

## **Expectations of NET/SET Aspirants and Resource Persons towards NET/SET Examination**

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### **ABSTRACT**

NET/SET examination is one of the most valuable and toughest examinations in the higher education stream. The present paper dwells upon the expectation/opinion, feasibility and impact of information sources against NET/SET examination in LIS (Library and Information Science) subject by NET/SET aspirants (students) and resource persons (teachers). From the analysis it is observed that majority of respondents (68.29%) are still relayed on print material against the online as a major information reference tool for preparation of this examination. Further an expert lecture by resource persons/professionals is the most useful information source amongst the other preferred by the majority of respondents (56.09%) as a supportive tool for NET/SET examination. 92.68% respondents shown their positive view towards the time allotted to all the papers which is suitable and sufficient to solve all the questions in NET/SET examination. Further 58.53% respondents feels that the existing multiple choice pattern of examination is good enough and wouldn't be changed into the earlier theoretical (descriptive) form. Again equal number of respondents (58.53%) opined that there will not be need of Paper-I (G.K.) in NET/ SET examination.

**Keywords-** NET, SET, Student, Teacher, Examination, Information, Syllabus, Library

### **1. INTRODUCTION**

21<sup>st</sup> century set aside infinite opportunities to everybody to

strengthen their life skills and lay down a strong foundation of self development. A healthy, insistent and intense competition became the order of the day. NET (National Eligibility Test) / SET (State Eligibility Test) examination has gone through a massive change since its inception by UGC (University Grants Commission) in the year 1988 abolishing not only from descriptive pattern to the multiple choice questions pattern (June 2012 onwards) but also from print to computer based online test that too for number of subjects/questions and paper/time pattern. The content, perception, criticism, promotions and other such issues related to these examination making teachers and aspirants in universities/colleges accountable and makes impact on increase in national standards of higher education in India. Further these examinations can act as a pre-requisite eligibility qualification for upcoming appointment of Assistant Professor/Junior Research Fellowship at various HEIs (Higher education institutions). It ensures the minimum uniform quality of the teachers/students.

There is choice to browse and solve NET examination either in English and Hindi language or the SET examination in their respective state language. Again there is continuous modification in cut-off range to achieve qualifying marks for different categories of the students. There are several print and digital sources of information available in different languages for study, scoring and teaching of this examination referred by teachers and students against the changing pattern of examination. The old and new syllabus (2019) of NET in LIS subject contains in all 10 units (I-X) of paper II/III. According to Kar and others<sup>1</sup>, “as this subject is highly empirical in nature, therefore, incessant encounter with the happenings of the real field is of prime importance”.

The present study intends to know the differential views of aspirants and teachers with regard to NET/SET examination method and LIS current syllabus, by focusing on use of varied information sources by students and teachers under study.

## 2. LITERATURE REVIEW

Sahu & others<sup>2</sup> studied distribution pattern of NET qualifiers, gender equilibrium success and the impact of change in examination pattern from descriptive to multiple choice type in LIS subject which reflects that an abrupt growth of quality qualifiers was observed in the NET examination after the introduction of multiple choice type of paper. Pradhan & Kishor<sup>3</sup> in their research investigation exposes that there is a lack of awareness among post-graduate students towards NET examination. Further they had suggested organization of periodic workshops/orientation programmes by the University for making students familiar with the procedure, and other information related to NET test. Shaveta<sup>4</sup> in her paper composed the coverage and activities of 'LIS Links' by highlighting on the project -UGC NET guide, which is useful as online guide book for NET/SET/SLET aspirants. Swamy & Ramasesh<sup>5</sup> study focuses on the use pattern of Competitive Examination and Career Information Centers (CE&CICs) of the Public Libraries in the state of Karnataka. The study reveals that only 37.50% of the respondents used CE & CICs for preparation of national level eligibility examinations such as UGC-NET/SET/CSIR-NET etc., which is found be significantly low. Abu & Balasubramani<sup>6</sup> developed web based e-learning platform on 'Moodle' for the students appearing for UGC-NET/JRF examination in the LIS subject based on syllabus of UGC with the output that the model will work as an online reference source for the NET/SET aspirants.

Hence in order to know the expectation, perception, feasibility and use of information sources by the students and resource persons on NET/SET examination/syllabus the present study has been undertaken.

### **3. OBJECTIVES**

The main objectives of the present study are to:

1. Study expectations of students and teachers on NET/SET examination and on LIS syllabus.
2. Know the various sources of information referred by NET/SET aspirants and teachers and the impact of these information sources on their study and success in the NET/SET examination against the syllabus components.
3. Know the feasibility about existing NET/SET examination and syllabus in LIS subject by students and teachers.

### **4. METHODOLOGY**

For the present study, the researchers have utilized survey method with a questionnaire as the data collection tool. The data was collected through structured questionnaire focusing on the aspects like feasibility about existed NET/SET examination and syllabus, use of varied information sources (print and digital) and expectation regarding NET/SET examination method etc. by the students and teachers under study keeping an eye on present updated and revised LIS 2019 NET syllabus. The questionnaire was distributed to targeted sample of 47 users (MLISc student and resource person).

#### **4.1 SCOPE AND LIMITATION**

The scope is limited to MLISc students appearing for NET/SET examination and the teachers who will work as a resource person/expert for NET/SET coaching/workshop etc. at the Department of Library and Information Science, Shivaji University

Kolhapur, Maharashtra. Out of entire sample of 47, a total of 41 users (32 MLISc students and 9 teachers) responded to the survey. Further within the respondents there are 27 male and 14 female respondents. So the acceptable rate of response is 87.23%. The collected data was analysed, classified and tabulated by employing computer based excel package.

## 5. DATA ANALYSIS AND DISCUSSIONS

### 5.1 Expectations Regarding Examination Method/Syllabus

- From the Table 1 below, 38 respondents (92.68%) feel that the time given to all the papers is suitable and sufficient to solve all the questions in NET/SET examination and needn't be changed. Only a meager (7.31%) respondents opined that the given allotted examination time is not sufficient and suitable.

Table 1. Time for the NET/SET Examination Paper

Question	Response	Respondents		
		Student	Teacher	Total
Time for the NET/SET Examination Paper	Yes	29 (70.73)	9 (21.95)	38 (92.68)
	No	3 (7.31)	- (-)	3 (7.31)

Note: Figures in parenthesis indicate percentage

- 31 respondents (75.60%) thought that the related/significant option pattern against the questions will affect more on passing in the examination.
- 24 respondents (58.53%) feels that the existing multiple choice pattern of examination is good enough and wouldn't need to change to theoretical (descriptive) form. Only 17 respondents (41.46%) are of the view that the existing nature

of examination should be changed i.e. from multiple choices to descriptive question pattern.

- Further out of 41 users, 31 respondents (75.60%) opined that there should not be provision of negative marking system for the wrong answers in the said NET/SET examination.
- From the total population, 35 respondents (85.36%) opined that, significant/related option pattern in the multiple choice questions against each question needs to be modified as per the content and nature of the question asked.
- Further 24 respondents (58.53%) are opined that there is no need of Paper-I (G.K.) in NET/ SET examination. Only 17 respondents (41.46%) feels that Paper-I (G.K.) is necessary in NET/ SET examination.

## 5.2 Use of Information Sources

- With regard to referring of the printed documentary sources of information like reference books/text books for the study of NET/SET examination, 7 teachers and 21 students i.e 28 (68.29%) respondents opined that the existing printed study material are valid and meets their basic study requirements. Further 25 respondents (60.97%) has shown their interest in using of an internet/online information sources that provide current & updated information/answers against the questions asked in the examination against the existing syllabus. That shows interest and realization towards referring of print information sources against the online for success in the examination in this internet era.
- Again 26 respondents (63.41%) said that they came across different kinds of documentary (print) sources that contain updated, current information which is quite relevant to the

questions asked in the examination irrespective of the syllabus components against the availability of digital internet sources.

Table 2 below, explores the different information sources preferred by the students and teachers beside the grading mechanism to get high success rate in the NET/SET examination and better counseling by teachers to the NET/SET aspirants.

Table2. Usage of Different Sources of Information

Sr. No	Kind of Information Sources	Poor	Average	Good	Very Good	Skewness
1	Internet/Online Sources	3 (7.31)	8 (19.51)	10 (24.39)	11 (26.82)	-1.33
2	Print Sources	0 (0)	9 (21.95)	9 (21.95)	14 (34.14)	-0.98
3	University courseware/ e-resources	2 (4.87)	13 (31.70)	8 (19.51)	9 (21.95)	-0.63
4	Training guidance and counseling from coaching classes/institutions	1 (2.43)	3 (7.31)	9 (21.95)	19 (46.34)	1.09
5	Expert Lecture by Resource Persons/Professionals	0 (0)	4 (9.75)	5 (12.91)	23 (56.09)	1.72

**Note: Figures in parenthesis indicate percentage**

From the above table 2, it is observed that an expert lecture by resource persons/professionals is the most useful information source preferred by the majority of respondents (56.09%) followed by rest of

the sources like training/guidance/counseling from classes/institutions, print source, internet/online source and university courseware/e-resources to prepare for the NET/SET examination. Again the skewness for majority of information sources preferred by respondents found to be negative which shows their positive impact on use of different information sources for NET/SET preparation.

### **5.3 Feasibility about existing NET/SET syllabus in LIS Subject**

- Out of total population, 28 (68.29%) respondents noticed that the questions asked in the NET/SET examination are far advanced and updated with the existing LIS syllabus. Further majority of the respondents i.e. 27 (65.85%) expected that the components of the NET/SET course syllabus needs to be modified and updated against the nature of questions asked in the examination.
- It is found that, 31 (75.60%) respondents opinioned that the existing new NET/SET syllabus of 2019 in the LIS subject is useful to make a big score in NET/SET examinations.

## **6. CONCLUSIONS**

In this era of technological advancement abundant, specific and complete amount of sources of information in multiple formats are available hence due importance has been given towards information literacy/e-information literacy as a route to select peculiar source of information and at the same time expert guidance is useful for self-education and greater success in the competitive examination. Students should take advantage of no negative marking mechanism in this NET/SET examination and cast the correct answer for the questions asked, to score a big. Active participation in



NET/SET coaching workshop organized by HEIs and participation in time based continuing education programs on regular basis is the back end and strong source to get success in the said examinations.

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