“A Study of the Perception of UGC Regulation, 2010 on Minimum Qualification for Appointment of Teachers with Special Reference to B.Ed Faculty”

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Abstract: The present paper attempt at understanding the perception of B.Ed teachers towards the UGC Regulation, 2010. Higher education plays an essential role in society by creating new knowledge, transmitting it to students and fostering innovation. Quality teaching in higher education matters for student learning outcomes. But fostering quality teaching needs higher education institutions to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future. Teacher being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers’ proficiency depends on the attitude she possesses for the profession. This can be developed by having awareness about the UGC Regulations.

The perception of B.Ed College teachers was studied in terms of percentage analysis of gender-wise, experience-wise and discipline-wise perceptions with special reference to the UGC ‘regulations (2010) with respect to Recruitment conditions and Qualifications, Career Advancement Scheme, Workload of teachers appointment as a measure of maintenance of standard of higher education.

The data was analysed subjected to descriptive and inferential analysis, ‘t-test and ‘ANOVA’ was applied to find out any significant difference existed between perception of Genderwise, Experience-wise and Discipline-wise, perception of teachers towards UGC’s regulations considered for the study.

The findings revealed overall view point that UGC’s regulations, 2010 are systematically formulated to achieve the best. One of the plausible reasons may be due to the understanding that resistance to reforms is inescapable. However, all related regulations show high level of perception. Thus, the findings of the study make an important contribution to our understanding of the UGC regulations 2010, its recommendations and the steps taken by the Government of India to implement it.

I. INTRODUCTION

Higher education plays an essential role in society by creating new knowledge, transmitting it to students and fostering innovation. Quality teaching in higher education matters for student learning outcomes. But fostering quality teaching needs higher education institutions to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future.

In the last two decades, a great deal of attention has been directed towards developing research in teacher education all over the world. Teacher education is clearly an essential element for the improvement of education by producing highly qualified teachers. Many countries identify the production of “high quality teachers” as the goal and focus of their teacher education programs. The College of Education from time to time, has been trying to achieve the objectives laid down by the UGC Pay Commission Regulations. Thus, the policies are framed from time to time, for creating the better skills among the teachers. The UGC has formulated the policies from time to time in order to match the changing needs of teaching profession through UGC Pay Commission Regulations.

The teacher’s roles and responsibilities have found extension outside the classroom. The implementation of educational policies, transaction of curricula and spreading awareness are the main areas which keep teacher in the forefront. Changing times have added new dimension to this profession, which requires specified competencies and right attitude. Behaviour, attitude and interest of teacher help in shaping the personality of the student.

A primary goal of all teacher educators is to provide preservice teachers with meaningful professional development opportunities that will help them succeed in making the transition into their own classrooms. In most of the developed countries, teacher education has moved from training teachers to transfer knowledge and preparing them to practice a new role of producing knowledge. In other words, in the process of becoming and being a teacher, doing a teacher research not only promote reflection about personal performance in the classroom, but also seem to stimulate a valued process of self-assessment, in challenging future teachers to identify their personal strengths and weaknesses. Thus, in order to help teachers practice this advanced role, teacher education should equip teachers with self-evaluation and problem-solving skills that are based on research-oriented education.

Research in education is necessary in order to provide a basis for educational planning. It is one of the main fields that should be embedded in higher education curriculum. As a
measure of quality up gradation, UGC focused on raising the quality of teachers and had accordingly arrived at 6th Pay regulations in 2001 for educators and higher authorities to meet challenges of transition. The researcher too believes, that the regulations related policies needs to be studied for its effective implementations and teachers should be involved in the study. The quality of teaching and the quality of teacher overlap, cannot be easily distinguished. The teaching quality generally represents institutional performance whereas the teacher quality is a measure of an individual’s effectiveness and commitment. If teachers need are taken care of with every new plan, then with the other “inputs” (resources and technology) the “output” will be obvious. This study have been undertaken to generate opinion of the B.Ed. college teachers towards newly implemented sixth pay regulations and provide feedback to UGC for assistance in effective implementation. It will also help to ensure maintenance of standard in HE institutions. Thus, the present study, attempts to find out, how the B.Ed. college teachers perceive UGC’s Sixth Pay commission regulations (2010) with respect to Recruitment conditions and Qualifications, Career Advancement Scheme, Workload. For this, the researcher feels that, the study of teacher’s views in terms of perception study can help in reviewing, monitoring and evaluation of the regulations which is essential for efficiency and effectiveness of education system as a whole.

II. THE BACKGROUND

A number of studies have been conducted to assess the perception of B.Ed teachers with reference to the UGC regulations (2010) . Chaturvedi, R.N (1989) carried out a case study on Rajasthan University towards the revised pay scales. He found that the permanent teachers response indicated that there was a positive effect of the revised UGC pay scales in that they have passed the way for recruitment of the required number of teachers with prescribed record and also contributed in making them stay as teachers in the competitive world. Donde, S.(2004) studied on the perception of Degree College Teachers towards Fifth Pay Commission. The findings revealed that all the groups of Degree college teachers gender-wise, experience-wise and discipline-wise have positively perceived above 60% the regulations of the Fifth Pay commission except for one of the regulation i.e. Clock hour basis. Donde, S. (2012) studied on the UGC’s Sixth Pay Commission Regulations for Degree College Teachers- A Measure for Maintenance of Standards in Higher Education Institutions. The findings revealed that the regulation related policies need to be studied for their effective implementation and that teachers should be involved in the study. The quality of teaching and the quality of teacher overlap and cannot be easily distinguished. The teaching quality generally represents institutional performance, whereas, the teacher quality is a measure of an individual’s effectiveness and commitment.

III. OBJECTIVES

University Grants Commission has formulated several regulations in context of sustaining quality for Higher Education Institutions. To find the perception and the opinions of the B.Ed. teachers of Aided/Govt/Unaided college with special reference to the UGC ‘regulations (2010) with respect to Recruitment conditions and Qualifications, Career Advancement Scheme, Workload of teachers appointment as a measure of maintenance of standard of higher education, keeping in view: Gender(Male/Female),Experience(Junior(5-10 rs)/ (Senior>10), Institution-wise (Government/ Aided/ Unaided). To give suggestion to B.Ed. teachers in relation to UGC’s regulation of Sixth Pay Commission. To provide the recommendations to higher authorities for effective policy formulation and implementation of UGC’s regulations. The present research paper makes an attempt, through perceptions of B.Ed college teachers, to what extent this regulation made by UGC proved it to be of substance.

IV. METHODOLOGY

The study employs the descriptive approach (Survey method) for collection of data from B.Ed college teachers for randomly chosen from Mumbai and parts of Maharashtra. A four point rating scale –ascertaining the perception of the sample (gender-wise, experience-wise and discipline-wise perception of B.Ed college teachers) with respect to UGC’s regulation, was the tool used for collecting data for this study. The data was analysed subjected to descriptive and inferential analysis. ‘t’-test and ‘ANNOVA’ was applied to find out any significant difference existed between perception of Gender wise, Experience-wise and Discipline-wise, perception of teachers towards UGC’s regulations considered for the study.

Population

All teacher educators of B.Ed. programmes run in Mumbai.

Sample Size

For the present study the sample size remains restricted to one hundred.

All teachers belonged to the same college purposive stratified sampling is done by the researcher. Sample categorized for the study is gender-wise, discipline -wise and institution wise.

V. FINDINGS

Table 1 shows the overall perception of B.Ed. college teachers towards UGC’s Sixth Pay regulations with respect to Recruitment and Qualification as a UGC regulation.

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<th>Table 1 Overall perception of B.Ed college teachers towards Recruitment and Qualification</th>
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<td>(Value in terms of percentage)</td>
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Table 1 shows institution-wise perception of B.Ed. teachers towards Recruitment and qualification as a UGC regulation.

The table 1 shows adequacy of UGC Regulations related to Recruitment and qualification perceived by overall college teachers. 42% of the overall college teacher respondents perceive that UGC regulations related to Recruitment and qualification is highly desirable, and adequate for Recruitment and qualification. Moreover, 44% overall college teachers moderately agrees with the criteria laid down for Recruitment and qualification. Relatively low percentage of the respondent’s i.e. 13% of overall teachers perceive the criteria to be inadequate.

Table 2 shows overall perception of B.Ed. teachers towards Career advancement Scheme as a UGC regulation.

The table 2 shows adequacy of UGC Regulations related to Career Advancement Scheme perceived by overall college teachers. 18% of the overall college teacher respondents perceive that UGC regulations related to Career Advancement Scheme is highly desirable, and adequate for Career Advancement Scheme. Moreover, 79% overall college teachers moderately agrees with the criteria laid down for Career Advancement Scheme. Relatively low percentage of the respondent’s i.e. 2% of overall teachers perceive the criteria to be inadequate.

Table 3 shows overall perception of B.Ed college teachers towards UGC’s Sixth Pay regulations with respect to Workload as a UGC regulation.

The table 3 shows adequacy of UGC Regulations related to Workload perceived by overall college teachers. 17% of the overall college teacher respondents perceive that UGC regulations related to Workload is highly desirable, and
The findings of the study clearly show that there is no significant difference in the perception amongst the B.Ed college teachers related to Recruitment and Qualification with respect to UGC regulation 2010, either gender-wise, experience-wise or institution-wise. This could be due to the facts that the teachers are aware of the Regulations laid down by the UGC from time to time. The colleges follow the Regulations laid down by the UGC. They are also aware that, the NET /SET clearance is a must for job and they should fulfill the criteria. The teachers are also aware that Ph.d is also considered for the recruitment of teachers. The position of teachers has also changed from the Lecturer to Asst. Professor. The junior teachers highly agree with this regulation as compared to the senior teachers. Most of the junior teachers are aware of the criteria for getting the Asst. Professor position and of this Regulation. The govt and the aided college teachers highly agree with this regulation. This could be because, their colleges follow this regulation. Thus the teachers have to qualify the NET/SET exam as the competition is increasing and also so that the quality can be raised in the field of education.

The study reveals that there is no significance difference in the perceptions of the B.Ed teachers towards the UGC regulations, 2010, related to Career Advancement Scheme either gender-wise, experience-wise or institution-wise. The reason could be that the teachers are well informed about the Career advancement scheme, as it helps in the upward movement from the entry level grade (stage 1) to the next higher grade (stage 2) for all the Assistant Professors. It also helps in promotion from one grade level to the other. But there are few teachers who are unaware of the career advancement scheme. The analysis also shows that, female teachers are more informed about career advancement scheme as compared to male teachers. The junior teachers moderately perceive the regulation as compared to the senior teachers. This may be because the young teachers are more informed about research work and its benefits as compared to the senior teachers.

The few of the unaided college teachers have perceived low. This could be due to the reason that the unaided colleges are not having any motivation from their colleges for research work. Only the aided and government colleges are having the scope for research work. This is the reason why teachers are not having interest for research activities and thereby, lacking quality. Unaided colleges are not allowing their teachers for attending and participating in seminars, conferences, orientation and refresher courses. Many of them who can do much better in academic pursuit, slowly get frustrated and stop spending their valuable time in teaching and research. This is unlikely to solve the problems that have crept in research and teaching. The knowledge and research competence of individuals is a matter of personal commitment and is acquired by sustained efforts of years of hard labour. This also is an indication that the teachers have to be motivated and encouraged for career advancement scheme by the management of their colleges.

The study shows that there is no significance difference in the perceptions among the B.Ed teachers related to Workload, either gender-wise, experience-wise or institution-wise. The reason could be that most of the teachers know, they must work for minimum of six hours daily in the colleges. The juniors highly perceive this regulation as compared to the senior teachers. The fact that the juniors are more enthusiastic to work, as they are having the attitude to learn and to gain experience. The govt and unaided college teachers highly perceive the regulation as compared to aided college teachers. The teachers of all institutions utilise these six hours in their respective curricular as well as co-curricular activities.

Fig 3 shows pie chart of overall perception towards UGC’s Regulation – Workload

Fig 3 PIE CHART OF OF OVERALL PERCEPTION TOWARDS UGC’S REGULATION – WORKLOAD
aspects. They also get a relaxation of two hours, for teachers who are actively engaged in extension activities and administration, as mentioned in the regulation. This enhances teachers work commitment and helps in quality achievement. The principals and colleges also encourage and motivate their teachers to get involved in extension and research activities. The reason could be that when it comes to the appointments of teachers in B.Ed. colleges, many of the private colleges are not paying the salary as per the scale. Due to this, many of the teachers are moving from one college to another. The reasons for this regulation to be perceived low, could be because the B.Ed. colleges are not having sufficient staff. All those who venture to opt for jobs in B.Ed. colleges, soon get frustrated because of lack of incentives, appreciation and any financial benefits. Nowadays, the B.Ed. admissions are based on CET exam, so due to delay in CET exams, the admissions are delayed and the enrolment of students are reduced. This has affected the workload of teachers. Due to the less number of student’s enrolment, the teachers in B.Ed. colleges are having more workload, as teachers appointed are very few and they are more on a temporary basis. Senior teachers have perceived workload in a highly positive manner than the junior teachers. This could be probably because, senior teachers have more work experience, more job stability and security as compared to junior teachers. Thus the working load of teachers has to be taken care in unaided colleges as the student : teachers ratio is not stable.

The absence of innovation and lack of willingness to overcome rigidity, has crippled the growth of the Indian higher education system. The mind-set of the academicians should change in an appropriate manner. Therefore, the UGC sixth pay recommendations should be taken seriously and given a priority. The level and quality of innovation and research must be given high social and educational relevance. In a deeper sense, reforming institutions should be better understood as a move to restructure the relationships between universities, the state government, and the society. The above study does not end here, but this project tends to serve as a starting point for us to grab more knowledge about the latest reforms and their impacts on the stakeholders of university education.

Thus, the objective of analysing the UGC regulations 2010 has been fruitful in creating awareness, so that in future there will be no dearth of qualified teachers. A sense of commitment and dedication is to be developed in every teacher.

The specific goal of the present study was to critically analyse and give recommendations and how it will help to improve the quality in the system and performance of teachers. To conclude, the findings of the study make an important contribution to our understanding of the UGC regulations 2010, its recommendations and the steps taken by the Government of India to implement it. The seventh pay which remains to be implemented, the above review of this sixth pay commission can help in proper formulation and implementation of the seventh pay regulations and to achieve objectives of higher education in contemporary situation. It can be suggested that, if the above given anomalies are handled effectively by policy makers by focusing on proper planning, orientation /training and resource management, the sixth pay regulations can bring about the desired radical change in the higher education system.

VI. CONCLUSION

The results indicated that the though the fifth pay commission has given the recommendations for bringing about the changes. As there were changes in the sixth pay commission. The changes were implemented in all the undergraduate colleges but through this study it was observed that the recommendations were not that fully implemented in the B.Ed colleges as many of the unaided college teachers are unaware of the API scores or even if they are aware their colleges have not implemented. The sixth pay regulations have given many new things which can help the upliftment and up gradation of teachers but through this study the results shows that the most of the B.Ed college teachers are unaware of the UGC Regulation, 2010. The above mentioned findings indicate that the Sixth Pay Regulations are not truly implemented as it has to be in B.Ed colleges. The most of the teachers are unaware of API scores, Career Advancement Scheme, work load, are existing among most of the B.Ed. colleges. Now with the upcoming seventh pay regulation can bring the change in the system. The B.Ed colleges have to see to it that the quality can be developed and encourage and motivate the teachers for more and more participation in research based activities which will help them for future. So it’s high time as teachers we need to accept all these challenges, as we are part and parcel of the present education system.

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