The Scheduled Castes (SC) and Scheduled Tribes (ST) wherever they live, are faced with many diverse problems, which are of Social, economic, political and educational in nature. It is common knowledge how the Scheduled Castes and Scheduled Tribes suffer from times immemorial for no fault of theirs. These problems have aggravated the situation over years and pushed the SC/ST masses to total subjugation and exploitation. One thing is certain, that in a caste-ridden society like ours, social and economic status are the necessary prerequisites for any individual to progress. These variables buttress each other in development of a community or caste. Any analysis of Indian society without taking caste into consideration is not complete. Almost all activities-economic, political, educational and socio-cultural-revolve around the notions of caste. The structural form and relationships in rural areas have continued almost in tact in post-independence India, although some changes have come about in urban setting. The scheduled castes and scheduled tribes, throughout the country occupy the lowest rank in the caste hierarchy. In a hierarchy of unequal relationships, the scheduled castes and scheduled tribes are at the bottom and hence socially inferior to all others in the community. Further among themselves also there is further stratification and ranking.

**Origin of the Term Scheduled Caste**

The Simon Commission (1928), which was boycotted in India and became responsible for the death of Lala Lajpat Rai on account of ‘Lathi Charge’ coined the term Scheduled Caste. There after, it was used in Government of India Act, 1935. After independence, it found expression in the various provision of the Constitution.

**The Scheduled Castes and Scheduled Tribes**

“The terms ‘Scheduled Caste’ and ‘Scheduled Tribe’ are only legal fictions and Constitutional myth.” Nowhere in the Indian Constitution are they defined even though it is the lengthiest legal document of nations in contemporary world. This has
actually led to confusion and with the result the Constitution is amended rather frequently.

The historical background of the term ‘Scheduled Caste’ could be traced to the Government of India Act, 1935. For the first time the British government issued the Government of India (Scheduled Caste) order in 1936 specifying certain castes as SCs in some of the provinces. Prior to that the SCs were generally known as ‘the Depressed Classes’. Dr. Hutton, the then Census Commissioner of India, had categorized the depressed classes systematically and the list of SCs issued under the Government Order of 1936 was continuation of the earlier list prepared by Dr. Hutton. Further, the list drawn in 1950- the Constitution ‘Scheduled Caste’ order – was a revised version of the 1936 order.

After the Constitution came into force the classification of STs was made. Even in the case of Tribes the first ever serious attempt to classify them is attributable to 1931 census. However, a reference has been made in Government of India Act, 1935 to the ‘Backward Tribes’. According to the thirteenth schedule of the Government of India (Provincial Legislative Assemblies) Order, 1936, certain tribes were specified as backward in some provinces.

**EDUCATION OF THE SCHEDULED CASTES**

*Population of Scheduled Castes*

In 2001, the population of Scheduled Castes was 179.7 million, which accounted for 17.5 percent of the total population (projected on the basis of the trend of their decadal growth rates).

Almost half of the total population of SC is concentrated in the states of Bihar, Haryana, Madhya Pradesh, Punjab, Rajasthan and U.P. – popularly known as Hindi belt in the North.

In the South, SCs are concentrated mainly in Andhra Pradesh and Tamil Nadu. In the East, they are in Bengal and in the West in Maharashtra.

*Constitutional Provisions of Education for Scheduled Castes*

There are some constitutional provisions for the education of scheduled castes students such as: Commitment in National Common Minimum Programme (NCMP);
District Primary Education Programme (DPEP); Sarva Shiksha Abhiyan (SSA) (6 to 14 – 2010); Janshala; National Programme for Education of Girls at Elementary Level *(NPEGEL); Shiksha Karmi Project (SDKP); Kasturba Gandhi Balika Vidyalaya (KGBV); Jan Shikshan Sanstan (JSS); Central Institute of Indian Language (CIIL); Kendriya Vidyalaya (KVs); Navodaya Vidyalayas (NVs); National Institute of Open Schooling (NIO); National Council for Education, Research and Training (NCERT); National Institute of Educational Planning and Administrations (NIEPA) and University Grants Commission (UGC).

ACADEMIC ACHIEVEMENT

Academic achievement has always been a crucial point and main centre of educational research despite varied statement about the aim of education. Academic development of the pupil is the primary concern and the most important goal of education. Not that other aspect of educational objectives are to be ignored but the fact remains that academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of pupil. Academic achievement of an individual is so far considered to be influential partly by his ability to adjust to his environment, partly by his special abilities, intelligence and aptitude which are an integral part of his personality and partly by the intensity of drives and motives which serve as the impelling force for his activities.

Thus, academic achievement refers to the degree of level of success and that of proficiency attained in some specific area concerning scholastic and academic work. In view of other authors such as Goods (1955) Biswal and Aggarwal (1971) there seems to be considerable similarities in as much as all of them place emphasis on knowledge attained or skill developed in academic subjects and usually originated by test scores. It is different from proficiency in the area of different age accomplishment quotient or achievement quotient are the most commonly used meant to interpret the level of academic achievement of pupils in general or in a specific given subject matter in particular.

The justification of measuring academic achievement is based on the fundamental assumptions of psychology that there are differences within individual
from time to time, place to place, situation to situation, one class to other class. Besides there are individual differences. Also individual of same age group, same grade, and of same potential ability, usually differ in their academic proficiency whether measured by Standardized Achievement Tests or by teachers’ grading or by marks obtained in tests or examination.

Academic achievement is the students’ performance on cognitive test at a level commensurate with his/her abilities and according to standard set for the class. Academic achievement refers to the degree of level of success and that of proficiency attained in some specific area concerning scholastic and academic work.

Academic achievement is a measure of what has been learnt in the academic year. Academic achievement is determined by a student-teacher on a particular specified area of instruction. In the present study, academic achievement of the student teachers is determined on the basis of the marks (total - theory and practical) obtained in the tenth class examination.

**HOME ENVIRONMENT**

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a ready-made system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child’s life. Family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual’s behaviour. The psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations: acceptance – autonomy, acceptance – control, Rejection- autonomy and rejection-control (Johnson & Medinnus, 1969), Grebow (1973) reported that ‘nurturance-affection’ and ‘achievement expectations, demands and standards’ constitute the two dimensions of parental behaviour that have been regarded as important by previous researchers. Various researchers have identified the following characteristics of home environment or parental child rearing practices permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement, provisions for the child’s intellectual needs, affective rewards, instrumental companionship,
prescription, physical punishment, principled discipline, neglect, deprivation of
privileges, protectiveness, power, achievement demands, indulgence, conformity,
independence, emotional and verbal responsibility, involvement with the child,
physical and temporal environment, avoidance of restriction and punishment,
provision of appropriate play materials, etc. There exists a great overlapping in the
kinds of behaviours which are in association with different characteristics.

SCHOOL ENVIRONMENT

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a readymade system of signs. It imposes on him a series of obligations. Two environments home and school share an influential space in child’s life and there exists a unique juxtaposition between the two (Tucker & Bernstein, 1979). According to Sagar and Kaplan (1972), by its very nature, the family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual’s behaviour. Next to family, the school is the most important experience in the process of child development. When the child enters the school area, he or she is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in different schools and may have a direct impact on the cognitive and affective behaviour of students. The nature of this impact can be understood if we devote our research energies to find out the environment variables that are most effective in promoting optimum development of each child’s potentialities.

TYPES OF ORGANIZATIONAL CLIMATES

Let us now describe, in turn, each of the six organizational climates based on each of the eight subsets which constitutes the prototypic profiles as given by Halpin (1996).

The Open Climate

The open climate depicts a situation in which the members enjoy extremely high espirit. The teachers work well together without bickering and gripping (Low disengagement). They are not burdened by mountains of busywork of routine reports.
The principal facilitates teachers in the accomplishment of their tasks. The group members enjoy friendly relations with each others. The teachers obtain considerable job satisfaction and are sufficiently motivated to overcome difficulties/ frustrations and feel proud to be associated with their school.

The Autonomous Climate

Though the teachers work together in task-oriented climate but they are not hindered by administrative paper work and they do not bother about the reports that they are required to submit. The principal remains aloof after he has set procedures and regulations to facilitate the teachers task. He lets the teachers work of their own and monitors their activities very little. The moral of the teacher is high which stems, largely from their social needs satisfaction. Principal’s own example of work hard and his genuine flexible image is boost for an organization.

Controlled Climate

There is an excessive amount of paper work, routine reports, busy work and general hindrance which gets in the way of the teachers task- accomplishment. We infer that the job satisfaction found in this climate results primarily from task-accomplishment not from social needs satisfaction.

The Familiar Climate

The behavioural theme of the Principal is essentially, “Let’s all be a nice happy family”. He evidently is reluctant to do anything other than considerate, lest he may in his estimation, injure the “happy family” feeling (high consideration). He wants everybody to know that he, too is one of the group, that he is in no way different from anybody else.

The Paternal Climate

The paternal climate is characterized by the ineffective attempts of the principal to control the teachers or to satisfy their social needs. The teachers do not work well together nor enjoy friendly relationships with each other (Low intimacy). The Principal, on the other hand, is non- aloof. He is everywhere at once intrusive, checking, monitoring and telling people how to do things. His view is that “Daddy knows best”.

The Closed Climate

The closed climate marks a situation in which the group members obtain little satisfaction regarding task-achievement or social needs. In short the Principal is ineffective in directing the activities of the teachers; nor he is inclined to look out for their personal welfare. This climate is the most closed and least genuine climate. We have identified the teachers are disengaged and do not work well together.

STUDY HABITS

‘Study habits’ are generic rather than specific in terms of its importance. It has very long reaching effects deep into the life of individuals, and by cumulative and interactive effects in the society. While one can and usually does presume a delta point in the life of an individual whereby the study habits get fixed by certain age, possibly such patterns get fixed only in over behaviour like study sets, drilling etc. The covert behaviour, like concentration, comprehension, task orientation change with each important changes in the life stages.

Study Problems

Too many students, studying means underlining an expensive textbook with a see through yellow marker while half-listening to someone’s stereo down the hall. Or, if there is an exam the next day, studying means drugging yourself with coffee or spending the entire night trying to cram into your head all the material that should have been learned gradually over the previous eight weeks. Such study habits generally result in enough learning to keep you off academic problems. And because they are reinforced in this way, they are maintained (Fox, 1962). But they constitute the least efficient way of learning.

NEED AND IMPORTANCE OF THE STUDY

The programme of equalization of educational opportunities for scheduled caste children to tackle some specific problems which may be considered the sin qua non of any educational improvement for them (Rath, 1976). They form a very big chunk of culturally deprived and socially disadvantaged. So they face all the difficulties inherent in a psychological phenomena of this type. As they are culturally deprived, their cognitive growth is retarded, their linguistic ability is very much depressed and the conceptual development is of a different type. As they are socially
disadvantaged their home environment is devoid of any intellectual or scholastic simulation. Since the children and their parents do not have any aspiration for better educational attainment and higher income. It is still more difficult to retain them therefore long. In addition, the teachers teaching these children may not be very sympathetic to them and it may not happen that an important selection of that policy maker may not be interested in raising their aspiration for better education and higher income in the face of all these difficulties, planning to bring about equalization of educational opportunities for scheduled caste children is an uphill task. Large family, scarcities of funds, meager means of living make it nearly impossible for scheduled caste children to look further their day-to-day problems. Their families are mostly illiterate and teachers also neglect scheduled caste students.

To some extent, their occupational aspirations represent their need for achievement. The studies conducted by Singh et al. (1986) show that scheduled caste students aspire for government position followed by high level professions. The research undertaken so far have largely concentrated in finding out the educational status of scheduled caste, the quality of schooling, the hostel life of children and the prospectus of success in examination etc. Certain other studies conducted by Paramjit et al. (1985) have attempted to find out the academic progress of scheduled caste, scheduled tribes and backward class students, who get admitted in various educational programmes on the basis of reservation vis-à-vis that of other candidates, who get admitted in the same institution on the basis of merit, secured in the qualifying examination. The scheduled caste population is scattered all over the country. The only thing which is common with other caste is poverty and social disabilities due to these, they have remained ignored and backward since ages. They are miserable in the society and are suffering for the last so many decades. They could not make progress despite various efforts made by the government and no government agencies, because the efforts were not in the right direction and could not make scientifically and systematically. Varieties of social, educational and occupational distance are kept by Hindu castes despite legal safeguard provided by our Constitution.

The scheduled castes which are treated as untouchables continue to remain at the bottom of India’s caste hierarchy. They also remain at the bottom of economic
hierarchy, having no land of the own and relegated to undertake only menial/dirty and ill paid jobs. The major caused that have kept the scheduled caste down in the society have been poverty, illiteracy, ignorance, fear and resultants inability to assert themselves. Keeping in view the above condition of the scheduled caste students, the researcher decided to study on this topic.

STATEMENT OF THE PROBLEM

“A STUDY OF ACADEMIC ACHIEVEMENT OF SCHEDULED CASTE SECONDARY SCHOOL STUDENTS IN RELATION TO STUDY HABITS, HOME ENVIRONMENT AND SCHOOL ENVIRONMENT.

OPERATIONAL DEFINITION OF THE TERMS USED

(1) Academic Achievement:

Academic Achievement is a progress that a learner makes in learning, often measured by either standardized or teacher made test (Educator’s encyclopedic). Therefore, academic achievement is knowledge acquired and skills developed in school subjects generally indicated by marks obtained in test. It is exposition of his/her present level of performance. Academic achievement here means total marks obtained by student in 10th class examination was considered as score Academic Achievement for present investigation.

(2) Study Habits

Study habits are generic rather than specific in terms of its importance. It has very long reaching effect deep into the life of individuals and by cumulative and interactive effects in the society, study habits have been considered to be constituted of nine different kind of study behaviour. These are; comprehension, concentration, task orientation, study sets, interaction, drilling, supports, recording and language. Good study habits include, class participation, study time, use of test book and recitation.

(3) Scheduled Castes:

The Scheduled castes are those castes which have been incorporated in the schedules as per the recommendations of the National commission for SC & ST and ratified by the parliament. The term “schedules caste” denotes such castes or races or
part of groups as per deemed under article 341 to be scheduled caste for the purpose of Indian constitution.

(4) **Home Environment:**

It refers to the psycho-Social Climate of home as perceived by the students in Home. It includes ten dimensions such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness.

(5) **School Environment:**

It refers to the psycho-Social climate of the school as perceived by the students in school. It includes six dimensions – Creative stimulation, cognitive encouragement, permissiveness acceptance, rejection, and control.

**OBJECTIVES OF THE STUDY**

1. To study the relationship between study habits and academic achievement of scheduled caste secondary school students.

2. To study the relationship between dimensions of home environment and academic achievement of scheduled caste secondary school students, viz. Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of privileges, Nurturance, Rejection and Permissiveness.

3. To study the relationship between dimensions of school environment and academic achievement of scheduled caste secondary school students viz., Creative Stimulation, Cognitive Encouragement, Acceptance, Rejection, Control and Permissiveness.

4. To study the relationship between study habits and academic achievement of scheduled caste secondary school boys.

5. To study the relationship between study habits and academic achievement of scheduled caste secondary school girls.


8. To study the relationship between dimensions of school environment and academic achievement of scheduled caste secondary school boys viz. Creative Stimulation, Cognitive Encouragement, Acceptance, Rejection, Control and Permissiveness.


10. To study the significant difference in study habits of low and high academic achievement of scheduled castes secondary school students.

11. To study the significant difference among various home environment dimensions of low and high academic achievement of scheduled castes secondary school students viz. Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of privileges, Nurturance, Rejection and Permissiveness.

12. To study the significant difference among various school environment dimensions of low and high academic achievement of scheduled castes secondary school students viz. Creative Stimulation, Cognitive Encouragement, Acceptance, Rejection, Control and Permissiveness.

13. To study the significant difference in mean of study habits of scheduled castes secondary school boys and girls.

14. To study the significant difference in mean of various home environment dimensions of scheduled castes secondary school boys and girls viz. Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of privileges, Nurturance, Rejection and Permissiveness.

15. To study the significant difference in mean of various school environment dimensions of scheduled castes secondary school boys and girls viz. Creative
Stimulation, Cognitive Encouragement, Acceptance, Rejection, Control and Permissiveness.

**HYPOTHESES**

1. There is no significant relationship between study habits and academic achievement of scheduled caste secondary school students.

2. There is no significant relationship between dimensions of home environment and academic achievement of scheduled caste secondary school students.
   
   (a) There is no significant relationship between control dimension of home environment and academic achievement of scheduled caste secondary school students.

   (b) There is no significant relationship between protectiveness dimension of home environment and academic achievement of scheduled caste secondary school students.

   (c) There is no significant relationship between punishment dimension of home environment and academic achievement of scheduled caste secondary school students.

   (d) There is no significant relationship between conformity dimension of home environment and academic achievement of scheduled caste secondary school students.

   (e) There is no significant relationship between social isolation dimension of home environment and academic achievement of scheduled caste secondary school students.

   (f) There is no significant relationship between reward dimension of home environment and academic achievement of scheduled caste secondary school students.

   (g) There is no significant relationship between deprivation of privileges dimension of home environment and academic achievement of scheduled caste secondary school students.

   (h) There is no significant relationship between nurturance dimension of home environment and academic achievement of scheduled caste secondary school students.
There is no significant relationship between rejection dimension of home environment and academic achievement of scheduled caste secondary school students.

There is no significant relationship between permissiveness dimension of home environment and academic achievement of scheduled caste secondary school students.

There is no significant relationship between dimensions of school environment and academic achievement of scheduled caste secondary school students.

There is no significant relationship between creative stimulation dimension of school environment and academic achievement of scheduled caste secondary school students.

There is no significant relationship between cognitive encouragement dimension of school environment and academic achievement of scheduled caste secondary school students.

There is no significant relationship between acceptance dimension of school environment and academic achievement of scheduled caste secondary school students.

There is no significant relationship between rejection dimension of school environment and academic achievement of scheduled caste secondary school students.

There is no significant relationship between control dimension of school environment and academic achievement of scheduled caste secondary school students.

There is no significant relationship between permissiveness dimension of school environment and academic achievement of scheduled caste secondary school students.

There is no significant relationship between study habits and academic achievement of scheduled caste secondary school boys.

There is no significant relationship between study habits and academic achievement of scheduled caste secondary school girls.
6. There is no significant relationship between various dimensions of home environment and academic achievement of scheduled caste secondary school boys.

(a) There is no significant relationship between control dimension of home environment and academic achievement of scheduled caste secondary school boys.

(b) There is no significant relationship between protectiveness dimension of home environment and academic achievement of scheduled caste secondary school boys.

(c) There is no significant relationship between punishment dimension of home environment and academic achievement of scheduled caste secondary school boys.

(d) There is no significant relationship between conformity dimension of home environment and academic achievement of scheduled caste secondary school boys.

(e) There is no significant relationship between social isolation dimension of home environment and academic achievement of scheduled caste secondary school boys.

(f) There is no significant relationship between reward dimension of home environment and academic achievement of scheduled caste secondary school boys.

(g) There is no significant relationship between deprivation of privileges dimension of home environment and academic achievement of scheduled caste secondary school boys.

(h) There is no significant relationship between nurturance dimension of home environment and academic achievement of scheduled caste secondary school boys.

(i) There is no significant relationship between rejection dimension of home environment and academic achievement of scheduled caste secondary school boys.
There is no significant relationship between permissiveness dimension of home environment and academic achievement of scheduled caste secondary school boys.

7. There is no significant relationship between dimensions of home environment and academic achievement of scheduled caste secondary school girls.

(a) There is no significant relationship between control dimension of home environment and academic achievement of scheduled caste secondary school girls.

(b) There is no significant relationship between protectiveness dimension of home environment and academic achievement of scheduled caste secondary school girls.

(c) There is no significant relationship between punishment dimension of home environment and academic achievement of scheduled caste secondary school girls.

(d) There is no significant relationship between conformity dimension of home environment and academic achievement of scheduled caste secondary school girls.

(e) There is no significant relationship between social isolation dimension of home environment and academic achievement of scheduled caste secondary school girls.

(f) There is no significant relationship between reward dimension of home environment and academic achievement of scheduled caste secondary school girls.

(g) There is no significant relationship between deprivation of privileges dimension of home environment and academic achievement of scheduled caste secondary school girls.

(h) There is no significant relationship between nurturance dimension of home environment and academic achievement of scheduled caste secondary school girls.
(i) There is no significant relationship between rejection dimension of home environment and academic achievement of scheduled caste secondary school girls.

(j) There is no significant relationship between permissiveness dimension of home environment and academic achievement of scheduled caste secondary school girls.

8. There is no significant relationship between various dimensions of school environment and academic achievement of scheduled caste secondary school boys.

(a) There is no significant relationship between creative stimulation dimension of school environment and academic achievement of scheduled caste secondary school boys.

(b) There is no significant relationship between cognitive encouragement dimension of school environment and academic achievement of scheduled caste secondary school boys.

(c) There is no significant relationship between acceptance dimension of school environment and academic achievement of scheduled caste secondary school boys.

(d) There is no significant relationship between rejection dimension of school environment and academic achievement of scheduled caste secondary school boys.

(e) There is no significant relationship between control dimension of school environment and academic achievement of scheduled caste secondary school boys.

(f) There is no significant relationship between permissiveness dimension of school environment and academic achievement of scheduled caste secondary school boys.

9. There is no significant relationship between various dimensions of school environment and academic achievement of scheduled caste secondary school girls.
(a) There is no significant relationship between creative stimulation dimension of school environment and academic achievement of scheduled caste secondary school girls.

(b) There is no significant relationship between cognitive encouragement dimension of school environment and academic achievement of scheduled caste secondary school girls.

(c) There is no significant relationship between acceptance dimension of school environment and academic achievement of scheduled caste secondary school girls.

(d) There is no significant relationship between rejection dimension of school environment and academic achievement of scheduled caste secondary school girls.

(e) There is no significant relationship between control dimension of school environment and academic achievement of scheduled caste secondary school girls.

(f) There is no significant relationship between permissiveness dimension of school environment and academic achievement of scheduled caste secondary school girls.

10. There is no significant difference in mean of study habits of low and high academic achievement of scheduled castes secondary school students.

11. There is no significant difference in mean of various dimensions of home environment of low and high academic achievement of scheduled castes secondary school students

(a) There is no significant difference in mean of control dimension of home environment of low and high academic achievement of scheduled caste secondary school students.

(b) There is no significant difference in mean of protectiveness dimension of home environment of low and high academic achievement of scheduled caste secondary school students.
There is no significant difference in mean of punishment dimension of home environment of low and high academic achievement of scheduled caste secondary school students.

There is no significant difference in mean of conformity dimension of home environment of low and high academic achievement of scheduled caste secondary school students.

There is no significant difference in mean of social isolation dimension of home environment of low and high academic achievement of scheduled caste secondary school students.

There is no significant difference in mean of reward dimension of home environment of low and high academic achievement of scheduled caste secondary school students.

There is no significant difference in mean of deprivation of privileges dimension of home environment of low and high academic achievement of scheduled caste secondary school students.

There is no significant difference in mean of nurturance dimension of home environment of low and high academic achievement of scheduled caste secondary school students.

There is no significant difference in mean of rejection dimension of home environment of low and high academic achievement of scheduled caste secondary school students.

There is no significant difference in mean of permissiveness dimension of home environment of low and high academic achievement of scheduled caste secondary school students.

There is no significant difference in mean of various dimensions of school environment of low and high academic achievement of scheduled castes secondary school students.

There is no significant difference in mean of creative stimulation dimension of school environment of low and high academic achievement of scheduled castes secondary school students.
(b) There is no significant difference in mean of cognitive encouragement dimension of school environment of low and high academic achievement of scheduled castes secondary school students.

(c) There is no significant difference in mean of acceptance dimension of school environment of low and high academic achievement of scheduled castes secondary school students.

(d) There is no significant difference in mean of rejection dimension of school environment of low and high academic achievement of scheduled castes secondary school students.

(e) There is no significant difference in mean of control dimension of school environment of low and high academic achievement of scheduled castes secondary school students.

(f) There is no significant difference in mean of permissiveness dimension of school environment of low and high academic achievement of scheduled castes secondary school students.

13. There is no significant difference in mean of study habits of scheduled castes secondary school boys and girls.

14. There is no significant difference in mean of various dimensions of home environment of scheduled caste secondary school boys and girls.

(a) There is no significant difference in mean of control dimension of home environment of scheduled caste secondary school boys and girls.

(b) There is no significant difference in mean of protectiveness dimension of home environment of scheduled caste secondary school boys and girls.

(c) There is no significant difference in mean of punishment dimension of home environment of scheduled caste secondary school boys and girls.

(d) There is no significant difference in mean of conformity dimension of home environment of scheduled caste secondary school boys and girls.

(e) There is no significant difference in mean of social isolation dimension of home environment of scheduled caste secondary school boys and girls.
(f) There is no significant difference in mean of reward dimension of home environment of scheduled caste secondary school boys and girls.

(g) There is no significant difference in mean of deprivation of privileges dimension of home environment of scheduled caste secondary school boys and girls.

(h) There is no significant difference in mean of nurturance dimension of home environment of scheduled caste secondary school boys and girls.

(i) There is no significant difference in mean of rejection dimension of home environment of scheduled caste secondary school boys and girls.

(j) There is no significant difference in mean of permissiveness dimension of home environment of scheduled caste secondary school boys and girls.

15. There is no significant difference in mean of various school environment dimensions of scheduled caste secondary school boys and girls.

(a) There is no significant difference in mean of creative stimulation dimension of school environment of scheduled caste secondary school boys and girls.

(b) There is no significant difference in mean of cognitive encouragement dimension of school environment of scheduled caste secondary school boys and girls.

(c) There is no significant difference in mean of acceptance dimension of school environment of scheduled caste secondary school boys and girls.

(d) There is no significant difference in mean of rejection dimension of school environment of scheduled caste secondary school boys and girls.

(e) There is no significant difference in mean of control dimension of school environment of scheduled caste secondary school boys and girls.
There is no significant difference in mean of permissiveness dimension of school environment of scheduled caste secondary school boys and girls.

DELIMITATIONS

The investigator has decided to observe the following limitations

1. The study has been delimited to secondary school scheduled caste students of Haryana.

2. Both rural and urban students have been considered.

3. It has been further delimited to three districts, Rohtak, Jind and Jhajjar.

4. A sample of 600 students has been selected from Secondary/Senior Secondary schools. It included the students of both sexes studying in X classes.

5. The data have been collected by administering Study Habit Inventory (Developed by M. Mukhopadhyay and D.N. Sansanwal); School and Home Environment Inventory (Developed by Dr. K.S. Mishra).

DESIGN OF STUDY

The design or plan of the study highlights the details about the research procedure followed in conducting the study. As such, it is an important part of the research study and needs to be planned and carried out systematically to arrive at accurate judgements. It includes information about the population, the sample frame, the nature and form of data collection, tools, methods of collecting data and statistical techniques used for analysis of data etc. In order to achieve the objective and the stated corresponding hypotheses the following plan of the study has been followed.

METHOD

Researches in the field of academic achievement have employed different methods of study for investigating different relationships. Method of research is also determined by the theory and objectives of the problem to be studied. The problem to be investigated for the present study concerns with academic achievement of scheduled caste secondary school students in relation to their home environment, school environment and study habits. The descriptive survey method is used in the present investigation because it is considered as one of the important method in
education and it describes the current position of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization. All these direct towards a proper understanding solution of significant educational problem.

SAMPLE

Sampling makes the research feasible within the available resources. David S. Fox (1969) remarks, “It is not possible to collect data from every respondent relevant to our study, but only from some fractional part of the respondents. This process of selecting the fractional part is called sampling.” Population involved all the scheduled caste students of X class of three districts of Haryana. Further thirty schools were selected randomly. All the scheduled caste students of secondary class were taken. A sample of 600 students present during the administration of the tests in the institutions was thus selected.

<table>
<thead>
<tr>
<th>Districts</th>
<th>No. of schools</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rohtak</td>
<td>10</td>
<td>200</td>
</tr>
<tr>
<td>Jhajjar</td>
<td>10</td>
<td>200</td>
</tr>
<tr>
<td>Jind</td>
<td>10</td>
<td>200</td>
</tr>
</tbody>
</table>

Students of both the sexes were included in the sample. Each school was selected randomly by lottery system and all the students studying in these institutions were taken as a cluster without any bias of extraneous factors such as suitability of school, number of students and the distance from the residence of place of work etc. In this way random cluster sampling technique was used for the study. The sample students were further classified into low achievers (below average) and high achievers (above average) on the basis of Mean ± 1 σ.
FIGURE: LAYOUT OF SAMPLE

There are three independent variables and one dependent variable in this study which are as under:

(A) Independent Variable
1. Home Environment
2. School Environment
3. Study Habits

(B) Dependent Variable
1. Academic Achievement

TOOLS

The following tools were used for collecting data for the study

1. Study Habit Inventory (SHI) by Dr. M. Mukhopadhyay and Dr. D.N. Sansanwal.
2. Home Environment Inventory (HEI) developed by Dr. K.S. Mishra
3. School Environment Inventory (SEI) developed by Dr. K.S. Mishra.
4. 10th Class Board Examination scores of scheduled caste secondary school students were taken as academic achievement.
PROCEDURE OF DATA COLLECTION

For the purpose of collecting data, the permission of Heads and Principal was dully sought. Before the administration of the tools, the purpose of the study was explained to them well in advance orally so that they may direct the students and teachers to come with frank and fair mind. Researcher took permission in written duly signed by the concerned authorities.

The investigator requested the Principals of the sample schools to grant permission to conduct the work. Before the collection of data in each sample school, one day spent in rapport establishment with the students. The objectives of the tests were explained to the students. They were taken into confidence that these tests will not affect in any way their annual results and the answers given by them will be kept secret. They were also told to extend their imagination and practice free thinking while taking these tests. The help of the unconcerned teacher was solicited to enlist the responses from the respondents and for proper administration of the test.

After rapport establishment, the next day the first inventory of study habit was administered. Before administration of the test, it was ensured that all the students were at ease. They were briefed about the test and the instruction to be followed. The third day Home Environment Inventory was administered to them and fourth day School Environment Inventory was conducted. The instructions given in the tests were strictly followed to get fruitful results. After completion of each test, they were thanked for their cooperation. One day was spent in each sample institution to collect the academic achievement in the form of the marks obtained in secondary examination. This scheme was followed in all the sample institutions. Thus the required data was collected from each schools.

STATISTICAL TECHNIQUES USED

Keeping in view the objectives as well as design of the study, Coefficient of Correlation and ‘t’ test were used for the analysis of the data. Pearson’s Coefficient of Correlation were computed to analyze the relationships. Mean, Standard Deviation and ‘t’ test were used to find the significance of difference between the means.
CONCLUSIONS

On the basis of findings and discussions following conclusions are drawn:

- No significant relationship is found between study habits and academic achievement of scheduled caste secondary school students.

- It is concluded that home environment dimensions viz. control, protectiveness, social isolation, deprivation of privileges, rejection and permissiveness are correlated significantly with academic achievement but this relationship is negative. Higher dominance of these factors by parents in home environment, lower the academic achievement of students. Rests of the dimensions (Punishment, conformity reward and nurturance) have no significant relationship with academic achievements.

- It is concluded that school environment does not affect academic achievement of students. But rejection dimension shows significant negative correlation with academic achievement. More the rejection, lesser is the academic achievement.

- It is concluded that study habits and academic achievement of boys are significantly related. It can be interpreted that change in one variable affects significantly the other variable.

- There is no correlation between study habits and academic achievement of girls. Further study habit does not play significant role in academic achievement.

- It is concluded that home environment dimensions viz. control, protectiveness, social isolation, reward, deprivation of privileges and rejection are correlated significantly with academic achievement. Amongst them only reward dimension is positively related with academic achievement. Rests of the dimensions viz. control protectiveness, social isolation, deprivation of privileges and rejection are negatively related with academic achievement. It means that higher these dimensions, lower will be academic achievement. Remaining dimensions viz. punishment, conformity nurturance and permissiveness are not significantly related with academic achievement.
• It is concluded that various dimensions of home environment of girls viz. control, protectiveness, conformity, social isolation, deprivation of privilege rejection and permissiveness are significantly correlated with academic achievement. But this relationship is negative except reward dimension. It means that higher the dominance of negative significant dimensions, lower is the academic achievement. Further punishment and nurturance are not significantly related with academic achievement. It means that they do not influence academic achievement.

• It is concluded that creative stimulation dimension of school environment has positive effect on academic achievement. Rest of dimensions like cognitive encouragement, acceptance, rejection, control and permissiveness are not related significantly with academic achievement. It can be interpreted that higher the creative stimulation, higher the academic achievement.

• It is concluded that various dimensions of school dimension are not significantly related with academic achievement of girls.

• It is concluded that there is no significant difference in mean score of study habits of low and high academic achievements of students.

• It is concluded that there is a significant difference in various home environment dimensions of low and high academic achievement of students. It means that there is a significant difference in control, protectiveness, social isolation, deprivation of privileges and rejection dimensions of low and high achievers. Further low achievers have more control protectiveness social isolation, deprivation of privileges and rejection behaviour than high achievers. There were no significant differences in mean of punishment, conformity, reward, nurturance and permissiveness dimensions of low and high achievers.

• It case of school environment dimensions, there is a significant difference in mean of creative stimulation dimension of low and high achievers. In case of rest of dimensions there is no significant difference in mean of cognitive encouragement, acceptance, rejection, control and permissiveness dimensions of low and high academic achievers.
• There is a significant difference in mean score of study habits of boys and girls. It means that girls have significant higher study habits than boys.

• No significant difference is found in control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness of home environment of boys and girls.

• It is concluded that there is no significant difference in mean of creative stimulation, cognitive encouragement, acceptance rejection control and permissiveness dimensions of school environment among boys and girls.

**SCOPE FOR FURTHER RESEARCH:**

The present research tries to bring out the relationship of academic achievement to study habits, home environment and school environment among scheduled caste secondary school students. But any study, how ever, wide it may be, its scope can not claim to be all inclusive and points out the scope for further investigation with other equally relevant variables.

In an attempt for solution of the problem, new problems arise. It is from this point of view, some suggestions are being made for further investigation of some of the important issues that seem to originate from the present work.

1. Similar studies may be conducted at higher education.
2. The study can also be conducted with the sample of primary and senior secondary school students.
3. The study can be conducted to compare with non-scheduled caste students.
4. The study can also be undertaken to find the relationship and significance of difference among other cognitive and non-cognitive attributes.
5. Similar studies may also be taken to study the variables like socio-economic status, rural and urban etc.
6. A similar study can be conducted on a group of arts and science students.
7. A study of special group of students may be undertaken.
8. Comparative study can be conducted with reference to creative students and with different level of intelligence.
EDUCATIONAL IMPLICATIONS:

The government policies are emphasizing to encourage the weaker section of the society by providing more and more facilities and educational opportunities to the scheduled caste and backward classes of the societies. Inspite of the fact that many opportunities are being provided, scheduled caste still find themselves lacking in availing the educational opportunities. These facilities in the area of education are a question, which needs more and more attention of the educationists, planner and the researchers. This study will fill a vacuum. Since no such type of study has been conducted in this aspect with scheduled caste students, findings of the study are immense help to teachers, administrators, parents, curriculum planners, and principal and education policy maker. The study will also be helpful to counsellor and other persons who are actively involved in research.

From psychological point of view, the present study will enrich the great discipline of psychology by revealing the educational patterns which go along with secondary school scheduled caste students. Results obtained in this study will also reveal that to how much extent the disadvantageous environment can affect the personality make up and consequently to behaviour.

From social point of view the study in hand will give a better insight to society and will help them to see that these poor members are the victims of the circumstances created by us and are originally lacking in their performance make up. They need help. We have to help them with sympathy.

From educational point of view the study in hand will give a better insight to the teachers. They shall be able to visualize that these students belong to those families which have been kept under a strictly controlled and disadvantageous environment, for a very long period. It is their disadvantageous environment which has pushed them for below, as regards academic achievement, intellectual capacity and study habits are concerned. The academic achievement of a student in school is largely dependent upon the study habits, school environment and home environment developed in them.

The study will help teachers to touch the exact points of the deficiencies of their students. School administration can design the effective remedial programme for
these students very specifically and pin-pointedly. Besides it will help teachers to visualize that these students are not knowingly backward. The course of their academic backwardness is deep-rooted. It is hoped that in future the teachers will be more sympathetic to these students and they would try to help them to make up their academic achievement equivalent to their caste fellows.

It is helpful to parents. They can have a better understanding of that if there is more dominance of control, protectiveness, social isolation, rejection, deprivation of privileges and permissiveness then it will result in low academic achievement. So the parents should keep these factors in balance manner.

It is also helpful to teachers. They can have the knowledge that if in school creative activities are given encouragement to the students then it can bring high academic achievement. Attitude of parents and teachers towards the children should be sympathetic and cooperative. They must be provided congenial environment at home.

School administration can design the effective remedial programme and extra co-curricular activities for these students, according to interest and ability of students very specifically and pin-pointedly.

Constant micro-planning and verification to ensure that student will not fail at any stage and provision of remedial courses to improve their perspectives for further education, these types of measures for contemplation for education of scheduled castes should be taken.

Pre-matric scholarship scheme for children of families engaged in occupation such as scavenging, slaying and tanning to be made applicable from class first onwards. All children of such families, regardless of incomes should be covered by this scheme and time-bounded programmes targeted on them should be undertaken.

The Govt. of India has planned various programmes for the upliftment and welfare. Different types of economic facilities are being provided for them, seats are reserved for them in services. Minimum educational standard for the admission in school and services have been kept low to them.