



A Critical Analysis of the Merit Scheme of Adyapak Sahayak (Substitute Teacher Educators)

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ABSTRACT

Today in the age of competition the quality of a man is assessed by his/her numbers, may be it in a form of scores of exams or merit. Merit (not qualitatively but numbers in marksheet) became essential for the recruitments in jobs. One such meritocracy in recruitment also exists in the field of higher education under the name Adyapak Sahayaka. Present paper was aimed to analyse the merit scheme as well as to get suggestions and prepare an ideal merit scheme on the basis of experts' opinions. For data collection the investigators prepared a check-list of present merit scheme and one opinionnaire. 20 experts of Education field were selected by random sampling to gather data. They were requested to suggest new points to be included in merit scheme according to their opinions and number which should be allotted to that point if they are dissatisfied. Opinions of the experts were gathered and percentages of the frequency of the opinions were calculated. The experts are not fully satisfied with this merit scheme. The experts were not satisfied for the merit scheme of first graduate and post-graduate level, in case of university second and third in B.Ed. as well as in M. Ed. Some of them gave little emphasis on the NSS and also on sports. The merit scheme is good as it eradicates benefit of patronage or references but it should include numbers for these abilities and behaviours that are constant i.e. updatement of the candidate for the professional career is also necessary and needs to be revised for the benefit of the scholar candidates.

Keywords: Adyapak Sahayaka, First graduation, First post-graduation

Introduction

Education is a deliberate and conscious activity on the part of the civilized societies to help their members lead a socially meaningful and sustains happy life. It determines the prosperity, welfare and security of the people of a country whose goals are extremely sacred and whose influences are permanent and developmental and are placed in the hands of appropriate and dedicated facilitator; i.e. the teacher who can be trusted to perform a noble, laudable and a challenging role in the educational process. Thus a sound program of professional education of student teacher is essential for the qualitative improvement of education effective school education anticipates effective teacher education. Teacher education is of utmost importance and a core condition to ensure highly proficient teachers and quality education. The teacher preparation takes place in institutes or colleges of teacher's educators. Teacher educators are responsible for acculturating prospective teacher. They need to provide role models in terms of commitments needed in the field of teaching. The role model should be reliable and ideal in terms of behaviours and characteristics. When a candidate is selected in any such professional institution, his/her typical performance and quality behaviours are also important.

When we talk about quality, it means we are talking about the attributes which are not quantitatively measurable easily. But now-a days merit (not qualitatively but numbers in marksheet) became essential for the recruitments in jobs. Present paper is a humble try to gather criticism of the experts regarding the merit scheme of the adyapak sahayak as well as to get suggestion and prepare an ideal merit scheme on the experts' opinions.

RATIONAL OF THE STUDY

Teachers in the journey of higher education have been helping in many ways. The place of a lecturer in the institutes of higher education is unique. A person who is going to be appointed as a lecturer must possess certain inner and outer

qualities. But today is the age of competition. The quality of a man is assessed by his/her numbers, may be it in a form of scores of exams or merit. Now a day the jobs are only reduced to the marks obtained.

As we know, many institutions give admission on the bases of merit. Merit embodies the thought that jobs or opportunities should be allocated on the basis of something called 'merit' not on patronage or identity or some considerations we think irrelevant to determining our 'fitness for purpose'. With the scheme of "BALGURU," the Gujarat Government launched a scheme of fixed salary and recruitment based on merit scheme first time in education. This scheme had its own pluses and minuses. After a glittering success and warm welcome by public, Government extended the scheme in many other fields. From April 2003, the Human Resource Development Department of Gujarat passed one resolution for the appointment in the non-government Commerce, Arts, Science, Education and Law colleges for the placements of lecturers as an ADYAPAK SAHAYAK.

In this scheme, the counting of merit starts from the first graduation level except Law and Education field. In Education field the candidate has to possess two graduation and two post-graduation degrees, but in the merit scheme of ADAPAK SAHAYAK in education fields, first graduation and first post-graduation degrees (though candidate must possess these two degrees with B+ grade) haven't allotted any number. This may cause a kind of dissatisfaction among the candidates with brilliant career form their first graduation and post-graduation level. This study was aimed to criticize the existing merit scheme in education field and to gather suggestion for ideal merit scheme for the ADYAPAK SAHAYAK in the same field.

LIMITATION OF THE STUDY

Present study was aimed to analyse the existing merit scheme and to gather suggestion for ideal merit scheme for the ADYAPAK SAHAYAK in education field.

OBJECTIVES OF THE STUDY

The objectives of the present study are as following.

- To analyse the existing merit scheme of the Adyapak Sahayak in education field.
- To gather the suggestions of the experts for the ideal merit scheme of the Adyapak Sahayak.
- To prepare ideal merit scheme of the Adyapak Sahayak on the bases of suggestions of the experts.

Tool Construction and Data Collection

To criticize the merit scheme for the Adyapak Sahayak of Education, the investigator prepared one check-list of present merit scheme and one opinionnaire. These tools were constructed with the help of declaration of the merit scheme by the Gujarat government. To finalize the tools the experts'

opinions were gathered.

After the tool construction, the 20 experts of Education field having wide experience of teaching and interview from affiliated colleges of H. N. G. University, Patan were selected by random sampling to gather data. The experts were told to give their opinions as 'yes' if they are satisfied with the existing merit scheme and as 'no' if they are not satisfied with it. If their response is 'no' they were requested to suggest a new merit scheme according to their opinions and number which should be allotted to that point.

Major Findings of the Study

To evaluate the merit scheme, the opinions of the experts were gathered and percentages of the frequency of the opinions were calculated and presented in table 1.

Table 1
Critical Analysis of the Merit scheme for the Adyapak Sahayak

No.	Degree	Existing Merit Scheme	Critical Analysis of the Opinions of the Experts in Percentages		Marks as per Experts' Opinions
			Satisfied	Dissatisfied	
1	First graduation level	0	15%	85%	2 to 10
2	First post-graduation level	0	20%	80%	2 to 10
3	1. B.Ed.(53 % to 70 %) per percent 0.5 marks.	9	60%	40%	5 to 10
	2. above 71 %	1	55%	45%	1 to 2
4	Uni. First in B.Ed.	5	60%	40%	5 to 10
	Uni. Second in B.Ed.	0	20%	80%	1 to 7
	Uni. Third in B.Ed.	0	20%	80%	1 to 5
5	M.Ed.(56% to 70%) per percent 1 marks.	15	50%	50%	10 to 14
6	Uni. First in M.Ed.	10	50%	50%	5 to 10
	Uni. Second in M.Ed.	0	20%	80%	1 to 8
	Uni. Third in M.Ed.	0	20%	80%	1 to 6
7	M.Phil.	5	60%	40%	5 to 10
8	Ph.D.	10	65%	35%	5 to 10
9	NET/SLET	10	55%	45%	5 to 15
10	Published books (per book 1 mark, maximum 5 marks)	5	75%	25%	5
11	Published Articles/Research Papers (per article/paper 1 mark, maximum 5 marks)	5	75%	25%	5
12	UGC Fellowship	5	80%	20%	5
13	Teaching Experience (per year 1 mark, maximum 15 marks as per the certificate issued by the Principle)	15	65%	35%	10
14	Personal Interview	5	55%	45%	0 to 10
	Total	100			

- The experts are not fully satisfied with this merit scheme. The experts were dissatisfied especially about the merit scheme of first graduate level, first post-graduate level, in case of university second in B.Ed., university third in B.Ed., university second in M.Ed. and in the case of university third in M.Ed. Experts gave negative opinion regarding these points and they were highly dissatisfied.
- Some experts gave some weightage to the NSS candidates and also to the sports.
- Table 1 presents the findings of the criticism by the experts.

SUGGESTIONS

From the findings of the study, the following are the suggestions that are extracted from the experts' opinions.

- The person who is going to be a lecturer in education, it is compulsory to possess the degrees of Graduation and Post-graduation in academic field. But there is no provision for any mark. This should be changed and these two degrees should be given at least 2 to 10 marks.
- The B.Ed. degree should be given 5 to 10 percent marks.
- The first rank holder in the university in B.Ed. is credited

by 5% marks. But second or third rank holders do not have any credit, though they do not have considerable difference in their scoring. This is not found proper. They should be credited properly.

- Half of the experts are not satisfied with the marks allotted for the M.Ed. degree.
 - The first rank holder in the university in M.Ed. is credited by 10% marks. But second or third rank holders do not have any credit. Everyone cannot stand first and so it is likely to stand second with very minor difference in scoring. This is not found proper. They should be credited properly.
 - More than half of the experts are not satisfied with the marks allotted for the M.Phil. and Ph.D. degrees and also for passing NET/SET examination.
 - More than half of the experts are not satisfied with the marks allotted for the Published Articles/Research Papers, UGC Fellowship, Teaching experience, Personal interview. But some experts have given many valuable suggestions for making this merit scheme more proper.
- From all the opinions and suggestions of the experts, the investigator prepared new suggested merit scheme. It is presented in the table 2.

Table 2
Ideally Suggested Merit Scheme

No.	Degree	Existing merit Scheme	Suggested Marks to be Allotted
1	First graduation level	0	3
2	First post-graduation level	0	5
3	1. B.Ed. (53 % to 70 %) per percent 0.5 mark. 2. above 71 %	9 1	9 1
4	University First in B.Ed.	5	3
	University Second in B.Ed.	0	2
	University Third in B.Ed.	0	1
5	M.Ed. (56% to 70%) per percent 1 mark.	15	15
6	University First in M.Ed.	10	5
	University Second in M.Ed.	0	3
	University Third in M.Ed.	0	1
7	M.Phil.	5	5
8	Ph.D.	10	10
9	NET/SLET	10	10
10	Published books (per book 1 mark, maximum 5 marks)	5	5
11	· Articles/Research Papers published/presented individually in State/National level seminar or magazines or journals.(per paper/article one mark, maximum 3 marks) · Articles/Research Papers published/presented individually in International seminar or magazine or journal.(per paper/article two marks, maximum 2 marks) · Articles/Research Papers should be counted only published/presented within the last three years.	5	5
12	UGC Fellowship	5	5
13	Teaching Experience (per year 1 mark, maximum 10 marks as per the certificate issued by the Principle)	15	10
14	Personal Interview	5	5
15	Participation in Co-curricular activities/Sports(State/National level)	0	2
16	N.S.S. candidates	0	2
	Total	100	100

In a Nut Shell

The scheme of Adyapak Sahayak has its pluses as it eradicates benefit of patronage or references. But still it is not fully satisfactory. The recruitments might be on the bases of merit but the candidates who possess high merit should be test-

ed to have affirmative action too. The merit scheme should include numbers for these abilities and behaviours that are constant i.e. updatement of the candidate for the professional career is also necessary. It would be wise enough to revise it for the benefit of the scholar candidates.