CHAPTER-6

Summary

6.1 Emergence of the study:

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

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

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

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

Crow and crow, “Learning is the acquisition of habits, knowledge and attitudes .It involves new ways of doing things, and it operates in an individual’s attempts to overcome obstacles or to adjust to new situations. It represents progressive change in behavior….It enables him to satisfy interests to attain a goals.”

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

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

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

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

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

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

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

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

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

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

adjustment. However, significant relationship between academic stress and adjustment were found for both the groups of students and each type of school.

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

6.1.1 Relationship between Academic Achievement and Intelligence level:

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

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

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

6.1.2 Relationship between Academic Achievement and Adjustment level:

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

It has been found from various researches that adjustment is a considerable determining factor of academic achievement. Sophie (1972) studied the adjustment of students as a determinant of academic achievement with the objective to study the relationship between adjustments, socio-

economic status academic achievement by taking a sample 450 senior secondary school students and found that adjustment scores of children having high socio-economic status was highly significant with academic achievement. Saxena (1979) conducted a study of relationship between adjustment and academic achievement and revealed that under achievers had significantly made poor adjustment in home health and school areas; better general adjustment was associated with better achievement. Krishan(1983) found that there was no significant gender difference in school adjustment problems and also that high achieving high school students were significantly more adjusted than low achieving high school students. Prasadh (2005) studied adjustment and achievement of residential school students and found a significant positive relationship between achievement of students with home , educational and emotional adjustment ; achievement of boys had a significant positive relationship with home , educational and emotional adjustment ; achievement of girls had a significant positive relationship with home, educational and emotional adjustment; achievement of girls had a significant positive relationship with home and educational adjustment. Shukla et al.(1980) studied the effect of adjustment of students on their academic achievement and found that correlation of adjustment was highly significant with academic achievement.

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

As from the lay man view point and from some practical observations it is generally said that scheduled caste are backward class and their performance is also backward or incompatible in comparison to general caste. Various researchers have studied on scheduled caste and on their academic achievement, Adjustment and intelligence level in comparison to other caste. Gyani, T.C and Gupta, M. (1996) conducted a study on educational problems and their effect on the academic achievement of backward class students in relation to their education and generation gap. They found that first and non-first generation learner did not differ in their academic achievement, two groups differed in their adjustment with problems related to school work and problems related to the curriculum and teaching, the problems of the backward class

students did not have any significant effect on the academic achievement of first generation learners group but in the case of non-first generation learners group, then various problems had significant effect on their academic achievement. Another comparative study was conducted by Singh,p.(1997) on Achievement, Adjustment, Attitudes and problems of First and Subsequent General Learners Belonging to Scheduled castes at Higher Secondary Level. Researcher has found that the enrolment of first generation learners was significantly higher in comparison to the children of subsequent generation learners of the scheduled castes community, most acute problems of the first generation learners of the Scheduled castes were employment during holidays, possibility of post-college education, Home being away from the school, lack of facilities at home, desire to the popular. A study conducted was by Gaur, J.S.,Thukral, C.M., jain, V.K., Malik, J.P.,Ghosh,papia., Kaur, Narender and Sharma, Sunita (1988) and in their study they found that non scheduled caste high school boys were higher than scheduled castes boys in their self concept as well as intelligence .These differences were more glaring in rural groups.

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

achievement of the socially disadvantaged. Important findings of this study were that the variables that influenced the socially, non disadvantaged group were study habits, achievement motivation, intelligence, adjustment and school adjustment whereas the variables which influenced the socially disadvantaged group were intelligence, personality adjustment and school adjustment.

From the various studies it is revealed that scheduled castes are showing lower performance in most of the time. There may be so many factors and causes behind it. By birth all men and women are equal; so there should not be any difference psychologically as established by theories. However, differences have been occurred because of social inequalities prevailing in our society. This tempted the researcher to explore the reasons and factors of lacking behind of this group. Society can play a vital role in this regard. Development of scheduled caste people in our society may help us to live in a better environment with classless or caste less society.

6.1.4 Rationale of the study:

Academic achievement is the outcome of education the extent to which a student, teacher or institution has achieved their educational goal. It has become an index of child's future in this highly competitive world. It has been one of the most important goals of the educational process. It is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (lent et al., 2000). Academic achievement and career aspiration in adolescence are often correlated (Abu –Hilal, 2000). **Crow and crow** (1969), defined "Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him". Academic achievement is commonly measured by examination or continuous assessment but there is no general argument on how it is best tested or which aspects is more important procedural knowledge such as skills or declarative knowledge such as facts. Academic Achievement may be affected by various factors among them intelligence and adjustment are two most important effective factor. Coleman (1960) states that the process by which an organism attempts

to meet the demands placed upon it by its own nature and by its environment are called adjustment. Adjustment is a popular expression used by people in day to day life. For example, while travelling in a bus or a train, in our schools, colleges, offices, we often here or use this term. This adjustment maintains peace and harmony in home, school, society and in the country. It is a process that takes us to lead a happy and well contended life, it helps us in keeping balance between our need and the capacity to meet these needs, it helps us to change our way of life according to the demands of the situation and it also gives us some ability and strength to bring desirable changes in conditions of our environment. It is an important issue in the life of every individual. People can develop adjustment disorder at any time in their life; particularly people are become vulnerable during their adolescence period. This is the period when people start facing real problems in their life. The phenomenon of secondary school student's adjustment is a great concern to our educationists as well as health practitioners. Generally we have seen that students who can adjust well with his/her health, home environment, school environment, and social environment, with their emotional life they can perform well in their academic career than those students who are poor adjusted. So many researchers reported adjustment as a determining factor of academic achievement. Poor school adjustment leads to low academic achievement, behavioral problems, discordant educational aspirations and even school dropout. (vasalampi et al.2009;Raju & Rahamtula 2007). Educationists need to know what they can do to help their students adjust and benefit from school (Mizelle, 1999). Arkoff (1968) quoted in Abdullah et al.(2009) defines school adjustment as a person's interaction with his or her environment and covers academic achievement, personal growth and accomplishments outside the classroom such as in art, music, creativity and leadership. According to him an adjusted student is one who obtains adequate grades, passes his or her courses and eventually graduates. Kumar (1963) studied adjustment among higher secondary students and its relation to attainment and reported that class attainment was very much affected by the quality of home and school adjustment.

Again intelligence is one of the most important factors for academic achievement. Intelligence is the mental ability of an individual. It is the ability to

learn something new, to learn something more difficult things and the ability to deal with abstraction. Every human being make themselves able to acquire experiences according to their need with the help of their by birth qualities. With the acquired experiences they can make themselves physically and mentally strong. In the whole life every man faces so many problems but some of them can solve the problem with their technique. This technique is of the individual is called intelligence. From this we can say intelligence is the problem solving power of individual being which is differ from individual to individual. In the academic career of students intelligence plays an effective important role. So many researchers have attempted to study the relationship of academic achievement and intelligence. Kaur(1992) studied the interrelationship between creativity, intelligence and academic achievement of 11th grade boys and found that relationship between creativity and intelligence was low but positive ; academic achievement commonly influenced the correlation between creativity and intelligence; relationship between creativity and intelligence was nonlinear ; low positive relationship existed between creativity and academic achievement ;creativity commonly influenced the correlation between academic achievement and intelligence; the relationship between intelligence and academic achievement was linear. Mishra(1997) examined the correlation of academic achievement of high school students and found that intelligence was significantly correlated with academic achievement for both boys and girls ; the correlation between intelligence and academic achievement was higher in case of girls; socio economic status was not significantly related with academic achievement of boys and girls ; academic achievement of rural students was lower than the achievement of urban students ; academic performance of girls was superior to the performance of boys. Panigrahi(2005) studied academic achievement in relation to intelligence and socio-economic status of high school students with the objectives to examine the influence of intelligence and socio economic status on academic achievement of high school students by taking a sample of 100 students of Bhubaneshwar city of Orissa and found that there was positive and significant correlate on between academic achievement and intelligence ; high intelligence leads to better academic success; a low positive correlation between academic achievement and socio economic

status ;there was no significant difference between boys and girls with respect to academic achievement.

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

6.1.5 Research questions:

vii. What is the level of adjustment of scheduled caste and non-scheduled caste students at secondary level in Assam?

viii. What is the level of intelligence of scheduled caste and non-scheduled caste students at secondary level in Assam?

ix. What is the level of academic achievement of scheduled caste and non-scheduled caste students at secondary level in Assam?

x. What is the relationship between level of adjustment and level of academic achievement of Scheduled Caste and non-Scheduled Caste students at secondary level in Assam?

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

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

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

6.1.6 Statement of the problem:

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

6.1.7 Objectives of the study:

The present study has been designed with the following objectives-

7. To study the level of adjustment of scheduled caste and non-scheduled caste students at secondary level in Assam.
8. To study the level of intelligence of scheduled caste and non-scheduled caste students at secondary level in Assam.
9. To study the level of academic achievement of scheduled caste and non-scheduled caste students at secondary level in Assam.
10. To study the relationship between level of adjustment and level of academic achievement of Scheduled Caste and non-Scheduled Caste students at secondary level in Assam.
11. To study the relationship between level of intelligence and level of academic achievement of Scheduled Caste and non-Scheduled Caste students at secondary level in Assam.
12. To study the relationship between level of intelligence and level of adjustment of scheduled caste and non-scheduled caste students at secondary level in Assam.

6.1.8 Hypotheses:

7. There exists no significant difference between scheduled caste and non-scheduled caste students regarding level of adjustment at secondary level in Assam.
8. There exists no significant difference between scheduled caste and non-scheduled caste students regarding level of intelligence at secondary level in Assam.

9. There exists no significant difference between scheduled caste and non-scheduled caste students regarding level of academic achievement at secondary level in Assam.
10. 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.
11. 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.
12. There exists no significant relationship between level of adjustment and level of intelligence of scheduled caste and non-scheduled caste students at secondary level in Assam.

6.1.9 Delimitation of the study:

The present study is delimited to the following aspects-

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

6.1.10 Operational definition:

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

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

Intelligence: Intelligence is the mental ability of individual. It is the ability to learn, to deal with abstraction, to make adjustment, to adopt new situation, or the ability or power to make appropriate responses to certain stimuli in a given situation. Level of Intelligence in the presents study refers I.Q level of the students.

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

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

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

a. Methodology and design:

6.2.1 Design of the study:

The present study is an explorative and descriptive in nature.

6.2.2 Method:

Present study adopted descriptive-cum-survey method and followed the related strategies for its various aspects. This method helps the researcher to get detailed description about the existing condition. It involved the description,

recording, analysis and interpretation of condition that exist. Descriptive research studies are designed to obtain information concerning the current status of phenomenon. It is the most popular method and most widely used research method in education. The present study employed data analysis and interpretation which give a clear picture of the academic achievement of scheduled caste and non-scheduled caste students in relation to their adjustment and intelligence level.

6.2.3 Population of the study:

All the scheduled caste and non-scheduled caste students of secondary level of Assam are the population of the present study.

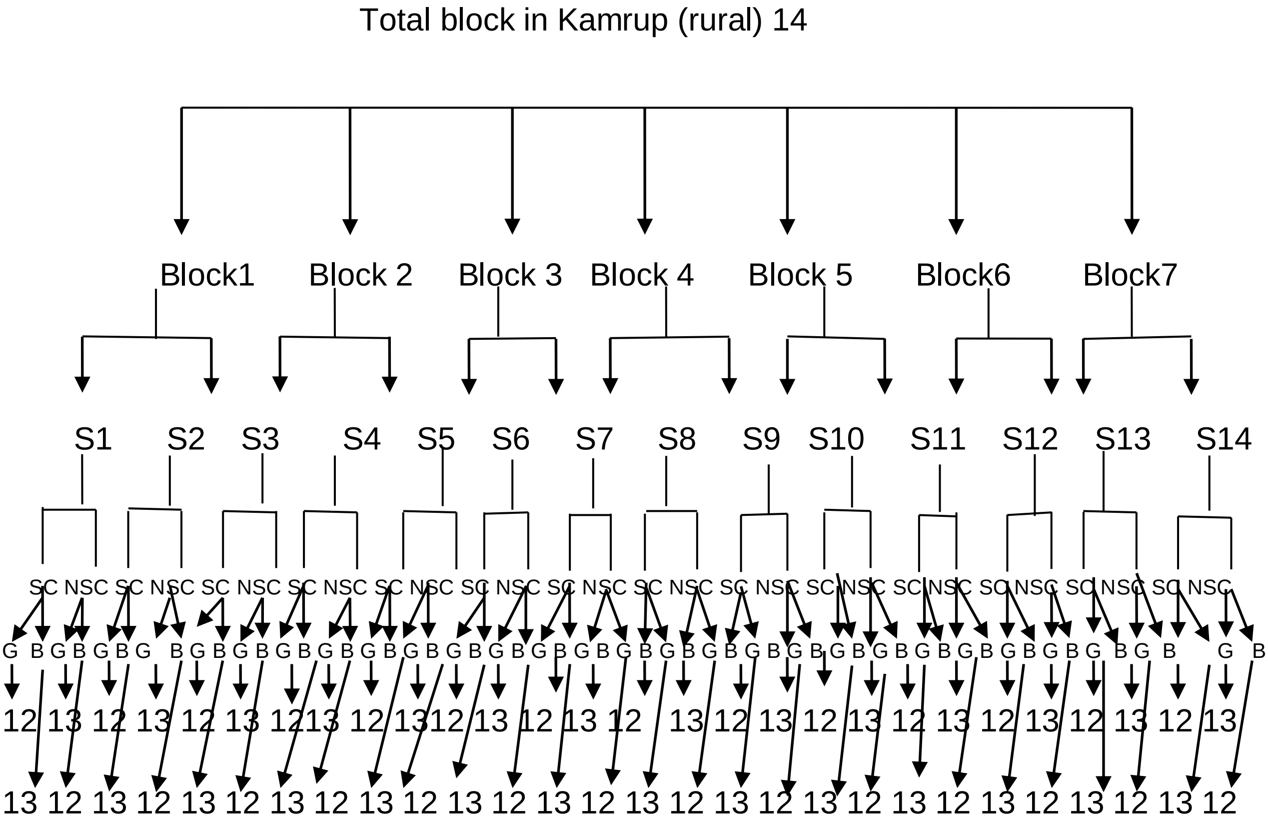
6.2.4 Sampling techniques:

Sampling is the process of selecting a sample from the population. It is the process through which it is possible to draw valid inferences or generalizations on the basis of careful observation of variables within a relatively small proportion of the population. In the present study the researcher has used stratified random sampling technique for selecting the sample.

6.2.5 Sample size:

The researcher has selected 700 samples from the population of secondary school students (class IX & X) of rural Kamrup district of Assam, including 350 Scheduled Caste and 350 non-Scheduled caste students. Among 350 scheduled caste and 350 non-scheduled caste students 175 boys and 175 girls has been selected for collecting data.

Diagram of the sample size



(In the above diagram S stands for school, G stands for girls and B stands for boys)

6.2.6 Locale of the study:

India is a country comprised of 29 states and 7 union territories. The north-eastern regions of India comprised of eight states viz, Arunchal Prades, Nagaland, Manipur, Mizoram, Meghalaya, Tripura, Sikkim, Assam. Assam is one of the states of nort-eastern region covering the area of 78,438 Sq. Km, which is having 27 districts. The whole Assam is consisting of two valleys, Brahmaputra and Barak. Kamrup district is one of the districts of Brahmaputra valley. For smooth administration the districts has been divided in to two parts rural Kamrup and urban Kamrup. It occupies an area of 4,345 sq. kilometres. According to the 2011 census Kamrup districts have a population of 1,517,202.It has population density of 436 inhabitants per square kilometre. Its population growth rate over the decade 2001-2011 was 15.67%.It has a sex ratio of 946 female for every 1000 male and the literacy rate of Kamrup district is72.81% Kamrup rural occupies an area of 4,34,500

hectare. According to 2011 census total population of Kamrup rural is 13, 75,148. Its district headquarter is Guwahati. It has two sub-division, one is Kamrup Sadar and the other is Rangiya. In the north of the rural Kamrup it has Baksa and Nalbari districts, Kamrup metro is in the east, Meghalaya is in the south, and it has Goalpara district in the west. Literacy rate of Kamrup rural according to 2011 census is 74.21%, among them 80.10% are male and 67.96% are female.

6.2.7 Tools used for the study:

Adjustment inventory: Tools are the most important prerequisite of any research process. Preparation of a tool requires skill, expertness and deepest knowledge about the tool construction process. Scientifically prepared tool can ensure desired results with its proper validity and reliability. In the present study researcher has developed one adjustment inventory on the basis of the objective for collection of data.

The researcher has developed one adjustment inventory related to school education for collecting data related to the first objectives of the study. In the adjustment inventory 150 items has been included, which are divided under five different areas of adjustment. These areas are--(a) Health (b) Home (c) School (d) Emotional (e) Social. Here total number of items is 150 and each area contains 30 items. There are two types of responses – 'Yes' and 'No'. Each item of the test is scored as either '1' or '0' for correct and incorrect responses respectively.

To construct the adjustment inventory the researcher initially prepared 250 items covering all the above mentioned areas. Under each area 50 items were there.

After preparing the preliminary draft of the tool it was sent to the experts for their recommendations, and then it was discussed among the departmental teachers. After expert's recommendations with a little modification final draft for pilot study was prepared having 230 items, consisting 46 items in each area. After draft of the tool a scoring key was also developed.

Pilot study: For the pilot study the tool was administered on o group of sample consisting of 100 students studying at secondary level school (class ix and x). After collecting the data from the sample group scoring was made on the basis of scoring

key. Then the test scores were arranged in order from highest score to lowest score for calculating difficulty level of the item. Then for calculating difficulty level of each item two groups of respondent were formed by taking 27 percent students from top from the ascending order list for upper group; and 27 percent from bottom from the list of lower group. As in the pilot study 100 respondents were there; so in upper group 27 students and in lower group 27 students were taken for forming the group. After forming the group, difficulty level of the items were calculated by using the following formula—

Difficulty level = R/ T × 100

Where R = the number of persons who get the items right (upper group+ lower group)

T= Number of person in total in upper and lower group.

By following the above mentioned method, a good number of items were discarded and 150 items were kept for the final tool. In each area 30 items were

Reliability of the tool: After preparation of final draft the tool was again administered on a group of 100 samples of secondary level students (class ix and x). Then scores of the sample students in the adjustment inventory was calculated for determining the reliability of the tool. Test-retest method was used for determining the reliability.

Spearman's rank correlation was applied for determining the reliability co-efficient of the adjustment inventory. The co-efficient of correlation for the whole test was found .89. Area wise reliability coefficient of correlation of the adjustment inventory is shown in following table—

Table no-6.1

Areas of adjustment	Coefficient of correlation
Health	.89
Home	.86
School	.83
Emotional	.94
Social	.86

Validity: After discussion with the expert, teacher and students it is ensured that that the present scale possess sufficient validity. It means that the present tool can serve the purpose for which it has developed. Besides this, in the process of construction of the adjustment inventory, the researcher ensured that the face validity, content validity and construct validity has duly been taken care of while writing and finally selecting the test items by undertaking statistical technique and expert's opinion.

Thus, the adjustment inventory for the secondary level students was accepted as a valid tool to measure the level of adjustment of scheduled caste and non-scheduled caste students of rural Kamrup district of Assam.

Scoring:

The investigator has developed a scoring key for the adjustment inventory. The maximum possible score on this test is 150. Each item of the test is scored as either one (+1) or zero (0) for correct and incorrect responses respectively. There are two types of responses 'Yes' and 'No' .There are five different areas of adjustment, these are (a) Health (b) Home (c) School (d) Emotional (e) Social. There are 30 items in each of these different areas of adjustment. Each correct answer has been given 1 and each incorrect answer has been given 0. By adding the allotted score to each item shows the total adjustment of the respondent.

Intelligence test

The researcher has also adopted one intelligence test named **"G.C Ahuja Group test of intelligence"** by Dr.G.C Ahuja to achieve the second objective of the study published by **National psychological corporation (India).** In this test there are 8 sub-tests and 135 total numbers of items. The reliability of this test through split-half method was found 0.97 and the test has empirical, internal and factorial validity.

6.2.8 Procedure of data collection:

After the development of adjustment inventory the researcher has personally collected the data from the selected sample. Samples are collected from the schools. Researcher has gone to different schools of rural Kamrup district of Assam. Adjustment inventory and intelligence tools have been given to the

scheduled caste and non-scheduled caste students of class ix and x. Both girls and boys are included in the sample students. And for collecting data regarding academic achievement of the students researcher has collected the last examination marks of the students from the schools office. Among the sample students 350 were scheduled caste and 350 were non-scheduled caste, again among 350 students 175 were girls and 175 were boys in both the groups.

6.2.9Technique of data analysis:

The researcher has collected the required data from the sampled schools with the help of above mentioned tools. Analysis and interpretation has been done using qualitative and quantitative techniques. Under quantitative techniques the statistical techniques have been used. The techniques are – percentage, Mean, Standard Deviation, Co-efficient of correlation, 'Z' test etc.

b. Major findings of the study:

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

73. 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.
74. 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.
75. 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.

76. 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.

77. 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.

78. 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.

79. 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.

80. 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.

81. 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.

82. 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

83. 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.

6.3.2 Findings for hypothesis no-1 there exists no significant difference between SC and NSC students regarding level of adjustment at secondary level in Assam.

84. 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.

85. 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.

86. 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.

87. 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.

88. 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.

89. 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.

90. 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.

91. 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.

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

92. 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.

93. 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.

94. 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.

95. 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.

96. 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.

97. 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.

98. 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.

6.3.4 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.

99. 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.

100. 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.

101. 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.

102. There exist a significant difference between SC girls and NSC girls regarding intelligence level at secondary level in rural Kamrup of Assam.

103. There has been found significant difference between SC boys and SC girls regarding intelligence level at secondary level in rural Kamrup of Assam.

104. 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.

6.3.5 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.

105. 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.

106. 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.

107. 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.

108. 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.

109. 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.

110. 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.

111. 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.

112. 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.

6.3.6 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.

113. 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.

114. 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.

115. 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.

116. There found significant difference between SC girls and NSC girls regarding academic achievement level.

117. 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.

118. There exist no significant difference between NSC boys and NSC girls regarding academic achievement level.

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

119. 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.

120. 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.

121. 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.

122. 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.

123. 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.

124. 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.

125. There has been found a better correlation between adjustment and academic achievement among non-scheduled caste girls than non-scheduled caste boys.

126. 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.

127. 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.

128. 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.

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

129. 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.

130. 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.

131. 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.

132. 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.

133. 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.

134. 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.

135. 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.

136. 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.

137. 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.

6.3.9 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 of Assam.

138. 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.

139. 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.

140. 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.

141. 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.

142. 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.

143. 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.

144. 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.

6.4 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.

6.5 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.

6.6 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.

6.7 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—

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

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

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

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

(12) 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.

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

(14) Higher education of scheduled caste students can be studied in Assam.