



THERE IS NO ONE WHO HAS MONOPOLY ON MERIT AND INTELLIGENCE

A STUDY OF S.S.C. BOARD, NASHIK.

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MEANING OF THE WORD 'MERIT'

In word merit generally all over means the marks in examination. There are various types of examinations, for example: from 1st to 10th standard, 12th standard, graduation, post graduation, medical, engineering, examinations related with employment, competitive exams, entrance examinations, scholarship examinations etc.

Anyone who scores more in these exams is considered a merit holder. And the one who scores less is considered to be having a low merit. Similarly a student scoring maximum marks is considered most intellectual and the one who scores less is considered as low intellectual.

A STUDY OF S.S.C. BOARD, NASHIK:

A belief is spread in our society that the number of marks a student scores in his exam proves his quality or merit. The other side of this is to prove that those who don't appear in the merit list have no quality.

It is not fair to treat maximum marks or marks scored in any exam as the quality or merit. Marks are only one of the factors responsible to prove quality, intellectuality efficiency, and efforts. There are many people who have not turned even to school, are illiterate but still have proved themselves successful in politics, society, and national service.

There are many people who never appeared in merit list , have failed in classes but are successful in their social life.

Today's student scores maximum marks by the way of more recitation and memory. It does not include his or her efforts, creativity, personal view, adaptability and research.

Only marks in exam cannot prove efforts taken, new innovation, sacrifice and research attitude of the student. How many successful industrialists have obtained the degree of

M.B.A. should also be verified? This is a matter of research by the people who define quality or merit.

This is a small study for the sake of example from SSC Board, Nashik division stating the first 3 rank holders in board from general category and backward class from 1993 to 2005.

Years	Merit list numbers	General class percentage	Backward class percentage	Difference of percentage in marks
2005	1	92.40	90.40	2.00
	2	91.86	89.06	2.80
	3	91.73	88.93	2.80
2004	1	92.80	90.93	2.13
	2	91.86	90.53	1.33
	3	91.73	89.86	1.87
2003	1	91.76	91.06	0.67
	2	91.46	90.93	0.53
	3	91.20	90.13	1.70
2002	1	91.73	91.06	0.67
	2	92.00	89.73	2.27
	3	91.86	89.06	2.80
2001	1	92.13	89.06	3.70
	2	91.73	87.60	4.13
	3	90.66	87.43	3.20
2000	1	91.73	88.93	2.80
	2	90.73	86.66	4.27
	3	90.80	86.13	4.67
1999	1	90.26	90.00	0.26
	2	90.00	89.73	0.27
	3	89.86	89.06	0.80
1998	1	92.66	90.26	2.40
	2	92.26	90.13	2.13
	3	92.13	89.73	2.40
1997	1	91.06	87.20	4.14
	2	90.80	87.06	3.74
	3	90.13	86.53	3.60
1996	1	90.26	88.26	2.00
	2	90.00	87.60	2.40
	3	89.86	87.20	2.46
1995	1	93.00	92.50	0.50
	2	92.85	91.71	1.14
	3	92.71	91.14	1.57
1994	1	94.85	92.00	1.15
	2	92.85	91.00	0.15
1993	1	94.57	91.71	2.86
	2	94.42	90.85	3.57
	3	93.85	90.28	3.57

A comparative study of above chart shows that there is hardly difference in scored marks but the way those who have made a propoganda of the word ‘merit’ in negative manner has also came into the picture. It just means that the one who shows his/her quality should understand

himself the meaning of the term quality and merit so that he will know of what quality his merit is.

If the critical study of above chart makes clear that up to 2005 the total scored percentage of students in both categories varies from half to 4.5 percent. On an average there is a difference of 1.5 percent. The study of last 13 merits lists show that there is very small difference between marks secured by a student of general category and that from backward class. Same is the condition in other boards in state and other states. It is also observed that sometimes a student from backward class has topped the merit list and stood first in the state.

Let us study and analyze the difference of each year from the above chart.

- SSC Board Nashik Division started functioning from March 1993 and in this year the difference was between 2.86% to 2.57% i.e., on an average of 3.5%.
- In March 1994 from 0.15% to 2.29% resulting maximum 2% to 2.25%.
- In March 1995 there is a difference of 0.5% to 1.5%.
- In March 1996 there is difference of less than 2% to 2.5%.
- In March 1998 from 2.3% to 2.40% there is a difference of less than 2% to 2.5%.
- In March 1999 the difference of 3.5% to 4.0% is seen.
- In March 2000 there is maximum difference of 4.56%.
- In March 2001 the difference between the general student and backward class is up to 4.3%.
- In March 2002 there is a difference of maximum 3.0%.
- In March 2003 the difference between first 3 ranks is from 1.5% to 1.7%.
- In March 2004 the difference is from 1.33% to 2.13% that means on the average of 2%.
- In March 2005 the difference in 1st rank is 2%, second rank and third rank is of 2.8% and the maximum difference is of 3%.

The difference between a student of open class and backward class is considered by a factor of 'examination' which is based on recitation, memory and practice through coaching classes which has resulted in scoring more marks. It is clear now that for scoring marks in exam are the factors such as favorable condition, social conditions, financial condition, friends and relatives, teachers, school, extra private coaching classes are necessary. Though these factors are not used by backward class student, the difference between marks scored by different categories of student is negligible. This is not the difference of variation but it is the result of social system.

It is wrong to say that the marks scored in exam means merit or quality. Many of them agree with this opinion and so the Education Minister in 1999 recommended that there should be no merit list for SSC board exam. Today this recommendation is on the state of implementation. The states like Uttar Pradesh, Karnataka, Kerala and Goa do not publish the merit list. Similarly the Central Board of Secondary Education (CBSE) and Indian School Certificate Education (ICSE) even don't publish their merit lists.

The marks scored in HSC Board i.e., 12th are not useful for professional education as separate CETs or Common Admission Tests are being conducted for higher education. Hence marks should not be considered as quality or merit. But besides students, parents and educational institutes, some outsiders are interested in this system.

MERIT: NATURE'S RULE

There Can't Be Monopoly Of Any Region Or Religion On Intelligence And Merit.

A Study of Union Public Service Commission Examination Published Results:

The conclusion arrived by the study of Psychology and other sciences for years together related with intelligence and intellectual quotients prove that the distribution of intelligence from high intellectuality to low intellectuality differs naturally region-wise and population-wise. The main conclusion of this statement is that no caste, religion, region or a section of society can be monopolistic on intelligence. This theory is the basic conclusion of all studies related to intelligence. This theorem can be proved by the Union Public Service Commission commonly known as UPSC.

Maharashtra is one of the important states of India where in the residents and students from upper classes to the backward classes have achieved a grand success with their intelligence and merit. Once again it is proved here that there can't be a monopoly of any region or religion on intelligence and merit.

Quality or merit can't be monopolistic. The only point is that every one should be provided by equal opportunities and facilities. The examination system, subjects, questions and the assessment structure and the passing marks are same for everyone. The backward or the lower classes even have proved themselves in this system. The students of Maharashtra have proved it. Instead of raising the questions on this issue it should be accepted that the intellectuality is not the property of any particular region or religion.

The results of UPSC examination have been declared recently and the candidate successful in administrative services will soon join their duties for national service after completion of training. Out of 425 successful candidates 21 are from the state of Maharashtra. We congratulate them all. It has been observed that there is always an inferiority complex about

Maharashtra in many minds. Usually the people of Maharashtra are not congratulated or appreciated for their success in many fields. The main factors responsible for this are traditional ideology and the lack of knowledge about intellectuality, quality research and creativity.

If we see the history of UPSC exams, we will observe that till yesterday it was dominated by specific states and that too by particular classes of society. People of Maharashtra on large have kept them away from such exams, as there was a strong belief that we can't achieve success in exams which are very tough. These beliefs were imprinted on many minds by the upper class people and only they appeared for those exams. If we look at the recent results we can find that the students belonging to scheduled caste, tribes, other backward classes, and nomadic tribes have achieved grand success and are on par with open category students.

Mona Pruthi, a girl student stood first in these exams. Ashwini Joshi (AIR 13) stood first in Maharashtra followed by Adesh Titarmare (AIR 21) on second position. Sudam Khade (26), Ashwini Thackrey (56), Hitesh Rajpal (60), Rishikesh Modak (170), Sampada Mehata (206), Sandip Patil (161), Anand Takawale (224), Vipin Ahire (265), Omkar Marathe (274), Shardeep Lande (282), Parijat Patil (282), Vijay Kadam (290), Vishwas Munde (324), Milind Dumbre (324), Pandurang Raut (283), Dinesh Bhoir (391) are the students from Maharashtra achieving grand success in UPSC exams. (The figures in brackets are the ranks). If we study the list of Maharashtrian candidates we can see that the students of scheduled caste and tribes, OBC are successful along with the students of open category. Once again it proves that intelligence and quality or merit is not the monopoly of any region, religion or creed. The one who makes such statement has pride of racism which leads him to pass comments on other castes and creeds. Nowadays this is becoming a regular phenomenon.

MERIT AND CONCLUSION – UNITS / MEASUREMENT:

To conclude exactly on 'merit' it is necessary that the people from both open and backward class should have similar environment and lifestyle.

According to American thinker J.B. Miner, the intelligence and merit related with white and black students' comparative study concludes it is necessary that they both grow in a similar environment. If these conditions are not controlled then the conclusions may be one sided. In the same way in India the strong and weak should grow in a similar environment. Only after this we can derive merit.

FACTORS RESPONSIBLE FOR MAXIMUM SCORE IN MARKS:

Scoring maximum marks in exam is dependent on following two important factors:

1. Physical Factors: It includes ambition, goal, body structure and inherited intelligence.

2. Surrounding Factors: It includes persons economic, social, geographical and family conditions along with opportunities.

INTELLIGENCE:

The renowned and scholar scientists who have done their research work in education, medical politics, sociology, psychology have defined intelligence as follows:

Intelligence means grasping capacity, capacity to take education, capacity of creativity and reconstruction, capacity to cope up with existing condition, capacity to take right and quick decision, capacity to control emotions, capacity to set logic, capacity to create new with the help of gained knowledge.

B. Alfred and Eyemen prepared a lingual test of reasoning in France in 1905 to measure intelligence. Prof. Turmen and his colleagues measured the intelligence quotient of many individuals with the help of same mode. Prof. Turmen was the originator of the concept of IQ i.e., Intelligence Quotient. Intelligence Quotient is calculated by dividing physical age from the marks scored in test of reasoning and then multiplied by 100. Following are the conclusions made by analysis of various tests taken by renowned scholars. These conclusions are accepted worldwide.

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