A Study of Academic Achievement of Post Graduate Students belonging to General and Reserved Category

Aroosa Anayat*

Dr. Mohammad Sayed Bhat**

ABSTRACT

This investigation was undertaken to study the academic achievement of Jammu University postgraduate students. The study sample comprise of a total 360 P.G students which was further bifurcated into students belonging to two distinct strata's that were general and reserved categories (OBC, SC & ST). The P.G students selected from reserved category constitute equal number of students in each category that were 60 OBC's, 60 SC's and 60 ST's and the rest 180 belongs to general category. Descriptive survey method was employed for the purpose of the study. The sample has been chosen on the basis of proportionate stratified random sampling technique. Aggregate marks obtained by the each sample subjects in their first, second and third end semester examinations were collected from the official records of the respective departments for the estimation of their educational accomplishment. For disseminating the results percentages were utilized as a statistical technique. The study highlighted the academic performance of students from the same university environment based on their social status.

Key words: *Academic Achievement and Post Graduates*

* *Research Scholar, School of Education, Central University of Kashmir, Ganderbal*

** *Assistant Professor, School of Education, Central University of Kashmir, Ganderbal*

Introduction

Academic accomplishment possesses a vital place in education. It has turned out to be an index of individual's future in ever competing world. One of the main outcomes of any academical set up is accomplishment of the understudies. In educational institutions, success is determined by scholastic performance. Contingent upon the level of accomplishment, individuals are categorized as low, average and high achievers. In the scholastics setting, it is alluded to as the disclosure of knowledge attained or abilities acquired in the school subjects usually evaluated by standardized tests and conveyed in the form of grades or marks. Academic attainment implies the performance of the students toward the finish of an instructive programme. Success in academics is significant as it is firmly connected to the positive results we appreciate. Individuals who are scholastically outstanding are more apparently to be employed, have stable work, have more occupational possibilities comparatively and be entitled to more earnings, are less inclined to participate in crime and are livelier and more cheerful.

Educational Achievement assembles to what an understudy had accomplished or gotten following being presented with unequivocal grooming or direction. Academic achievement is the evaluation of progress of person's capacity to perform scholastic tasks and it by and large involves those attempts which embrace academic capacities. It is a forthrightly noticeable pointer of learning. All of the practices in a specific educational organization whirls around the educational accomplishment of understudies. It includes both curricular and co-curricular activities of the

understudies. In this way, academic accomplishment is associated with the total and nature of learning accomplished in a given dominance of collected knowledge. A number of crucial factors   indirectly and directly influence the scholastic success.

Educational achievement is a test used to evaluate information level got by understudy after obtained genuine preparation or bearing in an unequivocal subject or assembling of subjects. It is by and large taken as the hard and fast engravings or grades (GPA) acquired by understudies in the whole school subjects or in a specific subject. Educational achievements are a multi-sided set-up that incorporates the various spaces of learning. It is inconceivably extensive as it covers multiple educational outcomes. It is the significant component of the education. The term Academic achievement alludes to the way the understudies manage their studies and how they complete various assignments given to them by their educators. It investigates at which level an understudy, educator or educational organizations has achieved their academics targets. It is the judgement of student's abilities that were assessed through a number of   parameters in educational institutions which involves continuous evaluation, mid-course exams and final exams. In the words of Bai (2011), "Academic performance is the excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness, arts, culture, and the like which can be achieved only when an individual is well adjusted. (p.84)."Good grade in academics boost the confidence of students and further aid

to achieve a feeling of contentment and accomplishment. Those who are academically successful are more self reliant comparatively to others Particularly for the university students being good in academic abilities   is crucial for securing jobs that will provide a source of income, advantages and opportunities for progression in there off everyday life roles.

Need of the study

In India reservations is intended to reflect the principle of equality enshrined in the constitution. Reservation have been also an integral part of the Indian education system from a long time and the government make every effort to   ensure   the   educational   as   well   as   social development of these downtrodden classes. Reservation was viewed as a tool to make all our societies equal in the future and so that one day it won't be required. In order to see how equality of educational opportunity is working at the university level, the investigators felt the need of present study. In India under the reservation arrangements, the population is stratified   into three broad classes, viz., scheduled castes/tribes (SC/ST), other backward classes (OBC) and general class (GC). In this study, the academic performance of these stratified classes was examined.

The students at the university level are from the different streams, different geographical regions and different socioeconomic background provided with similar kind of academic environment and equal educational opportunities. As social and economic factors are commonly examined as contextual variables that predict academic achievement, apart from the educational environment. So, the present

study is significant in the context as to see how far the similar academic environment has affected the performance of students selected under general and reserved categories. So far, none of the studies has been conducted specifically in Jammu region (J&K) on academic achievement particularly at university level therefore the study holds due significance.

Objectives of the Study

1) To study the Academic Achievement of Post Graduate students.

2) To study the Academic Achievement of General Category Post Graduate students.

3) To study the Academic Achievement of Reserved Categories (OBC, SC & ST) Post Graduate students.

Review of Literature

Shahzadi and Ahmad (2011) attempted to examine academic accomplishment of university students. About 300 university students of 4th semester from social science stream were chosen using stratified sampling Survey is intended to get related data on certain factors connected with understudies performance. For analysis of data Confirmatory Factor Analysis is utilized. The outcomes uncovers that academic performance depends after learning skills and these abilities to dominate depends upon home environment.

Krishnamurthy et al. (2012) carried out an investigation on postgraduate understudy accomplishment in commerce. A sum of 600 P.G students in various colleges from Cuddalore region chosen randomly were incorporated to

accumulate the data. The results uncovered that commerce P.G students are having average level of achievement in commerce subject.

Azhar et al. (2013) carried out a research on a sample of 250 Students from third semester that were chosen arbitrarily from M.A third level. Results uncovers that students having a strong financial status perform better contrasted with the people who manage issues connected with money. Also, education of parents supports up academic accomplishments of their children's.

Heng Kreng (2014) undertook a study to assess what components were the principle allies of the scholarly achievement of first-year students in Cambodia University. The type of institution where students were enrolled assumed a fundamental part in making sense of differences in student achievement. Results moreover showed that educators conduct explicitly their assistance and feedback to students, was an unprecedented component that influenced students' educational achievement.

Denessen et al. (2018) carried out a research study with the goal of the examination to check out at contrasts in college achievement between first-year students by separating three domains simultaneously. A total of 307 students participated in an online survey. Results uncover that low-achieving students experienced that their day to day social activity impede their studies where as average accomplishing college understudies experienced negligible obstacle on their studies from their social activity.

Research Methodology

 Descriptive method of research was employed.

Tool used

To measure the academic achievement, aggregate marks obtained by each sample subjects in their first, second and third semester examination were taken from official records of the university.

Sample

The sample was drawn from various departments offering post graduate courses in different faculties in university of Jammu. A sample of 360 university students were selected using proportionate Stratified random sampling. Among these 360 P.G students 180 P.G students were selected from the General strata and the rest 180 P.G students were selected from the reserved strata with 60 students each selected from OBC,SC and ST categories

Statistical treatment

The data collected was subjected to percentages as the appropriate statistical treatment to accomplish the aforesaid objectives

Analysis ad Discussion

The data so analysed has been unveiled below in the Tables 1- 3.

Table 1: Showing off the percentage distribution of Post Graduate Students on performance standards of Academic Achievement (Composite Score=360)

Grade	Percentage of Marks	N	%age
P.G Students			
O(Outstanding)	90-100	0	0.0
A+(Excellent)	80 to < 90	47	13
A(Very Good)	70 to < 80	165	45.8
B+(Good)	60 to < 70	123	34.2
B(Above Average)	50 to < 60	25	7
C(Average)	40 to < 50	0	0.0
D(Pass)	36 to< 40	0	0.0
F(Fail)	0 to < 36	0	0.0
Total		360	100.0

A perusal of the above table 1 presents percentage distribution of total 360 post graduates on different grades of scholastic attainment. Findings from the table uncovers that none of the students falls under 'O' grade, 47 i.e. 13% secure 'A+' grade, 165 i.e. 45.8 % got *'A'* grade, 123 i.e. 34.2% fall in *'B+'* grade, 25 i.e. 7% got *'B'* grade, none of the students secure grades *'C', 'D' & 'F'*.

Table 2: Showing off the percentage distribution of Post Graduate Students belonging to General Category on performance standards of Academic Achievement (N=180)

Grade	Percentage of Marks	N	%age
General Category P.G Students			
O(Outstanding)	90-100	0	0.0
A+(Excellent)	80 to < 90	39	21.7
A(Very Good)	70 to < 80	90	50
B+(Good)	60 to < 70	45	25
B(Above Average)	50 to < 60	6	3.3
C(Average)	40 to < 50	0	0.0
D(Pass)	36 to< 40	0	0.0
F(Fail)	0 to < 36	0	0.0
Total		180	100.0

The above table 2   presents percentage distribution of General Category post graduates on various grades of scholastic excellence and the observation reveals that none of the General category post graduate students falls under *'O'* grade, 39 i.e. 21.7% secure *'A+'* grade, 90 i.e. 50% got *'A'* grade, 45 i.e. 25 % fall in *'B+'* grade, 6 i.e. 3.3% got *'B'* grade, none of the students seems to fall under *'C', 'D'* & *'F'* grade.

Table 3: Showing off the percentage distribution of Post Graduate Students belonging to Reserved Category (OBC &SC/ST) on performance standards of Academic Achievement (N=180)

Reserved Category(OBC&SC/ ST) P.G Students			
Grade	**Percentage of Marks**	**N**	**%age**
O(Outstanding)	90-100	0	0.0
A+(Excellent)	80 to < 90	8	4.4
A(Very Good)	70 to < 80	75	41.7
B+(Good)	60 to < 70	78	43.3
B(Above Average)	50 to < 60	19	10.6
C(Average)	40 to < 50	0	0.0
D(Pass)	36 to< 40	0	0.0
F(Fail)	0 to < 36	0	0.0
Total		180	100.0

A examination of table 3 depicts percentage distribution of reserved category post graduates on different grades of academic calibre and observation set forth implies that none of the post graduate students belonging to reserved categories falls under *'O'* grade, 8 i.e. 4.4% secure *'A+'* grade, 75 i.e. 41.7% got *'A'* grade,78 i.e. 43.3% fall in *'B+'* grade,19 i.e. 10.6% got *'B'* grade and neither of the

reserved category P.G students secure grades *'C', 'D' & 'F'.*

Conclusions

1) Out of 360 post graduate students majority comes under *'A'* grade followed by *'B+', 'A+'& 'B'* grades and none seems   to fall within *'O', 'C', 'D'* and *'F'* grades.

2) It was observed that a majority of 180 post graduate students belonging to general category appear within *'A'* grade followed by '*B+', 'A+'& 'B'* grades and none comes under *'O', 'C', 'D'* and *'F'* grades

3) It has been deduced that majority of 180 reserved category(*OBC&   SC/ST*)   post graduate students happen to be within *'B+'* grade followed by *'A', 'B'* and *'A+'* grade and none among them falls under grades *'O', 'C', 'D'* and *'F'.*

Suggestions

1) The   sample subject could be   college or +2 students instead of post graduate students

2) A similar study could be administered on a larger sample.

3) The   study could   be conducted in different regions of union territory of J&K.

4) The findings from the study depicts the requirement for further comparison of the reserved and general category students on academic performance.

5) The general and reserved category students could be compared on some other variables

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