CHAPTER-1

INTRODUCTION

1.1 Emergence of the study:

"Education is a liberating force, and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances."-----Indira Gandhi

Education is a dynamic and continuous process. It has passed through many stages and ages, now in the age of information revolution education is the only way through which one individual being can learn and can apply his or her learning for their life experiences. At present situation to provide and facilitate education has become one of the most important functions of the state. It is the instrument for inculcating or awakening in a person, the cultural values, preparing for a better, practical training and helping him to learn adjust to the surroundings social and natural environment. For the underprivileged section of the society, like the member of scheduled caste in India education seems to be the most important tool of empowerment. Education has been treated as a fundamental human rights enshrined in the universal declaration of the human rights covenants, achieving the rights for the basic education particularly for the under privileged sections of the society of these scheduled caste communities which is not only the obligation of the state but biggest moral challenges at present situation. In educational process the central idea is learning. Learning is the modification of human being's behavior through direct or indirect experiences. It is a continuous process; it stops with the death of the individual. An individual starts learning immediately after his birth. Learning process is defined by various well known people. Some of these are given below-

Gardner Murphy, "The term learning covers every modification in behavior to meet environmental requirements."

Gates and others, "Learning is the modification of behavior through experiences."

Crow and crow, "Learning is the acquisition of habits, knowledge and attitudes .It involves new ways of doing things, and it operates in an individual's attempts to overcome obstacles or to adjust to new situations. It represents

progressive change in behavior….It enables him to satisfy interests to attain a goals."

From the well-known definition cited above we can say learning help individual's to adjust with situation that they faced, it may be physical or may be social environment. It helps them how to behave in a particular situation. It may be regarded as an improvement process. It also helps in the progressive behavioral changes of the individual being as a result of which one individual can make himself better adjusted to the changing situation.

Academic achievement of the students is closely related to learning. Academic achievement is an individual's performance in their school, college and university carriers. It is a performance of the students in various subjects of the curriculum during the whole academic year. It is the representation of the individual, their knowledge power, their quantity and quality of knowledge. It is also the amount of knowledge derived from learning in educational institutions. Any type of behaviour learned in educational institution may come in within the scope of achievement. Academic achievement plays a valuable role in one's life. According to Good (1943), "Achievement means accomplishment or performance in given skills or body of knowledge." Today's competitive world everybody desires for excellence in academics. This desire for high level of achievement puts a lot of pressure on students, teachers, and school, learning style and on the educational system itself. Abbas, A.R., Helan, N. A. & Mohamad, J.Z. in their study "Learning style and overall academic achievement in a specific educational system" found that in many cases what is being taught has a less impact on learner's achievement than the way materials are presented. In this study a significant relationship was found between overall academic achievement and learning styles. It was also found that the high, moderate, and low achievers have a similar preference pattern of all learning styles.

Academic achievement of the students is affected by so many factors. A brief discussion on this factors are given below—

*__Socio-economic condition of the parents__---Socio-economic condition is one of the important determinants of educational achievement. Joshi,

shobhana showed that the poor economic condition of the parents in rural areas was the prime reason of female educational backwardness. Parents in rural areas were negligent and against the female education. Arun (1981) showed that the Academic Achievement of Scheduled caste and scheduled tribe students were significantly lower than that of the general population. He further reported that the Academic Achievement of scheduled tribe students were superior to that of scheduled caste students. Significant correlation between socio-economic status and academic status of scheduled caste and scheduled tribe students was also found. According to Graetz, one's educational success depends very strongly on socio-economic status of the parents.

*__Parents illiteracy---__Academic achievement of the students is also depends on the parents education .If parents are illiterates they cannot look after their child's education, they are became unable to understand the difficulties of their children's. Children also feel mentally unsecure as they do not get any support from their parents in their education. Owens (1999) in his study exploring beliefs about academic achievement studied the relationship between parent and guardians educational attainment to academic achievement and concluded that the educational attainment of parent and guardian does have a relationship with Academic achievement of their children, she argued that the higher the parent or guardians educational achievement, the higher the academic achievement. Sentamu (2003) argued that rural families and urban families where both parents were illiterate or had inadequate education do not seem to consider home study for their children a priority and that illiterate families will not foster a study culture in their children since the parents themselves did not attend school or the education they received was inadequate to create this awareness in them. These differences in home literacy activities are likely to be reflected in school achievement.

*__School environment__---Schools environment is a most powerful influencing factor on academic achievement. Sentame (2003), kwesign(2002) andportes and Maclead (1996) as cited in considence and Zappala (2002) all argue that the type of school a child attends influences academic achievement.

*__Home environment__— It is also an effective factors on Academic achievement of the students. A study by Hinnum and park (2004) determined that there was positive correlation between the presence of reading material at home and performance in rural china. According to Desarrollo (2007), in latin America the extent to which parents or other family member are actively engaged in a student's education had a positive influence on students achievement. But a study by Hunnum and park (2004) in rural china indicated that there is no positive correlation between family and community cohesion with student achievement, however study noticed that the parent-child interaction supported child's aspiration and confidence.

*__Mental health__---It is one most important factor for Academic Achievement. If one student is mentally fit it will help him to get good academic career. For mental fitness one must have good home and school environment, must take healthy food etc.

*__Teaching method---__Teaching method effects on the academic achievement of the students. Every students is differ from each other so teacher must be careful when he use a teaching method.

__*Adjustment process__---Adjustment means to fit, to make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to correspondent to each other. Adjustment level of every individual being is differing from each other. It influence on the Academic Achievement of the students. Who can adjust well with his class mates, teachers and with the school environment he perform good in his career than those who cannot adjust better. Hussain, A. et al (2008) examined the academic stress and adjustment of high school students in Delhi. They found that the academic stress was significantly higher among the public school students, whereas government school students were significantly better in terms of their level of adjustment. However, significant relationship between academic stress and adjustment were found for both the groups of students and each type of school.

* __Intelligence__ --- Is intelligence is related to academic achievement? Historically this question has been addressed by researchers. In current years,

several researchers have shown more interest in the relationship between intelligence and academic achievement. Jensen, (1998) found that Academic Achievement of students in high school strongly correlates (.50 to .70) with intelligence scores. In another study researchers experienced the hypothesis that the relationship between general intelligence and academic achievement was in large part associated with a mental speed component. At the beginning, the divided variance between general intelligence and academic achievement was nearly 30 %,(Luo, Thompson, & Detterman, 2003). On the other hand, after controlling for the mental speed component, the shared variance between general intelligence and academic achievement was decrease to approximately 6% (Luo et al., 2003).

1.1.1 Who are the scheduled castes?

Traditionally the Indian society is based on a caste system with massive inequalities in social, economic and political spheres. The existence of scheduled caste today is the outcome of historical unfair treatment by the caste Hindus. In the ancient times, the underprivileged people were known by the various names such as Avarna, Shudra, Ashprushya etc. All these names in the past signified that the caste Hindus looked upon them as degraded human beings worthy of all categories of so called lower occupations. The greatest stigma attached by Hinduism is related to ritual uncleanliness of a person. It is highly ingrained in the daily life of high caste, related to the manner of religious worship and rituals associated with birth, maternity, death etc. This was a unique way of isolating a particular group of people serving the so called high class people in the Hindu society. Nowhere in the world, we find that a person's looked down upon as unclean because he undertake certain activities of keeping the environment clean for maintenance of hygienic standards. The term "Scheduled caste" is standardized in the constitution of the republic India. Scheduled castes are the depressed section of population .The term depressed for the first time was used in 1931 census for classification of those who were regarded as untouchables and those who suffered from various social abilities in the matter of education and general advancement. The expression standardized in the constitution was first coined by the Simon Commission and embodied in the Government of India Act, 1935. Before 1935 they were known

as depressed class. They were in fact, outside the caste (varna) system. Mahatma Gandhi termed these castes “Harizans”, it means people of God. In the traditional Indian society the deprivation of one section of people to another gave rise to social inequality. This still persist in our society and economy. The constitution of India guarantees some of the privileges to this section which are also received by other citizens.

Thus a special category of castes known as scheduled castes was created by the British government for the purpose of dividing the Hindu population in pursuance of its ‘divide and rule’ policy. They were neither ‘untouchables’ whose cause was so assiduously championed by Ambedkar, nor the depressed classes as defined by the Lothian committee, specially constitute for the purpose of defining and enumerating the depressed classes, solely on the criteria of (a) denial of access to the interior of ordinary Hindu temples and (b) causing pollution by touch or within a certain distance but “a group of castes, races or tribes which appear to correspond to the classes of persons formerly known as “depressed classes” as the Majesty in council may specify.” Earlier the prevailing idea had been that inclusion in the list of depressed classes might affect social prestige of castes. The scheduling of castes on the basis of social, political, economic and educational level of development removed that stigma so much so that even those castes which only a decade earlier had asked for exclusion from the list of depressed classes no longer pressed for it, because of the apparent political, economic and educational benefits.

According to article 341 of the constitution of India, (November 1949) the president, after consultation with the head of the state and by public notification specifies the castes, races, or tribes or groups within castes, races or tribes which shall for the purpose of the constitution, be deemed to be “scheduled castes” in relation to the concerned state or the union territory. The president may be law also include in or exclude from the list of scheduled castes, race or tribe. It is interesting to note that under article 341, the constitution has provision for the inclusion of even a tribe in to scheduled castes. The term scheduled caste is a constitutional myth and a legal fiction. Except listing a number of castes and sub-castes under article 341, no other explanation is

given as to who are the scheduled castes. As per 1971 census, 15% of the total Indian population is scheduled castes. They are very backward and suffer from economic, social and religious discrimination, various constitutional safeguards are provided for them. Large sums of money have been spent on various welfare schemes meant for the Scheduled castes, but the general picture of the implementation of the schemes is not encouraging except reservation of seats in Assembly and parliament.1 Caste is a system of social organization found in old India and continuing to the present day. The membership in a caste is hereditary and this is fixed for life. The scheduled castes are characterized by the loyal social status. From time immemorial the scheduled caste suffered from social injustice and exploitation so as to prevent them from rising above. They had no access to education. The road to knowledge was closed for them. Thus they remained socially, educationally and economically backward.2

1.1.2 Social status of scheduled castes in India:

Every society is stratified in one or the way. There is no possibility of absence of stratification in any society in this world. In India we find social stratification in the form of caste, based on the birth of the individual in a particular caste or family.

Probably the caste system is the longest surviving hierarchical system in the existence in the world today. Like India's untouchables certain analogous social groups were found in the other places of the world in the past and are found in the present also. They include the Eta of Japan and the Ragyappa of Tibet. All These groups suffer from untouchability and they are engaged in some "impure" works, even to touch them is considered to be harmful to the members of the higher caste. Though the reasons are same in everywhere for making such type of untouchables but the concept and implication of untouchability in our country are quite different.

Indian social structure has its unique place in the world, primarily because of its caste system. Several social scientists have made in-depth studies on this Indian social system. Although the social scientist have done much work on the Indian caste system, but they have found it difficult to define

it. Some scholars hold that caste is a particular rigid form of class and think its existence to be worldwide while others believe it is to be a system peculiar to Indian and its environs.3

The English word caste is probably derived from the Portuguese word ‘casta ‘(race). It is especially used by Europeans to denote the different classes into which the Hindus are divided. Varna, colour, jati, race, are Indian names.4.The word seems to have applied to Indian by the Portuguese in the middle of 15th century.5 In English there is a issue in the sense of ‘race’ in 1955 and the Indian sense is encountered at the beginning of the seventeenth century, the French spelling caste is, scarcely found before 1800.6 The word ‘caste’ is used in everyday life and we use it to distinguish from one person to another.

According to Henry Maine, “Caste started as natural division of occupational classes and eventually upon receiving the religious sanction became solidified in to the existing caste system. The caste system comes in to being when it becomes an integral part of religious dogma which divides the people into superior and inferior groups with different responsibilities, functions and standards of living.” **Martindale and Monochest** defined caste as “an aggregate of persons whose share of obligations and privileges are fixed by birth, sanctioned and supported by religion and usage. According to **Williams**, “caste is a system in which an individual’s rank and its accompanying rights and obligations are ascribed on the basis of birth into particular group.”According to **Risley** caste is a collection of families or groups of families bearing a common name; claiming a common descent from the mythical ancestor; human or divine professing to follow the same hereditary calling; and regarded by those who are competent to give opinion of forming a single homogenous community. The name generally denotes or is associated with a special occupation. A caste is almost invariable endogamous in the sense that a member of the large circle denoted by a common name may not marry outside the circle, but within the circle there are usually a number of smaller circles each of which is endogamous.7 G.S. Ghurye, has defined caste and enlisted its six outstanding characteristics: Endogamy , Hierarchy, Restrictions on consensual relations between castes , Restriction on choice of occupation ,

civil and religious disabilities and privileges of certain groups, untouchability. It follows that membership is fixed for life, because the individual cannot alter his caste by any effort of his own. Further he makes a distinction between caste societies and class societies by arguing that the status of a person in a caste society depended not on his wealth as in the classes of modern Europe, but on the traditional importance of the caste in which he had the luck of being born.8 To sum up we can say that the caste system is a segmental division of society into endogamous, hereditary descent groups. These groups constitute a hierarchy in which the Brahmins occupy the top position and the Dalits the bottom one.

The caste system has got its origin in the Indus civilization and flourished as early as 2500 B.C. Generally caste signifies any social group with hereditary membership, inter marriage, common social rank .The term so used may be applied to such groups as “Negroes” in the south America and the “Lowly-Eta” of Japan but only in India there is a comprehensive caste system in which every member of the population is given a particular caste status.9 The first literacy traces of the caste system were found in Rigveda and Pursasukta hymn.10 In the Bhagavad Gita the caste system is sought to be justified on the basis of the idea of Guna Karma (deed) and Dharma (Religion).11 In the age of simritis and sutras, the society had been divided into various castes.12 They had framed hard and fast rules regarding occupation, food conduct and marriage. In the same age, this caste became so diversified that they could not meet together in course of time. The feeling of untouchability also grew in this age.13 In the entire era of Vedic Literature, there is absolutely no reference to any social institution like caste or jati –a hierarchy of endogamous divisions with hereditary and permanent membership. we getfour ‘varnas’-(i) ‘Brahmana’, who did teaching , studying ,officiating at sacrifices, and gave accepted gifts; (ii) ‘Kshatriya’, who protected the people, gave gifts and studied , and abstained from being addicted to the objects of the senses ,(iii) ‘vaishya’, who tended cattle , gave gifts and studied , and pursued trade , money lending and the cultivation of land; and (iv) ‘sudra’, who performed ungrudging service to the three ‘upper Varnas, as also about their origin is to be found in the, now quite famous , purusaskta hymn of the Rig Veda-i.e hymn No. XC,11 & 12.

Existence of caste system gives a distinctive identity to Indian society amongst the traditional social systems of the world. At the beginning, the caste system was apparently an arrangement for the peaceful coexistence of several clans, tribes or other social groups. But, with the passage of time, it developed rigidity and caste and communities multiplied themselves on the basis of occupation and other considerations.14 The differentiations in status, based on caste, creed or occupation has transformed our society into somewhat closed stratified system.15 Another point that caste system is very significant is because it was linked with various aspects of an individual's life i.e economic, political, religious, legal and moral etc. In so far as the life of the average people is concerned, religious and caste obligations still matter very much.16 The social distance between the caste groups varies from state, but generally there is well established hierarchy of castes that can be considered under four broad headings, namely-Brahmins, Kshatriys, Vaisyas and shudras and such a stratification can be traced back to Vedas.17

In Rigveda period, the earliest works of the first three classes of society are very frequently mentioned and named Brahma, Kshatra, and Visha. It is only in one of the later hymns, the celebrated Purushasukta that a reference has been made to four orders of society as emanating from the sacrifice of the primeval being. The names of those four orders are given there as Brahimana, Rajanya, Vaishya and Shudra.18 Srinivas writes, "In the Rigvedic hymn purushasukta, the four varna or order formed the limbs of primeval man (purusha),who was victim in the divine sacrifice which produced the cosmos. The Brahmin emerged from his mouth, the kshatriyas from his arms, and the vaishyas from his things and the sudras from the feet."19 The first three castes are twice born or Davija since the men from these castes are entitled to use the sacred thread at the vedic rite of Upanayana, which the sudras were not allowed to perform.20 It is not only that these four varnas have been mentioned in the sacred texts, but they have also been assigned their duties as well. The Brahmins was directed to the ritual process which was associated with pastoral or agricultural work, the kshatriya defended the terriority and also conduct fire scarifies for the prosperity of his subjects, the vaishya looked after economic exchange of goods and service and management of livestock and the shudra

toiled in the field and rendered services such as delivering message ect.21It appears that the major stratification in term of caste was originally based on occupational division without a vertical social hierarchy.22

There are several theories, opinions and beliefs regarding the caste system, but the exact origin of caste system cannot be traced. Indo-Aryans reached India about 2500 B.C. The caste system took its birth after the arrival of Aryans in India. The sudras had no place within the Aryan society. They had no rights. They were servants to be disposed of at the master's whim. The sudra class was itself divided in to pure(not excluded) and the excluded and the last group was later on termed as untouchables .They had to live outside the boundaries of Aryan's settlements .For over 2000 years Indian society has been divided with the Brahmins at the top and the untouchables at the bottom. It is laid down in Brahmin laws that they are divinely ordained and unalterable. 23

Shudras/dalits/scheduled caste were considered inferior to the other three castes, they were assigned the duties of serving the other three Varnas. They were deprived of higher training of mind and denied social status.In the beginning caste system was based division of labour only because of fixing the responsibility but with the passage of time occupation changed in to caste. The higher caste always looked down upon the shudras. People from the higher caste, they that thought shudras are impure by birth ,they born only for perform menial jobs in the society like cleaning dry latrines, sweeping, tanning or working as landless labour etc. They were discriminated in every sense.

They have always been economically depressed, politically suppressed and debarred from participation in the collective activities of the villages and towns where they live. They are debarred from enjoying many public facilities. They are not allowed to draw water from the wells used by the caste Hindus. They were not allowed to enter temples to pray God. Even they were denied to use some public roads. In south India they were not allowed to go to the areas where Brahmins lived, and not even allowed to go in a road near a Brahmin village.24 Thus, from so many decades, the scheduled caste suffered from social injustices and exploitation so as to prevent them from rising above like

status fixed for them. Though untouchability is now illegal, but still it is prevalent in our country. Scheduled castes are living in rural areas and any material changes have not come to them. In the villages untouchability is still practicing specially in public places. Higher caste people considers as polluting for taking water and cooked food from the hands of a scheduled caste people. The untouchables have been kept in a cultural world of their own by the caste Hindus. They cannot identify themselves as one amongst the other caste.

1.1.3 Present Educational status of Scheduled Castes in India with special reference to Assam:

Literacy is one of the indicators of development of a country. The literacy rate was not satisfactory till 1961 in our country and in our state Assam also. General literacy in 1961 in our country was 28.3% and 32.98% in Assam. In that period literacy rate of Assam was found better than the all India level. Scheduled castes people are a great number of our total population. According to 2001 census 16.2% population in India and 6.9% population in Assam were scheduled castes. So development of our country is also depending on the development of this group also. Article 341 of the constitution empowers the president, after consulting the head of the particular state, to notify by an order "the castes, races or tribes or parts of or groups within castes, races or tribes which shall for the purpose of this constitution be deemed to be Scheduled Castes in relation to that state." And the second clause of the Article empowers parliament to pass a law to include in or exclude from the list so notified by the president "any caste, race or tribe or part of or group within any caste, race or tribe."According to the 8th scheduled of Indian constitution, Scheduled caste are recognized and identified as weaker section of society. Article15, 17, 46 safeguards the educational interest of the weaker section of the Indian community that is socially and educationally backward classes of citizens and scheduled caste and scheduled tribes.

Article 46 under Directive principles of state policy states:

The state shall promote with special care the educational economic interest of the weaker sections of the people, and in particular of the scheduled

caste and scheduled tribes, and shall protect them from social injustice and all forms of exploitation.

Table no-1.1

General people literacy rate in Assam and in India from 1961 to 20011(%)

Year	Assam			India		
	person	male	female	person	male	female
1961	32.98	44.28	19.63	28.3	40.40	15.35
1971	34.06	44.31	23.52	34.45	45.96	21.97
1981	NA	NA	NA	43.57	56.38	29.76
1991	52.89	61.87	43.03	52.21	64.13	39.29
2001	64.25	71.93	56.03	65.38	75.85	54.16
2011	72.19	77.85	63.00	74.04	82.14	65.46

Source: Various Census Reports (1961-2011), Registrar General of India.

Table no-1.2

Gradual Growth of Scheduled Castes male /female literacy in Assam and India is shown in the following table:

Year	Assam			India		
	person	male	female	person	male	female
1961	24.4	31.6	16.1	10.27	17.0	3.29
1971	25.7	15.7	15.7	14.67	22.40	6.44
1981	NA	NA	NA	21.38	31.10	10.93
1991	53.94	63.88	42.99	37.41	49.91	23.76
2001	66.78	75.74	57.14	54.69	66.64	41.90

Source: Various Census Reports (1961-2001), Registrar General of India.

Men and women, both are the integral part of our society. For the proper development of society both should be educated equally. In this regard government in our country has taken so many initiatives for educating the women equally. But we have not the equal literacy rate among the general people or among the scheduled caste also. The above mentioned table shows us how scheduled caste women are lacking behind in education in comparison

to male counterpart. In 1961 scheduled castes total literacy in India was 10.27%, where male literacy was 17.0% and female literacy was 3.29%.But in that census the total literacy of scheduled castes in Assam was 24.4% where male 31.6% and female consisted of 16.1%. Again, in 1971 this rate in India was14.67% including male 22.40% and female 6.44%. And in Assam it was higher than all India level scheduled castes literacy rate, total literacy of scheduled castes was 25.7% consisting of male 35.0% and female 15.7%.In 1981 there was no census in Assam but in all India level total literacy of scheduled castes was 21.38%,male 31.10% and female10.93% . 1991 census shows us that in Assam scheduled castes literacy rate was higher than the all India level scheduled castes literacy rate. It also revealed that the scheduled castes male literacy in 1991 in Assam was 63.38% and in all India level it was 49.91% and female literacy in Assam was 42.99% and in all India level it was 23.76%. 2001 census shows a great progress of scheduled castes in Assam and in all India level also. In Assam it was 66.78%total literacy of scheduled castes, where male literacy was 75.74% and female57.14%.

From the above table we can say that, from 1961 to 2001 scheduled castes literacy rate of Assam is higher than the all India level scheduled castes literacy rate. In 1961 total literacy of scheduled castes in India was 10.27%, in Assam was 24.4% and 2001 it was 54.69% and 66.78% respectively. It can be seen that 44.42% in India and 42.38% in Assam of scheduled castes literacy rate increases between 1961 and 2001.It reveals that the scheduled castes people of Assam became more progressing , they are became more aware about their education and their development.

But in another hand the above table shows us a negative or poor status of female Scheduled castes literacy rate. In all the census from1961 to 2001 the all India female literacy was lower than the female scheduled castes literacy rate of Assam. But in comparison to male it was not satisfactory. In 1961 in all India level male scheduled castes literacy was 17% and female was 3.29% which was so poor in comparison to male and in Assam it was 31.6% and 16.1% respectively. Again , 1971 census shows us a very poor situation of female literacy that was 6.44% in India and 15.7% in Assam whereas male literacy in India was22.40% and 35.0% in Assam.2001 census reveals that

scheduled castes literacy rate increase progressively in Assam, Which was 75.74% but in comparison but in comparison to male literacy female literacy was not satisfactory. In all India level it shows the same situation also, where male scheduled caste literacy was 66.64% and female literacy was 41.90%only.

1.1.4 Relationship between Academic Achievement and Intelligence level

Intelligence is closely related with Academic achievement of the students. It is the mental ability of individual. It is the ability to learn something new, to learn something more difficult things. It is the ability to deal with abstraction. It is the ability of the individual being to make adjust him/her in any situation or power to make appropriate responses to certain stimuli in a given situation. According to David Wechsler, “Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment.”

Diseth (2003) compared intelligence and academic achievement of adolescent boys and girls of ix and xi class and found that among students of class xi there was no difference in the academic achievement of intellectually superior and intellectually very superior to boys and girls; at other intellectual levels the academic achievement of girls was superior to those boys. In general the intelligence test scores of boys were higher than those for girls; in case of boys there was very high correlation between intelligence test scores and academic achievement whereas in case of girls there was correlation.

Varte et al.(2005) studied intelligence and academic achievement in relation to parent child relationship with the objectives to study the influence of parent child relationship on intelligence and academic achievement of high school students by taking sample of 450 students selected through stratified random sampling techniques and found no gender difference an intelligence , academic achievement and parent child relationship. Mishra examined (1997) the correlates of academic achievement of high school students and found that intelligence was significantly correlated with academic achievement for both boys and girls; the correlation between intelligence and Academic achievement was higher in case of there existed a positive relationship between intelligence

and achievement for all socio-metric groups; positive correlation exists between achievement and total adjustment for popular, neglecters, isolates and rejecters.

1.1.5 Relationship between Academic Achievement and Adjustment level

Adjustment is a struggling process of living beings for the satisfaction of their needs. Every living being has some definite goal and they strives hard work for achieving that goal. Some can attain their goal but some of them became failure in their struggling process. In that situation one either changes one's goal or procedure. In this way one can safe himself/herself from some possible injury and they became happy with new goal. These characteristics of living organism can be termed as adjustment. Vonhaller. "We can think of adjustment as psychological survival in much the same way as biologist uses the term adaptation to describe physiological survival". This definition takes clue from the Darwin's theory of evaluation. Darwin maintained that only those organisms most fitted to adapt to the changed circumstances survive. In this way persons who can adjust with changing situation in their environment can live happily. In this way adjustment is a new term used in psychological world as adaptation is used in biological world.

It has been found from various researches that adjustment is a considerable determining factor of academic achievement. Sophie (1972) studied the adjustment of students as a determinant of academic achievement with the objective to study the relationship between adjustments, socio-economic status academic achievement by taking a sample 450 senior secondary school students and found that adjustment scores of children having high socio-economic status was highly significant with academic achievement. Saxena (1979) conducted a study of relationship between adjustment and academic achievement and revealed that under achievers had significantly made poor adjustment in home health and school areas; better general adjustment was associated with better achievement. Krishan(1983) found that there was no significant gender difference in school adjustment problems and also that high achieving high school students were significantly more adjusted than low achieving high school students. Prasadh (2005) studied adjustment

and achievement of residential school students and found a significant positive relationship between achievement of students with home , educational and emotional adjustment ; achievement of boys had a significant positive relationship with home , educational and emotional adjustment ; achievement of girls had a significant positive relationship with home, educational and emotional adjustment; achievement of girls had a significant positive relationship with home and educational adjustment. Shukla et al.(1980) studied the effect of adjustment of students on their academic achievement and found that correlation of adjustment was highly significant with academic achievement.

1.1.6 Academic achievement, adjustment and intelligence level in respect of scheduled castes:

As from the lay man view point and from some practical observations it is generally said that scheduled caste are backward class and their performance is also backward or incompatible in comparison to general caste. Various researchers have studied on scheduled caste and on their academic achievement, Adjustment and intelligence level in comparison to other caste. Gyani, T.C and Gupta, M. (1996) conducted a study on educational problems and their effect on the academic achievement of backward class students in relation to their education and generation gap. They found that first and non-first generation learner did not differ in their academic achievement, two groups differed in their adjustment with problems related to school work and problems related to the curriculum and teaching, the problems of the backward class students did not have any significant effect on the academic achievement of first generation learners group but in the case of non-first generation learners group, then various problems had significant effect on their academic achievement. Another comparative study was conducted by Singh,p.(1997) on Achievement, Adjustment, Attitudes and problems of First and Subsequent General Learners Belonging to Scheduled castes at Higher Secondary Level. Researcher has found that the enrolment of first generation learners was significantly higher in comparison to the children of subsequent generation learners of the scheduled castes community, most acute problems of the first generation learners of the Scheduled castes were employment during holidays,

possibility of post-college education, Home being away from the school, lack of facilities at home, desire to the popular. A study conducted was by Gaur, J.S.,Thukral, C.M., jain, V.K., Malik, J.P.,Ghosh,papia., Kaur, Narender and Sharma, Sunita (1988) and in their study they found that non scheduled caste high school boys were higher than scheduled castes boys in their self concept as well as intelligence .These differences were more glaring in rural groups.

Chattopadhayay, M.K, (1998) conducted by a study to examine the level of academic achievement and motivational intensity for learning and achievement of scheduled caste school students of west Bengal in comparison with non-scheduled caste students. In this study researcher has found that the scheduled caste group of class viii had significantly lower scores in all the four test, the scheduled caste students group of class x had significantly lower scores on all the four test as compared to other students group, the scheduled caste students of the each of the class viii and x did not differ significantly from other students of the same grade on knowledge, understanding and application ability of basic algebra. Dubey, S.N & Mishra, A.K. (1999) carried out a research and attempts to study the determinants of academic success of the scheduled castes, backward caste, Muslims and Upper castes rural high school boys. They found that there was no consistency in the predictors of academic success across the four groups, in the Muslim sample only one and in the upper castes sample two variables were less important predictors of academic success among rural boys. Another important study carried out by Shivashankara, H.V (1981) on psychological factors and academic achievement of the socially disadvantaged. Important findings of this study were that the variables that influenced the socially, non disadvantaged group were study habits, achievement motivation, intelligence, adjustment and school adjustment whereas the variables which influenced the socially disadvantaged group were intelligence, personality adjustment and school adjustment.

From the various studies it is revealed that scheduled castes are showing lower performance in most of the time. There may be so many factors and causes behind it. By birth all men and women are equal; so there should not be any difference psychologically as established by theories. However, differences have been occurred because of social inequalities prevailing in our

society. This tempted the researcher to explore the reasons and factors of lacking behind of this group. Society can play a vital role in this regard. Development of scheduled caste people in our society may help us to live in a better environment with classless or caste less society.

1.2 Rationale of the study:

Academic achievement is the outcome of education the extent to which a student, teacher or institution has achieved their educational goal. It has become an index of child's future in this highly competitive world. It has been one of the most important goals of the educational process. It is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (lent et al., 2000). Academic achievement and career aspiration in adolescence are often correlated (Abu –Hilal, 2000). **Crow and crow** (1969), defined "Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him". Academic achievement is commonly measured by examination or continuous assessment but there is no general argument on how it is best tested or which aspects is more important procedural knowledge such as skills or declarative knowledge such as facts. Academic Achievement may be affected by various factors among them intelligence and adjustment are two most important effective factor. Coleman (1960) states that the process by which an organism attempts to meet the demands placed upon it by its own nature and by its environment are called adjustment. Adjustment is a popular expression used by people in day to day life. For example, while travelling in a bus or a train, in our schools, colleges, offices, we often here or use this term. This adjustment maintains peace and harmony in home, school, society and in the country. It is a process that takes us to lead a happy and well contended life, it helps us in keeping balance between our need and the capacity to meet these needs, it helps us to change our way of life according to the demands of the situation and it also gives us some ability and strength to bring desirable changes in conditions of our environment. It is an important issue in the life of every individual. People

can develop adjustment disorder at any time in their life; particularly people are become vulnerable during their adolescence period. This is the period when people start facing real problems in their life. The phenomenon of secondary school student's adjustment is a great concern to our educationists as well as health practitioners. Generally we have seen that students who can adjust well with his/her health, home environment, school environment, and social environment, with their emotional life they can perform well in their academic career than those students who are poor adjusted. So many researchers reported adjustment as a determining factor of academic achievement. Poor school adjustment leads to low academic achievement, behavioral problems, discordant educational aspirations and even school dropout. (vasalampi et al.2009;Raju & Rahamtula 2007). Educationists need to know what they can do to help their students adjust and benefit from school (Mizelle, 1999). Arkoff (1968) quoted in Abdullah et al.(2009) defines school adjustment as a person's interaction with his or her environment and covers academic achievement, personal growth and accomplishments outside the classroom such as in art, music, creativity and leadership. According to him an adjusted student is one who obtains adequate grades, passes his or her courses and eventually graduates. Kumar (1963) studied adjustment among higher secondary students and its relation to attainment and reported that class attainment was very much affected by the quality of home and school adjustment.

Again intelligence is one of the most important factors for academic achievement. Intelligence is the mental ability of an individual. It is the ability to learn something new, to learn something more difficult things and the ability to deal with abstraction. Every human being make themselves able to acquire experiences according to their need with the help of their by birth qualities. With the acquired experiences they can make themselves physically and mentally strong. In the whole life every man faces so many problems but some of them can solve the problem with their technique. This technique is of the individual is called intelligence. From this we can say intelligence is the problem solving power of individual being which is differ from individual to individual. In the academic career of students intelligence plays an effective important role. So many researchers have attempted to study the relationship of academic

achievement and intelligence. Kaur(1992) studied the interrelationship between creativity, intelligence and academic achievement of 11th grade boys and found that relationship between creativity and intelligence was low but positive ; academic achievement commonly influenced the correlation between creativity and intelligence; relationship between creativity and intelligence was nonlinear ; low positive relationship existed between creativity and academic achievement ;creativity commonly influenced the correlation between academic achievement and intelligence; the relationship between intelligence and academic achievement was linear. Mishra(1997) examined the correlation of academic achievement of high school students and found that intelligence was significantly correlated with academic achievement for both boys and girls ; the correlation between intelligence and academic achievement was higher in case of girls; socio economic status was not significantly related with academic achievement of boys and girls ; academic achievement of rural students was lower than the achievement of urban students ; academic performance of girls was superior to the performance of boys. Panigrahi(2005) studied academic achievement in relation to intelligence and socio-economic status of high school students with the objectives to examine the influence of intelligence and socio economic status on academic achievement of high school students by taking a sample of 100 students of Bhubaneshwar city of Orissa and found that there was positive and significant correlate on between academic achievement and intelligence ; high intelligence leads to better academic success; a low positive correlation between academic achievement and socio economic status ;there was no significant difference between boys and girls with respect to academic achievement.

There are so many research studies have been conducted by taking various issues related to adjustment, intelligence, academic achievement and other sociological and psychological variables of scheduled caste and other groups by the different researchers. But hardly any study has been conducted combining all the above variables i.e. adjustment, intelligence and academic achievement of scheduled caste and non-scheduled caste students at secondary level in Assam. It gives rise to a need for such a present study. Some studies are their but the researcher could not trace so many studies

regarding the academic achievement of scheduled caste and non-scheduled caste in relation to their adjustment and intelligence level at secondary level students in Assam. So the present study is a great need for exploring new knowledge in this field.

1.3 Research questions:

i. What is the level of adjustment of Scheduled caste and Non-scheduled caste students at secondary level in Assam?

ii. What is the level of intelligence of Scheduled caste and Non-scheduled caste students at secondary level in Assam?

iii. What is the level of academic achievement of Scheduled caste and Non-scheduled caste students at secondary level in Assam?

iv. What is the relationship between level of adjustment and level of academic achievement of Scheduled Caste and Non-scheduled caste students at secondary level in Assam?

v. What is the relationship between level of intelligence and level of academic achievement of Scheduled Caste and Non-Scheduled caste students at secondary level in Assam?

vi. What is the relationship between level of intelligence and level of adjustment of Scheduled caste and Non-scheduled caste students at secondary level in Assam?

To answer the above mentioned questions, the researcher has designed the present study.

1.4 Statement of the problem:

The present study has been entitled as **" *A STUDY ON ACADEMIC ACHIEVEMENT OF SCHEDULED CASTE AND NON-SCHEDULED CASTE STUDENTS IN RELATION TO ADJUSTMENT AND INTELLIGENCE AT SECONDARY LEVEL IN ASSAM*"**

1.5 Objectives of the study:

The present study has been designed with the following objectives-

1. To study the level of adjustment of Scheduled caste and Non-scheduled caste students at secondary level in Assam.
2. To study the level of intelligence of Scheduled caste and Non-scheduled caste students at secondary level in Assam.
3. To study the level of academic achievement of Scheduled caste and Non-scheduled caste students at secondary level in Assam.
4. To study the relationship between level of adjustment and level of academic achievement of Scheduled Caste and Non-Scheduled Caste students at secondary level in Assam.
5. To study the relationship between level of intelligence and level of academic achievement of Scheduled Caste and Non-Scheduled Caste students at secondary level in Assam.
6. To study the relationship between level of intelligence and level of adjustment of scheduled caste and Non-scheduled caste students at secondary level in Assam.

1.6 Hypotheses:

1. There exists no significant difference between Scheduled caste and Non-scheduled caste students regarding level of adjustment at secondary level in Assam.
2. There exists no significant difference between Scheduled caste and Non-scheduled caste students regarding level of intelligence at secondary level in Assam.
3. There exists no significant difference between Scheduled caste and Non-scheduled caste students regarding level of academic achievement at secondary level in Assam.
4. There exists no significant relationship between level of adjustment and level of academic achievement of Scheduled caste and Non-scheduled caste students at secondary level in Assam.

5. There exists no significant relationship between level of intelligence and level of academic achievement of Scheduled caste and Non-scheduled caste students at secondary level in Assam.
6. There exists no significant relationship between level of adjustment and level of intelligence of Scheduled caste and Non-scheduled caste students at secondary level in Assam.

1.7 Delimitation of the study:

The present study is delimited to the following aspects-

i. The present study is delimited to the Class IX and X students of Assam.
ii. The sample of the present study is selected from the rural Kamrup District of Assam.

1.8 Operational definition:

Academic achievement: Academic achievement is something an individual's performance or achievement at school, college or university in class, in a laboratory library or fieldwork. It is a performance in an examination. It may be considered the quality and quantity of knowledge expressive power and representation of individual as measured by some standard test. The level of knowledge which is attained, determines the particulars level of academic achievement. As defined by A. Biswas and J.C Agarwal (1997, p.7) it is the knowledge acquired and skills developed in school subject, generally indicated by marks obtained in tests. In the present study academic achievement refers to the performance of students in the last examination.

Adjustment: Adjustment means to fit, to make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to correspondent to each others. The level of adjustment in this study refers how students well adjusted to his/her friends, to his/her teachers in his or her school.

Intelligence: Intelligence is the mental ability of individual. It is the ability to learn, to deal with abstraction, to make adjustment, to adapt new

situation, or the ability or power to make appropriate responses to certain stimuli in a given situation. Level of Intelligence in the presents study refers I.Q level of the students.

Scheduled caste: Scheduled castes are the historically disadvantaged people that are given express recognition in the constitution of India. Since independence the Scheduled caste and other backward classes were given provision of “Reservation policy” .In our constitution Article 45 states that “The state shall promote with special care the educational economic interest of the weaker sections of the people, and in particular of the scheduled castes and scheduled tribes and shall protect them from social injustice and all form of exploitation”.

Non-scheduled caste: In the present study non-scheduled caste refers to the general caste students.

Secondary school: In our state secondary education is imparted by high schools and higher secondary schools. High school starts with the class ix and x and higher secondary school comprises class xi to xii. In the present study secondary school means only class ix and x.