classes have been opened for the preparation of NET examination but they don't have specific knowledge regarding education subject. Due to the lack specific knowledge, they make the subject vast and much detailed to earn more money with long duration. Experienced person of education can give only right guidance. In Education field, the opportunities in Government college or Universities are diminishing day by

day. This is the main reason behind the down fall of the percentage. It shows, students are appearing in the examination but only for getting certificate.

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