CHAPTER-2

REVIEW OF RELATED LITARATURE

2.1 Introduction:

Review of related literature is a primary task and an essential step in educational research. It enables the researcher to identify the studies and standard works that are related his/her own research project. It develops an understanding of an insight into his/her research work and provides the necessary guidelines for going ahead on the right lines so that his/her project will be based on a rational footing and there would not be any unnecessary duplication and wastage of energy. The review of related literature is, therefore, an important aspect of research process. Most of the human knowledge can be found in books and libraries. For any worthwhile study in any field of knowledge, the researcher needs an adequate familiarity with the relevant literature. It helps the investigator to acquaint him with current knowledge in the area in which he /she is going to conduct the research. It is a valuable guide in defining the problem, recognizing its scope and significance, suggesting relevant hypotheses, gathering devices, making appropriate study design and sources of data. Whatever may be the field of research, the research work needs to acquire up to date information about what has been thought and done in the particular area from which he or she intends to take up a problem for research. A research can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to the proposed one. A careful review of research, journals, books, dissertation, and thesis's, published articles and other sources of information's on the problem should be located and evaluated. Review of related literature can assist the researcher academically to proceed in the right direction. According to Van-Dalen's (1973) "The review of educational research gives you an excellent overview of the work that has been done in the fields and helps you keep up with recent development".

Many studies have been conducted in India as well as in Assam on academic achievement of scheduled caste and non-scheduled caste students in relation to their adjustment and intelligence at secondary level. It is almost impossible to review all the available literature on the topic. Therefore in the

present study researcher confined the review which is closely related with the current investigation. The available literatures related to present study are presented under four headings: review related to level of adjustment, review related to academic achievement, review related to level of intelligence and Studies related to education of scheduled caste and scheduled tribe.

2.2 Review related to level of adjustment:

Bhagia (1960) revealed that girls exceed boys significantly in their adjustment to general environment organizational aspect of social; rural school pupils exceed urban school significantly in adjustment to their teachers, mates and self; private school pupils were significantly better than government school pupils in their adjustment to teachers.

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.

Saraswat (1964) compared girls and boys with a view of studying the extent to which boys and girls differ in home, health, social and emotional adjustment .One hundred sixty normal school going subjects of both sexes and age group 14-16 years (9th, 10th).were taken and found that subjects had almost the same problems regarding health, social and emotional areas among boys and girls.

Jha (1970) makes a comparative study of adjustment of over and under achievers and showed that there was significant difference among overachievers , average and under achievers with regard to adjustment in school, home, social and religious areas.

Sharma (1972) makes a comparative study of adjustment of over and under achievers and school that there was significant difference among overachievers, average and under achievers with regard to adjustment in school, home, social and religious areas.

Sukhia (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.

Dutt(1978) found that boys and girls were equally adjusted in their environment irrespective of their academic achievement; boys and girls were equally adjusted ; high achievers boys and girls were better adjusted emotionally than low achiever boys and girls; there was significant effect of gender on educational adjustment ;girls were better adjusted educationally as compared to boys and also high achiever boys and girls were better adjusted educationally as compared to low achievers boys and girls.

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.

Darsana (1980) studied the adjustment of 9thclass students at various levels of security, insecurity and academic achievement and revealed that academic achievement had a significant role to play in emotional and social adjustment; there was a significant interaction among gender, security, insecurity and academic achievement.

Kumar(1980)found that academic achievement of female students were significantly much better than that of male students ; the normal (or stable)students had better academic adjustment than the neurotic (or unstable)students; stable introvert student had the highest academic adjustment , while the unstable extrovert students had the lowest adjustment.

Shukla et al. (1980) study the effect of adjustment of students on their academic achievement and found that correlation of adjustment was highly significant with academic 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.

Goel (1988) studied the impact of family relationship on adjustment, anxiety, achievement motivation, self-concept and academic achievement of high school students and found that average achievers and high achievers had maximum problems related to home adjustment whereas the low achievers had less than that of others ; achievement influenced the frequency of problem at home.

Singh (1988) conducted a study of relationship of intelligence, personality and academic achievement at high school level by taking a sample of 1000 students from various schools of Chandigarh and found that high achievers had positive adjustment with home and emotional area of adjustment; intelligent students had positive relationship with academic achievement; children who were well adjusted in home and emotional areas were less adjusted in the areas of school and health adjustment.

Chauhan (1995) found no significant relationship between academic achievement and intelligence of graduate students of both the sexes with their adjustment; female high achievers adjusted well with their environment as compared to their male counterparts.

Kumari(1998) investigated that intelligence , achievement , adjustment and socio- economic patterns of different sociometric groups of adolescents and found that different sociometric groups differed significantly on home , health, social, emotional , school and total adjustment ; positive relationship between intelligence and home adjustment for all the sociometric groups; positive correlation between achievement and total adjustment for popular, neglecters isolates and rejecters.

Aggarwal (2003) makes a comparative study of adolescent's level of adjustment in relation to their academic success and failure with the objectives to find out the emotional, social and educational adjustment level of passed and failed adolescents by taking a sample of 200 students having 14-18 years of age range and found that the successful (passed) adolescents were significantly superior in their social, emotional and educational adjustment in comparison to unsuccessful (failed)adolescents.

Gurubasappa (2005) studied adjustment and mental ability as correlates of academic achievement by taking a sample of 300 students of xiiith grade and found that the students with different levels of adjustment and mental abilities differed in academic achievement; there existed a significant positive high correlation between academic achievement and adjustment, and academic achievement and mental ability.

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 and educational adjustment.

Kumari (2005) studied the relationship between creativity, intelligence, adjustment and value patterns among adolescents by taking a sample of 545 students of senior secondary classes selected through stratified random sampling technique and found that level of adjustment was significantly related to the amount of intelligence; level of adjustment increased during adolescence stage.

Mohan et al (2006) found that academic achievement and adjustment were closely related rather than interdependent , without proper adjustment proper academic achievement was not possible as it played a vital role in one's life and facilitate the achievement in various field's, there existed a significant correlation between adjustment and academic achievement.

Suresh(2007) studied social adjustment and academic performance in higher secondary school students with the objective to find out the correlation between social adjustment and achievement in mathematics by taking a sample of 526 students of 11th standard and found that there was no significant difference in the mean score of social adjustment for the paired sub samples , this indicates that the gender difference , locality, type of management of school and monthly income of parents were not the factors influencing social adjustment ; significant difference in achievement in mathematics was observed for the students paired as government and private

school rural and urban school , average , high and low income facilities .This indicates that locality, management of school and monthly income of parents were the factors influencing achievement in mathematics ; a positive relationship was observed between social adjustment and achievement in mathematics in boys, girls students studying in government school , private school, rural schools and urban school, low average and high income families. This relationship indicates that the increase in social adjustment was positively related to mathematics achievement of higher secondary school students.

Surekha (2008) studied relationship between students adjustment and academic achievement and found that boys and girls from private schools were well adjusted and academically performed better than boys and girls from government schools; co-efficient of correlation between students adjustment and academic achievement was -0.29, which was significant at 0.01 level, which indicates that low scores in adjustment tend to accompany with high scores in academic achievement.

Hussain, A. et al (2008) examined the academic stress and adjustment of high school students in Delhi. The main aim of the study was to see the relationship between academic stress and adjustment. The study consisted of 100 male students of class x from two different schools, out of which 50 each were public and government schools. A standardized academic stress scale and adjustment inventory was used. The authors reported 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, inverse but significant relationship between academic stress and adjustment were found for both the group of students and each type of schools.

Mahmoudhi, A. (2010) has attempted to see whether male and female adolescents differ in their adjustment level. In this study, 100 adolescent students studying in standard ix were selected from Mysore. To collect the data Bell's adjustment inventory were used. Mahmoudhi reported that gender

had no differential influence over adjustment scores in home, health, emotional and social areas.

M.V.R.Raju and T. khaja Rahamtulla conducted a study on Adjustment Problems among school students. The main objectives were-(i) to examine the adjustment problems among school children from different schools. (ii)to examine the influence of demographic variables like age, gender, class, medium of instruction, types of schools, parent's education, parent's occupation, on the adjustment problems of school children. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by jain (1972) was adopted for his study. The major findings of the study was adjustment of the school children is primarily dependent on the school variables like the class in which they are studying , the medium of instruction present in the school , and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

2.3 Review related to Academic achievement:

Gakulanandan, p.p (1971) carried out a study of achievement related motivation and educational achievement among secondary school pupils. The objectives were to assess the levels of achievement motivation and best anxiety among high school going students drawn from the two sex groups tribal and non tribal groups, rural and urban areas, from different socio-economic status backgrounds, and from different types of secondary schools, to study the relevance of different socio-cultural, educational and economic factors like race ,sex area of residence, socio-economic status, and school variables to need achievement and test anxiety in adolescent, to study the relationship between achievement as well as test anxiety to academic achievement, to study the pattern of academic aspiration in adolescents with different levels of achievement and test anxiety. The main findings were (1) the level of achievement was significantly higher in tribal pupils, girls and rural pupils than non-tribal's boys and urban pupils respectively. Probable factors

associated with achievement in these groups of pupils were discussed. A probable explanation to account for the higher levels of an achievements in tribal girls , and rural children was given that took in to account the general socio cultural backwardness of these groups and their expanding expectation in the changed and changing contexts of free India. The higher level of achievement in these groups was looked upon as a urge to improve their living condition. (2) The different socio-economic status group of urban boys and girls did not show significant difference in their achievement levels. The urban tribal boys from different socio-economic status background showed no difference no difference in their achievement level. But the non tribal urban boys from high and middle socio-economic status classes showed significantly higher motive levels than such boys from low socio-economic status class. The low socio-economic group of non tribal urban boys obtained significantly lower mean achievement than middle and low socio-economic status groups of urban tribal boys. (3) Pupils from girl's schools and co-educational schools showed significantly higher level of achievement than those from boy's schools. (4) Pupils attending schools under different types of management did not differ in their level of achievement. (5) Pupils from schools with high achieving status showed slightly higher level of achievement motive than pupils from low achieving status schools. The probable influence of teacher expectations on pupil achievement mediating the relationship between school achieving status and achievement in pupils was discussed. (6) Achievement related anxiety levels did not show significant difference between tribal and nontribal boys and girls, and between rural and urban pupil. (7) Among the school variables considered only achieving status of school showed some relationship to anxiety level in pupils. High achieving school pupils should significantly higher anxiety level than pupils from average achieving status schools. (8) The relationship between achievement as well as anxiety with subjective goal discrepancy scores was not significant in case of boys. But in case of girls both the motive should negative relationship significant in varying boys. High achievement level in all groups showed a trend to go with low goal discrepancy level. High anxiety level was associated with low goal discrepancy in girls. Boys with high anxiety levels appeared to show high degree of rationality in choice of their aspiration levels because

evidently comparing their goal discrepancy level actual performance at the goal event.

Gupta, L.P (1978) carried out a study on the personal characteristics and academic achievement of scheduled caste and backward class students of Merrut University. The major objectives of the study were - (i) to study and describe the personality needs of scheduled caste and backward class students and also those of the general group students. (ii)To study and describe the self-concept of scheduled caste and backward class students along with those of the general caste students. (iii) To study the cognitive characteristics, such as intelligence, of the scheduled caste and backward class students along with the non-scheduled castes students of degree and post graduate levels. (iv)To study the level of academic achievement of the scheduled caste and backward class students along with that of the general group of students. (V) To make a comparative study of the scheduled caste and no-scheduled caste students on all the foregoing variables. The major findings were- (i) the scheduled caste and backward class postgraduate students were characterized as more enduring nurturing and achievement oriented but suffering from feelings of abasement. They were much less exhibitionistic and dominant. The graduate students of scheduled caste and backward class also presented almost a similar picture. In comparison to the post graduate students of the scheduled caste and backward class; the graduate students emerged as affinitive also. (ii) The non-scheduled caste post graduate students were found to be more nurturing, dominant, achievement oriented, autonomy oriented, aggressive. (iii) The scheduled caste post graduate students perceived themselves as confident and good achievers. (iv)With regard to intelligence, the post graduate students of scheduled caste and other backward class appeared to have a slightly higher mean score in comparison to the graduate students. Large difference was found between the intelligence levels of post graduate and graduate students of no-scheduled castes. (v) Scheduled caste graduate and post graduate students were average on the need of achievement, the need for autonomy and the need for affiliation. They appeared to be less intelligent as compared to the general normative sample.

Kolwadkar (1980) conducted a study of gifted children in relation to their personality traits, level of adjustment and academic achievement and found that socio economic status, father's occupation, education of parents, size of family, ordinal position, health status were significantly related to academic achievement, adjustment was positively correlated with academic achievement in case of boys. Singh (1984) studied the effect of level of aspiration on achievement and found that rural students received lower marks than urban students and there was a positive correlation between level of aspiration and achievement.

Marry Holand Baker (1981) studied the effect of mother's occupationon children's academic attainments. The author reported that mother's occupation had a significant effect on both sons and daughters educational attainments.

Kamat (1981) fund that the average scholastic achievement of non-backward class students was significantly better than that of the backward students.

Rangari (1981) reported on educational achievement that the non-scheduled caste students did better than the scheduled caste students.

Yadav (1984) found that intelligent quotient was a reliable predictor of academic achievement and it was highly associated with the abilities related to cognitive development.

Gupta (1987) studied relationship between locus of control, anxiety, personality traits, level of aspiration and academic achievement of secondary school students with the objective to assess the magnitude and direction of relationship of locus of control, anxiety personality traits, level of aspiration with academic achievement by taking a sample of 670 students of average intelligence drawn from a population of 3780 students class xi of Hindi medium school of Allahabad city and found that locus of control, anxiety, level of aspiration was correlated negatively with academic achievement, socio economic status had significant positive correlation with academic

achievement; boys were high achievers, more internally controlled and less anxious than girls.

Kumar, yogesh (1988) conducted a comparative study of adjustment, attitude, interest and level of aspiration of the tribal and non tribal students of the secondary level of the lohit district in Andhara Pradesh. The objectives were (1) to administer the five tests on tribal and non tribal students belonging to class's ix and xii and to bring out on the basis of scores obtained in them a comparison

(A) Between tribal and non-tribal students

(B) Between non-tribal students as a group and students of each of the five tribals as separate groups.

(C) Among students of five tribal's

(D) Between boys and girls (separately)

(2)To explore in to the causes of high and low scores in various tools by different Groups of students included in the sample.

(3) To study the relationship (correlation) among five variables (adjustment, attitude towards school, educational interest, vocational interest and level of aspiration) in case of both tribal and non tribal students. Researcher in his study used five tools, these are (a) the adjustment inventory (students form), developed by Dr. H.M Singh. (b) Rao's school attitude inventory, developed by Dr.D.Gopal.Rao. (c) Educational interest record, developed by prof v.pBansal and prof D.N. Srivastava. (d) Vocational interest record, developed by prof.V.P Bansal and prof.D.N Srivastava. (e) Level of aspiration, developed by Dr.H.M Singh and Dr.Tiwari. Findings of the study were (1) There exists no difference in adjustment between tribal's and non tribal's or among their sub groups.(2) Inter tribe and inter sex difference in adjustment are also no significant.(3)All the tribal and non tribal groups of students exibit favorable attitude towards school.(4)Non tribal's are found to show more favorable attitude towards school than the tribal boys.(5) Comparison of students of each tribe with the non tribal's indicates that only the deories have has favorable attitude towards

school than the non tribal students. (6) Inter tribe difference in attitude towards school is found in significant. (7) Sex difference in attitude towards school is evident only in case of tribals, tribal boys showing more favorable attitude than the tribal girls. (8)The rank order given to different areas of educational interest by the tribal's and non tribals is almost the same. The most linked educational areas are English, Agriculture and science and the least liked educational area is medical science. (9) In agriculture and humanities and arts the total tribal students are found to show greater interest than the total non tribal students. The tribal boys are found to show greater interest than the non tribal boys in home science, fine arts and commerce. The difference between tribal girls and non tribal girls is not significant. (10) While comparing the students of each of the five tribes separately with the non tribal students it is found that only the deories show greater educational interest than the non tribal's in all the eight areas of educational interest.(11) Non tribal's show greater educational interest in science, English and medical science than only one tribe viz the khaman.(12) In the non tribal group , girls show higher level of aspiration than boys .But sex differences in case of the tribal group is insignificant.(13) Adjustment and attitude towards school are found to be associated positively and significantly both in case of tribal as well as non tribal students.(14)Level of aspiration is not found to be related to attitude towards school, adjustment and educational interest , either for tribal or non tribal students.

Gawande, E.N. (1988) conducted a study of the relationship between achievement motivation and Scholastic achievement of higher secondary students of class xi of Amaravati district of Maharastrastate. The objectives of the study were: (1) to study the difference in correlation of achievement motivation and scholastic achievement in urban and rural population. (2) To find out the difference in correlation of achievement-motivation and Scholastic achievement of non-backward and backward students. (3) To study the difference in correlation of achievement motivation and scholastic achievement of boys and girls. The data were collected from six junior colleges attached to schools in Amaravati District of Maharastra. The tools used included Rao's Achievement Motivation Test and scholastic achievement tests. Data were treated with mean, SD, correlation and z value.

The findings of the study were (1) the correlation between achievement-motivation and scholastic achievement of urban students was at a higher level than that of rural students. (2) There was no significant difference in coefficient of correlation of achievement-motivation and scholastic achievement of non-backward and backward students. (3) Boys were more achievement-motivated than girls. (4) The mean difference in the scores of scholastic achievement in boys and girls was not significant.

Ganguly, Malabika (1989) carried out a study of the determinants of scholastic achievement in rural and urban areas. The objectives of the study were: (1) to identify a set of probable determinants of both rural and urban areas. (2) to investigate the nature of the relationship of these determinants to scholastic achievement. (3) to assess the relative importance of these determinants. Major findings of the study were: (1) parent care about child's education , emotional climate at home and socio-economic status of family had a positive correlation and crowded living condition at home had a negative correlation with the scholastic achievement of students of both urban and rural areas.(2) Library facilities, teacher's training , teachers classroom behavior and attitude towards teaching had a positive correlation and students teachers ratio had a negative correlation with scholastic achievement of the students.(3) Peer influence had significant and positive influence of movies , and the distance between home and school had significant negative correlations with achievement of students.(4) Attentiveness to study , school attendance , health and interest in study had a positive correlation with student's achievement.(5) Regression equations for predicting achievement scores from home-related, school-related, society-related and students-related variables were constructed separately for urban and rural students.

Rajput (1989) studied the educational aspiration and academic achievement of secondary school students with the objective to examine the influence of family factors on the academic achievement of adolescents by taking a sample of 1000 higher secondary school students through stratified random sampling technique and found that the academic achievement of students was influenced in proportion to their parental encouragement, there was no effect of socio-economic status and the academic achievement of

students, but academic achievement of urban students was influenced by the socio-economic status of family; academic achievement was influenced by their family environment.

Tripathi (1991) studied achievement motivation and its correlates of high school students with the objective to study the relationship between academic achievement and achievement motivation by taking a sample of 445 ixth grade students selected through random sampling technique and revealed that urban science boys were generally better adjusted; achievement motivation of boys and was highly correlated with intelligence and academic achievement. Among the other correlates of achievements motivation, academic achievement was proved to be the most dominant factor.

Wango (1991) conducted a study to find out whether the students from government and private schools differ significantly so far as their socio economic status and academic achievement was concerned and found that the government and private school students from highly advanced advanced and normal schools differed significantly so far as their socio economic status was concerned. Discerned significant difference on academic achievement was found between the students from government and private , highly advanced and advanced schools ; academic achievement of students from normal government and normal private schools did not differ significantly; relationship between socio-economic status and academic achievement when computed on total sample (N=180) was statistically significant.

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.

Agarwal, A. (1992) Conducted a study on the social, psychological and educational study of scheduled caste students in the high schools of Lucknow city. The major objective of the study was to find out the level of socio-economic status, academic achievement, intelligence, self- concept and occupational aspiration of scheduled caste students. The major findings of the study-(i) the socio-economic status of scheduled caste students was found to be lower as compared to that of non-scheduled castes students. (ii) Scheduled castes students and non-scheduled caste students did not differ in terms of their level of intelligence. (iii) The level of self-concept of scheduled caste students was found to be lower as compared to that of the non-scheduled caste students. (iv)It was found that the scheduled caste students found aspired to low level occupations compared to this non-scheduled caste counterparts. (v) The level of academic achievement of scheduled caste students was found to be lower as compared to that of the non-scheduled caste students.

Nanda et. al. (1994) studied the effect of cognitive style and creativity on academic achievement by taking a sample of 550 adolescents and found the rural students were significantly less intelligent and academically less aspirant than the urban students; intelligence and academic aspiration correlated positively with scholastic success of both rural and urban students and this positive nature of correlation was statistically significant.

Verma (1995) studied academic achievement of girl's students in relation to their rural, urban background and found that ix grade rural students scored higher than urban students though they had lower level of aspiration and low intelligence quotient. Ecological deprivation was negatively related to achievement.

Bennon's (1995) study of certain correlates of academic achievement among scheduled caste students in the union territory of Pondicherry examined various correlates of academic achievement (AA) including achievement motivation (AM), school adjustment(SA),personality adjustment (PA),gender, birth order, socio-economic status, generation, family type, family size and region among scheduled caste students (SCS).The objectives

were to study the level of academic achievement , achievement motivation , school adjustment , personality adjustment of scheduled caste students in the union Territory of Pondicherry; to find out the relationship between academic achievement and background variables, i.e gender, birth order, SES, generation , family type, family size and region; and to identify the predictors of academic achievement among the independent variables namely AM,SES,PA,SA, generation, family type, family size, gender, birth order and region . Significant difference was found between scheduled caste students grouped on the basis of certain independent variables, i.e. achievement motivation, school adjustment, region, birth order, SES, and generation on their academic achievement. The scheduled caste students grouped on the basis of their adjustment, gender, family type and family size did not differ on their on their academic achievement .Out of the ten independent variables selected for the investigation, the result of the step wise multiple regression analysis have identified six variables as significant predictors of academic achievement which include, achievement motivation, school adjustment, socio economic status, generation, gender and region.

Bookman (1996) studied academic adjustment in relation to scholastic achievement of secondary school pupils by taking a sample of 545 senior secondary school students and found that academic adjustment was significantly related to the scholastic performance; the scholastic performance and locality were unrelated; there was no difference among the subjects from urban, semi urban and rural localities with regard to scholastic performance.

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.

Balasubramanayan (1997) studied academic achievement in English in relation to intelligence and found that among xii grade learners intelligence was positively related to English achievement ; medium of instruction and locality of residence influenced and level of achievement .

Panda (1997) studied the impact of creativity and adjustment on academic achievement and found that creativity and adjustment were essential factors for the progress of academic achievement of student. The correlation between academic achievement and creativity, academic achievement and adjustment showed that there was a linkage between them. Therefore proper stress may be given to develop creative power among the students, so that they can be balanced and ultimately secure better academic achievement.

Kumari (1998) investigated intelligence, adjustment, achievement and socio economic patterns of different socio metric group of adolescents. A sample of 529 students was drawn from nine schools (government and private) of Jalandhar city (Punjab).The socio metric status of these students was worked out an basis of a socio metric status of these students was worked out on the basis of a socio metric questionnaire and 4 extreme group of popular, neglecters, isolates and rejecters were formed .Further it was managed to keep 50 students in each category, so that final sample consisted of 200 students of class ix. These students were administered jalota group intelligence test, mittal socio economic scale, and the self prepared socio metric scale. The main findings of study were that the group combinations of popular and neglecters, popular and isolates, popular and rejecters differed significantly on intelligence; popular accounted for significant differences from other socio metric group on achievement; 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.

Panda, Manoranjan, (1998) carried out a study of relationship between socio-economic status and achievement of class ix students. The main objectives were (1) To identify various factors determining the social and

economic background of students (2) To make a survey of the school intervention that have a bearing on the achievement of students. (3) To assess inter–relationship between socio-economic status, academic achievement, and school intervention in different categories of schools. (4) To find out the effect of socio-economic status, school intervention on academic achievement in different categories of schools. (5) To predict academic achievement with the help of socio-economic status and school intervention in different categories of school. The findings were (1) there is significant difference in socio-economic of students studying in different types of schools. (2) There is significant difference in academic achievement of students studying in different types of schools. (3) There is no significant difference in school intervention score between government and welfare school. (4) There is significant difference in school intervention score between welfare and non government school. (5) There is no significant relationship between socio-economic status and academic achievement of students studying in different categories of schools. (6)There is no significant relationship between academic achievement and school intervention in government and non government schools. (7) There is significant relationship between academic achievement and school intervention in welfare schools. (8) There is no significant relationship between socio-economic status and school intervention in different categories of schools. (9) As regards the extent of influence of the socio-economic status and school intervention on academic achievement of students, the multiple correlation co-efficient is found to be .o77 which is not significant. This means the combined effect of socio-economic status and school intervention on academic achievement of students is not perceptible.

Suneethaet. al.(2001)studied age and gender differences as factors affecting academic achievement and revealed that gender was the more important variable than intelligence quotient in deciding high academic performance, girls were among top ranking students ; girls were better in interaction and concentration while boys were better than girls in language , reasoning and drilling dimension.

Tehlan (2001) conducted a comparative study of the impact of general intelligence, level of aspiration and awareness and a facilities on the

academic achievement of scheduled caste students by taking students of senior secondary stage and found that general intelligence of male scheduled caste students were better than the female scheduled caste students; general intelligence of rural male scheduled caste students were better than the urban male scheduled caste students; general intelligence of female urban scheduled caste students were better than the rural female scheduled caste students; intelligence level of female urban scheduled caste students were better than the rural female scheduled caste students; level of intelligence of urban male scheduled caste students was better than the rural male scheduled caste students.

Nayak, chittaranjan (2002) carried out a study on academic achievement of secondary school students in relation to their intelligence and attitude towards schooling process. The objectives were to examine the achievement status of students in relation to gender intelligence, attitude towards schooling process, to find out the relation between the different predictor variables and the criterion variable, namely school achievement. The main findings were (1) the girls have been found to demonstrate superiority over boys in respect of their achievement in all the four levels of intelligence. It is further noticed that at the highest level of intelligence the achievement variation between boys and girls is marginal.(2) No significant interaction effect of gender and intelligence has been found on the academic achievement of secondary school students.(3) Intelligence , gender , attitude towards school subjects , school and teachers have been found to have significant independent effect on academic achievement of students of secondary level.(4) There has been found significant interaction effect of gender and attitude towards school subjects on academic achievement which indicates that at low attitudinal level gender variation in achievement in marginal whereas , the girls have been found to outsmart the boys at high attitudinal level.(5) The main effect of attitude towards schooling process has also been found significant on the achievement of the students at four level of intelligence.(6)Intelligence have been found to have substantial correlation with academic achievement.(7) The attitudinal variables have been found to correlate very highly among themselves showing homogeneity in attitudinal structure of secondary school students.

Rachel. S. and vermulst, Ad.(2002) studied the family and environment ,educational aspirations and academic achievement in two cultural settings . The study was conducted on 686 class viii students from two cultural settings viz.,Israeli Arab and Israeli jewish.The investigator reported that the family backgrounds had direct and indirect effects on the academic achievement of Arab adolescents but not jewish Adolescents. The indirect family background academic achievement path showed gender differences only for the Arab adolescents via educational aspirations for the girls and parental demandingness for boys. The parental demandingness was directly related to academic achievement of Arab boys and jewish adolescents.

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 boys and girls ; at other intellectual levels the academic achievement of girls was superior to that boys. In general the intelligence test scores of boys were higher than those for the girls; in case of boys there was very high correlation between intelligence test scores and academic achievement whereas in case of girls there was average correlation.

Thakkar (2003) studied academic achievement, adjustment and study habits of rural and urban students and found that there was no significant relationship in academic achievement and study habits for rural and urban students ; there was positive significant difference between rural and urban students in adjustment areas of home , family , emotional but in the areas of social and educational adjustment the difference was not significant ; there was no significant correlation between academic achievement and adjustment among rural and urban locality ; a positive significant difference between low and high achieving students in the areas of home and family , personal and emotional , education , health and total adjustment; in social adjustment there was no significant difference between rural and urban boys with regards to academic achievement; adjustment pattern showed that urban boys were slightly better adjusted than their rural counterparts in the areas of home, family, personal, emotional and health adjustment ; rural boys were slightly

better adjusted in comparison to urban students in the area of social adjustment; significant difference was observed between rural boys and urban boys in the areas of home, family , personal, emotional and health adjustment.

Chaudhury, Dipti (2003) carried out a study on psycho-social problems encountered by students at +2 stages and its impact and their academic achievements. Two main objectives of the study were (1)To find the adjustment level of higher secondary students in relation to their a)Academic improvement b)Academic consistency c)Academic deterioration d)Academic fluctuation.(2) To study the impact of family and its location(urban/rural) on the academic achievement of students at +2stage.Regarding these objectives findings were (1)students belong to the category of "academic consistency" are better adjusted than the students belongs to academic fluctuation. (2) The level of adjustment of the students belongs to the category of consistency is of mainly average. (3)Students belongs to the category of consistency is of mainly average. (4) Students belongs to the category of academic fluctuation have shown mostly 'average' and unsatisfactory level of adjustment.

Varteet. al.(2005) studied intelligence and academic achievement in relation to parent child relationship with the objective 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 technique and found no gender difference on intelligence, academic achievement and parent child relationship.

Panda(2005) studied correlation between academic achievement and intelligence of class ix students with the objectives to study the relationship between academic achievement and intelligence by taking a sample of 765 secondary school adolescents studying in government , aided and private schools and found that there was low relationship between intelligence and academic achievement in different categories of school and also there was a significant difference in academic achievement of students studying in different categories of school.

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 correlation 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.

Sindhu(2005) studied teacher's motivation , students adjustment and their academic achievement with the objective to compare school adjustment of boys and girls and their achievement level by taking a sample of 680 students of xth class from kendriya vidyalayas through stratified random sampling technique and found no significant difference in the achievement of boys and girls; better liking of teachers contributed to better achievement of boys ; girls displayed superior adjustment as compared to boy's.

Akanle, O. Basi (2007) examined the socio-economic factors influencing student's academic performance in Nigeria. The study comprised of 60male and female students. The students were selected from 3 secondary schools located in oyo state. For collection of data, Socio-economic Rating scale and Academic performance rating scales were used. The study revealed that insufficient parental income, family type and lack of funding by governments are the factors influencing students' academic performance.

Tella Adeyinka.et.al (2007) examined parental education, peer and gender effects on Academic Achievement of senior secondary school students in Gaborane, Botswana. The study was conducted on 500 students from ten senior secondary schools. A standardized peer effect rating scale was used for to gather data. The results revealed that parental education, peer and gender have joint effect and contribute significantly to academic achievement of the students. The author further reported that the gender difference exists in the academic achievement of secondary school students.

Subramanyam et al. (2008) studied academic achievement and emotional intelligence of secondary school children and found that there was

no significant difference with regard to the impact of gender on emotional intelligence and academic achievement; besides there being no relation between academic achievement and emotional intelligence.

Pandey et. al. (2008) studied significance of difference between male and female adolescents on academic performance, achievement motivation, intelligence and socio-economic status found that there was no significant difference between male and female adolescents on the measure of academic performance.

Sridevi et al. (2008) studied relationship of emotional intelligence, adjustment. Self concept and scholastic achievement of higher secondary students and found that there was positive relationship between emotional intelligence, adjustment, self concept and achievement of higher secondary students.

Paltasingh (2008) studied relationship among creativity, intelligence and achievement scores of secondary school students with the objective to study the correlation between creativity and intelligence; intelligence and scholastic achievement by taking a sample of 180 students of ix class from oriya medium secondary school and found that there was significant positive correlation among creativity and science achievement, creativity and scholastic achievement as well as intelligence and scholastic achievement.

Dhallet. al.(2009) studied intelligence as related to self confidence and academic achievement of school students with the objective to explore the relationship between intelligence and academic achievement among secondary school students by taking a sample of 1000 students and found that there was a significant relationship between academic achievement and intelligence of secondary school in terms of intelligence; there existed significant difference between boys and girls of secondary school in terms of academic achievement.

Gurubasappa (2009) studied intelligence and self-concept as correlates of academic achievement of secondary school students with the objective to find out the relationship between academic achievement with

intelligence and self-concept by taking a sample of 400 students and found that there was high significant correlation between academic achievement with intelligence and self- concept; there was significant difference in the academic achievement of students with different levels of intelligence and self-concept ; there was significant difference in the academic achievement of students with different levels of intelligence and self-concept; there was significant difference in the academic achievement of students in context of gender, type of school, medium of instruction, locality and socio economic status.

Choudhury, D. (2009) carried out a study on family pattern and Academic Achievement of students in Assam. The main aim of the study was to see the impact of family patterns and its location (rural/urban) on the Academic Achievement of the students in higher secondary stage. The sample consisted 400 late adolescent stage students belonging to 16 years and above, studying in different higher secondary schools of Kamrup district, Assam. The information's regarding family pattern and location of the residence were collected through personal data sheet and the information's related to academic achievement scores were obtained from the school records. Higher secondary examination marks were considered as the index of academic achievement. The major findings reported by the investigator as follows: (i) The students who have come from urban joint families were found better in academic achievement than the students who are coming from rural joint family background. (ii)It was found that the students who are coming from urban nuclear families were better in academic achievement than the students who are coming from rural nuclear families. (iii) The academic achievement of rural students was poorer than the academic achievement of the urban students. (iv) It was also found that the students coming from nuclear family were better than the joint family.

Alam, Md. M (2009) examined the relationship between creativity and socio-economic status of the students and their academic achievement. The study was conducted on a sample of 400 students from different government schools Darbhanga and Madhubani of Bihar. A standardized creativity test and socio-economic status scale were used. Alam reported that a significant

positive relationship exist between creativity and academic achievement of the students. He also reported that the socio-economic status and academic achievement of the students were positively and significantly related to each other.

Lalet. al.(2010) studied emotional intelligence of scheduled caste students in relation to academic achievement with the objective to study relationship between emotional intelligence and academic achievement of male and female students of arts and science stream by taking a sample of 300 students from Meerut region through cluster random sampling technique and found that the male scheduled caste students having high emotional intelligence and academically superior to their counterpart; there was significant difference between mean achievement scores of male scheduled caste students having high emotional intelligence and academically superior to their counterpart; there was no significant difference between mean achievement scores of female scheduled caste students of arts stream having high and low emotional intelligence.

Vijayakumari (2010) studied correlates of academic achievement of secondary school students with the objective to study the relationship of academic anxiety and achievement motivation with academic achievement , and to find out the interaction effect of academic anxiety, achievement motivation and gender on academic achievement by taking a sample of 400 students of class ix through stratified sampling technique and found that academic achievement was negatively related to academic anxiety and positively to achievement motivation; the interaction of academic anxiety and achievement motivation on academic achievement was not significantly differ for boys and girls; the interaction effect of gender and academic anxiety on academic achievement did not differ significantly for different levels of achievement motivation; the interaction effect of gender and achievement motivation on academic achievement did not differ significantly among different levels of academic anxiety.

Fayeghyousefial (2010) studied the effects of family income on test anxiety and academic achievement among Iranian High School students. The

study comprised of 400 high school students. Out of which 200 were males and 200 were females of the age of 15-19 years. The finding of the present investigation shows that family income significantly affects the Academic Achievement and test anxiety of school students.

Chutia, Manju (2012) conducted a study on self-concept and academic achievement of the tea-tribe school going adolescents in lakhimpur district of Assam. The main objectives of the study were-(i) to study the significant difference between boys and the girl's tea-tribe adolescent in respect of their self-concept. (ii)To study the significant difference between the tea-tribe school going adolescents of the tea garden workers and ex-tea gardens workers in respect of their self-concept. (iii)To study the significant difference between the tea-tribe adolescents boys and girls in respect of their academic achievement.(iv) To study the significant difference between the tea-tribe school going adolescents of the tea-garden workers and ex-tea garden workers in respect of their academic achievement. The main findings were-(i)the self-concept level of the tea-tribe school going adolescent boys is higher than the girls in Lakhimpur district of Assam, and there exist a significant difference between these groups. (ii) The self-concept level of the school going adolescent of the tea-garden workers is higher than the school going adolescents of ex-tea garden workers in Lakhimpur district of Assam, and there exist a significant difference between these groups. (iii) The academic level of school going adolescent boys is higher than the girls in lakhimpur district of Assam, and there exist a significant difference between these two groups. (iv) the academic achievement level of school going adolescent of the tea-garden worker is higher than the school going adolescent of the ex-tea garden workers in Lakhimpur district of Assam, and there exist a significant difference between these two groups.

Saikia. L.R. & ChutiaManju (2013) conducted a study on academic achievement in rural and urban secondary schools of Kamrup District. The main objectives of the study were-(i) to make a comparative study between the rural and the urban of Kamrup district in respect of the academic achievement of the students.(ii) to find out whether their exist significant difference between the rural and urban secondary schools of kamrup district

in respect of the academic achievement of the students. The sample of the study were 100 schools of Kamrup district (50 urban and 50 rural) selected through stratified random sampling method. The major findings of the study were -(i) The academic achievement of the students in urban secondary schools of Kamrup district is found to be higher than the rural areas.(ii) There exist significant difference between the rural and urban secondary schools in respect of the academic achievement of the students.

Sarma, Ekta conducted a study on the relationship of creativity with academic achievement, achievement motivation, self-concept and levels of adjustment among adolescent. The study attempted to (i) Identify different levels of creativity, Achievement Motivation, Self-concept, Index of Brightness and Adjustment among adolescent. (ii) Study the contribution of creativity, achievement motivation, self-concept, index of brightness and adjustment. (iii) study the interaction between creativity, achievement motivation, self-concept, index brightness and adjustment and its effect on academic achievement of adolescents (iv) study the relationship between all the variables (including academic achievement).The findings were-(i) There is no significant interaction effect of creativity, achievement motivation, self -concept, Index of brightness and adjustment on men performance of academic achievement of adolescents. (ii) There was significant contribution of creativity; achievement motivation and index brightness in predicting academic achievement of adolescents, whereas self-concept and adjustment didn't contribute in predicting academic achievement of adolescents (iii) index of brightness and adjustment were negatively correlated to creativity, achievement motivation, self-concept and academic achievement among adolescents. However, both these variables were positively correlated to each other.

2.4 Review related to level of Intelligence:

Bhusari, C.V. (1988), conducted a study on Intelligence of Scheduled Castes and Scheduled Tribes students and its correlation with their scholastic achievement in Vidarbha. The objectives of the study were (1) to find the level of achievement of scheduled castes and scheduled tribes students in classes vii,viii, and ix (2) to measure the intelligence of these students (3) to calculate

the correlations between intelligence and achievement of SC, ST and general category students. In this study the sample comprised 4,050 students belonging to SC/ST and other categories from 78 schools from 41 tehsils or towns out of a total number of 2,330 schools in vidharbha, which were selected on random sampling basis. The tools used to collect the data involved scholastic achievement of the students in their final examinations of the school, and test of general mental ability developed by Mohanchandra Joshi. Product-moment correlation was used for data analysis. Major findings of the study were (1) there was positive correlation between intelligence and Scholastic Achievement of ST student's in almost all the subjects in all the districts. (2) The correlations between intelligence and mathematics and intelligence and science were at a higher level than the correlation between intelligence and language and between intelligence and social sciences.

Singh, Angad, (1988) carried out a study of the relationship of modernization with academic achievement, intelligence and socio-economic status of undergraduate students .The objectives of the investigation were: (1)To find out the relationship between the attitudes towards modernization and the academic achievement of undergraduate students. (2) To find out the relationship between the attitude towards modernization and the intelligence of the undergraduate students.(3)To find out the relationship between the attitudes towards modernization and the socio-economic status of undergraduate students. (4)To compare the attitudes towards modernization of undergraduates with respect to different aspects, viz. area, sex, caste and religion. The sample of the consisted of 600 undergraduate students (400 boys and 200 girls) from eight colleges of Avadh University. The data were collected by using the modernization scale of Singh, Tripathi and Lal, the Samanya Manasik Yogyata Pariksha-the Hindi version of Joshi's Group Test of General Mental Ability and the Socio-Economic Status Scale of Bhardwaj, Gupta and Chauhan. The data were analyzed using mean, SD, 't' test and Pearson's product moment correlation. Major findings of the study were:(1)The higher the academic achievement ,the greater is the level of modernization (2)Intelligence plays an important role in keeping pace with the attitudes towards modernization (3) The higher the socio-economic status, the greater is the level

of modernization (4)Urban and Rural students did not have different attitudes towards modernization.(5)Female undergraduate had more modernized outlook than male undergraduates. (6)Under-Graduates belonging to the upper and the Scheduled Castes had significantly different attitudes towards modernization. (7)Hindu undergraduates had a much more modernized outlook than Muslims undergraduates. (8)The undergraduates wished to modernize only certain aspects of their views and activities.

Chadha, N.k and Chandna, Sunanda. (1990) conducted a study "creativity, intelligence and Scholastic achievement: A residual study". The objectives of the study was to find out the partial correlation between Creativity ,Intelligence and Scholastic achievement. The sample of the study consisted of 79 students (42 boys and 37 girls) of grade xi under the 10+2+3 system from a reputed Delhi Administration School. The tools used to collect data included Torrance Test of Creative Thinking, and Raven's Advanced progressive Matrices. Annual marks of class xi result were taken from the school records as a measure of scholastic achievement. Correlation and partial correlation were used for data analysis. The findings of the study were (1) Correlations were positive and significant, between creativity and intelligence, creativity and scholastic achievement, and intelligence and scholastic achievement. (2) Intelligence Quotient correlated with creativity and scholastic achievement. (3)There was positive and significant correlation between intelligence and scholastic achievement when the effect of creativity was partialled out. (4) There was negative and significant correlation between creativity and scholastic achievement when the effect of intelligence was partialled out.

Arora, R.K. (1992) Conducted a study on Interactional effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement .The objectives of the study was to investigate into the interactional effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement. In the study by using random sampling techniques 70 subjects studying in standard xii were chosen from two boys and two girl's intermediate colleges in Aligarh city .For collecting data Creative Thinking Test of Kishore Girraj, Mixed Type Group Test of

Intelligence of P.N. Mehrotra, Emotional Maturity Scale (EMS) of Yesvir Singh and Mahesh Bhargava, Adjustment Inventory of Quadri Jamal and the total marks secured of all the subjects in high school examination of the Uttar Pradesh Boards Secondary Education. To analyse the collected data, mean, SD and 't' tests were used. Major findings were (1) High creative/ high intelligence group was significantly highest in emotional stability than the remaining three creative/intelligence groups. (2)Those possessing both high convergent and divergent abilities were by far the most accommodative persons among different creative-intelligence groups.(3) All the high intelligence groups performed better than the low ones.

Garg, V.P and chaturvedi, Seema (1992) conducted a study, "Intelligence and socio-economic status as correlates of academic performance: Some field evidence". The objectives of the study were: (1) to measure intelligence and academic achievement among rural and urban higher secondary students (2) to assess the relationship of IQ and socio-economic status with academic achievement. The findings were: (1) there appeared to be a linear relationship between IQ and academic performance which held good both for rural and urban students. (2) Academic performance is related to socio-economic status and also has a linear correspondence .This position also good for both rural and urban students. (3) Rural students (for all socio-economic status categories) had a higher mean of IQ scores as compared to urban students (4) The mean academic score of rural students was lower than the mean academic scores of urban students.

Dhall, Sikha &Thukral Praveen studied on Intelligence as related to self-confidence and academic achievement of school students. The objectives of the study were-(i) To find out relationship between intelligence and self-confidence of secondary school students.(ii) To explore the relationship between intelligence and academic achievement among secondary school students.(iii) To find out sex differences among the boys and girls of secondary school with regard to intelligence, self-confidence and academic achievement. The study was conducted by randomly selecting 4 districts among 17 districts in Punjab. Total sample was 1000 students (both boys and girls) of IX class from secondary schools affiliated to P.S.E.B of these four

districts. For collecting data Group test of general mental ability by R.K. Tandon (1971); Self-Confidence Inventory by Rekha Agnihotri (1987) was used and Academic achievement was measured from the result of eight class annual examination of the students conducted by P.S.E.B for the session 2004-2005.The main findings were- (i) The relationship between intelligence and self-confidence among secondary school students was positive.(ii)There was no significant relationship between intelligence and self-confidence of secondary school girls.(iii)There was found a significant relationship between academic achievement and intelligence of secondary school students.(iv) Gender difference was exists for intelligence and academic achievement.

2.5 Studies related to education of scheduled caste and scheduled tribe:

The progress of Education of Scheduled Castes in uttar Pradesh, assessed by Bindu, R. (1974).The major objectives of the study were – (1) to investigate into the progress in literacy and education of the Scheduled castes since independence, specially, during the plan period (2) to compare the educational development of scheduled castes with that of general population in respect of rate of progress and areas of gap. (3) to compare the education in Uttar Pradesh with that of their counterparts to other states (4) to study the regional or district wise disparities as well as intra and inter scheduled castes differences in the rate of progress in education and(5) to examine the effectiveness in implementation of different welfare schemes and their corresponding contribution to educational development of the scheduled castes .The major findings of the study were (1) literacy among all the scheduled castes in Uttar Pradesh was lower than in many other states. District wise variation in the percentage of literates was very little. Literacy among Scheduled Castes females was very low, especially in rural areas. Literacy was highly correlated to urbanization. Sahariya was the most backward castes in literacy. (2) The enrolment of the scheduled castes at all stages of education showed an increased after independence.(3) Enrolment growth in primary education during the plan period was higher for the Scheduled Castes than for other sections of the population. Girls formed only

a fifth of this enrolment .Primary education in general had not advanced in the Scheduled castes in Uttar Pradesh. (4)The Scheduled castes in a few districts in the western region of the state showed consistently higher rate of growth at every stage of education.

Nagarjun, C.S. (1977) carried a study on few social factors affecting scholastic achievement of scheduled caste students studying in secondary schools. The major objectives were-(i) to get a descriptive picture of scheduled caste students separately, in three standards in terms of their socio-psychological characteristics and demographic features. (ii) To find out their educational level, educational achievement as compared to the population in general.(iii)To relate the socio-psychological and demographic characteristics with their educational achievement. The major findings were- (i) Self-concept was found to be significantly related with achievement. (ii) Occupational aspirations were found to be significantly related with achievement. (iii) Self-concept, educational aspirations, socio-economic status and aspiration inputs independently influenced the scholastic achievement. (iv)Only occupational aspirations were found significantly influencing achievements in standards.

D'Souza (1980), in his study of the educational level of SCs in Punjab, used 'co-efficient of equality' to indicate the educational attainments of SCs in relation to that of other castes and found enormous differences that persisted between the two.

Kamalesh, A (1981) carried a study on self-concept, adjustment, interest, and motivation among the scheduled caste students. The major findings were - (i)Non-scheduled caste students from the urban area belonging to higher socio-economic status have the brighter self-concept than the scheduled caste students belonging to lower socio-economic status below normal.(ii) The level of adjustment of the urban scheduled caste students belonging to lower socio-economic status below normal.(iii)The interest of the students were related to their socio-economic status.(iv) There were no significant differences as regard the development of rights, managements and

attitude towards the opposite sex among the scheduled caste and non-scheduled caste students.

Shivashankara, H.V (1981) carried a study on psychological factors and academic achievement of the socially disadvantaged. The major objectives were-(i)To find out the predictors value of the academic achievement from a variety of psychological factors.(ii)To discriminate the level of achieving group on the selected characteristics. The findings of the study were-The variables that influenced the socially non disadvantaged group were study habits, achievement motivation, and intelligence, adjustment and school adjustment whereas the variables which influenced the socially disadvantaged group were intelligence, personality adjustment and school adjustment.

Shasidhar,B (1981), had conducted a study on the relationship between a few School Variables and achievement of Scheduled castes Students Studying in Secondary Schools of Karnataka. The objectives of the investigation were: (1) to study the nature of relationship that existed between organizational climate and the achievement of the Scheduled castes (SC) students. (2) To explore the influence of teacher's attitude towards the scheduled caste students. (3) To determine the extent to which the scheduled castes students' adjustment in the school influenced their achievement. (4) To find out the influence of socio-economic status of the scheduled castes students on their achievement. (5) To examine the relationship between intelligence and achievement, and to partial out the effect of intelligence on the average relationship of other variables with achievement. (6) To examine the relationship between the student's perception of teachers exception and the achievement of the scheduled caste students. The major findings of the of the investigation were (1) openness of the school was significantly related to achievement of the SC students of standards ix and x (2) in all three standards the socio-metric status was not significantly related to the achievement of the SC girls, but it was positively and significantly related to the achievement of the SC boys of standard ix.

Warudkar,D.S(1982-86), attempted to identify the barriers in in the participation of scheduled castes children in school education. The study revealed that improper physical arrangement, lack of learning materials, books, lack of use of standard regional languages are some major causes of backwardness of scheduled castes in school education.

Singh,p.(1987) had conducted a study on a comparative study of Achievement, Adjustment, Attitudes and problems of First and Subsequent General Learners Belonging to Scheduled castes at Higher Secondary Level. The objectives of the investigation were : (1) to study and compare the enrolment of the first and subsequent generation learners belonging to the Scheduled castes population (2) to study and compare the achievement of the first and subsequent generation learners (3) to study and compare the adjustment of the first and subsequent generation learners (4)to study and compare the problems of the first and subsequent generation learners(5)to study and compare the problems of the first and subsequent generation learners. The findings were:(1) the enrolment of first generation learners was significantly higher in comparison to the children of subsequent generation learners of the scheduled castes community (2) Most acute problems of the first generation learners of the Scheduled castes were (a) employment during holidays (b) possibility of post-college education. (c) Home being away from the school (d) lack of facilities at home.

Aggarwal (1987), while studying the aspects of educational development among the SC population in India, brought out the comparative analysis of literacy situation among the SCs and the general population .The distribution of SCs and the general population .The distribution of SCs and the general population was also examined along with various aspects of the identification, measurement and explanation of the socio-economic complexities among SCs. Finally, a vicious type of relationship between levels of educational attainment and other attributes of socio-economic development was also established.

Gaur, J.S., Thukral, C.M., jain, V.K., Malik, J.P., Ghosh, papia., Kaur, Narender and Sharma, Sunita (1988) in their study 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.

Singh, kunwar Harpal (1989) in his study of ‘personality characteristics and psycho-social problems of scheduled castes students in Rajasthan’, used the survey method to collect data on a sample of 450 scheduled castes students and 500 non-scheduled castes students. The findings showed that Scheduled castes students were inferior to non-scheduled castes students in verbal intelligence, and had more anxiety and less self-control. They were found to be less sober and differed significantly in terms of occupational structure of parents as compared to non-scheduled caste students.

Gautam, Rajni, (1990) carried out a study on the creativity, values, educational achievement and attitude towards education among scheduled castes and other castes students. The major objectives were- (i) to study the differences in creativity among scheduled caste and other caste students. (ii) To study the difference in values among scheduled caste and other caste students. (iii) To study the differences in the achievement among scheduled caste and other caste students. (iv) To study the sex differences in creativity, values, educational achievement and teaching attitude. The major findings of the study were-(i) No significant difference was found in creativity on the basis of caste, sex and subjects selection. (ii) A significant difference was found in personal values among the students of different caste and sex.(iii) A significant difference was found in personal values among the students of different caste and sex. (iv) Different caste, sex, and subjects groups differed significantly in their achievement score. (v) Castes, sex and subjects selection played no role in promoting or denoting creativity, while caste and sex influenced values.

Moneyyamma, V.G.(1991), in his study revealed that , the comparative enrolment of scheduled castes students in secondary level of education is lower than other community pupil. Moreover, the dropout rate and repeater percentage is higher in case of Scheduled castes students than those of non Scheduled castes students.

A study conducted by Mishra, Subodha Chandra (1991) examined the relationship between the education and social status of Scheduled castes students of Cuttack District in Orissa. The study attempted to identify the possible factors affecting the social status of Scheduled castes graduates in Orissa state .It also studied the effect of changed economic condition on the social status of scheduled castes groups as well as the extent to which the attitude of scheduled castes groups towards 'self is changed as a result of education'. The researcher found that a larger number of scheduled castes respondents were in arts and less in commerce and science as compared to non-SC students, which was attributed to their limited aspirations. Educational has a considerable impact on their economic condition, but due to limited aspirations, job insecurity and poverty, the majority of the scheduled castes respondents are not encouraged to opt for higher education.

Annaraja,p. and Thiagarajan, A. Ponnambala (1993) attempted to know the effect of psycho-social factors on the academic achievement of the scheduled tribe adolescents. The objectives were to study the level of psycho-social factors, viz. personality, occupational aspiration and intelligence; to identify the level of sociological factors, vz. Socio-economic status and social attitude, and the effect of psychological and factors on the academic achievement .Major findings of the study were (1) regarding personality factors, ST adolescents were better in self-concept, temperament, independence and adjustment than non–scheduled tribes.(2)ST showed higher occupational aspiration than non-scheduled tribes.(3)ST adolescents showed favorable attitude towards caste and country. (4)With regard to academic achievement, non –STs were better than STS.

Raju,S.,Raj, H.SamSanada and Tulasidharan, T.V (1993) studied academic achievement of scheduled tribes students in achievement of scheduled tribes students in Wynad District of Kerala. It was found that the scheduled tribes and the non scheduled tribe Tribes differed significantly in their academic achievement.

Anjuli, (1995) in her socio-psychological study of self-concept of Dalit student attempted to find out the important traits of personality of Dalit students;

the factors; which were acting as hurdles in their progress ; the evils of society as perceived by them; and their views on case integration . The findings of the study were majority of the Dalits does not have any negative traits , money is the main obstacle in the way of Dalit students progress, lack of capital and lack of training were the major factors , which were obstructing them from getting suitable jobs. Dalit students perceive conservation and gambling as major evils. Dalit students prefer socialism and elimination of discrimination on the basis of caste.

Chitra, j. Uma, Thiagarajan, A.P and Krishnan, S. Santhana (1995) Psycho-socio educational factors of scheduled caste students in higher secondary schools. The objective of the study was to study the psycho- socio educational factors of scheduled caste girl's students in higher secondary schools. The major findings of the study were that the scheduled caste students did not differ from the non scheduled caste group in personality, intelligence , occupational aspiration , social distance and awareness of facilities extended to them but they did differ on their socio-economic status, the relationship between social distance and awareness of facilities extended to them but they did differ on their socio-economic status ,the relationship between social distance and awareness of facilities with the academic achievement of scheduled caste respondents was found to be not significant , significant relationship existed between the personality , intelligence , occupational aspirations, socio-economic status and academic achievement of scheduled caste respondents. There was no significant difference between the coefficients of correlation of the scheduled caste and non scheduled caste respondents between academic achievement and intelligence, occupational aspiration and socio-economic status but on personality they did differ.

Gyani,T.C and Gupta, M.(1996) studied educational problems and their effect on the academic achievement of backward class students in relation to their education and generation gap. The objectives of the research were (1) To study the difference in academic achievement of first generation learners (2) To study the problems of first and non-first generation of learners of backward castes, and (3) To study the effect of problems on academic achievement of first and non-first generation learners of backward castes. The

major findings were (1) first and non- first generation learner did not differ in their academic achievement. (2)Two groups differed in their adjustment with problems related to school work and problems related to the curriculum and teaching. (3) 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.

Sukla, S.K Agarwal, (1997) carried a study and this study attempts to examine the socio-economic status, intelligence, occupational aspiration, self-concept and academic achievement of scheduled caste and non-scheduled caste students. The major findings were-(i) It was found that scheduled caste students were low for the socio-economic status as compared to non-scheduled caste students.(ii) No significant difference was found between scheduled caste and non-scheduled caste students in their level of intelligence. (iii)The boys of both scheduled caste and non-scheduled castes had low level of self-concept as compared to their girl counterparts. (iv) The level of academic achievement of scheduled caste students was lower as compared to non-scheduled caste students. Boys both scheduled caste and non- scheduled caste, had low level of academic achievement in comparison to their girl counterparts.

Chattopadhayay, M.K, (1998) attempts 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. The major findings were-(i) the scheduled caste group of class viii had significantly lower scores in the entire four tests. (ii)The scheduled caste students group of class x had significantly lower scores on all the four test as compared to other students group.(iii)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.

Chattopadhyay, Mihirkumar (1998) took up a quasi- experimental study on the educational backwardness of scheduled caste secondary school

students in some districts of west Bengal. The objectives of the study were to identify the probable causes of the alleged backwardness of the scheduled caste students of west Bengal and to compare the scheduled caste student's academic achievement with that of other students. The findings of the study were that the scheduled caste students group of Grade viii had significantly lower scores on all the four tests as compared to the other students group; scheduled caste students group of grade x had significantly lower scores on all the four tests as compared to the other students group; the scheduled caste students of each of the grade viii and x did not differ significantly from other students of the same grade on the knowledge, understanding and application ability of basic algebra . Further, the scheduled caste students of grade x were superior to the scheduled caste students of grade on the measure of motivational intensity for learning and achievement; other students of grade x were superior to the other students of grade viii on understanding and application ability of basic algebra and motivational intensity for learning and achievement. There was no significant difference between scheduled caste secondary school students of grade x on the measure of knowledge, understanding and application ability of basic algebra and there was no significant difference between the other secondary school students of grade x on the measure of knowledge 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. The major findings were – (i) There was no consistency in the predictors of academic success across the four groups. (ii) In the Muslim sample only one and in the upper castes sample two variables were less important predictors of academic success among rural boys.

Dubey,S.N.and Mishra A.k. (1999) studied psychological determinants of academic success of rural boys. It also attempted to study the determinants of academic success of scheduled castes (SCs), backward caste (BC), Muslims (MS) and upper castes (UCs) rural high school boys. The major findings were (1) there was no consistency in their predictors of academic success across the four groups. (2) In SC and BC boy's samples, none of the

SEI and SCQ variables contributed significantly to academic success. (3) School environment and self-concept variables were less important predictors of academic success among rural boys.

Aggarwal, Archana (2000) undertook a study of some educational problems of scheduled caste students .This study was carried out to ascertain the opinion of the scheduled caste students on various problems related to education. The major findings were that more than half of the scheduled caste students posses positive opinion regarding aims and importance of education and also for the education of girls; they find themselves capable of taking leading role in different classroom activities, but sometimes feel hesitant in initiating any new work; students perceived new favorable attitude and behavior of teachers towards them without being biased. It was also noted that they were aware of their weakness; they found it difficult to avail of provided facilities, guidance and encouragement from their parents because of illiteracy of their parents, it was also found that a group of scheduled caste students still face difficulty and discrimination.

Basantia, jaga Mohan and Mukhopadhyaya, Dulal (2000) studied the effect of psychosocial factors and achievement on tribal students. The purpose was to study the difference between gender and achievement (high and low achiever)of tribal students in their psychosocial constraints. The degree of psychosocial constraints differed between high achievers and low achievers .High achievers had low levels of psychological constraints. It was revealed that psychological constraints and academic achievement are negatively correlated with each other.

D'souza, v.s, Educational inequalities among scheduled castes-a case study in the Punjab. The objective of the study was to unfold the structural differentiation of the educational inequalities among the scheduled castes in the Punjab state. Especially the investigation attempted to find out the reasons for (i)The slow rate of narrowing the educational gap between the scheduled castes and the rest of the society (ii) The inequalities among the scheduled castes, themselves.(iii)The widening educational gaps among scheduled caste's. The major findings of the study were- (i) It was assumed

that the educational inequalities between the scheduled caste and the rest of the society were due to the long standing social-economic exploitation of the former by the of the society. (ii)Educational inequalities among the scheduled castes were found to be related to two structural dimensions, namely-the division of these people into mutually exclusive castes and the concentration of different caste in various educationally and socio economically differentiated regions.(iii) Caste and regional disparities were, to a great extent, interrelated (iv)Caste segregation by itself was also an independent factor in the inequalities.(v)Whether due to caste separation or regional variation , the educational inequalities were found to be related to differences in socio economic or occupational status. (vi) The scheduled caste with higher occupational status were concentrated in districts with higher socio economic levels and vice versa, giving some people an added advantage and putting others at an disadvantage in educational development.

2.6 Conclusion:

In the present study the researcher has come across about a good number of researches that have been conducted on scheduled caste, their academic achievement, adjustment, intelligence level, socio-economic status, emotional intelligence and problems of scheduled caste etc in India and Assam. But no study has been conducted so far on academic achievement of scheduled caste and non-scheduled caste students in relation to adjustment and intelligence at secondary level in Assam. With the above mentioned consideration in mind present study has been undertaken by the researcher to provide a good quantitative as well as qualitative knowledge on academic achievement of scheduled caste in relation to adjustment and intelligence in comparison with non-scheduled caste students at secondary level in Assam. To carry on the present research study suitable methodology is prepared which has been discussed in the next chapter.