

Academic Achievement of RUSA and Non-RUSA government degree colleges of Arunachal Pradesh

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Abstract

Academic achievement refers to the knowledge and skills developed by the pupils in the academic subjects. There are certain factors such as individual factors and environmental factors that determines the academic achievement of the learners. Therefore, in nutshell academicachievement is the product of both theory and practice and nature and nurture. In India, certain educational scheme and package that acts as the gearing up factors in bring forth the qualitative development in various education sectors. In context of higher education of India. RashtriyaUchchar Shiksha Abhiyan (RUSA) is feather in the cap of higher education of India since 2013. RUSA is centrally sponsored scheme under the Ministry of Human and development initiated in 2013. Its core objectives are to bring Access, Equity, and Excellence in the higher education sector. The funding ratio of RUSA in 65:35 for other states and union territories and 90:10 for North eastern States, Sikkim, Jammu & Kashmir, Himachal Pradesh and Uttarakhand. So, in context of Arunachal Pradesh, RUSA scheme was initiated in the year 2014. And since 2014, RUSA programme is Phase III of its implementation currently in higher education of Arunachal Pradesh.

This paper is an attempt to reflect the status of government degree colleges after the implementation of RUSA programme in Arunachal Pradesh. Therefore, this paper is comparative study on the Academic Achievement of government degree colleges functioning under RUSA scheme and the Non-RUSA government degree colleges that is not functioning under RUSA scheme in Arunachal Pradesh.

Key Terms: RUSA, Non-RUSA, Government degree colleges, Arunachal Pradesh.

Introduction

It is a well-known fact that, the national progress is the reflections of the quality of the youth during the energetic and productive years of life, which is a contribution to their nation building. The qualitative progress of the young generation is the looking glass, which portrays how the coming decades shall unfold socially, economically and politically at national level to pace up with the existing global changing era. Therefore, education play a significant role in shaping up the intellectual youth for the progressive nation. In India, academic performance in the higher education is mostly consider as the one of the determinants of the successful higher education in the country. It is the scale through which, the future of the learners is determined. The academy achievement in educational institutions is productive knowledge and desirable learning and the development of skills gained in the academic year. There are certain variables that determines the academic achievement of the students. Some variables are the cognitive abilities of the learners, the teaching-learning process, the motivation of the teachers, availability of infrastructures, supervision and administration of the authority and certain interventions Programme. This intervention acts a gearing up force and which individually or unitedly influence the outcome of the academic achievement of the learners. In other words, Academic achievement refers to the knowledge and skills developed by the pupils in the academic subjects. In nutshell, Academic achievement is the product of both theory and practice and nature and nurture.

Devi and Majuri(2003) conducted a study on the 'Gender Difference in Students 'Academic Performance in Colleges of Education in Borno State, Nigeris : Implication for counselling'' infer that Female college students perform better in academic than the male college students. But on contradict to the gender variation in cadmic achievement. **Chada N.U.(2015)et.al**, infer that the academic performance of girls are better than the academic performance of boys and girls give more efforts in their in their academic performance than the boys. **Ismail O.(2007) et.al**,the variation in Gender does not have any cause effect relationship with the Academic performance of individual. The girls give more efforts in their in their academic performance than the boys.

Illahi B.R and Khandal H (2015)et.al, conducted a research on the "Academic Achievement and the Study Habits of College Students of District Pulwama" the academic performance of female performed better than the male counterpart. And further it was also concluded the Urban college students better than the Rural college students in their academic

performance. **Melton D. and Serap T.A.(2007)** examined on 'Gender Differences in Academic Performance in a large Public University in Turkey' one's academic performance is not depend on the gender, rather, the academic performance depend on the one's mental development and the experiences gain by the learners

Chada N.U.(2015) et.al, "A comparative study of Academic Achievement Between Boys and Girls : Special reference to Gir Samantha District" infer that the environment at home and the habit of daily reading determines the academic performance of the individual. The researcher also draw conclusion that the regularities in attending lectures by students have effects on the academic performance of the students. **Sarah P. Agatha D. Daniel B.(2017)et.al,** conducted a study on the 'Gender Differences in the Correlates of Academic Achievement Among the University Students' draw a conclusion that setting of goals for learning, setting of goals for performance, the strategy for active learning, and self efficacy were found to be the significant predictors for the male whereas self efficacy was the only predictors of achievement of females. **Fisseha M.(2021)et.al,** stated that the students that targeted to performed high in university academic performance achieve higher and better than the the students who does not prospect to get high university academic performance. The factors that contribution to the variation in academic performance of this two type of learners are, self-study time, habit of daily study, lack of consultancy to teachers, lack of special tutorial, the fear of low academic achievement, linguistics inefficiency, inability to pace with the new demands of academic curriculum etc.. It brings variation in the two group of students in the university. **Adam M. Kime M.M Wali H. M (2022)et.al,** Found out that ,there is no significant difference in performance between the male and female in Chemistry and mathematics but gender variation was found in the performance in subject of Biology and physics.

Significance of the study

The academic performance of the students reflect the quality education providing in the institutions and it is considered as one of the main indicator of efficiency of any education institution. From above review of literature, it is infer that, Academic performance has no significant relationship with Gender. However, there are certain educational environment and the individual factors that may affect the outcome of the academic performance of the learners. Therefore, Academic performance is the product of both Nature and Nurture. Since, Academic achievement is the product of nature and nether, there certain programme in

education that acts as gearing up nurture to the academic performance of students besides one's cognitive abilities. In context of higher education, RashtriyaUchchar Shiksha Abhiyan(RUSA) is a centrally sponsored scheme initiated in 2013 under the Ministry of Human Resource and Development(MHRD) to bring Access, Equity and Quality in the higher education of India.The funding ratio of RUSA in 65:35 for other states and union territories and 90:10 for North eastern States, Sikkim, Jammu & Kashmir, Himachal Pradesh and Uttarakhand.

Rambilas (2015) conducted a research on "The National Higher Education Mission (RUSA): Challenges and prospect" stated thatThe financial support of RUSA gives wings to the higher education instituitons.RUSA programme is a blessing for the Indian higher education.**(Gaurav and Lakshmi, 2015) (Daniel M and Kumar S. 2016)et.al** highlights the qualitative growth of higher education through RUSA programme**Kachari N. And Dutta J.(2015)** conducted a study on Prospects of higher Education in the Context of RashtriyaUchchar Shiksha Abhiyan (RUSA). Their study revealed that the development of higher education in terms of Access, Equity and Quality could be attain through the programme of RUSA. It will be a significant step to gear up the status of Indian higher education to the global standard institution.**(Patra and Mete 2016) et.al** remarked that RUSA is a road map in bringing Access, Equity and Quality to higher education. The upgradation of affiliated colleges to the status of autonomous colleges, which is one of the components of RUSA,has been stated as a freedom to revamp itself towards the qualitative growth of education and RUSA programme is the ideal step for such dream come true. No study has been conduct on the academic achievement of the government degree colleges since the implementation of RUSA since 2014 in Arunachal Pradesh. Therefore, present study is a comparative study on the academic achievement of the RUSA government colleges functioning under RUSA scheme and Non-RUSA government degree colleges that has not been covered by RUSA.

Methodology

For the present study, researcher used descriptive method as it was convenient.

Sample and Sampling Techniques

The researcher has selected625students from 7 RUSA functioning and 484 students from 8 Non-RUSA government degree colleges of Arunachal Pradesh by using simple random technique.

Tools Used

The data for the study was collected from official Academic records of the 15 government degree colleges of Arunachal Pradesh. So no tools was used for the present study.

Objective of the Study

To study the Academic Achievement of students at higher education institutions of Arunachal Pradesh in terms of RUSA(RashtriyaUchchar Shiksha Abhiyan) functioning and Non-RUSA (RashtriyaUchchar Shiksha Abhiyan)functioning government degree colleges in relation to gender.

Hypothesis :There is no significant difference between the academic achievement of RUSA and Non-RUSA functioning government degree colleges of Arunachal Pradesh.

Analysis of the result

Table-1:Showing the summary of the students' Academic Achievement(2021),Mean, Standard Deviation and the 't' value of RUSA and Non-RUSA functioning government degree colleges of Arunachal Pradesh.

Category	N	Mean	SD	SEd	't' Value
RUSA	625	259.6	35.5	1.93	12.2
Non- RUSA	484	235.8	29.7		

Interpretation: The above table-1 shows that the computed 't' value 12.2 is greater than the criterion 't' value 1.96 at 0.05 level of significance at 1107 degree of freedom. Therefore, the null hypothesis, "There is no significance difference between the academic achievement of RUSA and Non-RUSA functioning government degree colleges of Arunachal Pradesh" is not accepted. It signifies that, there is a significant difference between the Academic performance of RUSA and Non-RUSA functioning government degree colleges of Arunachal Pradesh. Moreover, the Mean score (259.6) of RUSA functioning government degree colleges is greater than the Mean Score (235.8) of Non-RUSA functioning. Hence, this indicates that the Academic performance of RUSA functioning government degree colleges have better performance in counterpart with the Non-RUSA functioning government degree colleges of Arunachal Pradesh.

Sub Objective-1: To study the Academic achievement of RUSA functioning Male and RUSA functioning Female in the government degree colleges of Arunachal Pradesh.

Hypothesis 2: There exist no significant difference between the Academic Achievement of Male and Female of RUSA functioning government degree colleges of Arunachal Pradesh.

Table-2: Showing the summary of Academic achievement Mean, Standard Deviation and 't' value of Male and Female of RUSA functioning government degree colleges of Arunachal Pradesh.

Category	N	Mean	SD	SEd	't' Value
RUSA Male	320	258.0	35.9	2.78	1.15
RUSA Female	305	261.2	33.9		

Interpretation: From the above table-2 it is clear that the computed 't' value 1.15 is less than the criterion 't' value 1.96 at 0.05 level of significance at 623 degree of freedom. Therefore the null hypothesis, "There is no significance between the Academic Achievement of Male and Female students of RUSA functioning government degree colleges of Arunachal Pradesh" is accepted. It signifies that, there is a no difference between the academic performance of Male and Female of RUSA functioning government degree colleges of Arunachal Pradesh. Moreover, the Mean score of Male students (258.0) is slightly less than the Mean Score of Female students (261.2). Hence, this indicates that, Female students have better academic performance than the Male students' counterpart in the RUSA functioning government degree colleges of Arunachal Pradesh.

Sub-Objective 2: To study the Academic achievement of Male and Female of Non-RUSA government degree colleges of Arunachal Pradesh.

Hypothesis 3: There is exist no significant difference between the Academic Achievement of Male and Female of Non -RUSA government degree colleges of Arunachal Pradesh.

Table-3: Summary of Attitude Mean Scores, Standard Deviation, and 't' value of Male and Female students of Non-RUSA government degree colleges of Arunachal Pradesh.

Category	N	Mean	SD	SEd	't' Value
Non- RUSA Male	230	234.1	28.1	2.6	1.25
Non- RUSA Female	254	237.4	30.5		

Interpretation: the table-3 depicts that the computed 't' value 1.25 is less than the criterion 't' value 1.96 at 0.05 level of significance at 482 degree of freedom. Hence, the computed 't' value (3.4) has been considered not significant and the formulated null hypothesis, "There is

no significance between the academic achievement of Male and Female in Non-RUSA government degree colleges of Arunachal Pradesh “isaccepted. By computation, it signifies that, truly there is no significant difference between the academic performance of Male and Female in Non-RUSA government degree colleges. As shown in the table, the mean score of female (237.4) is slightly greater than the mean score of male(234.1).Hence, Female have slightly better academic performance than the Male counterpart in Non-RUSA government degree colleges of Arunachal Pradesh.

Sub-Objective3: To study the Academic achievement of Male students of RUSA functioning and Non-RUSA functioning government degree colleges of Arunachal Pradesh.

Hypothesis 4: There exist no significant difference between the Academic Achievement of Male Students of RUSA functioning and Non-RUSA functioning government degree colleges of Arunachal Pradesh.

Table-4: Summary of Attitude Mean Scores, Standard Deviation, and 't' value of Male students of RUSA functioning and Non-RUSA functioning government degree colleges of Arunachal Pradesh.

Category	N	Mean	SD	SEd	't' Value
RUSA Male	320	258	35.9	2.72	18.7
Non- RUSA Male	230	234.1	28.1		

Interpretation: From the above table-4 it shows that the computed 't' value 18.7 is greater than the criterion 't' value 1.96 at 0.05 level of significance at 548 degree of freedom. Therefore the null hypothesis, “There exist no significant difference between the Academic Achievement of Male students of RUSA functioning and Non-RUSA functioning government degree colleges of Arunachal Pradesh” is rejected. It signifies that, there is a significant difference between the Academic Performance of Male students of RUSA functioning and Non-RUSA functioning government degree colleges of Arunachal Pradesh. Moreover, the Mean score(258) of Male Students of RUSA functioning government degree colleges is greater than the Mean Score (234.1) of Male students of Non-RUSA functioning government degree colleges. Hence, this indicates that the Academic performance of Male students of RUSA functioning Government degree colleges have better performance in counterpart with the Male students of Non-RUSA government degree colleges of Arunachal Pradesh.

Sub-Objective 4: To study the Academic achievement of Female students of RUSA functioning and Non-RUSA functioning government degree colleges of Arunachal Pradesh.

Hypothesis 5: There exist no significant difference between the Academic Achievement of Female Students of RUSA functioning and Non-RUSA functioning government degree colleges of Arunachal Pradesh.

Table-5: Summary of Attitude Mean Scores, Standard Deviation, and 't' value of Female students of RUSA and Non-RUSA government degree colleges of Arunachal Pradesh.

Category	N	Mean	SD	SEd	't' Value
RUSA Female	305	261.2	33.9	2.7	8.8
Non- RUSA Female	254	237.4	30.5		

Interpretation: The table-5 highlights that the computed 't' value 8.8 is greater than the criterion 't' value 1.96 at 0.05 level of significance at 548 degree of freedom. Therefore, the null hypothesis, "There exist no significant difference between the Academic Achievement of Female Students of RUSA functioning and female students of Non-RUSA functioning government degree colleges of Arunachal Pradesh" is not accepted. It signifies that, there is a significant difference between the Academic performance of Female students of RUSA and Non-RUSA functioning government degree colleges of Arunachal Pradesh. Moreover, the Mean score (261.2) Female Students of RUSA functioning government degree colleges is greater than the Mean Score (237.4) of Female students of Non-RUSA government degree colleges. Hence, this indicates that the Academic performance of Female students of RUSA functioning have better performance in counterpart with the Female students of Non-RUSA government degree colleges of Arunachal Pradesh.

Major Findings of the Study:

1. The academic achievement of RUSA functioning government degree colleges is higher than the Non-RUSA government degree colleges of Arunachal Pradesh.
2. The Academic achievement of Female students are higher than the academic achievement of Male students in the RUSA functioning government degree colleges of Arunachal Pradesh.

3. The academic achievement of Female students are slightly higher than the academic performance of Male students in RUSA functioning government degree colleges of Arunachal Pradesh.
4. Male students of RUSA functioning government degree colleges have better academic achievement than the Male students of Non-RUSA government degree colleges of Arunachal Pradesh.
5. The Female students of RUSA functioning government degree colleges have better academic achievement than the Female students of Non-RUSA government degree colleges of Arunachal Pradesh.

Conclusion

The above study revealed that the educational programme at higher education is definitely beneficial for the academic growth of the institutions. The present study in regards to the academic achievement it was found that the academic achievement of RUSA functioning government degree colleges have better performance than the academic achievement of Non-RUSA government degree colleges of Arunachal Pradesh. Further, while comprising the academic achievement of the Male students of RUSA and Non -RUSA colleges, the study found out that, the Male students of RUSA funded government degree colleges have better academic performance than the Male students of Non-RUSA government degree colleges. Likewise, the Female students of RUSA funded government degree colleges have better academic performance than the Female students of Non-RUSA government degree colleges of Arunachal Pradesh. The study also found that female students are performing better than their male counterpart in terms of academic performances at higher education institutions in Arunachal Pradesh. So, as far the present study, the researcher made conclusion that, difference in gender can not be the factor for difference in academic achievement rather the individual and the study environment factors make a significant effects in the academic achievement of Male and Female students in RUSA and Non-RUSA colleges.

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