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Abstract

The massification of the sector poses enormous challenges for providing quality education in higher education institutions in India. The quality of education provided in an institution is influenced by many factors, teaching and teacher quality are some of them. An added challenge is the student diversity resulting from the massification of the sector. The current paper examines the role of teachers in enhancing quality and also looks at recruitment patterns globally. The National Eligibility Test (NET) has been used as an eligibility criterion for teacher recruitment in India and it is important to understand the structure of the test and examine the empirical evidence on those who applied, appeared and qualified the UGC-NET/JRF examination. This paper goes into details of the profile of the qualified candidates and also examines the correlations between performance in the NET and at Masters Level. Finally the performance of various higher education institutions is also seen to assess which are the universities best performing in the test over the years in different sessions. This analysis shows some institutions are consistently occupying top positions. Also further findings show that while surveys indicate that NET should continue many believe that there is a scope for improvement in the design and evaluation of the NET exams. The analysis in the paper shows that changes introduced in June 2012 in the pattern of exam and selection criterion have benefited OBC candidates while there is a decline in the share of female, SC and ST candidates among those who qualified the test.

Introduction

After a prolonged period of slow growth, the higher education sector in India experienced accelerated growth and fast expansion in this century. India entered a stage of massification of higher education when its enrolment increased from 8.8 million in 2001-02 to around 34.6 million in 2015-16 and the gross enrolment ratio (GER) increased from 8.1 to 24.5 per cent (MHRD, 2017; Varghese, 2015). At present India has the second largest student enrolment in higher education in the world.

The massification of the sector has posed challenge for providing quality education in higher education institutions (Varghese and Malik, 2016). The quality of education provided in an institution is influenced by the quality of infrastructure, teachers, teaching learning conditions in the classrooms and other academic facilities available. Needless to add, India scores very low on all these counts in majority of its higher education institutions. The added challenge is the student diversity resulting from the massification of the sector. Students from diverse background are increasingly seeking admission and they succeed in enrolling in institutions of higher education in India.

The aim of teaching is to make student learning possible (Ramsden, 1992). Teachers play an important role in the teaching-learning process. The quality of teachers influences the teaching learning processes and classroom practices and the overall quality of learning. Unfortunately, India faces dearth of teachers not only in terms of quality but also in terms of quantity. India has at present nearly 1.4 million teachers in higher education. The number of teachers required for the expected expansion of the sector is much higher and therefore has implication for recruitment of teachers. It seems the public authorities have not given adequate attention to the issue of chronic shortages of teachers. As teachers form raw material for higher educational institutions onus lies on the teachers' recruitment process. This is because they (teachers) are the prime factor of learning process in the classroom. It is significant to note down here that the 'quality learning' as an anticipated outcome could probably never materialise till there is actualisation of 'quality teaching' in the system. Therefore with the increased and diversified enrolments in Indian higher education, 'Quality Teaching' has become issue of importance (Soni and Patel, 2014). Another related issue is the profile of teachers who enter the teaching profession. The best graduates are not necessarily attracted to teaching profession. While it is increasingly felt that the role of teachers should change from chalk and talk style information providers to learning facilitators, these changes are difficult if we do not get the best attracted to the profession.

Now the question arises about how to identify the best talent to the teaching profession? The idea of better salaries, working conditions and clearly defined recruitment criteria were considered to be important to make overall improvement in the teaching learning process. The Mehrotra Committee, in this context proposed to introduce national test to recruit teachers in the higher education institutions (UGC, 1986). UGC introduced National Eligibility Test (NET) examination from 1989 onwards. Based on the available information, this paper attempts to analyze the trends and patterns in the performance of candidates in the NET examinations in the recent past. It is based on the data collected from nearly four million candidates appeared for the NET in this decade.

The plan of the paper is as follows. The second section deals with role of teachers in enhancing quality. The third section is on teacher recruitment patterns, and the fourth section deals with committees and commissions on teachers. The fifth section is on scenario of teaching-learning while the sixth section is on NET exam and recruitment of teachers. The seventh section is on the structure of the NET exam and empirical evidence on NET. The eighth section gives conclusion and policy recommendations.

Role of Teachers in Enhancing Quality

The teacher plays an important role in ensuring quality of education imparted. It is often said that the quality of an education system cannot exceed quality of its teachers (Henard and Leprince-Ringuet, 2008). Teaching and research are central to higher education. All institutions of higher education strive to develop a 'quality culture' (Harvey and Stensaker, 2007) which is strongly rooted in teaching and research. However, the scholarship of teaching is different from the scholarship of research (Boyer, 1990). The good and extraordinary teachers know what to teach, how to teach and how to improve (Stephenson, 2001). Some of these qualities reflect an individual passion to the field while others can be developed through proper identification (recruitment) and training of prospective teachers.

It is very difficult to identify the qualities of best teachers in the system. Some of the elements in effective teaching and of good teachers are content knowledge, pedagogic knowledge and technical knowledge. The teaching-learning process has undergone dramatic changes in the recent decades. Traditionally teaching-learning process revolved around the course contents, textbooks, teachers and lectures. Teaching was teacher-centric and implied transmission of content to passive students.

The new forms of higher education provisions demand change in the teaching and learning process.

The two factors that have challenged teaching-learning are massification of higher education and increasing reliance on technology in teaching-learning process (Varghese and Mandal, 2016) Higher education remained an exclusive system catering to the elites for a long time. However, the fast expansion and massification of the system in the recent past resulted in an increasing student diversity in the campuses and classrooms. The student diversity poses challenges to the traditional forms of teaching-learning process. The student diversity brings along with it differences in the pre-college academic experiences which impact teaching-learning and learning outcomes. The students from disadvantaged groups form majority in many classrooms in India. Many of them are first generation higher education learners graduated from schools following regional languages as medium of instruction (Sabharwal and Malish, 2016a). The traditional class room practices and teaching learning process may be less effective in addressing issues related to student diversity in the classrooms.

The other factor influencing teaching learning is technology. The new generation students are 'net' generation learners and are more comfortable with relying more on the digital technology to plan their studies. They depend more on online learning resources than on the traditional library resources, printed books and on teacher as the major sources of information and knowledge.

The e-learning and virtual campuses offer students alternatives to the traditional face-to-face learning conditions. At present, teaching-learning has become more of a social process of interaction, knowledge construction and collaboration among teachers, students and experts. The students interact through debates and direct engagement with peers and experts both online and face-to-face. The online discussions, assessment and project/collaborative work replace the traditional face-to-face teaching and learning. Under these circumstances the teachers and students are separated by time and space, they interact with each other online as well as through instant messaging, chat, audio and video conferencing.

These changed situations call for different approach to teaching and learning. An added dimension is the focus on learning outcomes and evaluation of teacher effectiveness. One method is to evaluate teachers based on their impacts on students' test scores, commonly termed the "value-added" (VA) approach. A teacher's value-added is defined as the average test-score gain for his or her students,

adjusted for differences across classrooms in student characteristics such as prior scores. Proponents argue that using VA can improve student achievement (Hanushek, 2011), while critics argue that test score gains are poor proxies for a teacher's true quality.

Chetty, Friedman and Rockoff (2011) study value-added (VA) measures of teacher effectiveness and find that good teachers create substantial economic value and that test score impacts are helpful in identifying such teachers. They find evidence of fairly sizeable impacts of teacher quality on adult earnings of their students. Teacher quality (measured by value-added) improves the probability of college attendance, the quality of college attended by students (measured by the earnings of former students of colleges) as well as future earnings of students.

The debate about VA however emerges from two fundamental questions i.e. firstly does VA accurately measure teachers' impacts on scores or does it unfairly penalise teachers who may systematically be assigned lower achieving students? Secondly, do high VA teachers improve their students' long-term outcomes? Researchers have not reached a consensus about the accuracy and long-term impacts of VA because of data and methodological limitations.

Altbach (2007) emphasises the traditional view of academic work is seen as more than a job-as something of a calling. If academics pursue their traditional job of teaching and research universities can perform their traditional duties of educating future generations. However, for this to be sustained the conditions for a "normal" academic career must survive - adequate remuneration, a realistic career path offering the likelihood of promotion and stability of employment, academic freedom to pursue teaching and research, autonomy and participation in institutional governance, and the respect of society (Altbach, 2003).

Teacher Recruitment Patterns

Some International Practices

Teacher quality is linked to recruitment as institutions want to recruit and retain teachers who are well prepared, effective and can make a difference. The issue of supply of teachers is not so much about the numbers but about the quality. Adequate number of teachers and low pupil teacher ratios are a necessary but not a sufficient condition. Equally important is that teachers are motivated and supported. Teacher recruitment procedures vary among countries. In some countries teachers are part of the civil service and in others institutions are granted autonomy to recruit teachers. In both situations, the professoriate in public universities receives the benefits of civil

servants with assured promotions and generous retirement benefits. In the United Kingdom and USA institutions enjoy the autonomy to recruit university teachers. Countries such as the Czech Republic, Netherlands and Slovenia also follow university based recruitment of academic staff in the universities. Czech Republic the law on higher education institutions specifies that institutions are autonomous in terms of setting the recruitment criteria, defining the categories of staff and the distribution of staff. With the exception of State institutions where the rector's authority is limited, his or her role is generally very important in the recruitment process. The deans of individual faculties also play a substantial role in the recruitment process. In the Netherlands, the entire recruitment procedure for academic staff is the responsibility of institutions. In Slovenia, the rector is required to adopt a body of rules for the entire university. The dean is responsible for the recruitment. In the United Kingdom, higher education institutions have primary responsibility for the recruitment, retention and development of their own staff. Each higher education institution is responsible for deciding on the number of academic staff and for determining the qualifications and criteria involved in each case.

Universities are free to determine the number of available positions for academic staff in Denmark, but the maximum limit for the number of professors is determined by the Ministry of Finance. The Ministry of Science, Technology and Innovation then distributes the chairs among the universities. For the recruitment of professors and associate professors, the rector appoints an evaluation committee which includes a president and two to four additional members (the majority of members must be external to the university including foreign members). For the other categories of staff, the rector sets up an ad hoc committee or appoints experts to evaluate the candidates.

In Estonia and Latvia, institutions are directly responsible for the appointment of staff (choice of the number and distribution of categories of staff among the different departments), whereas the official regulations state the general and specific recruitment criteria (profile, degree(s) required, previous professional experience, etc.) for each category of teaching staff. In Malta, according to the law on higher education, the university and the Malta College of Arts, Science and Technology (MCAST) are responsible for determining the number of posts required. The recruitment of teaching staff is carried out by the university council on the recommendation of a selection committee (made up of the rector, three members of the teaching staff and an external board member).

The German academic career is not tenure track: by law a junior staff member cannot be promoted to a professorial position within the same institution. However, one becomes a civil servant from Academic Assistant onwards. This means that compared to other countries academics in Germany obtain tenure at a relatively late age, as on average one becomes Academic Assistant at the age of 42. Due to the university system that guarantees the university relative academic freedom, the position of professor in Germany is stronger and more independent than, for instance, in France. As civil servants, professors have a series of attendant rights and benefits. In Germany, the rector is responsible for the recruitment procedures in consultation with the Senate and the dean of the faculty concerned as part of an appointment board. In Cyprus, the Senate appoints a special committee which must write summaries of the interviews held with the various candidates and transmit them to the faculty board. Then, an electoral body constituting members of the faculty board, the academic staff and the management of the institutions, forwards its decision to the Senate. In Luxembourg, on the basis of a proposal by the dean of concerned faculty, the rector's office sets up an appointment board which generally includes five members at least two of whom are external members. The committee must examine applications and propose classifications of candidates.

In Poland, the decision to employ tenured professors is the responsibility of the rector often in response to faculty deans, following the approval of the faculty board or the Senate. In Iceland, the decision-making process related to the number of available positions is the full responsibility of the rector and the Senate. There are also some deregulation measures seen in the flexibility of contractual arrangements and the reduction in the number of civil servant positions. There is a trend towards relaxing of requirements related to contracts and/or professional statuses in certain countries. In the German-speaking Community of Belgium, the decree of 2005 provided for a modification of the professional status aimed at hiring guest lecturers and especially to be able to recruit the Director and the heads of department for a renewable mandate of 5 years.

In Spain, universities decide on the number of available positions (teaching and other), whereas the selection criteria and conditions for access to permanent positions are based on the official regulations in force at national level. The academic qualifications required to teach are uniform throughout the entire nation, although they do vary according to the various levels of the education system. In public-sector institutions, teaching staff in higher education, as well as those in lower levels, generally have permanent civil servant status. In Indonesia all teaching staff in public

universities are civil servants and have to fully comply with the Law on Civil Service applicable to all civil servants. The civil service status limits the human resources management in public universities, since all civil servants are centrally managed by the National Civil Service Agency - Badan Kepegawaian Negara (BKN). Under this Law only the BKN has the authority to recruit and terminate a staff's employment and mobility across institutions requires a long bureaucratic procedure. All staff acquired tenured after only 1-2 year probation period. Since all appointments and terminations of staff are in the hands of BKN, the authority of the Rector is limited to the submission of recommendation to the BKN.

In France, the Act related to freedoms and responsibilities of the universities, adopted in August 2007, allow more autonomy of the decision-making power of institutions with respect to staff management. Maître de conférences (Associate Professor) and Professeurs des universities (Full Professor) are both permanent positions and since all French universities are state-run, professors are also civil servants. The permanent position is not the same as tenure, but is instead due to the status of civil servant in public universities. No one can become Professeur or Maître de Conférence without a doctorate. In Austria, an amendment in 2001 of the Service Code for Universities abolished employment contracts governed by public law for all new teaching staff at the university. The new contracts are governed by the general legislation which applies to contractual staff.

University employment also has undergone significant changes over the past decade in U.S.A. Visiting, adjunct and instructor positions are proliferating at U.S. universities, while tenure-track jobs are becoming rarer. This is due primarily to economic forces - non-tenure-track positions command lower rates and customarily come without benefits.

Faculty responsibilities typically fall into three basic categories: teaching, research, and service to the campus and/or community. However, faculty jobs are by no means uniform and the time and attention that faculty devote to these three roles depend upon the mission of the institution at which they work, their academic discipline and their rank and career stage. For example, faculty at community colleges more often tend to teach and be engaged in service activities, while many senior faculty at research universities spend more time engaged in research than in the other two areas. For those hired into tenure tracks, higher education institutions have begun to shift the weight of tenure decisions from teaching and service toward a stronger emphasis on scholarship.

Teacher Recruitment in India

There are two types of teacher recruitments in India - institutions specific recruitments or recruited as part of the civil service. Teacher recruitments in most of the universities (Central and State universities) are to the institutions. They are governed by the rules, regulations and salary and service conditions of the university and are not part of the civil service. In this case the university notifies the positions, constitutes a selection committee and invites candidates for interviews. The typical process of selection in nearly all the central and state universities in the country takes long time.

According to Sen (2011) the number of sanctioned positions in any higher education institution is administratively determined, and these numbers generally remain fixed for long periods of time. The number of sanctioned positions does not necessarily reflect the actual demand for faculty prevailing in the academic market. There is a clear trend towards the use of part-time and ad hoc teachers in state universities and deemed universities. This is a response by the institutions to the inadequate supply of regular faculty, as well as to the inflexibility faced by some institutions in recruitment of full-time faculty. Thus maintaining a high quality of education with this method of meeting faculty requirements is a major challenge.

The extent of teacher shortages in Central universities is very high as can be seen from table 1 given below:

Table 1: Status of Faculty Positions in Central Universities

Position of Faculty	Sanctioned	Filled In	Vacant	%Vacant
Universities established before 2009	13504	8999	4505	33.36
Universities established after 2009	2498	907	1591	63.69
Total	16002	9906	6096	38.10

Source: Sabharwal (2015)

In premier universities like Delhi University almost 40% of posts are adhoc and permanent vacancies are being advertised after a long gap of time. Many of the teachers are hired on guest basis who are paid even lesser than ad-hoc teachers.

In many state universities the appointments are made to the civil services and teachers are state government employees. Previously teachers would spend their whole working life in the college before retiring from the same college. However,

there is a freeze on recruitments in most state universities with permanent faculty seldom being recruited. Many colleges are increasingly relying on adhoc appointments of lecturers and guest faculty members to facilitate the teaching process. This results in a high level of uncertainty regarding the future of teaching-learning and quality of education.

Improved learning outcomes cannot be expected of higher educational institutions if the conditions under which teaching and learning take place are not favourable. The conditions are difficult whether they relate to the physical state of universities/colleges and the availability of teaching and learning materials, class sizes, or the changing characteristics of the student population. The physical state of higher education institutions and the lack of availability of teaching and learning materials need to be emphasised. The system is also beset by issues of quality in many of its institutions: a chronic shortage of faculty, poor quality teaching, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching.

The methods of selection vary from state to state though there are some similarities in certain states. In many states the appointments are done by: (a) direct recruitment by competitive exam/selection; (b) promotion/selection and (c) by transfer of persons who hold in a substantive capacity such posts in such service.

In private higher education the recruitment process takes place in two forms: in the aided colleges the criterion for recruitment are similar to those recruited to government colleges and the qualification requirements and qualifying in NET are common to government colleges. The unaided sector follows a pattern different from the aided sector. While there is no approval process from the public authorities required the recruitment process is left actively to the management of the unaided colleges and universities. While minimum educational qualifications are comparable with those in the public system NET is not compulsory. More importantly the salary scales of teachers vary between public institutions and unaided private institutions.

Committees and Commissions on Teachers

The Teacher recruitment policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education. The committees and commissions at various points in time felt that higher education is an instrument for achieving social and economic development. Their endeavour was to ensure that the teaching profession attracts and retains the best and the brightest that the country has to offer.

The Radhakrishnan Commission (MOE, 1949) deliberated on the aims and objectives of university teaching and concluded that university teaching is for: a) transmission of the intellectual and ethical heritage of humanity to the young; b) enrichment of this heritage and extension of the boundaries of knowledge; c) development of personality. The Commission strongly believed in the central role of teachers in shaping minds and fulfillment of these aims and objectives. According to the Commission the teacher has to not merely transmit information to students but also arouse their curiosity and evoke the spirit of critical enquiry (Mathew, 2016). In order to do that the Commission emphasised the importance of the teacher being regularly updated with the latest developments in the field and being a constant searcher for knowledge as well as a provider of knowledge. The teacher should also instill moral as well as intellectual virtues in the students. The Commission recognised that the situation was in fact far from satisfactory and there was a general deterioration in the standards of teaching and discipline. According to the Commission "Quite a number of teachers are satisfied with repeating stereotyped information, which tends to devitalise teaching and to kill interest" (MOE, 1949, p. 60). Also according to the Commission teachers are inclined to get involved in the administrative affairs of the University than in their legitimate duties. This has happened due to the introduction of democratic control and elections and the rise of student-politicians.

There is also a lack of adequate financing and libraries and laboratories are ill-equipped and do not provide the academic resources for teaching and scholarship. This affects the performance of teachers who are not able to conduct research. Also salaries are not high enough to attract the best and brightest. According to the report "In this age of money economy and profit motives it is vain to expect that teachers alone would rise above the spirit of the times. Salaries which the universities cannot command but industry and governments easily offer are taking the cream away leaving the staffs poorer, envious and discontented" (MOE, 1949, p. 60). There is a general demoralisation of teachers due to the lack of confidence shown by students.

In view of the important role of education in the national development and in building up a truly democratic society the Government considered it necessary to survey and examine the entire field of education in order to realise a well balanced, integrated and adequate system of national education capable of making a powerful contribution to all aspects of national life. To achieve these objectives speedily, the Government of India in October 1964, set up an Education Commission, under Resolution of July 14, 1964. According to the Education Commission (GOI, 1966) it is

necessary to conduct a search throughout the country for outstanding and promising young person's for teaching and research staff. The Commission recommended that each department or faculty should have a specially appointed personnel advisory committee, which would work in close collaboration with the appointing authorities of the university, to find faculty members in fields in which it is already distinguished or in which it seeks distinction (Mathew, 2016). They should actively seek candidates for appointments doing a worldwide search and offer advance increments if necessary. They should be assured of research opportunities, opportunities for study leave and the possibility of achieving professional excellence. There should be flexibility in the appointments and promotions. The Education Commission also recommended that all teachers' salaries should be reviewed every five years and the dearness allowance paid to teachers should be the same as that paid to Government servants with the same salary so that the disparity in the salary scales of university and college teachers is reduced.

The Commission made some of the following proposals:

   i.   Every effort should be made to induce talented students from the universities to join the teaching profession and to place a majority of them in universities and colleges, other than their own, so that they can help to raise standards. The UGC should maintain a central clearing-house agency for the purpose and supply the data about these young scholars to universities and colleges and supply them with information about available jobs.

   ii.   The universities and affiliated colleges should be encouraged, so far as possible, to pre-select their new teachers and attach them to the major universities for about a year during which period they will come into contact with some outstanding teachers in their own and allied fields, will receive orientation towards their chosen profession and perhaps study schemes and techniques of research adopted there.

   The Education Commission rightly believed that national reconstruction will depend on the quality and number of persons coming out of schools and colleges. In turn the quality of education and its contribution to national development will be influenced by the competence and character of teachers.

   Report of the National Commission on Teachers in Higher Education (GOI, 1985), highlighted the fact that the teaching profession had come to lose its attraction for the brightest and best and time had come to reverse this trend. Some of the major recommendations of the Commission were that in order to attract talent to the

teaching profession and to provide an opportunity to give of its best to students and scholars, the living and working conditions throughout the country have to be improved. Therefore, the Commission recommended that the salary scales, dearness allowance, promotional opportunities, working conditions as well as service conditions, particularly such as study leave and sabbatical leave must be uniform for the whole country, except for hardship allowances in difficult areas. Also to make a rigorous merit-based selection for the entry level into the teaching profession they recommended an All India Test and only those who have obtained grade B+ in such a test on a seven point scale, should be eligible for consideration. There would be an advertisement and screening and the normal selection committees would make the selection. There should be three external experts, two of whom should form part of the quorum of the selection committee. Also, at least 25 per cent of appointments should be outside the concerned state to help in bringing people of different cultures/languages, to work together. The Commission was against prolonged ad hoc and temporary appointments, because they cause both personal and institutional harm and hence they should be kept at the minimum level in numbers and duration.

The National Policy on Education, 1986 (GOI, 1986), while discussing the various aspects of education has placed immense trust in the teaching community. Teacher competency, accountability, aptitude and favourable attitude to the profession are to be ensured before teacher training or recruitment takes place. The policy framework of NPE insists on recruitment of competent teachers and in-service training which could freshen them up once again. The National Policy on Education recommended the following:

A sustained effort should be made to attract to the teaching profession a significant proportion of talented young men and women who leave the universities every year and to retain them as dedicated, enthusiastic and contended teachers. From this point of view, the following programmes are to be developed:

i.   There should be minimum national scales of pay for university, college teachers. The existing wide gap between the salary scales for school and university (or college) teachers should be reduced.

ii.   The conditions of work and service of teachers should be improved and should be uniform for teachers under different managements. Steps should be taken to ensure security of tenure to teachers and adequate residential facilities should be provided to teachers at all stages.

iii.   Teachers' organisations should be encouraged and recognised. In each State, there should be an advisory council consisting of the representatives of the organisations of teachers, voluntary agencies conducting educational institutions and officers of the Education Department.

iv.   The academic freedom of teachers to pursue and publish their studies and researches and to speak and write about significant national and international issues should be protected. Teachers should also be free to exercise all civil rights including the right to participate in elections; and when doing so, they should be entitled to and take leave of absence from their substantive posts.

The University Grants Commission constituted a Committee on December 24, 1983 under the Chairmanship of Professor R. C. Mehrotra, Professor Emeritus, Rajasthan University to examine the present structure of emoluments and conditions of service of university   and college teachers, taking into account the total packet of benefits (such as superannuation/medical/housing etc.) and to make recommendations on the above having regard to the necessity of attracting and retaining talented persons in the teaching profession and providing professional advancement opportunities to teachers of universities and colleges (UGC, 1986). The Committee recommended the following minimum qualifications for the post of lecturer: Qualifying at the National Test conducted for the purpose by the UGC or any other agency approved by the UGC and masters degree with at least 55% marks or its equivalent grade and good academic record.

Some of the key recommendations of the CABE Committee on Autonomy of Higher Education institutions (MHRD, 2005) are as follows:

i.   Essential qualifications/eligibility laid down for the recruitment of teachers requires a relook. The condition of qualifying NET be done away with for Ph.D. holders. However, NET examination may still be made compulsory for those who have not earned the Ph.D. Care may, however, be taken to maintain the quality of Ph.D. programmes.

ii.   The periodic in-service training of teachers must be insisted upon. The scope for other training programmes apart from orientation and refresher courses must be taken into consideration for appropriate placement in the Career Advancement Scheme.

The Yashpal Committee (MHRD, 2009) highlighted the importance of teacher education. In its report, the Committee laid emphasis on the idea of a university, and advocated a number of major structural changes. According to the Committee's

recommendations it is necessary to enhance the quality of teacher education within higher education. While Academic Staff Colleges are serving to provide refresher courses required by faculty to acquire eligibility for promotion the manner in which it is being fulfilled is unsatisfactory. Therefore, the committee recommended that it is necessary to develop full-fledged orientation programmes for newly recruited teachers in colleges and universities. Such courses should orient teachers towards the proposed curriculum framework as well as to impart communication and assessment skills. Report further goes on to say that "Higher education has lost a generation of academics due to the inability of universities to find place for their scholarship. The constraints from the funding agency had led universities to stop recruitment of faculty even on approved positions. Positions of retiring academics are lost. Retired academics are re-hired to teach and are paid meagerly for each session. This is indeed a national shame and not a strategy of developing higher education in the world's most promising country..." (MHRD, 2009, p. 44)

In 2015 the government introduced a new scheme Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) focusing on teacher development and research to improve the quality of higher education.

The review of Committees and Commissions on teachers clearly shows the shifting emphasis on teacher development in India. Earlier committees focused on autonomy of Higher education institutions and academic freedom of teachers and the need for a system of attaching newly recruited teachers to a renowned Professor teaching in the same or another university. In the late 1980s the attention was on evolving nationally acceptable system of teacher recruitment resulting in the introduction of NET and orientation program of university teachers through Academic Staff Colleges. The recommendations of the recent committees argued for a more systematic and regular professional development programs for teachers for enhancement of quality of teaching.

Teaching and Learning in Higher Education

Though teaching in higher education is different from that at the school level still 'teacher' continues to be the most important factor promoting learning among students. Since the teachers continue to be a prime factor in the teaching-learning process, the teacher quality becomes an important factor in improving quality of teaching and learning. With the expansion and diversification, there is enrolment of students from diverse backgrounds and therefore, addressing these diversities itself, poses challenges for teachers to provide quality teaching.

The objective as well as subjective elements of teaching ought to become inevitable component of quality. However, apart from these, several researches having consensus on positive impact of teaching on students' learning, tried to establish ascendancy for constructive approach as better for effective learning (Cornelius-White, 2007). This approach pertains to 'learner- centric' teaching to be transacted in the classroom of higher learning. In such a context, several countries such as Norway, United Kingdom, Sri Lanka and Finland have pedagogical training for teachers in higher education while several other western countries as US, Belgium, Netherlands, etc. have teacher development programmes for academics. However, in India as of now there is no pedagogical training for teachers in higher education (Jayaram, 2003), although some provisions of post induction teachers' training have been undertaken as recommended by the National Commission on Teacher and National Policy on Education 1986.

As a result University Grants Commission introduced a permanent structured programme known as Academic Staff Orientation Scheme (ASOS) on the basis of which UGC has established at least one Academic Staff College in each state to improve teaching through orientation and refresher courses (Jayaram, 2003). In India, the pattern of recruitment of teachers in the public institutes of higher learning demands basic eligibility which a candidate attains after clearing National Eligibility Test (at national level) conducted by University Grants Commission (UGC) or State Level Eligibility Test (at state level) by different states authorised by UGC.

The Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) is a scheme addressing issues related to teaching and teacher development to improve quality of higher education in India. The scheme was introduced during the Twelfth Five Year Plan (2012-17) and is now under implementation in 42 institutions. The PMMMNMTT is a major reform initiative and it plays a crucial role in enhancing learning outcomes and improving the quality of higher education. The scheme in its implementation has succeeded in mobilising a large number of high quality academics and top ranking institutions of India to lead academic changes in higher education (Varghese, Pachauri and Mandal, 2017).

Realising the importance of quality teaching, there is a need to deliberate on it. Quality Teaching is about use of pedagogical techniques designed to have positive learning outcomes for the students. According to Henard and Roseveare (2012) quality teaching in higher education matters for student learning outcomes. It includes several aspects like curriculum design, learning contexts, assessments, etc. The role of quality teaching has gained more importance than hitherto as the demand

for inter-disciplinary specialisation has increased in the present globalised world. The university system of a state has always had the responsibility of producing employable graduates. In this way the support for quality teaching is warranted in the wake of existing global scenario. There is no denial to the fact that teaching and learning is an intertwined process and therefore improvement in the quality of teaching process is inevitable.

Fostering quality teaching presents higher education institutions with a range of challenges from many different directions. The institutions are in a dilemma in addressing   issues related to relevance (expectations of students and the requirements of employers) on the one hand (Harvey and Stensaker, 2007) and quality of education provided in an expanding sector, on the other. Further, the system expect today's teacher to be, as pointed out by Badley and Habeshaw (1991), a manager of student learning, computer-literate and networker, skilled in inter-personal relationships and a democrat. These attributes of a teacher are in addition to the traditional role such as a course designer, teacher, supervisor, assessor, evaluator and subject expert. Wright (2011) presents some classroom innovations carried out by various college instructors using the context of Maryellen Weimer's *Learner-Centered Teaching* (2002). Wright (2011) indicates through a review of the pedagogical literature that many college teachers believe that a student-centered classroom provides a more effective learning environment and are making efforts toward this end.

With the current wave of globalisation change has become prominently salient. Consequently there is a shift in the role of teacher in higher education from previously existing traditional role. According to Ruth Beard (1976) there were two main traditional views, a) Philosophical and b) Scientific view. In the former view, teacher was mainly responsible for enlarging the mind of a student by bringing into contact with scholarly and cultured companions. And the scientific view emphasised need to inculcate a body of knowledge which may undervalue several (social and educational) purposes of higher education. Therefore, in the traditional views 'teacher' is regarded as an unchallenged (by the student) authority with the dominant lecture method in a didactic manner. Therefore, in this way elements of professionalism (for teacher) to examine the purposes of higher education were not adequately emphasised (Badley and Habeshaw, 1991). Now the approach ought to be adopted is different where teacher is much more than mere subject expert or practitioner. She may no more be regarded as a dispenser of knowledge, but as one who dispenses with knowledge as the major outcome of education (Dressel and Marcus, 1982). With this it appears that

the (currently emphasised) teacher's role is dichotomous and contradictory to the (existing) traditional role. However, the new role rather ought to be complementary with the previous elements pertaining to expertise the discipline still have its stronghold in the entire teaching learning process. The difference is to be seen in terms of more openness having invitation to diversified opinions.

From the earlier discussions, the importance of a teacher in providing quality higher education is evident. In such a scenario the predicament is about the mechanism for recruitment of such teachers. This becomes more crucial for two reasons. One is the challenge to maintain the quality of higher education in the wake of a globalised world. Secondly, it has been argued by many that there is decline in the academic profession in India (Jayaram, 2003). The decline could be attributed to many factors. One of the probable reasons pertains to dilution of the academic rigor and ethos of academic profession. And this coincides with the widening of social base in teaching profession at higher education. Therefore, it has been speculated that with more number of under-qualified teachers via affirmative action, the quality and dignity of teaching profession has probably declined (Jayaram, 2003). It is a matter of further interrogation to testify such claim. However, one fact which cannot be denied is about evident parochialism, and inbreeding in the higher education (Jayaram and Altbach, 2012; GOI, 1985)

The other facets of teaching scenario in Indian higher education milieu includes relatively high student teacher ratio, i.e. shortage of teachers in higher education, relatively less remuneration, rigid upward mobility, etc. The number of teachers has grown from 12,47,453 in 2011-12 to 15,18,813 in 2015-16 but the increase is mainly at entry level i.e. Assistant Professor (MHRD, 2016). Many institutions face acute shortage of experienced and senior faculty (see Figure 1); this hampers curricular development, research initiatives and the general management of institutions. Universities departments and constituent colleges do not suffer from this shortage as severely as colleges do (See Figure 2)

Figure 1: Level-wise Teaching Staff in University Teaching Departments
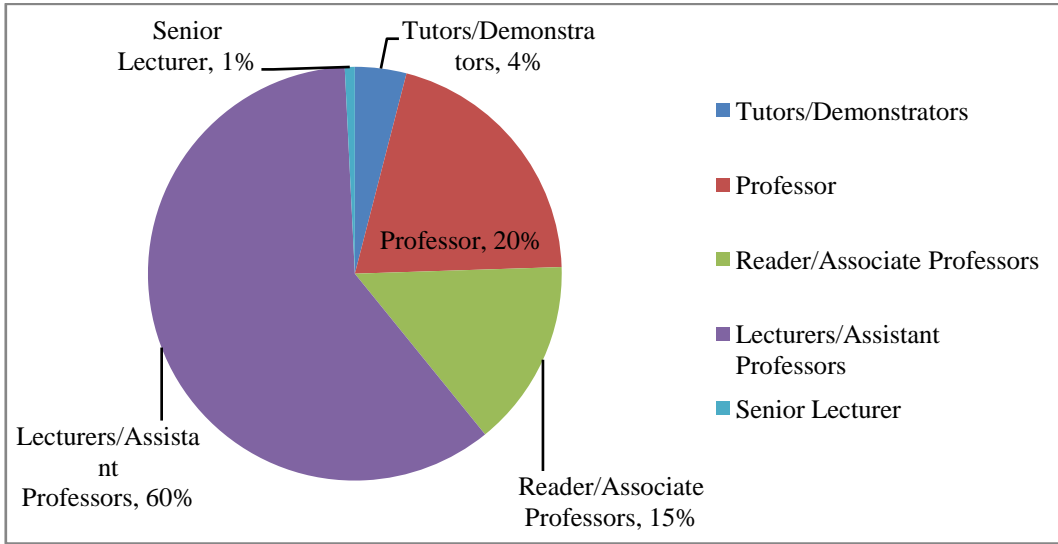
Source: *University Grants Commission, Annual Report, 2015-16*

Figure 2: Level-wise Teaching Staff in Colleges
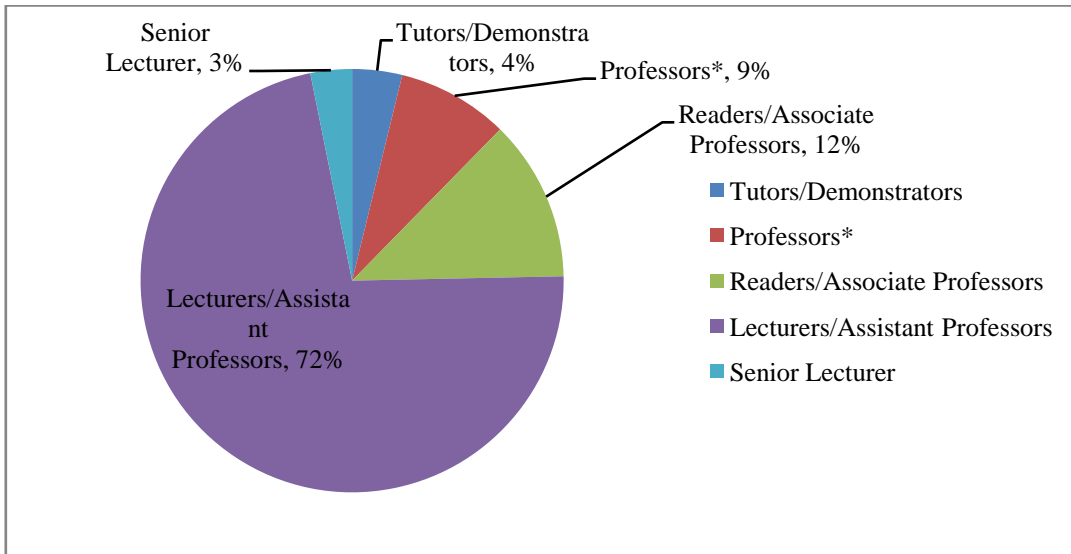
*Includes Principals and senior teachers who are equivalent to Professors
Source: University Grants Commission, Annual Report, 2015-16*

It may further lead to disappointment that when the disaggregated data (see Table 2) for government and private institutions were analysed there are several colleges where the faculty student ratio ranges between 30 and 36 even though nationally the figure is 23 (Tilak and Mathew, 2016).

Table 2: Pupil Teacher Ratio in Higher Education in India

	1995-96	2013-14
Universities	15.0	17.7
Colleges	22.4	23.7
Total	20.7	22.7

Source: Tilak and Mathew (2016)

There are large variations among the States though and Pupil Teacher Ratio is more than 50 in Bihar, Delhi and Jharkhand while it is as low as 15 in states like Tamil Nadu (MHRD, 2016).

Therefore, there seems to be a shortage of teachers in higher education especially when the 'quality' is our main concern. The shortfall became conspicuous in several research findings including the one in the report of National Knowledge Commission (GOI, 2006).

On one side there is a requirement of more faculty members in Indian higher education system, on the other side there are two opposite realities existing on the horizon. First is about the (economically) unattractive teaching profession for having relatively low market returns when compared with other available jobs. This is completely true for certain disciplines which are more integrated with the current global market. Reason for this could not be established in a linear manner when dealing with the dynamism of market and society. Sometimes it appears that the recent low social status of teachers has led to less market revenue assigned for it while most of the times the other way round story finds more possibility. In any case, the outcome is in the form of relatively less attraction for teaching among the brightest ones driven by natural economic rationality. Further, under the influence of neo-liberal economic policies introduced in the 1990s, there was official banon recruitment of faculty and non-teaching staff. There were measures to reduce the size of grants for teachers causing damage to faculty morale and motivation apart from negative implications for higher education environment (Tilak and Mathew, 2016). This could have acted as a factor to dissuade potential teachers to wholeheartedly approach towards teaching as 'the profession' for them.

The second reality holding seeds of dissuasion is about rigidness of mobility in the existing academic hierarchy which may also have its inter-linkages with ascribed social status of Indian social system. It has been rightly remarked by Altbach (1977) that

once placed in academic caste system it is very difficult to move. The sudra college teacher particularly in rural college seldom has the opportunity to reach the nirvana of Brahmin university professor. Discussing the veracity of such a statement warrants further empirical probe which remains outside the scope of this article. However, the fact remains that the upward mobility in academic profession is not fluid for all. The anticipation about lack of mobility may also have not so positive opinion amongst the aspiring candidates.

NET and SLET for Teacher Recruitment

It can be deduced from the above that the teacher recruitment is crucial for expansion of higher education and to add quality in it. The importance of teacher albeit in subtle way was highlighted in several committees which also mentioned the need for improvement of quality in higher education. In this backdrop National Eligibility Test (NET) was conceived as a result of the recommendations made by Mehrotra Committee constituted by the UGC in 1983 to study and make recommendations on the revision of pay scales of teachers in the universities and colleges. The committee recommended, among other things, the need for a national test for those with minimum qualifying marks at Masters' degree level for lectureship and research. Such a test was to be essentially conducted by the UGC or any other agency approved by UGC. This got further reiterated in National Policy on Education 1986 (GOI, 1986) and Revised Program of Action (POA) 1992 (GOI, 1996). The National Policy on Education 1986 stated that "The method of recruitment of teachers will be reorganised to ensure merit, objectivity and conformity with spatial and functional requirements" (GOI, 1986, p. 32).

The UGC introduced NET examinations from 1989 onwards. Although NET was made an eligibility qualification those who obtained doctoral degrees were exempted from qualifying NET examination. The test has been modified and revised on several occasions. The Mungekar Committee appointed by the Ministry of Human Resource Development (MHRD) in 2004 reviewed the NET and its implementation (MHRD, 2005). It elicited the views of Vice chancellors, Registrars, teachers and students on issues related to the NET. The Committee recommended for retaining of NET as a compulsory requirement for appointment of lecturers for both undergraduate and post graduate level, irrespective of candidate possessing M.Phil. or Ph.D. degree.

The origins of SET/SLET- It was felt that an eligibility test at the national level may not be completely able to represent the subjects which are regional in their character. Moreover, the demand for enabling the candidates to appear for the Test in their own

mother tongue was also being made. The state governments and union territories were, therefore, given the option of conducting their own test for eligibility for Lectureship at the state level. This led to introduction of   SLET, i.e., State Eligibility Test for Lectureship Eligibility only. It is conducted both in English and in the vernacular language.

In accordance with the mandate given by the Government of India, the University Grants Commission (UGC), on request of State Governments, proposed to have State Eligibility Test (SET) duly accredited by UGC for a fixed term. This state level test is based on the pattern of the National Eligibility Test (NET) conducted by UGC and UGC/CSIR for Humanities, Social Sciences and Science subjects. The State Governments and Union Territories, which are desirous of conducting their own SET, are required to obtain accreditation from UGC from time to time.

States conducting SLET

As per the UGC records, the SLET is being conducted in the following states-

1. Maharashtra

2. Goa

3. Tamil Nadu

4. Gujarat

5. Uttarakhand

6. Chhattisgarh

7. Andhra Pradesh & Telangana

8. Himachal Pradesh

9. Jammu & Kashmir

10. Rajasthan

11. West Bengal

12. NE-SLET (Which includes all North Eastern states)

13. Karnataka

UGC conducts a national level test for lectureship and JRF in 77 subjects at 65 selected university centres around the country in Humanities (including languages), Social Sciences, Computer Applications, Electronic Sciences, and Environmental Sciences. The Council of Scientific and Industrial Research (CSIR) conducts NET for

other Science subjects, namely, Life Sciences, Physical Sciences, Chemical Sciences, Mathematical Sciences and Earth Atmospheric Ocean & Planetary Sciences jointly with the UGC. The tests are conducted twice in a year generally in the months of June and December.

The NET examinations continued with incorporation of modifications recommended by committees at several points of time. The NET examinations are conducted twice a year in June and in December. Close to six lakh candidates appeared for the test in each session in recent years and very few (less than 5 per cent of those appeared) pass the test.

The purpose of introducing NET is to be seen in the backdrop of perception among public and leading educationists that well qualified persons are not attracted towards teaching profession. Therefore, better pay was recommended and also simultaneously the issue of less competent candidates getting entry into teaching was to be addressed. There is no consensus view on whether the NET exam has raised the standards of higher education (Ahmad, 2008). According to Verma (2007) there have been some major criticisms against relaxation/exemption from NET granted in 2006 pointing to the fact that NET has served a useful purpose by ensuring uniformity in the standard for screening the aspirants for lecturer's job in colleges and universities. Furthermore, appearing in the NET exam provides the candidate an incentive to excel and to learn over and above what they had learnt in the classroom upto the post graduation level. Moreover, exemption/relaxation from the NET will not only lead to dilution of standards for the entry to the teaching profession but will also lower the quality of the M.Phil/Ph.D. degree which is, any case, of variable standards differing from supervisor to supervisor, department to department and university to university.

There are also arguments against the minimum scores of 55% at Master's level. Mitra (1993) argues that when there is an independent test available, there is no need to have an unreasonable and irrational filtration for taking the test. In these situations in some universities there is a move to award 55% marks or to fail students putting high pressure on students.

Sharma (2008) points out that the decision to replace NET with M.Phil/Ph.D. would create more aspirants in teaching jobs in university and colleges, negatively impacting the standards of teaching and research which are already low. He argues that there would be an increase in unemployment rates and there would be many non-serious candidates who have M.Phil. degree who would come for teaching. Furthermore, people would be attracted to teaching not for the love of academics but

in order to get a job. This would lead to a rise in mediocrity. The solution in fact is that M.Phil./Ph.D. should be made compulsory along with NET rather than doing away with NET. Also, the recruitment in all class-I category jobs is done through a rigorous selection procedure through entrance/qualifying tests, screening tests, interviews etc.

Bhatnagar and Jain (1994) tried to assess the reliability and validity of the NET examinations and found the NET examinations to be highly reliable as they consistently picked up the same universities as the first 12 universities each year for JRFs awarded over seven years. The NET examinations are found to significantly discriminate between the low and high performers in the university examinations and so can be considered valid as well.

Improvement in quality of teachers is critical to improving learning outcomes in higher education institutions. The existing salary structures and service conditions do not serve as sufficient incentives to attract best minds to teaching profession. Also the criteria used for hiring teachers such as the Academic Performance Indicators (API) scores are themselves often criticized for being subjective measures of performance. However, in the absence of any other indicator of performance these are used continuously in recruitment and selection and infact are seen as quantitative measures which replace the more qualitative types of indicators.

According to Ghuman (2015) a nexus between market forces and internal manoeuvring has displaced the API scheme from its underlying philosophy i.e. appointing good faculty. After the implementation of API scheme teachers have changed their behaviour patterns and are seen concentrating more on API maximising activities while intellectual activities like creative work, theoretical research, team work and institutional works are ignored.

Empirical Evidence on NET

Importance of NET has been established previously when it is acknowledged as (the) source to create pool of teachers to be recruited in higher education. After the recommendations for it to be mandatory it has become fundamental for teacher recruitment process albeit some leakage is seen in vacillating government norms whereby the exemption (to NET) was allowed. The exemption was made on several grounds including the prior completion of Ph.D., M.Phil. completion and lately Ph.D. degree as per UGC 2009 norms. However, largely NET is the source for teacher recruitment in higher education. Therefore, an analysis of the NET results for available (recent) nine sessions may give a broader idea about the impact this exam is having on quality and equity parameters of teachers in higher education system.

The UGC conducts NET examinations twice a year – in June and December every year. The UGC-NET exam Cell (also known as UGC-NET Bureau) has been keeping data in electronic form from 2010 onwards. Electronic data on NET examinations are readily available for nine sessions between June 2010 and 2014. Although, the CPRHE collected and collated the data related to all nine NET examinations from the   UGC-NET Bureau, on closer examination it was found the data pertaining to June 2012 examination were at variance with data for other sessions. Further examination of the data and discussions with the UGC-NET Bureau revealed that the variations and abnormalities in the data pertaining to the results of the examination of June 2012 was due to the change introduced in the NET Examination in that session. It was also pointed out that the data pertaining to this session were not maintained properly by the UGC itself as there was discrepancy in inviting applications and in maintaining records. Due to existence of online and offline data, problems arose in collating it for authentic analysis.

In order to maintain consistency in the analysis and understanding, we decided not to include the data on NET examination of June 2012 in our analysis. Hence the analysis is confined to NET examinations of eight sessions – four before the changes in the examination were introduced and four sessions after that. The UGC data set includes information about the candidates applying for each of the NET examinations sessions, appearing and successfully completing the tests. We have analysed the data pertaining to the candidates who applied, appeared and qualified the UGC-NET/JRF exam. However, due to non-availability of disaggregated data for the appeared candidates the analysis for the percentage of qualifying candidates couldn't transcend the formal boundaries of applicants' data in case of different social categories.

Social Composition of NET Applicants

We can examine the composition of faculty by social groups in India as given in Table 3 below. The table clearly shows that the General category is dominant in terms of representation in faculty share while Scheduled Caste and Scheduled Tribes groups are not represented adequately. Other Backward Classes are relatively higher at 23.46%. As argued later, a similar trend can be observed in case of social composition of NET applicants.

Table 3: Share of Faculty in Higher Education by Social Group: 2012-2013

Social Group	% to the Total
General Category ('Higher' Castes)	60.83
Other Backward Classes	23.46
Scheduled Caste	6.93
Scheduled Tribes	2.01
PWD	0.47
Muslims	3.12
Other Religious Minorities	3.18
Total	1,367,535

Source: Sabharwal and Malish (2016b)

The data on applicants comprised of the candidates' Roll Numbers, Centre Code, Subject Code, the nature of application (applied for JRF/Lectureship), Qualification (Post Graduate), Name, Date of Birth, Age, Gender, Caste/Category, Physical Status (physically challenged), Father's Name, Post Graduate Subject, Post Graduate University, Post Graduation Year, Post Graduation Grade/ Marks, and Post Graduation Percentage. And for qualified candidates, have additional information on whether qualified for JRF or lectureship, scores obtained in three papers (P1, P2, and P3) and average scores for all the qualified candidates.

The profile of candidates applied and qualified in terms of gender and caste (General, OBC, SC and ST) could be analysed with the data provided from the UGC-NET bureau. Similarly, the scores of the qualified candidates for JRF/Lectureship could also be analysed by caste categories and scores for each paper. It may be noted that the total score for paper 3 was changed from 200 to 150 from June 2012 NET examination onwards. To make the scores comparable before and after June 1012 NET examinations, we calculated percentages of scores rather than using absolute scores.

The reliable information that was available for analysis thus consisted of data on sex and social category of all the applicants for different (available and hence selected) sessions (2010-2014) of examination conducted by UGC for NET/JRF. An analysis based on these data highlights the variations in the composition among social groups/categories participating in the NET/JRF examinations. Further, data pertaining to qualified candidates based on the above characteristics for all the sessions of NET

exams were analysed for each of the papers. The share of qualified candidates by different social categories based on their scores in each of the papers was calculated. Such an analysis gave insights into the performance of candidates and also relative position and composition of different social categories. To draw a more meaningful conclusion we calculated mean, standard deviation, and correlations among the variables for which data were available. The following sections will present the results of our analysis.

Characteristics of Applicants for NET Examinations

NET examination is an eligibility test only. Those who qualify the test are eligible to be considered for lecture post in any university and college. As noted in the previous chapters, reliance on NET as a first stage in the selection of lecturers to higher education has increased over a period of time. Consequently we find that the number of candidates appearing for the NET examination increased over a period of time. For example, the number of candidates appearing for the test has more than doubled between June 2010 and June 2014. In June 2010, 1.8 lakh candidates appeared for NET examination while the number increased to nearly 5.4 lakhs in 2014 (Table 4). It seems that there is a sudden spurt in the number of candidates appearing for the test from 2012 onwards. This also coincides with the year when NET test introduced multiple choice type (objective) questions in all the papers. It may be noted down here that as mentioned previously disaggregated data for the appeared candidates were not available with the UGC which has restricted us to data pertaining to applicants only although the percentage for all the candidates in each session is carved out from the (available) appeared candidates.

Table 4: JRF/Lectureship Applicants for Various Sessions

Session	Female %	Male %	Applicants	Appeared
J-2010	49.74	50.26	280846	189863
D-2010	51.18	48.82	324267	227544
J-2011	52.69	47.31	325642	204557
D-2011	52.14	47.86	390122	265930
J-2012	49.23	50.77	570573	571636
D-2012	47.13	52.87	778125	615149
J-2013	48.96	51.04	738945	574448
D-2013	48.66	51.34	687873	532043
J-2014	49.94	50.06	718727	539051

Source: Authors computations based on data received from UGC NET Bureau

The candidates by social groups show that the non-general category formed a majority of candidates for any given year, although the general category candidates were the single largest group closely followed by the OBC category. However, over a period of time the share of candidates from General category declined from 46.6 per cent in 2010 to 40.6 per cent in 2012 and the share of OBCs increased from 29.0 per cent in 2010 to 35.0 per cent in 2012. The share of other social categories such as SC and ST remained more or less the same.

There seems to be gender parity (Table 5) in terms of the number of candidates applying for the test. The share of female candidates varied from 47.1 per cent in 2012 to 52.6 in 2011. There are years when there were more female than male candidates applying for the NET. However, one of the interesting and consistent trends we notice is that the share of female candidates was higher than that of the males in General category. The share of the female candidates varied between 55 and 61 per cent between all sessions of the test between 2010 and 2014. The males constituted the majority among all other social groups. While the male-female share is comparable in OBC category, the same is lower in case of ST and the lowest in case of the SC category.

Table 5: Share of NET/JRF Applicants by Social Origins

Session	GEN %			OBC %			SC %			ST %		
	F	M	T	F	M	T	F	M	T	F	M	T
J-2010	58.4	41.6	46.6	43.4	56.6	29.0	39.5	60.5	18.6	44.6	55.4	5.8
D-2010	59.7	40.3	46.4	46.0	54.0	29.2	39.7	60.3	18.2	45.1	54.9	6.2
J-2011	61.3	38.7	46.6	47.1	52.9	29.5	41.5	58.5	18.0	46.4	53.6	5.9
D-2011	60.7	39.3	45.2	47.0	53.0	29.9	41.2	58.8	18.3	47.3	52.7	6.5
J-2012	57.0	43.0	47.4	43.9	56.1	30.6	38.4	61.6	16.5	44.5	55.5	5.5
D-2012	55.1	44.9	43.6	42.7	57.3	32.1	37.2	62.8	18.3	43.4	56.6	6.0
J-2013	57.0	43.0	44.7	44.0	56.0	31.5	38.9	61.1	18.1	44.9	55.1	5.7
D-2013	56.7	43.3	42.6	44.5	55.5	33.0	38.4	61.6	18.1	45.9	54.1	6.2
J-2014	58.6	41.4	40.6	45.8	54.2	35.0	40.0	60.0	18.6	46.1	53.9	5.8

Source: Authors computations based on data received from UGC NET Bureau

In other words, it seems that there is almost parity between male and female categories when we consider the total number of candidates. However, when we

analyse the trends among social groups, we move from a situation where majority of the applicants are females among the General category to a situation of less than two fifths of the candidates in case of SC category. This may be a reflection of distribution of education among females and males in different social groups on the one hand and willingness of the candidates to take up academic professions on the other. Based on the figures in table 5, it can be argued that the employment opportunities for males in the general category are better and hence a less number compared to females in the same category are applying for UGC-NET/JRF examinations. However, this situation seems to be reversed when we analyse the trends in socially disadvantaged categories where the female disadvantage is very obvious.

It is also evident from the table that although there is a manifold (more than three times) increase in total number of applicants for UGC-NET/JRF exam from June 2012 to June 2014, the percentage proportion among different social categories has remained more or less the same except in case of OBCs where there is an increase of 5 percentage points.

Analysis of Qualified Candidates for NET Examinations

A more realistic picture about the potential teachers may be gauged from table 6 pertaining to qualified candidates for NET/JRF in various (selected) sessions, and also from Table 7 which shows percentage of JRF/Lectureship to the applicants for corresponding session. From Table 6 it becomes clear that there is more than four times increase in the number of NET/JRF (JRF/LS) qualified candidates from June 2010 to June 2014. It may be significant here to note that this increase in absolute numbers may not have led to a substantial increase in the proportion of qualified candidates. The Table 7 shows the proportion of males and females among the qualified candidates to those who have appeared for various sessions. And it is found that in June 2014 there had been a growth of around 1 percentage point when compared with the figures in June 2010.

Table 6: Qualified Candidates for JRF/LS in Various Sessions

Session	Female %	Male %	Total Number
J-2010	48.39	51.61	7233
D-2010	53.74	46.26	12926
J-2011	57.95	42.05	11896
D-2011	52.86	47.14	13859
J-2012	37.98	62.02	60747
D-2012	34.73	65.27	41144
J-2013	38.41	61.59	31190
D-2013	37.25	62.75	33033
J-2014	37.63	62.37	30229

Source: Authors computations based on data received from UGC NET Bureau

It is clear from Table 6 that the share of males among the qualified candidates increased disproportionately over a period of time in comparison to their share among the applicants. It seems the change in the NET examination introduced in June 2012 may not have favoured female candidates. Before objective type questions were introduced in June 2012, the females formed a majority among the selected candidates. However, the trend is totally reversed in favour of males after the introduction of changes in the NET examination for paper 3. It can be concluded that the NET examination remains highly selective given the low share of candidates who qualify for the examination and that the selection process is not in favour of females, especially after the changes introduced in the NET examination in 2012.

Table 7: Percentage of JRF/Lectureship Qualified Applicants for Various Sessions

Session	Female %	Male %	Total %	Total % (from Appeared in table 4)
J-2010	2.51	2.64	2.58	3.81
D-2010	4.19	3.78	3.99	5.68
J-2011	4.02	3.25	3.65	5.82
D-2011	3.60	3.50	3.55	5.21
J-2012	8.21	13.01	10.65	10.64
D-2012	3.90	6.53	5.29	6.69
J-2013	3.31	5.09	4.22	5.07
D-2013	3.68	5.87	4.80	4.04
J-2014	3.17	5.24	4.21	4.62

Source: Authors computations based on data received from UGC NET Bureau

The trends of surge in the number and share of candidates qualifying in the session June 2012 is not continued thereafter and hence for reasons mentioned in the introductory part of this paper, it may be considered as an aberration from the general trend.

Table 8: Share of Different Categories for JRF/LS in Various Sessions

Session	GEN %			OBC %			SC %			ST %		
	F	M	T	F	M	T	F	M	T	F	M	T
J-2010	63.79	36.21	28.18	43.31	56.69	37.83	41.34	58.66	26.42	41.13	58.87	7.56
D-2010	68.36	31.64	33.11	50.45	49.55	33.54	42.51	57.49	25.77	42.20	57.80	7.44
J-2011	68.96	31.04	35.21	54.23	45.77	34.16	48.91	51.09	23.48	51.23	48.77	7.15
D-2011	65.17	34.83	32.85	48.82	51.18	34.95	43.55	56.45	25.35	48.89	51.11	6.85
J-2012	45.48	54.52	43.56	32.64	67.36	33.86	30.18	69.82	17.55	36.19	63.81	5.04
D-2012	42.23	57.77	41.06	29.91	70.09	38.89	26.92	73.08	15.50	34.81	65.19	4.55
J-2013	47.66	52.34	39.85	32.28	67.72	38.84	29.98	70.02	16.25	39.68	60.32	5.07
D-2013	45.08	54.92	36.25	32.84	67.16	40.70	30.96	69.04	17.07	37.84	62.16	5.98
J-2014	47.51	52.49	28.01	34.07	65.93	52.28	30.87	69.13	14.43	38.85	61.15	5.28

Source: Authors computations based on data received from UGC NET Bureau

The Table 8 provides some interesting trends. First, the share of females among the qualified candidates decline with the introduction of complete objective pattern for UGC-NET/JRF exam. This decline is common and observable among all social categories. Secondly, the share of general and OBC categories fluctuated between sessions of NET examinations, the share of SC candidates declined drastically while in case of ST candidates the decline in the share was relatively less. The share of 'general' category candidates fluctuated from June 2012 when it became 44% from 28% in June 2010 before reaching 28% again in June 2014; the share of the OBC category fluctuated between 38 % and 34 % from June 2010 to June 2012 and then increased to 52 % in June 2014. The share of SCs has declined from 26% in June 2010 to 17 % in June 2012 and finally came down to 14% in June 2014. Similarly for the ST category, the share has declined from 7.5% to 5% in the terminal session.

Table 9: Share of Females and Males in Qualified Candidates for JRF

Session	Female %	Male %	Total Number
J-2010	47.86	52.14	3241
D-2010	53.54	46.46	3231
J-2011	59.11	40.89	3392
D-2011	51.03	48.97	3237
J-2012	36.57	63.43	5307
D-2012	31.02	68.98	3669
J-2013	36.69	63.31	4113
D-2013	35.43	64.57	3785
J-2014	34.89	65.11	3717

Source: Authors computations based on data received from UGC NET Bureau

Table 10: Share of Different Categories for JRF in Various Sessions

Session	GEN %			OBC %			SC %			ST %		
	F	M	T	F	M	T	F	M	T	F	M	T
J-2010	66.90	33.10	26.20	42.25	57.75	36.81	39.50	60.50	28.36	41.43	58.57	8.64
D-2010	71.87	28.13	28.94	50.09	49.91	33.67	42.58	57.42	29.22	42.05	57.95	8.17
J-2011	70.56	29.44	34.85	54.06	45.94	32.34	51.38	48.62	24.56	53.57	46.43	8.25
D-2011	64.13	35.87	25.15	47.17	52.83	37.60	45.52	54.48	29.32	48.25	51.75	7.94
J-2012	50.83	49.17	41.89	26.55	73.45	34.71	26.17	73.83	18.15	25.09	74.91	5.26
D-2012	42.75	57.25	37.61	21.96	78.04	37.48	25.33	74.67	16.57	30.07	69.93	8.34
J-2013	49.47	50.53	36.91	27.64	72.36	40.12	29.19	70.81	15.66	37.87	62.13	7.32
D-2013	46.30	53.70	34.98	28.84	71.16	40.40	29.29	70.71	16.33	33.76	66.24	8.30
J-2014	47.60	52.40	33.01	28.21	71.79	43.02	28.01	71.99	15.85	32.12	67.88	8.12

Source: Authors computations based on data received from UGC NET Bureau

A further analysis of the share of different social categories in the total composition of JRF qualified candidates (Table 9 and 10) also show similar trends. The share of female candidates has declined invariably vis-a-vis their male counterparts for all the categories after the introduction of new complete objective pattern since June

2012. The percent share was higher for 'General' category females than 'General' males while the reverse has happened thereafter (after June 2012).

Among the JRF qualified candidates, the share of General and OBC categories has improved, the share of STs remained the same and the share of SCs declined throughout various sessions for NET examinations under study. There is an increase in the share of General and OBC categories by 6 percentage points respectively while that of the SCs declined from 29 per cent to 15 per cent. The share of STs remained at around 8%. It is important to notice that OBCs account for the largest share among the qualified candidates while their share among the candidates applying for the NET examinations is lower than that of the General category candidates. The share of OBCs in JRF has increased from 37% in June 2010 to 43% in June 2014. In case of 'General' category candidates, the share has increased seven points to reach 33% from 26% in June 2010, and in congruence to the previous analysis shift in exam pattern from June 2012 can be seen as the reason behind the gains made by the General category and OBC category.

However, when we look at the performance within the categories we do not see a significant drop as evidenced by Table11.

Table 11: Percentage of JRF/LS Qualified to the Applicants in Various Sessions

Session	GEN %			OBC %			SC %			ST %		
	F	M	T	F	M	T	F	M	T	F	M	T
J-2010	1.70	1.36	1.56	3.35	3.37	3.36	3.83	3.55	3.66	3.08	3.55	3.34
D-2010	3.26	2.24	2.85	5.03	4.20	4.58	6.05	5.39	5.65	4.48	5.03	4.78
J-2011	3.10	2.21	2.76	4.88	3.66	4.23	5.60	4.16	4.76	4.90	4.03	4.44
D-2011	2.77	2.28	2.58	4.31	4.00	4.15	5.20	4.73	4.93	3.86	3.62	3.73
J-2012	7.81	12.40	9.78	8.76	14.16	11.78	8.88	12.82	11.31	7.94	11.22	9.76
D-2012	3.82	6.40	4.98	4.49	7.84	6.41	3.25	5.22	4.48	3.19	4.59	3.98
J-2013	3.15	4.59	3.77	3.81	6.29	5.20	2.91	4.34	3.79	3.33	4.13	3.77
D-2013	3.25	5.17	4.08	4.37	7.16	5.92	3.64	5.07	4.52	3.82	5.33	4.64
J-2014	2.35	3.68	2.90	4.68	7.65	6.29	2.51	3.75	3.26	3.22	4.34	3.82

Source: Authors computations based on data received from UGC NET Bureau

Analysis of Scores by Papers in NET Examinations

From the Table 12 to Table 20 the composition of different categories is seen in three papers and average marks in NET Exam. The trends can be described as follows:

i.   From Paper 1, social composition in different brackets of scores makes it conspicuous that for all the exam sessions, there are two categories. One is formed by 'General' category having major composition in highest bracket of score (70 and above) while the other group is of all the disadvantaged social categories, i.e. OBCs, SCs, and STs showing major composition at the lowest level of score ranging from 36 to 39.

ii.   The composition of SCs and STs has remained the same in case of score for Paper 2, i.e. their major share still lies in the relaxed percent score of '36-39'. The OBCs have moved from the lowest bracket (with relaxed percentage) and are distributed in other score brackets with a very thin share in the higher bracket of score. The highest score bracket is dominated by the 'General' category candidates.

iii.   In Paper 3, the 'General' category candidates have the highest share in the score bracket of 60 per cent and above. However, the share of the General category in this highest bracket of score has declined except for the session of June 2013. However, their share in the total composition of qualified candidates has increased since the complete objective pattern was introduced in June 2012.

The scores of OBCs, SCs, and STs, in Paper 3 show that majority of them are in the relaxed bracket of percentage score. A closer examination of the scores in paper 3 will reveal that a larger share of SCs and STs than OBCs are found in the relaxed score category. Interestingly, the share of SCs and STs in the relaxed score category has declined with the change in pattern of conducting exam for Paper 3 from descriptive to objective. It implies that a larger number of candidates from SCs and STs are performing better and are moving from lower score brackets to higher brackets of scores. However, despite this shift their share to higher score brackets their share in the total qualified candidates has come down from 26% in June 2010 to 8% in June 2014 (for SCs) and from 14% to 5% for STs. The share of the OBCs in the total qualified candidates has gone up from 38% in June 2010 to 52% in June 2014. The probable explanation could be that the change in the pattern of evaluation (objective type answers in paper 3) and introduction of short-listing of the qualified candidates based top 15% of candidates (with a specified minimum score or more) in each category seem to have changed the social composition of the selected candidates.

Similarly in case of average scores, a shift is seen from June 2012 for all the categories whereby the increase in score for the composition has taken place except for STs which continues to have major composition in the relaxed percentage.

The entire scenario could be much clearer with the analysis (which is done in the later section) for the proportion of scores for different social categories showing their concentration.

Table 12: Scores by Social Composition of Candidates in NET Examinations

JUNE-2010		Gen %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	68.00	32.00	1.32	42.61	57.39	45.80	41.31	58.69	40.45	42.55	57.45	12.43
	40-49	63.05	36.95	34.57	44.30	55.70	35.99	41.04	58.96	23.13	41.05	58.95	6.32
	50-59	66.44	33.56	54.65	39.75	60.25	29.83	45.54	54.46	12.35	30.77	69.23	3.18
	60-69	42.86	57.14	53.85	0.00	100.00	23.08	0.00	100.00	15.38	0.00	100.00	7.69
	Total	63.79	36.21	28.18	43.31	56.69	37.83	41.34	58.66	26.42	41.13	58.87	7.56
P2	36-39	0.00	0.00	0.00	100.00	0.00	8.20	52.50	47.50	65.57	37.50	62.50	26.23
	40-49	57.89	42.11	2.10	50.29	49.71	18.90	49.56	50.44	63.09	45.14	54.86	15.91
	50-59	71.73	28.27	20.56	51.73	48.27	40.17	39.66	60.34	31.06	48.15	51.85	8.20
	60-69	66.17	33.83	39.42	43.08	56.92	37.99	35.26	64.74	16.70	31.43	68.57	5.89
	70>	54.11	45.89	38.38	30.92	69.08	46.15	33.16	66.84	11.81	32.76	67.24	3.66
	Total	63.79	36.21	28.18	43.31	56.69	37.83	41.34	58.66	26.42	41.13	58.87	7.56
P3	35-39	50.00	50.00	0.16	0.00	100.00	0.16	41.34	58.66	76.86	41.32	58.68	22.82
	40-44	56.86	43.14	2.17	42.05	57.95	64.61	41.53	58.47	26.18	35.15	64.85	7.04
	45-49	62.49	37.51	51.56	47.37	52.63	34.63	38.59	61.41	10.82	54.90	45.10	3.00
	50-60	65.51	34.49	57.87	43.14	56.86	32.34	44.29	55.71	7.57	43.90	56.10	2.22
	60<	55.26	44.74	50.67	34.38	65.63	42.67	33.33	66.67	4.00	100.00	0.00	2.67
	Total	63.79	36.21	28.18	43.31	56.69	37.83	41.34	58.66	26.42	41.13	58.87	7.56
AVG	37-39	0.00	0.00	0.00	0.00	0.00	0.00	52.29	47.71	78.06	41.86	58.14	21.94
	40-45	62.50	37.50	1.20	53.36	46.64	25.97	41.96	58.04	57.03	41.96	58.04	15.80
	46-55	65.08	34.92	37.21	41.67	58.33	45.57	37.71	62.29	13.15	39.67	60.33	4.07
	56-70	57.36	42.64	65.04	31.41	68.59	30.47	30.00	70.00	3.91	33.33	66.67	0.59
	Total	63.79	36.21	28.18	43.31	56.69	37.83	41.34	58.66	26.42	41.13	58.87	7.56

Source: Authors computations based on data received from UGC NET Bureau

Table 13: Scores by Social Composition of Candidates in NET Examinations

DEC-2010		Gen %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	0.00	100.00	0.21	48.86	51.14	36.74	47.35	52.65	51.15	40.35	59.65	11.90
	40-49	59.29	40.71	19.27	52.41	47.59	32.58	45.01	54.99	37.94	44.35	55.65	10.21
	50-59	70.01	29.99	35.52	52.81	47.19	33.69	41.01	58.99	23.23	43.16	56.84	7.56
	60-69	70.76	29.24	47.62	45.73	54.27	33.99	37.19	62.81	14.55	33.62	66.38	3.83
	70>	63.35	36.65	50.16	36.11	63.89	33.64	41.03	58.97	12.15	38.46	61.54	4.05
	Total	68.36	31.64	33.16	50.45	49.55	33.58	42.51	57.49	25.81	42.20	57.80	7.45
P2	36-39	50.00	50.00	0.39	55.43	44.57	18.00	47.45	52.55	65.17	50.00	50.00	16.44
	40-49	75.91	24.09	16.07	58.32	41.68	32.73	45.43	54.57	39.00	39.61	60.39	12.20
	50-59	74.83	25.17	34.92	53.15	46.85	34.57	43.34	56.66	23.58	45.27	54.73	6.94
	60-69	66.25	33.75	45.21	47.13	52.87	31.98	37.22	62.78	17.87	40.25	59.75	4.94
	70>	56.71	43.29	43.33	39.54	60.46	39.32	32.62	67.38	13.99	37.31	62.69	3.36
	Total	68.36	31.64	33.16	50.45	49.55	33.58	42.51	57.49	25.81	42.20	57.80	7.45
P3	35-39	0.00	0.00	0.00	0.00	0.00	0.00	40.35	59.65	76.79	40.97	59.03	23.21
	40-44	32.31	67.69	1.71	49.12	50.88	65.53	44.47	55.53	25.41	41.79	58.21	7.36
	45-49	67.67	32.33	61.79	52.16	47.84	28.69	46.93	53.07	7.78	50.68	49.32	1.74
	50-60	71.46	28.54	66.59	54.00	46.00	26.34	48.84	51.16	5.66	50.00	50.00	1.40
	60<	63.30	36.70	71.71	28.21	71.79	25.66	33.33	66.67	1.97	0.00	100.00	0.66
	Total	68.36	31.64	33.16	50.45	49.55	33.58	42.51	57.49	25.81	42.20	57.80	7.45
AVG	37-39	0.00	0.00	0.00	0.00	0.00	0.00	49.66	50.34	75.25	38.78	61.22	24.75
	40-45	37.50	62.50	0.31	58.42	41.58	18.48	44.01	55.99	62.50	45.17	54.83	18.71
	46-55	70.15	29.85	35.84	51.20	48.80	40.91	40.39	59.61	18.23	38.35	61.65	5.01
	56-70	64.67	35.33	70.28	37.70	62.30	25.94	36.84	63.16	3.03	64.29	35.71	0.74
	71>	0.00	100.00	66.67	0.00	100.00	33.33	0.00	0.00	0.00	0.00	0.00	0.00
	Total	68.37	31.63	33.15	50.47	49.53	33.57	42.51	57.49	25.82	42.20	57.80	7.46

Source: Authors computations based on data received from UGC NET Bureau

Table 14: Scores by Social Composition of Candidates in NET Examinations

JUNE-2011		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	0.00	0.00	0.00	42.31	57.69	25.74	41.40	58.60	51.82	30.88	69.12	22.44
	40-49	52.15	47.85	15.94	53.40	46.60	35.74	47.14	52.86	37.07	53.50	46.50	11.25
	50-59	67.95	32.05	29.67	56.22	43.78	37.66	51.46	48.54	25.20	53.65	46.35	7.47
	60-69	72.69	27.31	48.39	55.17	44.83	33.48	50.85	49.15	14.03	49.68	50.32	4.10
	70>	71.57	28.43	66.01	46.92	53.08	24.03	45.83	54.17	7.90	60.00	40.00	2.06
	Total	68.96	31.04	35.21	54.23	45.77	34.16	48.91	51.09	23.48	51.23	48.77	7.15
P2	36-39	66.67	33.33	0.62	50.71	49.29	28.93	58.91	41.09	56.82	57.58	42.42	13.64
	40-49	78.17	21.83	23.90	60.97	39.03	33.96	51.62	48.38	33.78	53.82	46.18	8.36
	50-59	75.16	24.84	38.64	59.49	40.51	34.67	46.90	53.10	20.53	51.03	48.97	6.16
	60-69	65.32	34.68	44.65	50.82	49.18	34.44	42.69	57.31	14.78	47.98	52.02	6.13
	70>	55.12	44.88	48.10	36.24	63.76	34.70	36.56	63.44	11.03	45.19	54.81	6.17
	Total	68.96	31.04	35.21	54.23	45.77	34.16	48.91	51.09	23.48	51.23	48.77	7.15
P3	35-39	0.00	0.00	0.00	0.00	0.00	0.00	47.07	52.93	77.42	51.66	48.34	22.58
	40-44	23.40	76.60	1.35	53.64	46.36	69.29	52.52	47.48	22.27	50.81	49.19	7.09
	45-49	70.76	29.24	63.58	55.88	44.12	27.91	53.20	46.80	6.51	41.56	58.44	2.00
	50-60	68.20	31.80	69.07	53.94	46.06	24.26	41.59	58.41	4.80	65.91	34.09	1.87
	60<	54.79	45.21	76.84	43.75	56.25	16.84	50.00	50.00	4.21	50.00	50.00	2.11
	Total	68.96	31.04	35.21	54.23	45.77	34.16	48.91	51.09	23.48	51.23	48.77	7.15
AVG	37-39	0.00	0.00	0.00	0.00	0.00	0.00	49.51	50.49	77.44	56.67	43.33	22.56
	40-45	28.57	71.43	0.33	61.25	38.75	21.12	50.34	49.66	62.51	54.25	45.75	16.04
	46-55	71.34	28.66	33.65	54.62	45.38	42.55	47.56	52.44	17.67	47.88	52.12	6.13
	56-70	65.91	34.09	74.06	45.51	54.49	21.66	45.59	54.41	2.94	61.29	38.71	1.34
	71>	0.00	100.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Total	68.96	31.04	35.21	54.23	45.77	34.16	48.91	51.09	23.48	51.23	48.77	7.15

Source: Authors computations based on data received from UGC NET Bureau

Table 15: Scores by Social Composition of Candidates in NET Examinations

Dec-2011		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	15.38	84.62	1.53	51.43	48.57	41.18	46.93	53.07	47.88	46.25	53.75	9.41
	40-49	58.08	41.92	17.21	50.67	49.33	37.27	45.06	54.94	35.24	50.36	49.64	10.29
	50-59	67.30	32.70	33.50	50.96	49.04	36.58	43.69	56.31	23.55	53.66	46.34	6.37
	60-69	67.46	32.54	53.07	43.80	56.20	29.57	36.40	63.60	13.72	34.75	65.25	3.64
	70>	59.95	40.05	65.33	31.29	68.71	26.16	31.71	68.29	6.58	25.00	75.00	1.93
P2	36-39	58.33	41.67	2.05	50.94	49.06	27.18	41.47	58.53	58.12	45.30	51.35	12.65
	40-49	69.73	30.27	21.76	54.18	45.82	30.52	47.16	52.84	37.83	54.71	47.80	9.89
	50-59	71.98	28.02	32.80	53.14	46.86	35.65	45.86	54.14	24.76	57.38	48.96	6.79
	60-69	65.72	34.28	40.70	48.20	51.80	36.10	36.12	63.88	17.76	52.89	57.22	5.45
	70>	52.28	47.72	46.27	36.14	63.86	40.69	34.63	65.37	10.14	43.55	60.61	2.90
P3	35-39	34.23	65.77	4.26	22.35	77.65	3.26	40.32	59.68	71.81	49.26	50.74	20.66
	40-44	27.78	72.22	1.38	48.24	51.76	64.80	46.55	53.45	27.11	45.80	54.20	6.71
	45-49	66.45	33.55	57.51	50.81	49.19	31.43	48.02	51.98	8.74	54.39	45.61	2.32
	50-60	66.71	33.29	64.07	50.60	49.40	28.02	48.68	51.32	6.43	48.57	51.43	1.48
	60<	54.90	45.10	66.23	26.09	73.91	29.87	100.00	0.00	3.90	0.00	0.00	0.00
AVG	37-39	30.00	70.00	4.12	44.44	55.56	3.70	44.71	55.29	69.96	55.56	44.44	22.22
	40-45	46.15	53.85	2.15	54.93	45.07	22.48	45.27	54.73	59.52	51.98	48.02	15.86
	46-55	68.50	31.50	35.20	49.48	50.52	42.68	41.24	58.76	17.49	45.20	54.80	4.63
	56-70	59.41	40.59	71.86	35.97	64.03	24.80	45.83	54.17	2.35	30.00	70.00	0.98
	71>	50.00	50.00	66.67	0.00	0.00	0.00	100.00	0.00	33.33	0.00	0.00	0.00
Total		65.17	34.83	32.85	48.82	51.18	34.95	43.55	56.45	25.35	48.89	51.11	6.85

Source: Authors computations based on data received from UGC NET Bureau

Table 16: Scores by Social Composition of Candidates in NET Examinations

June-2012		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	30.00	70.00	2.31	39.89	60.11	43.52	35.50	64.50	39.12	40.00	60.00	15.05
	40-49	38.57	61.43	15.84	33.84	66.16	41.57	32.19	67.81	32.83	34.42	65.58	9.76
	50-59	44.70	55.30	26.91	35.98	64.02	38.52	31.82	68.18	27.26	39.55	60.45	7.31
	60-69	47.92	52.08	43.34	33.56	66.44	34.77	29.85	70.15	16.81	35.92	64.08	5.08
	70>	43.52	56.48	62.56	26.77	73.23	27.29	24.91	75.09	8.04	29.65	70.35	2.12
P2	36-39	40.00	60.00	2.42	30.77	69.23	25.12	35.04	64.96	56.52	33.33	66.67	15.94
	40-49	44.02	55.98	14.27	30.95	69.05	23.82	29.28	70.72	48.98	36.52	63.48	12.93
	50-59	43.10	56.90	27.45	31.44	68.56	33.36	30.40	69.60	30.20	35.01	64.99	8.99
	60-69	46.43	53.57	44.02	33.70	66.30	35.11	30.68	69.32	16.03	39.07	60.93	4.84
	70>	45.40	54.60	55.74	32.32	67.68	34.14	29.07	70.93	8.07	31.96	68.04	2.04
P3	40-44	44.00	56.00	4.94	4.76	95.24	2.08	33.78	66.22	73.42	36.87	63.13	19.57
	45-49	38.18	61.82	1.83	39.56	60.44	41.23	32.40	67.60	42.86	41.27	58.73	14.09
	50-60	48.55	51.45	29.02	36.31	63.69	34.80	31.20	68.80	28.10	37.16	62.84	8.08
	60<	44.68	55.32	55.51	30.04	69.96	33.63	26.68	73.32	8.52	31.80	68.20	2.33
AVG	40-45	55.56	44.44	5.08	38.10	61.90	11.86	34.17	65.83	67.80	33.33	66.67	15.25
	46-55	41.77	58.23	8.92	36.27	63.73	18.43	31.68	68.32	55.22	38.74	61.26	17.43
	56-70	46.77	53.23	42.46	33.35	66.65	36.95	29.86	70.14	16.09	35.79	64.21	4.50
	71>	40.72	59.28	74.30	22.88	77.12	23.03	18.71	81.29	2.18	5.71	94.29	0.49
Total		45.48	54.52	43.56	32.64	67.36	33.86	30.18	69.82	17.55	36.19	20.83	5.04

Source: Authors computations based on data received from UGC NET Bureau

Table 17: Scores by Social Composition of Candidates in NET Examinations

Dec-2012		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	14.29	85.71	1.57	35.43	64.57	56.95	28.13	71.88	32.29	31.71	68.29	9.19
	40-49	43.28	56.72	19.43	36.52	63.48	46.30	30.17	69.83	26.73	37.74	62.26	7.53
	50-59	48.06	51.94	32.41	33.44	66.56	44.36	27.99	72.01	18.01	36.39	63.61	5.21
	60-69	43.22	56.78	52.06	23.57	76.43	34.48	22.18	77.82	10.18	31.94	68.06	3.28
	70>	33.22	66.78	71.41	15.25	84.75	22.60	15.95	84.05	4.66	17.81	82.19	1.32
P2	36-39	0.00	100.00	5.17	47.06	52.94	29.31	27.59	72.41	50.00	22.22	77.78	15.52
	40-49	37.50	62.50	11.45	29.67	70.33	40.54	25.18	74.82	36.62	36.74	63.26	11.39
	50-59	39.80	60.20	25.95	29.72	70.28	45.04	26.71	73.29	22.25	35.96	64.04	6.76
	60-69	43.25	56.75	43.67	30.28	69.72	38.35	26.97	73.03	13.89	35.25	64.75	4.09
	70>	42.30	57.70	54.61	29.56	70.44	34.35	28.35	71.65	8.75	30.00	70.00	2.28
P3	40-44	46.15	53.85	4.94	9.09	90.91	4.18	27.51	72.49	71.86	32.00	68.00	19.01
	45-49	16.36	83.64	3.66	33.72	66.28	34.35	27.93	72.07	46.01	40.00	60.00	15.98
	50-60	39.70	60.30	22.47	30.86	69.14	44.92	26.56	73.44	25.07	33.67	66.33	7.53
	60<	42.86	57.14	52.77	29.15	70.85	36.50	27.10	72.90	8.45	34.83	65.17	2.28
AVG	40-45	50.00	50.00	25.00	0.00	100.00	12.50	50.00	50.00	50.00	0.00	100.00	12.50
	46-55	25.13	74.87	3.93	40.00	60.00	28.93	27.83	72.17	51.17	37.82	62.18	15.98
	56-70	43.15	56.85	43.72	29.18	70.82	42.05	26.25	73.75	11.11	32.66	67.34	3.12
	71>	37.28	62.72	80.33	19.34	80.66	16.82	28.57	71.43	2.22	25.00	75.00	0.63
Total		42.23	57.77	41.06	29.91	70.09	38.89	26.92	73.08	15.50	34.81	65.19	4.55

Source: Authors computations based on data received from UGC NET Bureau

Table 18: Scores by Social Composition of Candidates in NET Examinations

June-2013		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	42.86	57.14	2.26	42.01	57.99	54.52	28.18	71.82	35.48	45.83	54.17	7.74
	40-49	47.51	52.49	14.11	40.42	59.58	48.60	32.78	67.22	28.29	38.96	61.04	9.00
	50-59	54.31	45.69	25.82	39.76	60.24	43.31	34.14	65.86	22.80	45.29	54.71	8.07
	60-69	52.89	47.11	40.67	30.86	69.14	39.65	28.32	71.68	15.24	38.66	61.34	4.44
	70>	39.87	60.13	60.93	20.34	79.66	29.90	20.10	79.90	7.26	21.52	78.48	1.91
P2	36-39	100.00	0.00	2.38	0.00	100.00	16.67	17.39	82.61	54.76	45.45	54.55	26.19
	40-49	28.67	71.33	9.13	21.54	78.46	33.21	26.09	73.91	42.34	35.00	65.00	15.33
	50-59	40.69	59.31	25.68	30.27	69.73	42.23	29.49	70.51	23.95	41.82	58.18	8.13
	60-69	47.05	52.95	42.46	33.86	66.14	39.67	32.30	67.70	13.69	41.78	58.22	4.17
	70>	51.83	48.17	54.35	33.71	66.29	35.72	29.66	70.34	8.23	30.26	69.74	1.70
P3	40-44	40.00	60.00	4.50	0.00	100.00	3.60	24.02	75.98	68.77	44.16	55.84	23.12
	45-49	27.03	72.97	3.90	28.93	71.07	38.23	27.96	72.04	44.44	32.94	67.06	13.43
	50-60	43.33	56.68	29.33	31.92	68.08	43.91	30.56	69.44	20.51	41.55	58.45	6.25
	60<	49.94	50.06	54.45	33.20	66.80	35.16	31.19	68.81	7.81	39.14	60.86	2.59
AVG	40-45	50.00	50.00	40.00	0.00	100.00	20.00	0.00	0.00	0.00	100.00	0.00	40.00
	46-55	31.39	68.61	4.11	31.05	68.95	16.22	29.69	70.31	58.45	40.25	59.75	21.22
	56-70	48.45	51.55	42.34	32.88	67.12	42.57	30.32	69.68	11.81	39.51	60.49	3.28
	71>	42.71	57.29	68.98	20.66	79.34	27.43	20.00	80.00	2.67	17.65	82.35	0.91
Total		47.66	52.34	39.85	32.28	67.72	38.84	29.98	70.02	16.25	39.68	60.32	5.07

Source: Authors computations based on data received from UGC NET Bureau

Table 19: Scores by Social Composition of Candidates in NET Examinations

December -2013		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	53.85	46.15	3.53	40.86	59.14	50.54	37.07	62.93	31.52	39.62	60.38	14.40
	40-49	37.78	62.22	12.66	38.77	61.23	49.27	31.88	68.12	27.81	35.40	64.60	10.27
	50-59	43.48	56.52	23.99	33.91	66.09	44.47	32.05	67.95	23.10	40.42	59.58	8.45
	60-69	45.85	54.15	38.74	32.12	67.88	41.33	30.33	69.67	15.14	35.43	64.57	4.78
	70>	45.60	54.40	60.22	27.49	72.51	29.94	25.87	74.13	7.20	39.44	60.56	2.64
P2	36-39	0.00	100.00	4.92	27.78	72.22	14.75	41.67	58.33	59.02	42.31	57.69	21.31
	40-49	40.30	59.70	12.18	35.71	64.29	40.32	32.48	67.52	34.49	37.72	62.28	13.01
	50-59	43.58	56.42	26.41	31.00	69.00	42.50	29.57	70.43	22.51	38.19	61.81	8.58
	60-69	44.79	55.21	39.41	32.50	67.50	40.55	32.15	67.85	15.07	39.77	60.23	4.97
	70>	46.62	53.38	48.66	34.75	65.25	39.42	29.58	70.42	9.24	31.38	68.62	2.68
P3	40-44	19.51	80.49	7.43	35.29	64.71	3.08	29.01	70.99	64.31	43.88	56.12	25.18
	45-49	20.51	79.49	2.85	35.28	64.72	43.67	33.21	66.79	39.03	40.91	59.09	14.46
	50-60	47.77	52.23	30.31	34.35	65.65	43.76	31.99	68.01	19.40	38.85	61.15	6.52
	60<	43.82	56.18	49.48	30.59	69.41	38.47	27.40	72.60	8.91	31.33	68.67	3.14
AVG	40-45	100.00	0.00	12.50	100.00	0.00	12.50	66.67	33.33	37.50	66.67	33.33	37.50
	46-55	21.62	78.38	3.72	42.73	57.27	27.82	33.00	67.00	48.87	41.38	58.62	19.59
	56-70	45.76	54.24	40.37	31.94	68.06	44.00	29.51	70.49	11.94	34.56	65.44	3.70
	71>	42.25	57.75	70.62	24.68	75.32	25.60	19.05	80.95	2.74	18.75	81.25	1.04
Total		45.08	54.92	36.25	32.84	67.16	40.70	30.96	69.04	17.07	37.84	62.16	5.98

Source: Authors computations based on data received from UGC NET Bureau

Table 20: Scores by Social Composition of Candidates in NET Examinations

June -2014		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	47.06	52.94	2.26	41.87	58.13	61.30	36.08	63.92	25.80	36.25	63.75	10.64
	40-49	46.80	53.20	15.23	40.05	59.95	55.49	34.06	65.94	21.31	40.66	59.34	7.97
	50-59	49.61	50.39	23.96	35.62	64.38	54.09	32.01	67.99	15.95	39.84	60.16	6.01
	60-69	47.83	52.17	37.82	28.26	71.74	50.15	23.85	76.15	9.07	35.25	64.75	2.96
	70>	42.10	57.90	54.80	24.69	75.31	39.05	14.81	85.19	4.82	23.33	76.67	1.34
P2	36-39	0.00	100.00	2.60	40.23	59.77	56.49	33.33	66.67	27.27	57.14	42.86	13.64
	40-49	37.91	62.09	8.12	36.20	63.80	57.76	30.02	69.98	25.53	42.15	57.85	8.59
	50-59	48.74	51.26	17.88	35.11	64.89	56.93	30.17	69.83	18.77	40.53	59.47	6.42
	60-69	49.45	50.55	32.35	32.58	67.42	50.36	31.61	68.39	12.21	37.23	62.77	5.09
	70>	45.39	54.61	40.79	33.87	66.13	47.70	31.86	68.14	8.56	33.63	66.37	2.95
P3	40-44	23.33	76.67	3.74	36.51	63.49	54.99	25.32	74.68	29.55	36.17	63.83	11.72
	45-49	27.71	72.29	2.62	34.37	65.63	63.09	32.71	67.29	25.24	40.07	59.93	9.05
	50-60	50.00	50.00	23.08	34.20	65.80	55.40	31.24	68.76	15.59	39.77	60.23	5.93
	60<	46.54	53.46	40.51	33.65	66.35	46.41	30.16	69.84	9.75	36.99	63.01	3.33
AVG	40-45	60.00	40.00	27.78	50.00	50.00	44.44	33.33	66.67	16.67	0.00	100.00	11.11
	46-55	30.67	69.33	2.54	38.25	61.75	60.83	31.96	68.04	26.76	40.53	59.47	9.87
	56-70	48.74	51.26	37.22	32.16	67.84	49.44	29.71	70.29	9.80	37.15	62.85	3.54
	71>	40.63	59.37	59.06	26.80	73.20	38.26	19.23	80.77	1.93	20.00	80.00	0.74
Total		47.51	52.49	28.01	34.07	65.93	52.28	30.87	69.13	14.43	38.85	61.15	5.28

Source: Authors computations based on data received from UGC NET Bureau

Qualified Candidates in Different Papers by Social Categories

From the Tables 25-33(see Appendix) following observations could be made:

i.   It appears that there is no variation in the scores among social categories for Paper 1.

ii.   For Paper 2, the performances of those belonging to the General and OBC categories are similar while a marginal difference is noticed between General and OBC categories and SC and ST categories. However, the effect of relaxation (in marks) to

reserved categories does not hold for majority of the corresponding candidates as they (reserved categories) have shown major concentration in score brackets higher than the scorer brackets of the relaxation level. This probably shows that the SC/ST category candidates entering teaching profession do not get into the profession because of the score concessions granted to them in their tests or subject knowledge.

iii. For Paper 3, two different patterns are evident. One which is applicable for qualified candidates prior to June 2012, i.e. before change in pattern of conducting exam and the other after introduction of multiple choice questions in all papers. Till June 2012 a major concentration is seen (among different social categories) in the lowest score brackets. From June 2012 a larger share of candidates are scoring above the minimum score brackets limit. This may mean that the NET examinations have become either easy to win after the changes in June 2012 or the candidates have become more competent in their subject domain. After the introduction of multiple choices in all papers, the score levels have gone up in all categories. Consequently, the share of qualified candidates in the lowest score level has declined. Also, the average marks scored by all the candidates belonging to different social categories have come to more comparable levels. A change in the relative share of social categories is noticed among the qualified candidates over the years. There is a decline in the share of all social categories except the OBC category in the NET examination sessions after June 2012. It seems changes in the evaluation pattern and final selection process has been an important reason for this change in the social composition of qualified candidates. Before June 2012 NET examination session all those who achieve a qualifying level would be categorised as qualified candidates. From June 2012 session the UGC introduced a system of additional filter whereby only the top 15% of those scoring the minimum levels will be declared as qualified From the data on qualified candidates it becomes evident that such a pool is the biggest for OBC category when compared with their figures prior to June 2012, followed by General, ST and SC categories respectively. Also, it may be noted here that percentage criteria for different social categories has changed since June 2012 whereby reduction is made in comparison to criteria followed previously. However, the reduction is not uniform for all social categories probably creating a scope for bigger pool for General and OBC category candidates. Probably to reiterate findings from tables (Table 12 to Table 20) this has led to minimisation of score differentials among the selected candidates. This also implied that the relaxation in scores provided for the candidates belonging to deprived groups especially SCs and STs may not have much effect on the candidates finally selected since they in any case belong

to the highest score brackets in each of the categories. However, these changes in the evaluation seem to have a negative effect, especially among the SC category as reflected in the decline in their share among selected candidates from 24 % in June 2010 to this 14% in June 2014. Against a relative gain in the share of candidates belonging to the General and OBC category candidates. This is an area which requires further research which is beyond the scope of this report since the data pertaining to different aspects of the NET exam are not readily available.

Now, let us analyse the Mean of achievement and their spread among the qualified candidates. The Mean and Standard Deviation (SD) for different categories in three papers are given in tables 34 and 35. (See Appendix) Inferences drawn from these tables could be stated as: A general trend that can be noticed is that the Mean scores are consistently higher for General category followed by, OBC, SC, and ST candidates respectively. Another equally important trend is that higher scores are mostly among males invariably for all the social categories. In case of social categories other than General, it is observed from the Mean scores that are at a higher score bracket than the score brackets for relaxation for the disadvantaged social categories. However, a larger number from the deprived groups benefitted from the relaxation in scores in the selection process when all those who obtained the minimum scores were declared qualified. It was found that Mean scores have risen for all the categories especially for Paper 3 with the introduction of objective format for the same. However, this has not resulted in major increase in the per cent share of qualified candidates to those who have appeared. The variations in scores (from Mean) for selected papers among different categories is calculated based on the SD. And therefore it was utilised to have a better analysis of the existing scenario for the NET/JRF qualified candidates. From the tables, it becomes clear that the Standard Deviation was higher for male candidates. This had implications for the share of females in the total qualified candidates particularly after June 2012 when only 15 per cent of those clearing the set benchmark were declared qualified. Probably more number of male candidates got qualified in this way for each social category after this change in the selection process (See Varghese, Malik and Gautam, 2015 for details on standard deviations).

Relationship between Performance at the Master's Level and in the NET Examinations

It is natural to expect a positive association between the scores of UGC-NET/JRF examinations and the scores obtained at the Master's level, especially in Papers 2 and 3 which are related to domain/subject specialisation. The results also may indicate the extent of synchronisation of the PG curriculum with the eligibility examination for

Lectureship and research. In an attempt to verify this proposition a correlation exercise was carried out. At the outset it may be important to point out the data limitations to carry out that exercise. From the available data (from the UGC-NET Bureau), on an average around 55-60% (for all the sessions) could be utilised for the exercise as the (desired) information was not available for all candidates qualified for the NET examination. However, in absolute terms the number is large enough to carry out any correlation analysis. As mentioned previously, analysis for session June-2012 was not carried out for two reasons, one being an aberration (for analysis) due to shift, and other that sufficient data was not available for this session.

It is difficult to draw any generalised conclusions from the correlation tables given in table 21. The correlation coefficients are positive in general but negative at times, especially for Paper 1 and Paper 2. However, when we analyse for Paper 3 which is more aligned to the respective subject domain, we find some trends which can be a bit more amenable for generalisation. It is seen that from June 2010 to June 2014 there is a positive correlation significant at .01 levels (except for the June 2014 session) between scores at the PG level and NET examinations among the females and females belonging to the General category. In case of OBC category, one can notice that the correlations are more consistent and significant in case of females than among males. However, for June and December 2010, the correlations for SCs and STs were not found to be significantly correlated to PG scores. From June 2012 when a shift towards objective (multiple choice answers) pattern (for Paper 3) was introduced, the trends in correlations do not follow any discernable pattern which can be generalised.

Table 21: Correlation Tables (with PG Percentage) for Various Sessions

J-2010	Gen		OBC		SC		ST	
	F	M	F	M	F	M	F	M
P1	.094**	0.066	.109**	.090**	.141**	.140**	0.056	0.001
P2	0.008	0.049	-0.025	-0.054	0.073	0.073	0.028	0.008
P3	.119**	.202**	.097**	.156**	0.006	0.072	0.163	-0.033
AVG	.113**	.180**	.079*	.088**	.095*	.136**	0.14	-0.015
D-2010	F	M	F	M	F	M	F	M
P1	0.023	-0.048	-.059*	-.167**	-0.017	-.098**	0.079	-0.07
P2	.100**	.116**	.154**	.104**	.208**	.213**	0.119	0.063
P3	.053*	.219**	.130**	.133**	0.059	.076**	0.075	0.049
AVG	.108**	.174**	.152**	.060*	.158**	.133**	.141*	0.032
J-2011	F	M	F	M	F	M	F	M
P1	.071**	0.017	.098**	-0.001	.083*	-0.061	.147*	0.069
P2	-.067**	-0.03	0.01	0.018	0.021	.090**	0.019	-0.067
P3	.160**	.134**	.155**	.127**	.139**	.162**	.254**	0.056
AVG	.072**	0.058	.132**	.071*	.120**	.103**	.207**	0.016
D-2011	F	M	F	M	F	M	F	M
P1	.204**	0.06	0.038	-0.011	0.049	-0.011	0.03	-0.045
P2	-.096**	-0.058	-0.007	-0.004	-.094**	-.061*	-0.118	-0.067
P3	.168**	.165**	.119**	.107**	.139**	.111**	.169*	0.069
AVG	.122**	.078*	.078**	0.042	0.043	0.009	0.02	-0.032
D-2012	F	M	F	M	F	M	F	M
P1	.087**	.082**	.060**	0.002	0.029	0.022	.100*	-0.037
P2	-0.005	0.004	-.055**	-.024*	-.093**	-0.013	-0.022	-0.029
P3	0.009	.040**	-.058**	0.006	0.022	.041*	0.042	.081*
AVG	.059**	.082**	-.046**	-0.009	-0.027	.035*	0.081	0.017
J-2013	F	M	F	M	F	M	F	M
P1	.084**	.061**	-0.037	-.032*	-0.033	-.051*	-0.008	-.138**
P2	0.009	.053**	.039*	.058**	.075*	.091**	.102*	.107*
P3	.077**	.097**	.118**	.112**	.132**	.212**	.230**	.239**
AVG	.115**	.139**	.095**	.102**	.128**	.191**	.255**	.174**
D-2013	F	M	F	M	F	M	F	M
P1	.100**	.066**	.038*	-0.023	0.013	-.097**	-0.03	-0.037
P2	-.063**	.088**	-0.017	.095**	0.016	.159**	0.091	.170**
P3	-.094**	-0.021	-0.012	0.007	-0.037	.107**	.114*	.100**
AVG	-.046**	.074**	0.003	.051**	-0.01	.126**	.129**	.162**
J-2014	F	M	F	M	F	M	F	M
P1	0.012	.050**	-0.001	0.021	0.013	-.051*	0.037	-0.033
P2	-.052**	-.041*	-0.031	-.052**	-0.013	-0.016	-0.043	0.004
P3	-0.036	-0.031	-0.017	-.033**	0	0.015	-0.072	-0.04
AVG	-.047*	-0.02	-0.029	-.043**	-0.002	-0.022	-0.068	-0.044

*Correlation is significant at 0.05 level (2-tailed) **Correlation is significant at 0.01 level (2-tailed)
Source: Authors computations based on data received from UGC NET Bureau

Performance of Universities in NET Examinations

We carried out an analysis to indentify the top ranking universities based on the performance of students in the NET examinations in all the session for which data were available. These 25 universities accounted for nearly around 50 per cent of the selected candidates. We also estimated the success rate - the percentage of candidates qualified to the total number appeared for the NET examination. We find that the relative position of some of the universities remained comparable, if not the same across NET examinations (see Appendix Tables 36 to Table 43). For example, Jawaharlal Nehru University, Delhi University, University of Allahabad, Banaras Hindu University, University of Calcutta etc. remained on the top positions consistently in all sessions of the NET examinations.

As a next step we tried to rank universities on the basis of success rates in the NET examinations. The emerging trends indicate that the following universities are holding top positions (Table 22).

The topmost position for all the sessions is invariably held by Jawaharlal Nehru University with a relatively high success ratio of more than 15%. The other consistent top positions are held interchangeably by University of Delhi, University of Allahabad, and Banaras Hindu University. The most logical relation could be of relatively higher order merit among students of these universities. One most plausible reason could be admission through all India merit/entrance examination for Post Graduate courses here. It may require further empirical research to analyse the situation and cite more reason(s) for such an outcome.

Secondly, the gap between top one and other top five universities is large in all the sessions except for December 2010 and June 2013, and the gap is more prominent for the rest of the top universities. Thirdly, it seems that with the introduction of change in June 2012, there is an increase in the success rate for all the top universities.

Table 22: Top 10 Universities in NET/JRF based on Ranks in Different Sessions

Rank	Universities	Ranks held in different Sessions							
		Jun-10	Dec-10	Jun-11	Dec-11	Dec-12	Jun-13	Dec-13	Jun-14
1	Jawaharlal Nehru University	1	1	1	1	1	1	1	1
2	University of Delhi	2	2	2	3	3	2	3	3
3	University of Allahabad	5	3	5	5	2	3	2	2
4	Banaras Hindu University	4	7	11	4	4	4	5	4
5	Calicut University	3	11	3	7	13	12	13	15
6	University of Kerala	8	4	4	17	11	11	15	11
7	University of Calcutta	-	9	-	2	5	6	6	8
8	University of Rajasthan	7	8	21	25	7	8	7	5
9	University of Lucknow	12	18	-	14	6	5	8	9
10	Maharshi Dayanand Saraswati University	9	12	13	22	8	9	-	6

Note: - = Rank below 25
Source: Authors computations based on data received from UGC NET Bureau

Analysis of Feedback Survey Conducted by the UGC and CPRHE

This paper attempts to analyse views on NET examinations based on three sources of information. The first set of information can be categorised as 'Given' which includes exercise done by Mungekar Committee in 2005 (MHRD, 2005) which made some serious efforts to ascertain the views of the policy makers and teachers on the usefulness of the NET to recruit teachers in higher education institutions in India. The second set of information is drawn from the feedback survey recently conducted by the UGC. A third set is based on a very limited attempt by the CPRHE in September 2015. The CPRHE collected data through a questionnaire based survey of opinion of Vice Chancellors, University administrators and senior faculty members on various aspects pertaining to NET.

An exercise was conducted by UGC to get the feedback (after change in conduct of exam was introduced in June 2012) for students, teachers, educational administrators and others. The total number of feedback received by the UGC was 64426; and the responses were sought in Yes/No format for (selected) ten questions covering different dimensions of NET exam. Glancing at the entire feedback survey table23, it becomes conspicuous that the shift introduced by UGC in conduct of the exam is majorly getting affirmation from the selected respondents albeit some

moderations were desired. However, findings from our empirically done study posits question on certain aspects of currently conducted UGC NET exam. Therefore, more validation on certain aspects may be solicited.

Table 23: Feedback for NET

Q. No.	Question	Student		Teachers		Educational Administrator		Others		Total		Total Feedback Received
		yes	no	yes	no	yes	no	yes	no	yes	no	
1	Whether NET is an effective tool for identifying entrants in teaching profession in higher education?	47.3	7.2	26.6	6.5	1.9	0.4	8.3	1.8	84.1	15.9	64426
2	Whether there should be an age limit for appearing in NET?	22.6	31.9	8.4	24.7	0.8	1.5	2.7	7.4	34.5	65.5	64426
3	Whether the number of chances for appearing in NET should be limited?	14.7	39.9	8.1	25.0	0.8	1.5	2.5	7.6	26.0	74.0	64426
4	Whether candidates in the first year of their Master's degree or equivalent course should be permitted to appear in NET?	32.6	21.9	14.3	18.8	1.1	1.2	4.4	5.7	52.4	47.6	64426
5	Whether existing format of objective questions for paper I, II & III needs to be changed?	18.9	35.6	14.3	18.9	1.0	1.3	3.5	6.5	37.7	62.3	64426
6	Whether NET be conducted in two stages, i.e., screening test in objective mode for Paper I and Paper-II (II+III of existing pattern) followed by main subject examination in descriptive mode?	20.4	34.1	14.5	18.6	1.1	1.2	3.8	6.3	39.7	60.3	64426
7	Whether there should be negative marking in case of MCQs?	19.0	35.5	12.1	21.1	1.0	1.3	3.2	6.8	35.2	64.8	64426
8	Whether the upper age limit of UGC-JRF needs to be raised?	38.9	15.6	24.2	8.9	1.6	0.7	7.5	2.5	72.3	27.7	64426
9	In order to overcome varying difficulty levels of question papers of different subjects, whether only certain defined percentage of candidates from the top of the merit lists of candidates of different subjects and category be declared qualified?	31.1	23.4	20.3	12.8	1.5	0.8	5.7	4.3	58.7	41.3	64426
10	Whether there should be uniform qualifying cut-off for all subjects?	25.7	28.8	15.8	17.3	1.1	1.2	5.3	4.8	47.9	52.1	64426

Source: UGC Feedback Survey

The feedback survey which was conducted by UGC to have online response about the effectiveness of NET Exam under the changed circumstances/pattern, has majorly regarded NET as an effective tool for short listing university/college teachers. Further, the shift in structure of exam from descriptive to objective (for Paper 3) has received the positive responses from students, teachers, educational administrators, and others. Also, the current pattern of exam devoid of any negative evaluation is being vouched uniformly in the responses. However, the responses/feedback for the uniform qualifying cut off for all the subjects have shown majority in negation, while, the criterion of top candidates from all the categories for short listing though received affirmation yet the response share for the same is not that emphatic and may require some further probe.

The CPRHE survey was neither comprehensive nor the sample selected was representative in any sense. However, the information collected holds some significance to draw inference on the current system of conducting NET exam and its relevance in a context whereby increase in quality (of higher education) could be anticipated. The questionnaires were administered among those who were invited to the consultation meetings on 'New Education Policy' organized by the Association of Indian Universities (AIU) and and Savitribai Phule Pune University on 04-05 September 2015 and two similar consultative meetings organized by NUEPA on 08 and 09 September 2015.

The participants of the survey conducted in Pune and Delhi consisted of Vice Chancellors, Deans and faculty members from different Indian universities. The CPRHE developed a questionnaire with questions pertaining to the NET exam and it was administered. In Pune the people administered the questionnaire were attending policy consultations organized by the Association of Indian Universities. In Delhi they were attending the National Consultative meet on "Governance Reforms for Quality" and "Developing best teachers" organized by Department of Higher Education, NUEPA. We had 55 responses out of over 100 questionnaires distributed with 32 responses for Pune and 23 for Delhi. The results of the survey have been tabulated as follows:

Table 24: CPRHE Survey on NET in Pune and Delhi

Question	(%) Answered 'yes' responses for Pune	(%) Answered 'yes' responses for Delhi	(%) Answered 'yes' responses for Delhi and Pune
NET is effective	53.1	73.9	61.8
NET is valid	43.8	78.3	58.2
NET contributes to quality	34.4	69.6	49.1
Not having NET would lead to dilution	56.3	69.6	61.8
NET is a reliable measure of analytical ability	43.8	65.2	52.7
NET is a reliable measure of logical reasoning	50	73.9	60.0
NET is a reliable measure of subject knowledge	53.1	73.9	61.8
Change in NET Pattern has reduced rigour	50	91.3	67.3
Mismatch between Masters curriculum and NET exam	62.5	52.2	58.2
Agree with perception that well qualified are not getting attracted to teaching profession	84.4	95.7	89.1

Source: Authors computations based on CPRHE survey

The results of the survey show that there is a large percentage of responses in favour of continuation of NET examinations. They feel that NET exam is reliable, effective and contributes to identifying quality teachers in higher education. They do not favour abolishing the NET exam completely but are in favour of making changes to its content and conduct. They also feel that the change in the pattern of the exam from subjective in Paper III to fully multiple choices has reduced the rigour of the exam. The respondents also feel there is a mismatch between the Masters level curriculum and the NET exam questions. There is a general feeling that well qualified people are not getting attracted to the teaching profession and the results support that majority of the respondents share that feeling.

When we compared Pune and Delhi responses we find that the percentage of respondents who feel the above is higher in Delhi than in Pune except on the question on mismatch between Masters' curriculum and NET exam where a larger percentage of Pune respondents answered "yes".

When we examined the qualitative responses in Pune we got many responses to question on the reasons for well qualified people not getting attracted to the

teaching profession. Some of the responses were "all qualified people with holistic perspective, deep and nuanced understanding do not have the prospects to demonstrate this in the NET exam. Also there is a "ban on filling up faculty positions. There is a practice of appointing teachers on contractual basis on paltry salary and then later on regularizing them."

In the question on the abolition of the NET exam and whether it would lead to a decline in the quality of teaching and learning some of the responses were "NET in its present format is not selecting right teachers. Needs replacement not abolition", "minimum Ph.D. with quality publications should be made mandatory". For the question on whether the NET exam is reliable and transparent and devoid of malpractices one of the responses was "As we do not have any other effective measure of assessment, we have no choice but to resort to NET as a reliable means of selection".

For the general comments on the NET exam some of the responses were "questions of teaching abilities should be 40% of total, questions on subject knowledge should be 30% of total, and questions on research methodology should be 30% of total. Remaining can be on analytical ability and logical reasoning in above areas." "To make it more effective teachers' academy should be established. After selection they should undergo minimum 6 months training in the teachers' academy before starting teaching in institutions/colleges/university."

On examining the qualitative responses in Delhi we got many responses to question on the reasons for well qualified people not getting attracted to the teaching profession. Some of the responses were "Because the education institutions are more or less controlled by bureaucrats and political bosses. Higher education institutions should be fully autonomous headed by an educationist. Heads of all governing bodies should be educationists. Administrative service people should be part of the system but not the policy makers and implementing authority."

In the question on the abolition of the NET exam and whether it would lead to a decline in the quality of teaching and learning some of the responses were "no, however the NET examination could be revamped to make it more rigorous";"descriptive mode in the form of essay writing could be introduced"; "This will give a free hand to those at the helm to manipulate things to their advantage". For the question on whether the NET exam is reliable and transparent and devoid of malpractices one of the responses was "Not really, but not having NET would compromise the quality further."

For the general comments on the NET exam some of the responses were "The NET examination must be made more intensive as it really does not test a person's aptitude for teaching. A teacher must be knowledgeable, articulate and one who can motivate students to work hard to be successful in life. We had some excellent teachers. None of them had to clear the NET exam. After having cleared NET examination I have seen teachers who cannot deliver in class-rooms", "We need to reintroduce descriptive section (questions). The descriptive section should be evaluated by competent faculty members. Questions asked should test the subject knowledge as well as analytical ability of the students.", "The marks obtained from NET should be 50%. The other 50% should be from the marks or grade obtained in master degree."

The Mungekar Committee (2005) highlighted the limitations of the NET exam and initially recommended M.Phil. and Ph.D. holders to be exempt from the NET exam but then changed its recommendations in its final report. The Committee got the views of teachers, Vice chancellors, Registrars and students on issues related to the NET. Some of the recommendations of the committee were the following:

i.   Committee recommended the retaining of NET as a compulsory requirement for appointment of lecturer for both undergraduate and post graduate level, irrespective of candidate possessing M.Phil. or Ph.D. degree.

ii.   Committee recommended that Paper I should be more general in nature with equal weightage to various disciplines. The questions should be domain neutral and should not be confined to testing merely recall of information. They should be framed in such a way that the simple information is given in the question and candidates are asked to analyse, interpret so that their analytical and comprehension abilities are tested.

iii.   The Essay type questions should be shifted to Section I from Section IV and there should be two questions to be answered carrying 20 marks each and the choice of topics should be increased.

iv.   There is a need for special coaching for candidates from rural areas, disadvantaged sections and disadvantaged communities such as SCs, STs and minorities.

v.   UGC should constitute a separate SET review committee to review the requirements of and standards of SET across the country. The UGC should also lend adequate support for SETs in terms of technical expertise so that SETs continue to maintain the standards of NET, incase they are accredited by the UGC.

Some questions on NET and standards for higher education were also considered by the Mungekar Committee Report. The Committee offered suggestions based on the deliberations held in the Regional Conferences, discussions with stakeholders, recommendations of Sub-Committee, analysis of data on NET and the feedback received from Vice Chancellors, Directors, Professors, paper setters and students. One of the issues tackled by the committee was that of Relevance of the NET exam. The respondents from all the Regional Conferences and the stakeholders strongly favoured continuation of the NET. Despite its low results the reason for supporting continuation of the NET exam is the overall poor quality of higher education including teaching in the country. There is a general feeling that expansion in higher education is taking place without taking care of the quality of education. It was felt that discarding of NET will result in further erosion of academic standards and NET should be a part of faculty progression in universities and colleges. If there was any problem then corrective factors should be applied and NET should be concretised to serve as a tool of high performance.

The other issue was whether the NET exam is biased in favour of research. By conducting a single exam for lectureship and JRF may be borne out of convenience but how does it do justice to either teaching or research which it claims to test. Though the two cannot be segregated the testing for right aptitude for selecting for research and teaching call for differentiated approach and methods.

There was a strong opposition to the exemption being provided to M.Phil. degree holders from NET. It was felt that research degrees should not be perceived as an alternative to NET. M.Phil. could not be equated with NET and even Ph.D. could not be considered eligible for exemption from NET. Therefore the Committee recommended based on extensive deliberations that NET be retained as a compulsory requirement for appointment of lecturer for both undergraduate and postgraduate levels, irrespective of candidate possessing M.Phil. or Ph.D. degree. Also there has to be a system to scan the system of awarding Ph.D. degree so that only high standard and quality Ph.D. degree holders get absorbed in the teaching profession at the Post Graduate and Under Graduate levels.

Therefore, within the committee and the regional conferences, the discussion about the nature and structure of question papers of the NET was the central theme. The majority felt that NET should continue but with urgent restructuring. Many of these issues are around the revision of syllabus, changing norms of exemption, qualifying marks, issue of fresh guidelines, transparency in the conduct of the

examination, revision in method and mode of examination, system of evaluation and most importantly with regard to the nature of question papers I, II and III.

Conclusion and Policy Implications

The evidences from all sources and from the opinions of those surveyed make it clear that there is a need for a reliable test to select teachers in higher education. Many felt that the NET in its present version does not always help to identify the best for teaching. They also felt that in the absence of other reliable mechanisms to identify the best candidates for teaching, the NET should be continued. However, many believe that there is scope for improvement in the design and evaluation of the NET examination. In other words, the major conclusion that can be drawn from our limited interactions and responses to the survey and earlier studies on the subject is that NET should be continued with necessary modifications as a mechanism to select higher education teachers. The emphasis should be on developing a more reliable NET examination to select candidates for the teaching profession than introducing other modalities to facilitate the teacher selection process in higher education.

The NET examination was reviewed and many changes were introduced to it at different points of time. These changes in the NET examination had effects on the selection of qualified candidates for teaching. Major changes were introduced in NET examinations in June 2012. The changes included introducing objective type questions (multiple choice questions) in paper 3 and selecting the top 15 % from those who obtain the minimum levels to qualify for NET. A close scrutiny of the NET examination results after these changes indicate that the share of men among those qualified for NET has increased and there is a corresponding decline in the share of female candidates qualifying for the NET. It is felt that there is a need to analyze the results to ascertain the factors leading to such overall decline in the share of females among the NET qualified candidates.

Similarly one also notices a decline in the share of SC and ST candidates among those qualified in NET examinations after the introduction of the changes in June 2012. It seems the other social groups improved their share among selected candidates. From June 2014 NET examination onwards, the relaxation of minimum scores required for OBC candidates have been reduced from 45 % to 40 % in paper 3. This has benefited the OBC category and their share in the total number of candidates qualified has increased. The share of the ST candidates declined less as compared to SC candidates after introduction of the changes. These trends in the results indicate that there is a need for further detailed study and empirical analysis to assess the

effects of these changes in the NET examinations on the overall performance of candidates and the distribution of qualified candidates by social groups.

An analysis of the NET examination results and ranking of the universities based on the success rate in NET examinations indicate that some select institutions are consistently occupying top positions. Interestingly National Institutional Ranking Framework (NIRF) results of 2016 and 2017 show that some of these universities also occupy top positions (MHRD, 2017). It may be concluded that students from these universities have a higher success rate than those from other universities. Any further analysis of factors influencing better performance of these universities was beyond the scope of the present paper given the data limitations.

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Appendix

Table 25: Proportion of Qualified Candidates in Different Categories of Score

JUNE-2010		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	1.31	1.08	1.23	31.14	32.04	31.65	40.00	40.05	40.03	44.44	41.93	42.96
	40-49	75.62	78.05	76.50	60.68	58.28	59.32	54.18	54.86	54.58	52.00	52.17	52.10
	50-59	22.85	20.33	21.93	8.19	9.48	8.92	5.82	4.91	5.29	3.56	5.59	4.75
	60-69	0.23	0.54	0.34	0.00	0.19	0.11	0.00	0.18	0.10	0.00	0.31	0.18
	70>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
P2	36-39	0.00	0.00	0.00	0.42	0.00	0.18	2.66	1.69	2.09	2.67	3.11	2.93
	40-49	0.85	1.08	0.93	7.26	5.48	6.25	35.82	25.69	29.88	28.89	24.53	26.33
	50-59	26.15	18.16	23.26	40.42	28.82	33.85	35.95	38.54	37.47	40.44	30.43	34.55
	60-69	47.69	42.95	45.98	32.83	33.14	33.00	17.72	22.93	20.77	19.56	29.81	25.59
	70>	25.31	37.80	29.83	19.07	32.56	26.72	7.85	11.15	9.79	8.44	12.11	10.60
P3	36-39	0.1	0.1	0.1	0.00	0.1	0.07	50.8	50.8	50.8	52.9	52.5	52.7
	40-44	2.2	3.0	2.5	53.8	56.6	55.4	32.3	32.0	32.13	25.8	33.2	30.2
	45-49	42.2	44.6	43.03	23.5	20.0	21.53	9.0	10.1	9.63	12.4	7.1	9.3
	50-60	53.9	50.0	52.5	21.8	21.9	21.86	7.8	7.0	7.32	8.0	7.1	7.5
	60>	1.6	2.3	1.86	0.9	1.4	1.2	0.1	0.2	0.16	0.9	0.00	0.4
AVG	37-39	0.00	0.00	0.00	0.00	0.00	0.00	10.13	6.51	8.01	8.00	7.76	7.86
	40-45	1.15	1.22	1.18	23.46	15.67	19.04	60.76	59.23	59.86	59.11	57.14	57.95
	46-55	84.15	79.54	82.48	72.41	77.43	75.26	28.35	33.01	31.08	32.44	34.47	33.64
	56-70	14.69	19.24	16.34	4.14	6.90	5.70	0.76	1.25	1.05	0.44	0.62	0.55
	71>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Source: Authors computations based on data received from UGC NET Bureau

Table 26: Proportion of Qualified Candidates in Different Categories of Score

DEC-2010		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	0.00	0.07	0.02	3.93	4.19	4.06	8.19	6.74	7.36	5.67	6.12	5.93
	40-49	13.19	19.57	15.21	26.38	24.39	25.40	40.75	36.81	38.49	37.68	34.53	35.86
	50-59	48.43	44.83	47.29	46.36	42.18	44.29	38.35	40.78	39.75	45.81	44.06	44.80
	60-69	34.89	31.17	33.71	21.54	26.02	23.76	11.58	14.46	13.24	9.61	13.85	12.06
	70>	3.49	4.36	3.76	1.78	3.21	2.49	1.13	1.20	1.17	1.23	1.44	1.35
P2	36-39	0.03	0.07	0.05	2.33	1.91	2.12	11.16	9.14	10.00	10.34	7.55	8.73
	40-49	12.17	8.35	10.96	25.47	18.53	22.03	36.51	32.43	34.16	34.73	38.67	37.01
	50-59	38.11	27.70	34.81	35.85	32.17	34.03	30.79	29.77	30.20	33.00	29.14	30.77
	60-69	32.95	36.26	34.00	22.18	25.33	23.74	15.11	18.85	17.26	15.76	17.09	16.53
	70>	16.75	27.62	20.19	14.17	22.07	18.09	6.43	9.82	8.38	6.16	7.55	6.96
P3	36-39	0.00	0.00	0.00	0.00	0.00	0.00	54.3	59.4	57.2	58.1	61.2	59.9
	40-44	0.7	3.2	1.5	56.0	59.1	57.5	30.4	28.0	29.03	28.8	29.3	29.1
	45-49	59.9	61.8	60.5	28.7	26.8	27.7	10.8	9.0	9.8	9.1	6.5	7.59
	50-60	37.0	32.0	35.4	14.8	12.8	13.84	4.4	3.4	3.9	3.9	2.9	3.3
	60>	2.4	3.0	2.55	0.5	1.3	0.9	0.1	0.1	0.1	0.00	0.2	0.1
AVG	37-39	0.00	0.07	0.02	0.00	0.09	0.05	5.23	3.92	4.47	4.68	5.40	5.09
	40-45	0.10	0.37	0.19	12.85	9.32	11.11	50.56	47.57	48.84	54.19	48.02	50.62
	46-55	70.66	64.92	68.84	78.73	76.39	77.60	42.73	46.63	44.97	38.92	45.68	42.83
	56-70	29.24	34.49	30.90	8.42	14.16	11.27	1.48	1.88	1.71	2.22	0.90	1.46
	71>	0.00	0.15	0.05	0.00	0.05	0.02	0.00	0.00	0.00	0.00	0.00	0.00

Source: Authors computations based on data received from UGC NET Bureau

Table 27: Proportion of Qualified Candidates in Different Categories of Score

JUNE-2011		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	0.00	0.00	0.00	1.50	2.42	1.92	4.76	6.45	5.62	4.82	11.33	7.99
	40-49	8.41	17.15	11.13	25.32	26.18	25.71	37.41	40.15	38.81	40.37	36.87	38.66
	50-59	25.62	26.85	26.00	35.25	32.53	34.01	34.85	31.46	33.12	33.72	30.60	32.20
	60-69	46.09	38.46	43.72	31.72	30.54	31.18	19.77	18.29	19.01	17.66	18.80	18.21
	70>	19.88	17.54	19.15	6.22	8.33	7.19	3.22	3.64	3.44	3.44	2.41	2.94
P2	36-39	0.07	0.08	0.07	3.22	3.71	3.44	11.86	7.92	9.85	8.72	6.75	7.76
	40-49	24.31	15.08	21.44	35.30	26.77	31.40	47.95	43.03	45.44	38.76	34.94	36.90
	50-59	31.65	23.23	29.04	29.45	23.76	26.85	22.18	24.04	23.13	22.71	22.89	22.80
	60-69	28.50	33.62	30.09	22.41	25.70	23.92	13.03	16.75	14.93	19.04	21.69	20.33
	70>	15.48	28.00	19.36	9.62	20.05	14.39	4.98	8.27	6.66	10.78	13.73	12.22
P3	36-39	0.00	0.00	0.00	0.00	0.00	0.00	57.0	61.3	59.2	57.1	56.1	56.6
	40-44	0.4	2.8	1.1	58.5	59.9	59.18	29.7	25.7	27.7	28.7	29.2	28.9
	45-49	59.8	54.9	58.3	27.2	25.4	26.4	9.7	8.2	8.9	7.3	10.8	9.04
	50-60	38.4	39.8	38.8	14.0	14.1	14.05	3.4	4.6	4.04	6.7	3.6	5.17
	60>	1.4	2.5	1.7	0.3	0.5	0.4	0.1	0.1	0.14	0.2	0.2	0.23
AVG	37-39	0.00	0.00	0.00	0.00	0.00	0.00	3.73	3.64	3.69	3.90	3.13	3.53
	40-45	0.07	0.38	0.17	12.48	9.35	11.05	48.98	46.25	47.58	42.43	37.59	40.07
	46-55	60.84	54.35	58.82	77.18	75.97	76.62	45.02	47.51	46.29	49.31	56.39	52.76
	56-70	39.09	44.96	40.91	10.34	14.68	12.33	2.27	2.59	2.43	4.36	2.89	3.64
	71>	0.00	0.31	0.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Source: Authors computations based on data received from UGC NET Bureau

Table 28: Proportion of Qualified Candidates in Different Categories of Score

DEC-2011		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	0.07	0.69	0.29	7.61	6.86	7.23	12.48	10.89	11.59	7.97	8.87	8.43
	40-49	13.45	18.16	15.09	31.88	29.61	30.72	41.44	38.98	40.05	44.61	42.06	43.31
	50-59	39.13	35.56	37.89	40.59	37.27	38.89	34.64	34.44	34.53	37.93	31.34	34.56
	60-69	39.13	35.31	37.80	17.76	21.74	19.80	10.59	14.27	12.67	8.84	15.88	12.43
	70>	8.22	10.28	8.94	2.16	4.52	3.36	0.85	1.41	1.17	0.65	1.86	1.26
P2	36-39	0.24	0.32	0.26	3.42	3.15	3.28	9.22	10.04	9.68	7.76	7.84	7.80
	40-49	17.63	14.31	16.47	24.10	19.44	21.72	40.20	34.75	37.12	38.36	33.61	35.93
	50-59	33.77	24.59	30.57	34.00	28.60	31.23	31.50	28.69	29.92	31.68	29.07	30.35
	60-69	29.79	29.07	29.54	24.31	24.93	24.63	13.86	18.91	16.71	16.59	21.24	18.97
	70>	18.57	31.72	23.15	14.16	23.88	19.14	5.23	7.61	6.58	5.60	8.25	6.95
P3	36-39	1.3	4.6	2.44	0.8	2.7	1.75	49.3	56.3	53.2	57.1	56.3	56.7
	40-44	0.5	2.5	1.2	51.6	52.8	52.25	32.2	28.5	30.14	25.9	29.3	27.6
	45-49	63.2	59.7	62.0	33.2	30.6	31.85	13.5	11.2	12.2	13.4	10.7	12.0
	50-60	34.0	31.8	33.25	14.2	13.2	13.67	4.8	3.9	4.33	3.7	3.7	3.69
	60>	0.9	1.5	1.12	0.3	0.7	0.47	0.2	0.00	0.08	0.00	0.00	0.00
AVG	37-39	0.10	0.44	0.22	0.17	0.20	0.19	4.97	4.74	4.84	6.47	4.95	5.69
	40-45	1.01	2.21	1.43	15.77	12.34	14.02	53.20	49.62	51.18	53.66	47.42	50.47
	46-55	69.50	59.77	66.11	76.36	74.38	75.35	40.33	44.33	42.58	38.58	44.74	41.73
	56-70	29.36	37.52	32.20	7.70	13.07	10.45	1.44	1.31	1.37	1.29	2.89	2.11
	71>	0.03	0.06	0.04	0.00	0.00	0.00	0.07	0.00	0.03	0.00	0.00	0.00

Source: Authors computations based on data received from UGC NET Bureau

Table 29: Proportion of Qualified Candidates in Different Categories of Score

June-2012		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	0.02	0.05	0.04	1.12	0.82	0.91	1.87	1.46	1.59	2.35	2.00	2.12
	40-49	1.75	2.33	2.07	7.24	6.86	6.98	11.35	10.33	10.64	10.48	11.32	11.02
	50-59	12.75	13.16	12.98	26.35	22.72	23.90	34.41	31.87	32.64	33.33	28.89	30.50
	60-69	45.93	41.64	43.59	46.27	44.39	45.01	41.50	42.16	41.96	43.90	44.42	44.23
	70>	39.54	42.82	41.33	19.02	25.21	23.19	10.88	14.17	13.18	9.94	13.37	12.13
P2	36-39	0.02	0.02	0.02	0.24	0.26	0.25	1.27	1.02	1.10	0.99	1.13	1.08
	40-49	1.44	1.53	1.49	3.02	3.27	3.19	12.28	12.82	12.65	11.74	11.58	11.64
	50-59	11.96	13.17	12.62	19.01	20.09	19.74	34.72	34.35	34.47	34.60	36.42	35.76
	60-69	39.19	37.73	38.39	40.68	38.78	39.40	35.28	34.46	34.71	39.39	34.84	36.48
	70>	47.40	47.55	47.48	37.05	37.60	37.42	16.44	17.35	17.07	13.28	16.03	15.04
P3	36-39	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	40-44	0.2	0.2	0.19	0.00	0.1	0.1	7.8	6.6	6.9	6.6	6.4	6.5
	45-49	0.2	0.2	0.21	7.3	5.4	6.03	13.0	11.7	12.1	15.8	12.8	13.9
	50-60	22.7	20.1	21.25	36.5	31.0	32.8	52.8	50.3	51.07	52.6	50.4	51.2
	60>	77.0	79.5	78.35	56.2	63.4	61.1	26.4	31.3	29.85	25.0	30.4	28.5
AVG	40-45	0.04	0.03	0.03	0.12	0.09	0.10	1.27	1.06	1.13	0.81	0.92	0.88
	46-55	1.41	1.64	1.54	4.54	3.87	4.09	24.81	23.12	23.63	27.82	24.95	25.99
	56-70	80.66	76.60	78.45	89.75	86.91	87.84	73.02	74.12	73.79	71.18	72.44	71.98
	71>	17.89	21.72	19.98	5.59	9.12	7.97	0.90	1.69	1.45	0.18	1.69	1.14

Source: Authors computations based on data received from UGC NET Bureau

Table 30: Proportion of Qualified Candidates in Different Categories of Score

Dec-2012		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	0.03	0.12	0.08	3.76	2.92	3.18	4.72	4.44	4.52	3.99	4.59	4.38
	40-49	8.17	7.83	7.97	24.49	18.16	20.06	32.56	27.77	29.06	30.21	26.62	27.87
	50-59	32.00	25.28	28.11	45.43	38.59	40.63	43.04	40.79	41.40	42.64	39.80	40.79
	60-69	41.47	39.84	40.53	22.34	30.91	28.35	17.30	22.36	21.00	21.17	24.08	23.06
	70>	18.33	26.94	23.30	3.97	9.42	7.79	2.39	4.64	4.03	1.99	4.91	3.90
P2	36-39	0.00	0.03	0.02	0.17	0.08	0.11	0.47	0.45	0.45	0.31	0.57	0.48
	40-49	1.14	1.38	1.28	4.74	4.80	4.78	10.13	11.09	10.84	12.12	11.14	11.48
	50-59	14.95	16.54	15.87	28.90	29.17	29.09	35.76	36.16	36.05	38.50	36.61	37.27
	60-69	42.80	41.07	41.80	39.25	38.56	38.76	35.29	35.21	35.24	35.74	35.05	35.29
	70>	41.11	40.98	41.04	26.94	27.39	27.26	18.35	17.08	17.42	13.34	16.63	15.48
P3	36-39	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	40-44	0.1	0.1	0.08	0.00	0.1	0.07	3.0	2.9	2.96	2.5	2.8	2.7
	45-49	0.1	0.5	0.3	3.6	3.0	3.23	11.2	10.7	10.8	14.7	11.8	12.8
	50-60	16.3	18.1	17.35	37.8	36.1	36.64	50.6	51.6	51.3	50.8	53.4	52.5
	60>	83.5	81.3	82.2	58.5	60.7	60.1	35.1	34.8	34.9	32.1	32.0	32.03
AVG	40-45	0.01	0.01	0.01	0.00	0.01	0.01	0.12	0.04	0.06	0.00	0.08	0.05
	46-55	0.70	1.53	1.18	12.25	7.84	9.16	41.99	40.13	40.63	46.93	41.20	43.19
	56-70	88.70	85.45	86.82	86.04	89.10	88.19	56.96	58.97	58.43	52.45	57.74	55.90
	71>	10.58	13.01	11.99	1.71	3.05	2.65	0.93	0.86	0.88	0.61	0.98	0.85

Source: Authors computations based on data received from UGC NET Bureau

Table 31: Proportion of Qualified Candidates in Different Categories of Score

June-2013		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	0.05	0.06	0.06	1.82	1.19	1.40	2.04	2.23	2.17	1.75	1.36	1.52
	40-49	2.90	2.92	2.91	12.89	9.06	10.29	15.67	13.75	14.33	14.35	14.80	14.62
	50-59	18.06	13.84	15.85	33.61	24.27	27.28	39.10	32.30	34.34	44.50	35.36	38.99
	60-69	45.00	36.51	40.56	38.80	41.42	40.57	35.22	38.16	37.28	33.97	35.47	34.87
	70>	33.98	46.67	40.62	12.89	24.06	20.46	7.97	13.56	11.88	5.42	13.01	10.00
P2	36-39	0.02	0.00	0.01	0.00	0.09	0.06	0.26	0.54	0.45	0.80	0.63	0.70
	40-49	0.69	1.57	1.15	2.86	4.97	4.29	11.39	13.81	13.08	13.40	16.37	15.19
	50-59	14.06	18.66	16.47	26.06	28.61	27.79	37.06	37.94	37.68	43.22	39.56	41.01
	60-69	42.78	43.84	43.33	43.58	40.57	41.54	36.93	33.15	34.28	35.25	32.32	33.48
	70>	42.45	35.93	39.04	27.49	25.77	26.32	14.35	14.57	14.51	7.34	11.12	9.62
P3	36-39	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	40-44	0.1	0.1	0.12	0.00	0.1	0.1	3.6	4.9	4.5	5.4	4.5	4.9
	45-49	0.3	0.8	0.6	5.4	6.3	5.9	15.5	17.1	16.7	13.4	17.9	16.1
	50-60	29.3	34.9	32.2	48.9	49.7	49.4	56.3	54.8	55.2	56.5	52.3	53.9
	60>	70.3	64.2	67.1	45.7	43.9	44.5	24.6	23.2	23.6	24.7	25.3	25.1
AVG	40-45	0.02	0.02	0.02	0.00	0.01	0.01	0.00	0.00	0.00	0.32	0.00	0.13
	46-55	0.73	1.45	1.10	4.30	4.55	4.47	38.12	38.64	38.48	45.45	44.39	44.81
	56-70	89.96	87.18	88.50	92.99	90.48	91.29	61.22	60.23	60.53	53.75	54.14	53.99
	71>	9.30	11.36	10.38	2.71	4.96	4.23	0.66	1.13	0.99	0.48	1.47	1.08

Source: Authors computations based on data received from UGC NET Bureau

Table 32: Proportion of Qualified Candidates in Different Categories of Score

Dec-2013		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	0.13	0.09	0.11	1.72	1.22	1.38	2.46	1.87	2.06	2.81	2.61	2.68
	40-49	2.78	3.76	3.32	13.57	10.48	11.49	15.92	15.25	15.46	15.26	16.95	16.31
	50-59	17.54	18.72	18.19	31.01	29.55	30.03	38.49	36.59	37.18	41.50	37.25	38.86
	60-69	44.87	43.48	44.11	41.00	42.36	41.91	35.85	36.93	36.60	30.92	34.31	33.03
	70>	34.68	33.95	34.28	12.71	16.39	15.18	7.27	9.35	8.71	9.50	8.88	9.12
P2	36-39	0.00	0.09	0.05	0.11	0.14	0.13	1.72	1.08	1.28	1.47	1.22	1.32
	40-49	1.96	2.39	2.20	7.04	6.20	6.48	13.86	12.92	13.21	14.19	14.26	14.24
	50-59	20.30	21.58	21.00	28.43	30.93	30.11	36.31	38.78	38.01	41.77	41.16	41.39
	60-69	40.22	40.69	40.48	36.72	37.29	37.10	34.14	32.31	32.87	32.53	29.99	30.95
	70>	37.51	35.26	36.28	27.70	25.43	26.18	13.97	14.92	14.63	10.04	13.37	12.11
P3	36-39	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	40-44	0.1	0.5	0.34	0.1	0.1	0.13	5.9	6.5	6.29	8.2	6.4	7.04
	45-49	0.3	0.9	0.65	9.6	8.6	8.90	20.3	18.3	18.95	21.7	19.1	20.06
	50-60	40.0	35.9	37.76	50.8	47.5	48.56	53.0	50.6	51.33	50.6	48.5	49.29
	60>	59.5	62.6	61.24	39.5	43.8	42.41	20.7	24.6	23.42	19.5	26.1	23.61
AVG	40-45	0.02	0.00	0.01	0.02	0.00	0.01	0.11	0.03	0.05	0.27	0.08	0.15
	46-55	0.74	2.20	1.54	13.39	8.77	10.29	45.93	41.81	43.09	53.95	46.54	49.34
	56-70	90.76	88.28	89.39	84.39	87.95	86.78	53.49	57.29	56.12	45.38	52.32	49.70
	71>	8.48	9.52	9.05	2.20	3.28	2.92	0.46	0.87	0.74	0.40	1.06	0.81

Source: Authors computations based on data received from UGC NET Bureau

Table 33: Proportion of Qualified Candidates in Different Categories of Score

June-2014		GEN %			OBC %			SC %			ST %		
Paper	Score	F	M	T	F	M	T	F	M	T	F	M	T
P1	36-39	0.20	0.20	0.20	3.58	2.57	2.92	5.20	4.11	4.45	4.68	5.23	5.01
	40-49	10.72	11.03	10.88	24.96	19.31	21.24	32.59	28.18	29.54	31.61	29.30	30.20
	50-59	36.52	33.57	34.98	44.22	41.31	42.30	46.84	44.43	45.18	47.74	45.80	46.55
	60-69	39.71	39.20	39.44	23.23	30.48	28.01	14.18	20.23	18.36	14.84	17.32	16.35
	70>	12.85	16.00	14.51	4.01	6.32	5.54	1.19	3.05	2.48	1.13	2.36	1.88
P2	36-39	0.00	0.09	0.05	0.65	0.50	0.55	1.04	0.93	0.96	1.94	0.92	1.32
	40-49	1.99	2.95	2.49	10.08	9.19	9.49	14.77	15.38	15.20	15.16	13.22	13.97
	50-59	19.24	18.32	18.76	32.96	31.49	31.99	37.34	38.59	38.21	37.26	34.73	35.71
	60-69	43.49	40.23	41.78	33.31	35.63	34.84	31.33	30.27	30.60	33.39	35.76	34.84
	70>	35.28	38.41	36.92	22.99	23.20	23.13	15.52	14.82	15.04	12.26	15.37	14.16
P3	36-39	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	40-44	0.2	0.5	0.35	3.0	2.7	2.79	4.5	5.9	5.43	5.5	6.1	5.89
	45-49	0.6	1.4	0.98	12.8	12.6	12.67	19.5	17.9	18.36	18.5	17.6	17.98
	50-60	37.6	34.0	35.70	46.1	45.8	45.90	47.4	46.6	46.80	49.8	48.0	48.68
	60>	61.7	64.1	62.97	38.2	38.9	38.64	28.7	29.7	29.41	26.1	28.3	27.44
AVG	40-45	0.07	0.05	0.06	0.07	0.04	0.05	0.07	0.07	0.07	0.00	0.20	0.13
	46-55	1.72	3.51	2.66	38.35	31.99	34.16	56.35	53.58	54.44	57.26	53.38	54.89
	56-70	90.18	85.82	87.89	59.02	64.35	62.53	43.21	45.66	44.90	42.42	45.59	44.36
	71>	8.03	10.62	9.39	2.56	3.62	3.26	0.37	0.70	0.60	0.32	0.82	0.63

Source: Authors computations based on data received from UGC NET Bureau

Table 34: Mean Scores for NET Examinations

Category	Paper	June 2010 Mean	December 2010 Mean	June 2011 Mean	December 2011 Mean	June 2012 Mean	December 2012 Mean
GEN	p1	45.5	56.6	61.6	58.0	66.9	62.2
	p2	65.2	60.8	59.7	60.5	68.3	67.2
	p3	98.7	98.0	97.7	96.3	99.4	100.8
	AVG	52.4	53.8	54.8	53.7	67.1	65.8
OBC	p1	41.9	53.5	56.2	52.2	62.5	55.8
	p2	62.9	58.0	56.5	58.0	66.0	63.4
	p3	90.2	89.4	88.8	89.0	93.9	93.9
	AVG	48.8	50.2	50.4	49.8	63.5	60.9
SC	p1	40.9	50.2	52.6	49.2	59.5	53.2
	p2	54.8	52.2	51.2	51.5	59.7	60.1
	p3	80.7	79.3	79.1	80.0	85.1	87.1
	AVG	44.1	45.4	45.7	45.2	58.4	57.2
ST	p1	40.8	50.7	52.0	49.4	59.4	53.5
	p2	55.6	51.8	54.1	52.1	59.5	59.6
	p3	80.6	78.6	79.5	79.4	84.7	86.2
	AVG	44.3	45.2	46.4	45.2	58.2	56.9

Source: Authors computations based on data received from UGC NET Bureau

Table 35: Mean Scores for NET Examinations

Category	Paper	June 2013 Mean	December 2013 Mean	June 2014 Mean
GEN	p1	66.5	65.4	59.9
	p2	67.0	66.0	66.6
	p3	95.9	94.7	96.6
	AVG	65.5	64.6	63.7
OBC	p1	61.0	59.9	55.3
	p2	63.5	62.8	61.8
	p3	91.0	89.8	88.8
	AVG	61.6	60.7	58.8
SC	p1	58.3	57.5	52.5
	p2	59.2	58.8	58.8
	p3	84.0	83.3	84.8
	AVG	57.5	57.0	56.0
ST	p1	57.7	57.0	52.1
	p2	57.8	58.1	58.9
	p3	84.3	83.2	84.4
	AVG	57.1	56.6	55.8

Source: Authors computations based on data received from UGC NET Bureau

Table 36: Top 25 Universities in NET/JRF Qualified Concentration and their Success Ratio

Top 25_PG_University_Qualified Candidates	Qualified Concentration		Applicants Concentration		Success Rate	New Rank
June-2010	Frequency	Percent	Frequency	Percent		
University of Rajasthan	399	5.5	9546	3.4	4.18	7
University of Delhi	319	4.4	3615	1.3	8.82	2
Kurukshetra University	303	4.2	8721	3.1	3.47	13
Jawaharlal Nehru University	239	3.3	1546	0.6	15.46	1
Calicut University	219	3	4609	1.6	4.75	3
University of Pune	202	2.8	7645	2.7	2.64	20
Maharshi Dayanand University	194	2.7	7009	2.5	2.77	19
Banaras Hindu University	182	2.5	3921	1.4	4.64	4
Panjab University	175	2.4	5096	1.8	3.43	14
University of Allahabad	169	2.3	3675	1.3	4.60	5
University of Madras	155	2.1	3869	1.4	4.01	10
University of Kerala	148	2	3549	1.3	4.17	8
Uttar Pradesh Technical University	139	1.9	3254	1.2	4.27	6
University of Lucknow	125	1.7	3484	1.2	3.59	12
Mahatma Gandhi University	118	1.6	3504	1.2	3.37	15
Maharshi Dayanand Saraswati University	110	1.5	2708	1	4.06	9
Himachal Pradesh University	99	1.4	2941	1	3.37	16
Ch. Charan Singh University	98	1.4	6622	2.4	1.48	24
Guru Nanak Dev University	94	1.3	2898	1	3.24	18
Madurai Kamraj University	93	1.3	4031	1.4	2.31	22
University of Mumbai	88	1.2	2229	0.8	3.95	11
Bangalore University	88	1.2	2697	1	3.26	17
Chhatrapati ShahuJi Maharaj University	88	1.2	6267	2.2	1.40	25
Dr. Babasaheb Ambedkar Marathwada University	80	1.1	4644	1.7	1.72	23
Punjabi University	78	1.1	3296	1.2	2.37	21

Source: Authors computations based on data received from UGC NET Bureau

Table 37: Top 25 Universities in NET/JRF
Qualified Concentration and their Success Ratio

Top 25_PG_University_Qualified Candidates	Qualified Concentration		Applicants Concentration		Success Rate	New Rank
Dec-10	Frequency	Percent	Frequency	Percent		
University of Rajasthan	673	5.2	9697	3	6.94	8
University of Delhi	581	4.5	4330	1.3	13.42	2
Kurukshetra University	579	4.5	11216	3.5	5.16	14
Calicut University	527	4.1	7918	2.4	6.66	11
Panjab University	454	3.5	6364	2	7.13	6
University of Kerala	390	3	5321	1.6	7.33	4
Maharshi Dayanand University	381	2.9	9441	2.9	4.04	19
Banaras Hindu University	319	2.5	4508	1.4	7.08	7
University of Allahabad	295	2.3	3504	1.1	8.42	3
Mahatma Gandhi University	280	2.2	5846	1.8	4.79	16
University of Madras	278	2.1	5019	1.5	5.54	13
Guru Nanak Dev University	274	2.1	3805	1.2	7.2	5
Jawaharlal Nehru University	271	2.1	1640	0.5	16.52	1
University of Pune	265	2	6972	2.1	3.8	22
Punjabi University	231	1.8	5095	1.6	4.53	17
Himachal Pradesh University	191	1.5	3711	1.1	5.15	15
Ch. Charan Singh University	178	1.4	5925	1.8	3	23
Maharshi Dayanand Saraswati University	168	1.3	2600	0.8	6.46	12
Madurai Kamraj University	164	1.3	4266	1.3	3.84	21
University of Calcutta	150	1.2	2225	0.7	6.74	9
Bangalore University	147	1.1	3809	1.2	3.86	20
Bharathidasan University	143	1.1	5363	1.7	2.67	24
University of Lucknow	133	1	3204	1	4.15	18
University of Mumbai	132	1	1979	0.6	6.67	10
Chhatrapati Shahu Ji Maharaj University	127	1	6009	1.9	2.11	25

Source: Authors computations based on data received from UGC NET Bureau

Table 38: Top 25 Universities in NET/JRF Qualified Concentration and their Success Ratio

Top 25_PG_University_Qualified Candidates	Qualified Concentration		Applicants' Concentration		Success Rate	New Rank
June 2011	Frequency	Percent	Frequency	Percent		
Calicut University	562	4.72	6191	1.90	9.08	3
University of Delhi	504	4.24	4372	1.34	11.53	2
Kurukshetra University	452	3.80	11042	3.39	4.09	20
University of Rajasthan	415	3.49	10150	3.12	4.09	21
Maharshi Dayanand University	412	3.46	9430	2.90	4.37	18
University of Kerala	334	2.81	4502	1.38	7.42	4
Jawaharlal Nehru University	285	2.40	1636	0.50	17.42	1
Panjab University	270	2.27	6274	1.93	4.30	19
Mahatma Gandhi University	239	2.01	4170	1.28	5.73	9
University of Madras	236	1.98	5278	1.62	4.47	17
University of Pune	234	1.97	8310	2.55	2.82	24
Guru Nanak Dev University	229	1.93	3582	1.10	6.39	6
Punjabi University	219	1.84	4804	1.48	4.56	16
Banaras Hindu University	217	1.82	4118	1.26	5.27	11
Uttar Pradesh Technical University	212	1.78	4321	1.33	4.91	14
Osmania University	181	1.52	4956	1.52	3.65	22
Bangalore University	177	1.49	2841	0.87	6.23	7
University of Allahabad	175	1.47	2480	0.76	7.06	5
Himachal Pradesh University	172	1.45	3666	1.13	4.69	15
Ch. Charan Singh University	157	1.32	5975	1.83	2.63	25
Gauhati University	147	1.24	2418	0.74	6.08	8
University of Jammu	144	1.21	2568	0.79	5.61	10
Maharshi Dayanand Saraswati University	140	1.18	2848	0.87	4.92	13
University of Mumbai	134	1.13	2669	0.82	5.02	12
Madurai Kamraj University	131	1.10	4303	1.32	3.04	23

Source: Authors computations based on data received from UGC NET Bureau

Table 39: Top 25 Universities in NET/JRF Qualified Concentration and their Success Ratio

Top 25_PG_University_Qualified Candidates	Qualified Concentration		Applicants' Concentration		Success Rate	New Rank
December 2011	Frequency	Percent	Frequency	Percent		
Calicut University	672	4.8	10437	2.7	6.44	7
University of Delhi	524	3.8	5794	1.5	9.04	3
Banaras Hindu University	449	3.2	5680	1.5	7.90	4
Panjab University	391	2.8	7784	2	5.02	9
Kurukshetra University	351	2.5	12295	3.2	2.85	21
University of Allahabad	344	2.5	4392	1.1	7.83	5
Jawaharlal Nehru University	337	2.4	1891	0.5	17.82	1
Mahatma Gandhi University	295	2.1	7392	1.9	3.99	16
University of Madras	285	2.1	5256	1.3	5.42	8
Maharshi Dayanand University	275	2	10022	2.6	2.74	22
University of Kerala	255	1.8	6656	1.7	3.83	17
Bangalore University	237	1.7	4788	1.2	4.95	10
University of Calcutta	225	1.6	2570	0.7	8.75	2
Ch. Charan Singh University	221	1.6	6991	1.8	3.16	18
University of Rajasthan	216	1.6	10596	2.7	2.04	25
Guru Nanak Dev University	211	1.5	4763	1.2	4.43	12
University of Pune	202	1.5	7052	1.8	2.86	20
Bharathidasan University	198	1.4	4929	1.3	4.02	15
Chhatrapati Shahu Ji Maharaj University	197	1.4	7321	1.9	2.69	23
Veer Bahadur Singh Purvanchal University	184	1.3	5997	1.5	3.07	19
Himachal Pradesh University	183	1.3	3860	1	4.74	11
Madurai Kamraj University	183	1.3	4135	1.1	4.43	13
Pondicherry University	172	1.2	2667	0.7	6.45	6
University of Lucknow	166	1.2	3800	1	4.37	14
Punjabi University	145	1	6115	1.6	2.37	24

Source: Authors computations based on data received from UGC NET Bureau

Table 40: Top 25 Universities in NET/JRF Qualified Concentration and their Success Ratio

Top 25_PG_University_QualiFied Candidates	Qualified Concentration		Applicants' Concentration		Success Rate	New Rank
December 2012	Frequency	Percent	Frequency	Percent		
Banaras Hindu University	1643	3.99	9797	1.26	16.77	4
University of Allahabad	1621	3.94	7832	1.01	20.70	2
University of Delhi	1499	3.64	7458	0.96	20.10	3
University of Rajasthan	1390	3.38	19609	2.52	7.09	7
Maharshi Dayanand University	1158	2.81	20680	2.66	5.60	17
Chhatrapati Shahu Ji Maharaj University	1152	2.80	16685	2.14	6.90	9
Kurukshetra University	1089	2.65	21257	2.73	5.12	20
Calicut University	844	2.05	14261	1.83	5.92	13
Veer Bahadur Singh Purvanchal University	795	1.93	13636	1.75	5.83	16
Dr. Ram ManoharLohia Avadh University	722	1.75	12366	1.59	5.84	15
Ch. Charan Singh University	694	1.69	14777	1.90	4.70	23
University of Pune	656	1.59	17357	2.23	3.78	25
Panjab University	632	1.54	11526	1.48	5.48	19
Indira Gandhi National Open University	610	1.48	10987	1.41	5.55	18
University of Lucknow	601	1.46	5986	0.77	10.04	6
Jawaharlal Nehru University	588	1.43	2159	0.28	27.23	1
University of Kerala	580	1.41	9208	1.18	6.30	11
University of Calcutta	576	1.40	5653	0.73	10.19	5
Mahatma Gandhi University	554	1.35	11237	1.44	4.93	22
Osmania University	465	1.13	10079	1.30	4.61	24
Uttar Pradesh Technical University	418	1.02	6661	0.86	6.28	12
University of Kashmir	417	1.01	7140	0.92	5.84	14
University of Madras	412	1.00	8222	1.06	5.01	21
Maharshi Dayanand Saraswati University	384	0.93	5436	0.70	7.06	8
Deendayal Upadhyaya Gorakhpur University	376	0.91	5607	0.72	6.71	10

Source: Authors computations based on data received from UGC NET Bureau

Table 41: Top 25 Universities in NET/JRF Qualified Concentration and their Success Ratio

Top 25_PG_University_Qualified Candidates	Qualified Concentration		Applicants' Concentration		Success Rate	New Rank
June 2013	Frequency	Percent	Frequency	Percent		
University of Rajasthan	1263	4	21857	3	5.78	8
Banaras Hindu University	1236	4	9655	1.3	12.80	4
University of Delhi	1211	3.9	7614	1	15.90	2
University of Allahabad	1065	3.4	6873	0.9	15.50	3
Chhatrapati Shahu Ji Maharaj University	848	2.7	15684	2.1	5.41	10
Maharshi Dayanand University	750	2.4	21095	2.9	3.56	23
Kurukshetra University	746	2.4	21758	2.9	3.43	24
Veer Bahadur Singh Purvanchal University	605	1.9	12086	1.6	5.01	13
Dr. Ram Manohar Lohia Avadh University	573	1.8	11863	1.6	4.83	14
Ch. Charan Singh University	554	1.8	14212	1.9	3.90	21
Panjab University	534	1.7	11414	1.5	4.68	15
Calicut University	526	1.7	9952	1.3	5.29	12
Indira Gandhi National Open University	496	1.6	11922	1.6	4.16	19
University of Lucknow	449	1.4	5685	0.8	7.90	5
University of Pune	429	1.4	15812	2.1	2.71	25
University of Calcutta	391	1.3	5622	0.8	6.95	6
Jawaharlal Nehru University	372	1.2	2076	0.3	17.92	1
University of Kerala	353	1.1	6589	0.9	5.36	11
Maharshi Dayanand Saraswati University	342	1.1	6101	0.8	5.61	9
Mahatma Gandhi University	342	1.1	8055	1.1	4.25	18
Deendayal Upadhyaya Gorakhpur University	333	1.1	5590	0.8	5.96	7
Osmania University	328	1.1	8612	1.2	3.81	22
M J P Rohilkhand University	317	1	7307	1	4.34	17
University of Madras	314	1	7828	1.1	4.01	20
University of Kashmir	312	1	6796	0.9	4.59	16

Source: Authors computations based on data received from UGC NET Bureau

Table 42: Top 25 Universities in NET/JRF Qualified Concentration and their Success Ratio

Top 25_PG_University_Qualified Candidates	Qualified Concentration		Applicants' Concentration		Success Rate	New Rank
December 2013	Frequency	Percent	Frequency	Percent		
Banaras Hindu University	1265	3.8	8940	1.3	14.15	5
University of Allahabad	1205	3.6	6493	0.9	18.56	2
University of Delhi	1198	3.6	7212	1.0	16.61	3
University of Rajasthan	1151	3.5	14830	2.2	7.76	7
Chhatrapati Shahu Ji Maharaj University	930	2.8	13557	2.0	6.86	9
Dr. Ram Manohar Lohia Avadh University	843	2.6	13180	1.9	6.40	11
Maharshi Dayanand University	840	2.5	17173	2.5	4.89	17
Veer Bahadur Singh Purvanchal University	751	2.3	12688	1.8	5.92	12
Kurukshetra University	688	2.1	17053	2.5	4.03	21
Calicut University	667	2.0	12321	1.8	5.41	13
Ch. Charan Singh University	581	1.8	11852	1.7	4.90	16
Jawaharlal Nehru University	545	1.6	2160	0.3	25.23	1
Panjab University	484	1.5	10155	1.5	4.77	19
Indira Gandhi National Open University	448	1.4	11823	1.7	3.79	22
University of Kerala	439	1.3	8326	1.2	5.27	15
University of Calcutta	434	1.3	4967	0.7	8.74	6
University of Pune	414	1.3	11707	1.7	3.54	25
University of Kashmir	392	1.2	7270	1.1	5.39	14
University of Madras	390	1.2	8393	1.2	4.65	20
Mahatma Gandhi University	389	1.2	10891	1.6	3.57	24
University of Lucknow	377	1.1	5151	0.7	7.32	8
Deendayal Upadhyaya Gorakhpur University	350	1.1	5211	0.8	6.72	10
Dr Bhim Rao Ambedkar University	344	1.0	7036	1.0	4.89 (Round off)	18
University of Hyderabad	340	1.0	2243	0.3	15.16	4
Osmania University	335	1.0	9011	1.3	3.72	23

Source: Authors computations based on data received from UGC NET Bureau

Table 43: Top 25 Universities in NET/JRF Qualified Concentration and their Success Ratio

Top 25_PG_University_Qualified Candidates	Qualified Concentration		Applicants' Concentration		Success Rate	New Rank
June 2014	Frequency	Percent	Frequency	Percent		
University of Rajasthan	1562	5.17	19865	2.76	7.86	5
Banaras Hindu University	1238	4.10	9869	1.37	12.54	4
University of Allahabad	1212	4.01	7702	1.07	15.74	2
University of Delhi	1198	3.96	7632	1.06	15.70	3
Chhatrapati Shahu Ji Maharaj University	1067	3.53	17444	2.43	6.12	10
Maharshi Dayanand University	926	3.06	19376	2.70	4.78	16
Veer Bahadur Singh Purvanchal University	920	3.04	15567	2.17	5.91	12
Dr. Ram Manohar Lohia Avadh University	879	2.91	15238	2.12	5.77	14
Kurukshetra University	793	2.62	19532	2.72	4.06	21
Calicut University	675	2.23	11758	1.64	5.74	15
Ch. Charan Singh University	657	2.17	15785	2.20	4.16	20
Panjab University	467	1.54	11049	1.54	4.23	19
University of Kerala	462	1.53	7574	1.05	6.10	11
Indira Gandhi National Open University	443	1.47	12400	1.73	3.57	22
Jawaharlal Nehru University	415	1.37	2022	0.28	20.52	1
Mahatma Gandhi University	371	1.23	8641	1.20	4.29	18
University of Lucknow	362	1.20	5538	0.77	6.54	9
Deendayal Upadhyaya Gorakhpur University	360	1.19	6154	0.86	5.85	13
Maharshi Dayanand Saraswati University	331	1.09	4726	0.66	7.00	6
University of Pune	320	1.06	13417	1.87	2.39	25
Mahatma Gandhi Kashi Vidyapeeth	310	1.03	7207	1.00	4.30	17
University of Calcutta	309	1.02	4547	0.63	6.80	8
University of Bikaner	299	0.99	4328	0.60	6.91	7
Dr Bhim Rao Ambedkar University	293	0.97	8281	1.15	3.54	23
Punjabi University	290	0.96	11739	1.63	2.47	24

Source: Authors computations based on data received from UGC NET Bureau

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About the paper

The quality of teachers influences the teaching learning processes, classroom practices and learning outcomes. Efforts have been made in India to attract the best minds to the teaching profession. The National Eligibility Test (NET) was introduced in 1989 to ensure merit and objectivity in teacher recruitment in higher education. Based on the empirical data pertaining to around 4 million applicants for the test in ten sessions between 2010 and 2014, this paper analyses the profile of the applicants and those who qualified the test, the level of test scores among various social groups and correlation between scores at the Master's level and in the NET. The study indicates that there is scope for improving the design of test to make it a more reliable mechanism to identify best talent to the teaching profession.

About the authors

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