CHAPTER-5

MAJOR FINDINGS AND DISCUSSION

5.1 Major findings of the study:

5.1.1 Findings for objective –1 to study the level of adjustment of scheduled caste and non-scheduled caste students at secondary level in Assam.

1. SC and NSC students of rural Kamrup district of Assam have different level of adjustment in the school. NSC students are better adjusted than SC students at secondary level in rural Kamrup of Assam. Among NSC's 65.4% are highly adjusted while only 51.7% are highly adjusted among SC's.
2. Boys and girls (including both the groups) are found almost equally adjusted. Highly adjusted are found 58.9% among boys and 58.3% among girls which are almost equal. Hence it can be said that when groups are divided according to their sex they are found almost equally adjusted but difference has been found when students are divided according to their caste.
3. SC girls are found better adjusted than SC boys. Among SC girls 56.0% are found highly adjusted, 39.4% are found average adjusted and 4.6% are found poor adjusted while only 47.4% are found highly adjusted and 5.2% are found poor adjusted among SC boys.
4. NSC boys have been found better adjusted than NSC girls at secondary level in rural Kamrup of Assam. It is found that 70.3% are highly adjusted, 28% are average adjusted among NSC boys and 60.6% are highly adjusted, 37.1% are poor adjusted among NSC girls.
5. There has been found a big gap between NSC boys and SC boys regarding adjustment level at secondary level of rural Kamrup, Assam.70.3% and 47.4% has been found highly adjusted among NSC boys and SC boys respectively.
6. Among the scheduled caste students scheduled caste girls are found better adjusted than scheduled caste boys but when comparison made between NSC girls and SC girls regarding their adjustment level NSC girls are found better adjusted than SC girls at secondary level in rural Kamrup

of Assam. 60.6% among NSC girls and 56% among SC girls are found highly adjusted.

7. Boys have been found better adjusted in the areas of health, emotion, social and school than girls and girls have been found better adjusted in the area of home than boys at secondary level in rural Kamrup of Assam. Both boys and girls are better adjusted in the school area than other areas.
8. SC boys are found better adjusted than SC girls in the areas of health and emotion and SC girls are found better adjusted than SC boys in home, school and social areas. In the health area 52% are highly adjusted among scheduled caste boys and 44% are highly adjusted among scheduled caste girls.
9. Among SC boys and SC girls highest poor adjusted are found in the social area. So it can be said that caste may be a factor for lower adjustment level in social area for both the SC boys and SC girls.
10. NSC boys are found better adjusted in all the five areas of adjustment than NSC girls. Among all the five areas non-scheduled caste boys are better adjusted in the school area and health area
11. NSC girls are found better adjusted than SC girls in four areas except social area. In social area scheduled caste girl's shows better adjustment level than non-scheduled caste girls. 52% are highly adjusted, 39.4% are average adjusted and 8.6% are poor adjusted among scheduled caste girls in the social area.

5.1.2 Findings for hypothesis no-1 there exists no significant difference between Scheduled caste and Non-scheduled caste students regarding level of adjustment at secondary level in Assam.

12. At the secondary level of rural Kamrup of Assam, significant difference has been found between SC and NSC students regarding adjustment level. For adjustment level mean score has been found as 98.15 and 104.19 for SC and NSC students respectively. The CR value (-3.24) is quite higher than the table value both at 5% and 1% level of significance, so it is significant.

13. When the two major groups SC and NSC are divided on the basis of their sex there has not found any significant difference between these two groups regarding level of adjustment. Mean score found for boys is 102.39 and mean score found for girls is 99.93 for adjustment level.
14. It has been found that mean score of SC boys is 98.08 and mean score of NSC boys is 106.6 regarding level of adjustment, so significant difference has been found between SC boys and NSC boys for their adjustment level at secondary stage of rural Kamrup of Assam.
15. It has been found that there exist no significant difference between SC girls and NSC girls regarding the adjustment variable. Mean score of SC girls and NSC girls are found 98.15 and 101.70 respectively regarding adjustment level.
16. From the findings of the data, it has been seen that there has no any significant difference between SC boys and SC girls regarding adjustment variable. Mean score of SC boys is 98.08 and SC girls is 98.15 for level of adjustment.
17. Among NSC groups of students reverse result of SC groups has been found at secondary level of rural Kamrup of Assam. There has been found significant difference between NSC boys and NSC girls. Mean scores for NSC boys and NSC girls are 106.69 and 101.70 respectively.
18. There exist significant difference between SC and NSC students in the health and home area of adjustment. In the health area of adjustment mean score for scheduled caste is 19.61 and mean for non-scheduled caste is 21.32. Again in the home area mean scores for scheduled caste and non scheduled caste are 19.71 and 20.92 respectively.
19. Though significant difference has not been found between SC boys and SC girls in all the areas of adjustment but significant difference has been found between NSC boys and NSC girls in two areas, these are health and emotion. In the emotional area mean scores for NSC boys is 21.28 and for NSC girls is 19.84.For the health area mean scores found for NSC boys and NSC girls is 22.15 and 20.50 respectively.

5.1.3 Findings for the objectives - 2 to study the level of intelligence of scheduled caste and non-scheduled caste students at secondary level in Assam.

20. Regarding level of intelligence researcher has found that 17.7% are accelerated among NSC students and 12.3% are accelerated among SC students. So it can be said that NSC students are more intelligent than SC students.
21. Among SC students 13.4% are below normal, which is much more than NSC students. Among NSC only 4.3% are below normal. It shows lesser intelligence level of SC students than NSC students.
22. When both the SC and NSC groups are divided according to their sex boys are found carrying more intelligent than girls. Among boys 17.7% are accelerated and among girls 13.1% are found accelerated.
23. Among same caste, SC boys are found possessing more intelligent capacity than SC girls. There has been found a big gap among this group in the category of normal, 69.1% and 78.8% are normal among SC girls and SC boys respectively.
24. Like the SC students among the NSC students also NSC boys are found more intelligent than NSC girls.NSC boys are found having more intelligent than NSC girls. Among NSC boys 21.2% are found accelerated and among NSC girls 14.3% are found accelerated.
25. Among SC boys 12.6 % are found accelerated and 8.6% are found below normal whereas only 1.1% is found below normal and 21.2% are found accelerated among NSC boys. It shows the better intelligent level of NSC boys.
26. Again NSC girls are found more intelligent than SC girls at secondary level in rural Kamrup of Assam. Among the SC girls 18.9% are found in the category of below normal but among NSC girls only 7.4% are in the category of below normal.

5.1.4 Findings for the hypothesis no-2 there exists no significant difference between Scheduled caste and non-scheduled caste students regarding level of intelligence at secondary level in Assam.

27. For SC and NSC students regarding intelligence level mean scores are 61.75 and 69.82 respectively, standard deviation are 18.23 and 15.28 respectively. So, there has been found a significant difference between these groups.

28. Regarding level of intelligence there has been found significant difference between boys and girls. For boys mean score is 68.37 and for girls mean score is 63.20 regarding the intelligence level.
29. Significant difference has been found between SC boys and NSC boys regarding level of intelligence. Mean scores regarding level of intelligence of SC boys are 64.44 and NSC boys are 72.30.
30. There exist a significant difference between SC girls and NSC girls regarding intelligence level at secondary level in rural Kamrup of Assam.
31. There has been found significant difference between SC boys and SC girls regarding intelligence level at secondary level in rural Kamrup of Assam.
32. Significant difference exists between NSC boys and NSC girls regarding level of intelligence at secondary level in rural Kamrup of Assam. Mean scores of NSC boys 72.30 and NSC girls 67.34 regarding level of intelligence.

5.1.5 Findings for the objectives-3 to study the level of academic achievement of scheduled caste and non-scheduled caste students at secondary level in Assam.

33. The level of academic achievement of NSC students is better than SC students at secondary level of rural Kamrup of Assam.22.6% NSC students got 1st division and 12% SC students got 1st division in their last examination.
34. 74.6% SC students and 43.1% NSC students has got 3rd division in their last examination; it shows that NSC students have shown better performance in academic career.
35. When SC and NSC students are divided according to their sex boys are found having better academic achievement level than girls. Among boys 19.7% has got 1st division, 26.3% has got 2nd and 34% has got 3rd division.
36. There is a vast gap between 3rd division holders of SC and NSC students. Among SC 74.6% has got 3rd division and among NSC 43.1% has got 3rd division.

37. The level of Academic achievement of SC boys is better than SC girls at secondary level in rural Kamrup of Assam. 14.9% has got 1st division among SC boys and 9.1% has got 1st division among SC girls.
38. Like SC boys NSC boys has also shown better result in their last examination than NSC girls. Among NSC boys 24.6% secured 1st division, 37.1% secured second division and 38.3% secured 3rd division. Again among NSC girls 20.6% secured 1st division, 31.4% secured 2nd division and 48% secured 3rd division.
39. When the boys are compared according to their caste NSC boys shows better academic achievement level than SC boys at secondary level in rural Kamrup of Assam. Among NSC boys only 38.3% get 3rd division whereas among SC boys 69.7% get 3rd division.
40. SC girl's shows very poor academic result. 9.1% has got 1st division, 11.4% has got 2nd division and 79.4% has got 3rd division. Whereas NSC girls shows much better result than SC girls. Among NSC girls 20.6% got 1st division, 31.4% got 2nd division 48% got 3rd division.

5.1.6 Findings for the hypothesis no-3 there exists no significant difference between Scheduled caste and Non-scheduled caste students regarding level of academic achievement at secondary level in Assam.

41. Significant difference has been found between SC and NSC students regarding academic achievement level. Mean scores for academic achievement among SC's and among NSC's are 236.10 and 290.51 respectively.
42. Among boys and girls of secondary level of rural Kamrup of Assam has been found a significant difference regarding academic achievement level. Mean scores of boys and girls is 276.99 and 249.66 respectively regarding academic achievement level at rural Kamrup of Assam.
43. There exist significant difference between SC boys and NSC boys regarding academic achievement level. Mean score of SC boys is 251.55 and NSC boys is 300.92 regarding this variable.
44. There found significant difference between SC girls and NSC girls regarding academic achievement level.

45. For academic achievement variable mean score for SC boys is 251.55 and for SC girls are 219.22. There also exists a significant difference between SC boys and SC girls.
46. There exist no significant difference between NSC boys and NSC girls regarding academic achievement level.

5.1.7 Findings for the hypothesis no-4 there exists no significant relationship between level of adjustment and level of academic achievement of scheduled caste and non-scheduled caste students at secondary level in Assam.

47. There has been found Correlation 0.51 and 0.61 between adjustment and academic achievement of scheduled caste and non-scheduled caste respectively. There is difference between correlations of both these groups but both the correlation comes under the category of moderate correlation.
48. It is found that the non-scheduled caste students possessing higher academic achievement in their examination are also having higher level of adjustment capacity. On the other hand the scheduled caste students possessing lower academic achievement in their examination are also having lower level of adjustment capacity.
49. Correlation has been found between adjustment and academic achievement of boys and girls. Correlations are 0.61 and 0.51 for boys and girls respectively. Though there is difference between correlation between boys and girls but both the correlation comes under the category of moderate correlation.
50. Though adjustment and academic achievement of boys and girls are moderately correlate but from the correlation value it can be conclude that the correlation of boys regarding these two variables is higher than the correlation of girls.
51. The Correlation between academic achievement and adjustment of scheduled caste boys and scheduled caste girls are 0.65 and 0.35 respectively. It has been found that among scheduled caste girls there exists low correlation and among scheduled caste boys there exists moderate correlation between academic achievement and adjustment.

52. Moderate correlation has been found between adjustment and academic achievement of non-scheduled caste boys and non-scheduled caste girls .correlation value are 0.54 and 0.68 respectively.
53. There has been found a better correlation between adjustment and academic achievement among non-scheduled caste girls than non-scheduled caste boys.
54. Correlation found between adjustment and academic achievement of scheduled caste boys and non-scheduled caste boys are 0.65 and 0.54 respectively. Though there is difference between correlation between non-scheduled caste boys and scheduled caste boys but both the correlation comes under the category of moderate correlation. From the data it can be said that scheduled caste boys have better correlation than non-scheduled caste boys regarding academic achievement and adjustment.
55. Correlation between academic achievement and adjustment of scheduled caste girls and non-scheduled caste girls are different. Correlation found between academic achievement and adjustment of scheduled caste girls is 0.35 and non-scheduled caste girls are 0.68.
56. There has been found low correlation between academic achievement and adjustment level of scheduled caste girls and among non-scheduled caste girls there is found moderate correlation between these two variables.

5.1.8 Findings for the hypothesis no- 5 there exists no significant relationship between level of intelligence and level of academic achievement of Scheduled caste and non-scheduled caste students at secondary level in Assam.

57. There has been found different correlation between academic achievement and intelligence of scheduled caste and non-scheduled caste students. In case of scheduled caste students there exists moderate correlation between these two variables; whereas among non-scheduled caste students this correlation found high.
58. It has been found that the scheduled caste students possessing lesser academic achievement in their examination are having lower level of intelligence capacity. But the non-scheduled caste students are showing

better results in their academic achievement and possessing higher intelligence in comparison to scheduled caste.

59. Correlation between academic achievement and intelligence of boys and girls (including scheduled caste and non-scheduled caste students) are quite different. Among boys there exists moderate correlation between these two variables; whereas among girls there exists high correlation. Correlation value for girls and boys are 0.62 and 0.72 respectively. So it can be said that girl's correlation is higher than the boys regarding these two variables.

60. It has been found that Correlation between academic achievement and intelligence of scheduled caste boys and scheduled caste girls are 0.55 and 0.67 respectively. Though there is difference of correlation between scheduled caste boys and scheduled caste girls but both the correlation comes under the category of moderate correlation.

61. It is found that correlation between academic achievement and intelligence of non-scheduled caste girls and non-scheduled caste boys are differ from each other. In case of non-scheduled caste girls there exists high correlation between these two variables; whereas among non-scheduled caste boys there exists moderate correlation.

62. Correlation found between academic achievement and intelligence of scheduled caste boys and non-scheduled caste boys are quite different. Correlation found between both these variables among scheduled caste boys and among non-scheduled caste boys are 0.55 and 0.68 respectively. Though there is difference of correlation between scheduled caste and non-scheduled caste boys but both the correlation comes under the category of moderate correlation.

63. From the revealed data it can be said that non-scheduled caste boys have better correlation than scheduled caste boys between academic achievement and intelligence level. So, we can conclude that the non-scheduled caste boys possessing higher academic achievement in their examination are having higher level of intelligence than the scheduled caste boys as they are having lesser academic achievement in their examination and also having lower level of intelligence capacity.

64. There has been found correlation between academic achievement and intelligence of scheduled caste girls and non-scheduled caste girls are quite different. It is observed from the table that Correlation between both the variables of scheduled caste girls and non-scheduled caste girls are 0.67 and 0.76 respectively.
65. It is found that among scheduled caste girls there exists moderate correlation and among non-scheduled caste girls there exists high correlation between academic achievement and intelligence.

5.1.9 Findings for the hypothesis no- 6 there exists no significant relationship between level of intelligence and level of adjustment of Scheduled caste and Non-scheduled caste students at secondary level in Assam.

66. It is found that correlation between adjustment and intelligence of scheduled caste and non-scheduled caste students are quite different. In case of scheduled caste students there exists low correlation between these two variables; whereas among non-scheduled caste students this correlation exists moderate. So, the conclusion may be drawn as that the non-scheduled caste students possessing good academic achievement in their examination are also having good level of intelligence capacity.
67. Correlation between adjustment and intelligence of boys and girls including scheduled caste and non-scheduled caste students are having slight different. Correlation found between these two variables among boys and among girls are found as.40 and .41 respectively which has a slight difference. But both correlations come under the category of moderate correlation.
68. It can be revealed that correlation between adjustment and intelligence of scheduled caste boys and scheduled caste girls including scheduled caste and non-scheduled caste students are having slight difference. Correlation found between these two variables among scheduled caste boys and among scheduled caste girls are found as 0.37 and 0.24 respectively which has a slight difference.

69. Correlation between adjustment and intelligence of non-scheduled caste boys and non-scheduled caste girls are quite different. Correlation found between these two variables among non-scheduled caste boys and among non-scheduled caste girls are found as 0.40 and 0.63 respectively. So we can conclude that moderate correlation is found among non-scheduled caste girls and non scheduled caste boys regarding the adjustment and intelligence.
70. Correlation between adjustment and intelligence of scheduled caste boys and non-scheduled caste boys are slightly different. Correlation found between both these variables among scheduled caste boys and among non-scheduled caste boys are 0.37 and 0.40 respectively. Though there is difference of correlation between scheduled caste and non-scheduled caste boys but both the correlation comes under the category of moderate correlation.
71. Correlation between adjustment and intelligence of scheduled caste girls and non-scheduled caste girls are different. It is observed from the table that Correlation between both the variables of scheduled caste girls and non-scheduled caste girls are 0.24 and 0.63 respectively.
72. Among scheduled caste girls there exists low correlation and among non-scheduled caste girls there exists moderate correlation between adjustment and intelligence. So, we may draw the conclusion that the non-scheduled caste girls possessing higher level of adjustment are also having higher level of intelligence capacity; on the other hand the scheduled caste girls possessing lower level of adjustment are having lower level of intelligence capacity.

5.2 Conclusion:

The present study has been done among scheduled castes and non-scheduled caste students of secondary level of rural Kamrup district of Assam; and the researcher has studied the variables like- adjustment level, intelligence level and academic achievement level of the sample students of the district.

Academic achievement is the outcome of education the extent to which a student, teacher or institution has achieved their educational goal. It has become an index of child's future in this highly competitive world. **Crow and crow** (1969), defined "Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him". Academic Achievement may be affected by various factors among them intelligence and adjustment are two most important effective factor. Other factors like parent's illiteracy, economic condition of the parents etc. In the presents study researcher has studied the academic achievement of scheduled caste and non-scheduled caste students in relation to their adjustment and intelligence level. There is no any difference in intelligence level and adjustment level of students irrespective of their caste. By birth all the human being are same. But in our society practically it is not happen. Existence of caste system brings some difficulties in our society. Some people have the superiority complex of being the upper caste and on the other hand some have the inferiority complex of being the lower caste in society. This lower caste group develops inferiority from the very beginnings; it affects the entire life of the child and the whole life.

From the present study the researcher has come to so many conclusive points. To achieve the first objectives of the study the researcher has studied the adjustment level of students including both Scheduled caste and Non-scheduled with the help of self developed adjustment inventory. After the implementation of the adjustment inventory so many things has been clear out like Non-scheduled caste are better adjusted than scheduled caste at secondary level, boys and girls are found almost equally adjusted (including both the groups). Researcher has also found that scheduled caste girls have been found better adjusted than scheduled caste boys, Non-scheduled caste boys have been found better adjusted than non-scheduled caste girls. Again, among non-scheduled caste boys and scheduled caste boys a big gap has been found. Non-scheduled caste boys are found better adjusted than scheduled caste boys. It has been also found that scheduled caste girls are lower adjusted than non-scheduled caste girls.

To study the level of intelligence researcher has used one intelligence test and conclusion drawn as- non-scheduled caste students are more intelligent than scheduled caste students, boys are found more intelligent than girls, scheduled caste boys are found possessing more intelligent capacity, non-scheduled caste boys are found more intelligent level than non-scheduled caste girls. Again non-scheduled caste boys and non-scheduled caste girls are found possessing more intelligent level than scheduled caste boys and scheduled caste girls respectively.

Again regarding the academic achievement level it has been found by researcher that non-scheduled caste students have better academic achievement level than scheduled caste students, boys are found having better academic achievement level than girls, scheduled caste boys shows good in academic career than scheduled caste girls. Again non-scheduled caste boys have also shown better performance in academic achievement. Again non-scheduled caste girls show much better performance in academic career than scheduled caste girls.

Some other distinguishable conclusion drawn by researcher as- moderate correlation has been found between academic achievement and adjustment level among scheduled caste students and among non-scheduled caste students, low correlation has been found between academic achievement and adjustment among scheduled caste girls. There has been found moderate correlation between academic achievement and intelligence among scheduled caste students but among non-scheduled caste students this correlation found high. It can be said that scheduled caste students possess lower level of academic achievement and they are having lower level of intelligence capacity. There exist high correlation among girls between academic achievement and intelligence. Again among non-scheduled caste girls also high correlation has been found between academic achievement and intelligence level. In both the groups scheduled caste and non-scheduled caste boys have been found moderately correlate regarding academic achievement and intelligence. Again it has been found that among scheduled caste girls there exists moderate correlation and among non-scheduled caste girls there exists high correlation between academic achievement and intelligence.

From the above it can be said that scheduled caste students are lacking behind in most of the cases than non-scheduled caste students. In this regard caste may be the one of the factor. Because of caste system arises in the society these group of people develop feeling of inferiority complex from the starting of the life. Because of inferiority complex scheduled caste students cannot mix up with the other caste students in the schools because the feeling of having lower caste is in their mind. This feeling create burden on them. Home environment, their economic condition, and their social life also affect on their adjustment capacity and intelligence level. Again poor adjustment and intelligence level create problems in their academic career. To remove the gap between scheduled caste and non-scheduled caste students school can do a lot. School plays a very influencing role in every student's life. Schools where both scheduled caste and non-scheduled caste students studied teacher should not show any difference to the students. Students should be taught that nobody is from the lower caste by birth it is the feeling of mind, it is the set of our so called society. Because very earlier caste was divided on the basis of the work but by the time caste system became by birth. By the teacher every child should be equally treated, everyone should get equal facility in school. In this regard home environment is a powerful element which also affects. Economic condition of the family always has the impact on the child's life. So proper economic support should be provided by parents to the children of the scheduled caste, parents should provide proper nurturing to their child and mental support should also provide. Another important thing is that parent's illiteracy is also affects on children. So to give proper guidance to their own child illiterate parents should provide adult education.

We all know that government has made so many plans and policies to bring up this group of people, scheduled caste and for the girl child also. So, need is to proper implementation of these policies in every nook and corner of our country. Regarding girls lower performance in adjustment, intelligence and academic achievement it can be suggest here that boys and girls students should be equally treated by family and in school also. They should get equal facility in every field. Girls should always encourage to go to school, they should provide proper nutritional food to make their health good, parents should

not think girls child as a burden, and they should provide proper economic support. Though now a day's everywhere it is said that girls and boys are same, they get equal facility but practically it is not happen. Government has also made some policies for girl child but actual implementation has not done. So government should take proper steps to implement the policies. In this way when girls are in a position to understand themselves as equal to boys than gap between boys and girls in any field will be removed automatically.

Lastly it can be concluded that, there is a need of development of the mental setup of the people of our society. When people of our society develop mentally and they can come to a position to understand that caste is not in our environment, not in our society among human being, it is in our mind. "All human being are the gift of God" this concept come to the mind of the people of our society it will help us to get a classless and caste less society.

5.3 Suggestion:

On the basis of the major findings some suggestions can be given as follows—

- Caste system should be removed not only from the society but also from the mind of the people.
- Teacher should help the scheduled caste students to remove the inferiority complex from the mind.
- Students should be taught from the very beginning in school that all human being are equal, there is no upper caste and lower in caste.
- In this regard NGO's can play a great role. To remove the adult illiteracy among scheduled caste NGO can organize adult education program in society.
- Teacher should treat all the children equally irrespective of their caste and sex in the school.
- If need arises then teacher should give special training to the scheduled caste students to make them equal to other students.

- Parents teacher association should be organize. It will help the parents to understand the need of their children and it will help them to know how to treat them in home environment as education is the outcome of the combination of both home and school environment.
- Parents should take care the health of the children. Proper nutrition should always give to the boys and girls equally.
- Home environment should be friendly. Proper nourishment should also be given.
- Parents should always try to give their children proper economic support so as they don't feel any difficulties in their study life.

5.4 Educational implication:

The researcher is optimistic that the present study will be helpful for our prevalent society as caste system is existing here. Revealed findings of the study can help the people to understand the negative side of the existing of caste system in a society. They can understand that how the feeling of inferiority complex among this group of people keeps them far away from the success in life. When they can feel that they are not the other caste, they are same like the other people in society then it will help them to move on their life. Findings of the present study reveal some important implication for the school teacher, parents of the students, for the society, policy makers and government employees who can help in implementation of the policies. The study can help the teacher to understand that because of caste system scheduled caste students are showing lower performance, so they should treat them equally with other students. Teacher can make friendly environment to help the students. They can also arrange parent teacher association which will help the parents to understand their children.

The study may also help the people of society to understand that people not born with caste, this caste is created by us. So it will help them to remove cast from our society as early as possible. It also help the people who are not belonging to the scheduled caste to understand that scheduled cast

are not any lower caste people, their intelligence level, adjustment capacity and academic achievement are same with the other students. But their performance is low only because of the feeling that they are carrying in their mind that they are upper caste and scheduled caste are lower caste.

It will be beneficial for the scheduled caste society. Because it will help them to understand their power that they can do better in every field of life, they have the power to do something when they threw up the feeling of inferiority complex.

Again the findings for the girl's child are not satisfactory. So it will be a lesson for the girl child and parents of the girl child also. From the study girls can learn that they are showing lower performance in most of the fields, so they should try more. Intellectually boys and girls are equal by birth. So they can show equal performance like the boys. Parents of the girl child may also understand that if they give proper nutrition, proper care to girl child equal to boys they can move on as boys in their life.

5.5 Suggestions for further study:

Present study has been done on academic achievement of secondary level students of scheduled caste and non-scheduled caste students in relation to their adjustment and intelligence level. It was carried out in rural Kamrup district of Assam. Because of some practical problems broad area and some other aspects related to academic achievement has not been chosen. But undoubtedly it can be said that the present study is a very useful study and it can be a basic for further study and investigation in this particular area. Further studies are recommended on the basis of the present study which will be helpful for our study in the following—

(1) The present study is done on secondary level; study can be done on primary level in Assam.

(2) A study may be conducted by taking all the above variables in higher education level in Assam.

(3) Comparative study may be conducted between Assam and with the other states by taking all the above mentioned variables.

(4) Study can be done on academic achievement of scheduled caste and scheduled tribe in relation to adjustment and intelligence at secondary level in Assam.

(5) Study can be done on Academic achievement of scheduled caste and non-scheduled caste, scheduled caste and scheduled tribe in relation to other variables like personality , attitude etc at secondary level in Assam.

(6) Problems of scheduled caste students can be studied in Assam.

(7) Higher education of scheduled caste and scheduled tribe students can be studied in Assam with comparison to other north-eastern state.