INTRODUCTION

The Scheduled Castes (SC) and Scheduled Tribes (ST) wherever they live, are faced with many diverse problems, which are of social, economical, 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 like economical, 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 SCs and STs, throughout the country occupy the lowest rank in the caste hierarchy. In a hierarchy of unequal relationships, the SCs and STs are at the bottom and hence socially inferior to all others in the community. Further among themselves also there is further stratification and ranking.

1.1 THE BACKGROUND OF SCHEDULED CASTE

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.

In accordance with the provision of Acts 341 and 342 of the Constitution the President will notify the list of SCs and STs. These are public notifications in nature. In order to avoid disputes, the president consults the Governors of the States as to the castes and tribes that constitute ‘Scheduled Castes’ and ‘Scheduled Tribes’. The list of SCs and STs are contained in the Schedules appended to the following order issued by the President.

8. The Constitution (Goa, Daman and Diu) Scheduled Castes Order, 1968.

The powers exercised by the President under Arts. 341 and 342 in identifying the castes and tribes as SCs and STs cannot be extended either to include or exclude
any caste or tribe from the list of SCs and STs by him. Therefore, only the Parliament vide Art. 341(2) and Art. 343(2) may be included or excluded in law from the list of these castes and tribes issued by the President.

The need for such contingency arose when State of Andhra Pradesh was created in 1953. Thereafter, on the re-organisation of the States in 1956, creation of the States of Maharashtra and Gujarat in 1960 and when Punjab and Haryana States were created in 1966 further revisions were made.

On the basis of recommendations made by the Lokur Committee and views of States, Ministers and SC and ST Parliament Members, as well as Social Scientists, a Bill was moved in the Parliament in 1967 to provide for the inclusion and exclusion of certain castes and tribes from the list of SCs and STs. This was done in the wake of readjustment, representation and re-delineation of parliamentary and Assembly Constituencies. Nevertheless, no action was taken and the status-quo is maintained.

**Criteria for Scheduling**

The principle of ‘Modern Democratic Government’ pre-supposes equal opportunities to all, irrespective of race, caste, religion and so forth. A unique feature of Hindu social structure is the stratification based on caste. An individual’s status in society is determined by his birth into a particular caste. This process led to the practice of social discrimination followed by other disabilities. The practice of untouchability with ascribed low status to the downtrodden is the inhuman practice found in village Indian even to this day. Further notion of pollution brought not only social degradation but also economic dependence for certain groups of people.

In order to safeguard the interests of these people who suffered from all sorts of discrimination, the Constitution provided special concessions to enable them to catch up with the rest of the Indian people in process of development. In this connection, certain castes and tribes have been included in the schedule on the basis of social and economic disabilities suffered by them. These are known as ‘Scheduled Castes’ and ‘Scheduled Tribes’.

The SCs and STs form a significant proportion of the Indian population. In the absence of a standard definition, it becomes necessary to know the criteria for considering only certain section of the population for purposes of protective
discrimination. The test applied to list some castes in the schedule was the social, educational and economic backwardness arising out of the traditional custom of the practice of untouchability. In so far as STs are concerned, the main characteristics common to all are their tribal origin, primitive way of life habitation in remote or not easily accessible areas and general backwardness in all respect.

The Presidential order traces the reasons for determining certain groups of people socially, economically and educationally backward to the Government of India Act, 1935. The criteria for determining economic and social backwardness may be identified on the basis that:

1. They are occupying a low position in the Hindu social structure and caste hierarchy of Hindu social organization.
2. There is lack of general educational development amongst the major section of this community.
3. Their representation in Government service is inadequate.
4. They are inadequately represented in the field of trade, commerce and industry, and
5. They also suffer from social and physical isolation from the rest of the community.

EDUCATION OF SCHEDULED CASTES AND SCHEDULED TRIBES

Constitutional Provisions:

Article 46 of the Constitution states that, “The State shall promote, with special care, the education and economic interests 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 forms of social exploitation.” Articles 330, 332, 335, 338 to 342 and the entire fifth and sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. These provisions need to be fully utilized for the benefit of these weaker sections in our society.

Commitment in NCMP

The UPA Government has set six basic principles for governance. One of them is “To provide full equality of opportunity, particularly in education and
employment for scheduled castes, scheduled tribes, OBC and religious minorities”.

Besides, the National Common Minimum Programme (NCMP) of the UPA Government contains following (a) UPA Government will take immediate steps to revise the trend of communalization of education that had set in the past five-years. (b) Steps will be taken to remove the communalization of the school syllabus that has taken place in the past five-years. A review committee of experts will be set up for this purpose. (c) The UPA will ensure that nobody is denied professional education because he or she is poor. (d) All reservation quotas, including those relating to promotions, will be fulfilled in a time bound manner. To modify all reservations, a Reservation Act will be enacted. (e) The UPA Government is very sensitive to the issue of affirmative action, including reservations, in the private sector.

**Special Provisions**

After independence, the Government of India has taken number of steps to strengthen the educational base of the persons belonging to the Scheduled Castes and Scheduled Tribes. Pursuant to the National Policy on Education -1986 and the Programme of Action (POA) - 1992, the following special provisions for SCs and STs have been incorporated in the existing schemes of the Departments of Elementary Education and Literacy and Secondary and Higher Education : (a) Relaxed norms for opening of primary/Middle schools; a primary school within one km walking distance from habitations of population upto 200 instead of habitations of upto 300 population. (b) Abolition of tuition fee in all States in government Schools at least upto the upper primary level. In fact, most of the states have abolished tuition fees for SC/ST students up to the senior secondary level. (c) Incentives like free textbooks, uniforms, stationery, schools bags, etc., for these students. (d) The Constitutional (86th Amendment) Bill, notified on 13 December 2002 provides for free and compulsory elementary education as a Fundamental Right, for all children in the age group of 6-14 years.

**Sarva Shiksha Abhiyan (SSA)**

SSA is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of
elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. The main features of the programme are: (i) Focus on girls, especially belonging to SC/ST communities and minority groups; (ii) Back to school camps for out of schoolgirls. (iii) Fee text books for girls; (iv) Teachers’ sensitization programmes to promote equitable learning opportunities; (vi) Special focus for innovative projects related to girls’ education; (vii) Recruitment of 50 per cent female teachers.

**District Primary Education Programme (DPEP)**

The thrust of the scheme is on disadvantaged groups like girls, SCs/STs, working children, urban deprived children, disabled children, etc. There are specific strategies for girls and SCs/STs; however, physical targets are fixed, in an integrated manner including coverage of these groups as well.

**Janshala**

The objective of Janshala is to support the efforts for UEE by providing primary education to the children from SCs, minorities, working children and children with special needs. Janshala emphasizes on active involvement of community in primary education programmes and training of teachers. Janshala Programme is in operation in 139 Blocks of 9 States viz., Karnataka, Andhra Pradesh, Chattisgarh, Madhya Pradesh, Jharkhand, Orissa, Maharashtra, Rajasthan and Uttar Pradesh. The programme also covers the cities of Hyderabad, Bhubaneswar, Puri, Cuttack, Jaipur, Lucknow, Ajmer, Bharatpur, Jodhpur and Bilai.

**Mahila Samakhya (MS)**

MS addresses traditional gender imbalances in educational access and achievement. This involves enabling women (especially from socially and economically disadvantaged and marginalized groups) to address and deal with problems of isolation and lack of self-confidence, oppressive social customs and struggle for survival, all of which inhibit their empowerment.

**National Programme for Education of Girls at Elementary Level (NPEGEL)**

The NPEGEL under the existing scheme of Sarva Shiksha Abhiyan (SSA) provides additional components for education of girls under privileged/disadvantaged at the elementary level. The Scheme is being implemented in Educationally Backward
Blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average, as well as in blocks of districts that have at least 5 per cent SC/ST population and where SC/ST female literacy is below 10 per cent based on 1991.

**Shiksha Karmi Project (SKP)**

SKP aims at universalisation and qualitative improvement of primary education in remote, arid and socio economically backward villages in Rajasthan with primary attention to girls. It is noteworthy that in Shiksha Karmi Schools, 74 per cent of the students are from SCs, STs and OBCs.

**Kasturba Gandhi Balika Vidyalayas**

Under the scheme of Kasturba Gandhi Balika Vidyalaya, 750 residential schools are being set up in difficult areas with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities. The scheme would be applicable only in those identified Educationally Backward Blocks (EBBs) where, as per census data 2001, the rural female literacy is below the national average and gender gap in literacy is more than the national average. Among these blocks, schools may be set up in areas with concentration of tribal population, with low female literacy and / or a large number of girls out of school.

**Jan Shikshan Sansthan (JSS)**

JSS or Institute of People’s Education is a polyvalent or multifaceted adult education programme aimed at improving the vocational skill and quality of life of the beneficiaries. The objective of the scheme is educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers, etc.

**Central Institute of Indian Language (CIIL)**

The Central Institute of Indian Languages, Mysore has a scheme of development of Indian Languages through research, developing manpower and
production of materials in modern Indian Languages including tribal languages. The Institute has worked in more than 90 tribal and border languages.

**Kendriya Vidyalayas (KVs)**

15 per cent and 7.5 per cent seats are reserved for SCs and STs respectively in fresh admissions. Not tuition fee is emerged from Scheduled Caste and Scheduled Tribes students up to class XII.

**Navodaya Vidyalayas (NVs)**

Reservation of seats in favour of children belonging to SCs and STs is provided in proportion to their population in the concerned district provided that no such reservation will be less than the national average of 22.5 per cent (15 per cent for SCs and 7.50 per cent for STs) and a maximum of 50 per cent for both the categories (SCs and STs) taken together. These reservations are interchangeable and over and above the student selected under open merit.

**National Institute of Open Schooling (NIOS)**

The SC/ST students are given concession in admission fees to the extent of Rs. 200 for middle standard courses, Rs. 250 for secondary courses and Rs. 300 for senior secondary courses.

Under the Scheme of Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools cent percent financial assistance is given to Voluntary Organizations to improve enrolment of adolescent girls belonging to rural areas and weaker sections. Preference is given to educationally backward districts particularly. Those predominantly inhabited by SCs/STs and educationally backward minorities.

Out of 43,000 scholarships at the secondary stage for talented children from rural areas 13,000 scholarships are awarded to SC/ST students subject to fulfilment of criteria laid down.

**National Council for Educational Research and Training (NCERT)**

NCERT focuses on the development of textbooks, workbooks, teacher guides, supplementary reading materials, evaluation or textbooks, vocational education,
educational technology, examination reforms, support too Sarva Shiksha Abhiyan, Education of Educationally disadvantaged group.

NCERT operates the National Talent Search Scheme for pursuing courses in science and social science upto doctoral level and in professional course like medicine and engineering upto second-degree level subject to fulfilment of the conditions. Out of 1000 scholarships, 150 scholarships are reserved for SC students and 75 scholarships for ST students.

**University Grants Commission (UGC)**

UGC provides financial assistance to universities/deemed universities for the establishment of SC/ST cells in Universities to ensure effective implementation of reservation policy for SCs and STs. The UGC has established SC/ST Cells in 113 Universities including Central Universities to ensure proper implementation of the reservation policy. The Standing Committee on SCs/STs monitors and reviews the work undertaken by the universities/colleges.

As per the reservation policy, UGC has earmarked 15 per cent and 7.50 per cent reservation for SCs and STs respectively in appointments, both in teaching and non-teaching posts, admissions, hostel accommodation, etc., in universities/colleges, professional and technical educational institutions administered by the Central Government. State universities follow reservation policy as prescribed by respective state governments. The Commission has been issuing guidelines/directives/instructions from time to time for implementing reservation policy of the Government of India. Apart from reservation, there is also relaxation in the minimum qualifying marks for admission for Sc/ST candidates.

UGC has been implementing the programme of Career Orientation to Education (vocationalisation of education) to ensure that the graduates have knowledge, skill and attitudes for gainful employment in the wage sector in general, and self-employment in particular for all including SCs/STs. It also provides financial assistance for Remedial Coaching to SC/ST students. It provides financial assistance to the existing coaching centers to prepare SC/ST candidates for the National Eligibility TEST (NET) conducted by UGC/CSIR. The Commission provides
financial assistance for extension activities. Under the scheme, all groups of the society are covered including SCs/STs.

In order to contribute towards social equity and socio-economic mobility of the under privileged sections of the society, UGC has introduced remedial coaching scheme at UG/PG level. The main objectives of the scheme are: (i) to improve the academic skills and linguistic proficiency of the students in various subjects; (ii) to raise the level of comprehension of basic subjects so as to provide a strong foundation for further academic work; (iii) to strengthen their knowledge, skills and attitudes in the subjects where quantitative and qualitative techniques and laboratory work are involved and (iv) to improve the overall performance of these students in the examination.

The Commission has created a Central Pool Database of eligible SC/ST candidates and recommends their candidature for teaching positions in order to fulfill the prescribed reservation quota in universities and colleges.

Periodic meetings of Registrars of Central Universities are organized to review the implementation of reservation policy in the Central Universities. A Special Monitoring Committee reviews the functioning of existing Cells.

Community Polytechnics

The Scheme of Community Polytechnics undertakes rural/community development activities through application of science and technology in its proximity. It provides platforms for transfer of appropriate technologies to rural masses/local communities. Preference is given in training to rural youths, SCs, STs, women, school dropouts and other disadvantaged groups and helps them to obtain need based gainful employment. The scheme of Community Polytechnics has been in operation in selected diploma level institutions since 1978-79. It applies science and technology through skill oriented non-formal training, technology transfer and technical support services.

Engineering Colleges

The higher educational institutions governed by the Central Government including IITs, IIMs, National Institute of Technology, etc., provide reservation to the
extent of 15 per cent and 7.5 per cent for SCs and STs students respectively. Apart from reservation, there is also relaxation in the minimum qualifying marks for admission for SC/ST students. Seats are also reserved in hostels. However, in institutions run by the State Governments, the reservation percentage varies as per the State Government’s policy.

**SCP and TSP**

From the allotted budgets of the Departments of Elementary Education and Literacy and Secondary and Higher Education, 15 per cent and 7.50 per cent are allocated under the Special Component Plan (SCP) and the Tribal Sub-Plan (TSP) for Scheduled Castes and Scheduled Tribes respectively. The Department of Secondary and Higher has earmarked notionally Rs. 33.75 crore and 166.88 crore for SCP and TSP respectively out of the plan outlay of Rs. 2225 crore for Annual Plan 2004-05. Department of Elementary Education and Literacy has earmarked notionally Rs. 900 crore and 450 crore for SCP and TSP respectively out of the plan outlay of Rs. 6000 crore for Annual Plan 2004-05.

**Literacy Rates**

Adult Literacy Schemes of the National Literacy Mission have been implemented in nearly all the districts of the country. Special measures have been initiated to improve female literacy in low female literacy districts (45) through focused interventions by Zilla Saksharata samitis, Non-government Organisations, women volunteer teachers and Panchayati Raj functionaries. Emphasis is also being laid on provision of life-long learning opportunities, imparting vocational skills, and improving income generation of neo-literates through the Continuing Education Programme, which is being implemented in 272 districts.

The achievements made in the literacy rates of Scheduled Castes and Scheduled Tribes are also significant compared to those in the 1991 Census, i.e., 37.41 per cent and 29.41 per cent respectively. Besides, the growth in female literacy amongst the Scheduled Castes and Scheduled Tribes is also at a faster rate as compared to male literacy figures.
THE PRESENT SITUATION

1. The All India literacy rates of Scheduled Castes/Scheduled Tribes are 21.38 and 16.35 per cent respectively as against 41.20 of non-SC/ST population according to 1981 census. The literacy rates of women for the above categories are 10.93, 8.04 and 29.43 per cent respectively. The proportion of enrolment of SC/ST children continues to be much less than their population proportion and the dropout rate continues to be very high at all levels of education; the problem is more severe in case of girls of these communities. The situation calls for systematic efforts directed towards the educational development of SC/ST.

The Policy, Targets and Implications for Strategy

2. The Central focus in educational development of SC/ST is their equalization with the non-SC/ST population at all stages and levels of education.

3. The this end, cent per cent enrolment of SC/ST children in the age group 6-11 (Classes I-V), ensuring their retention in school leading to satisfactory completion of the primary stage of education or its equivalent through the non-formal stream has to be achieved by 1990. This would mean enrolling approximately 15.5 million SC children and 7.5 million ST children in the age group 6-11 by 1990.

4. At least 75 per cent of the children in the age group 11-14 (classes VI-VIII) will have to be enrolled and retained in school leading to satisfactory completion of class VIII to achieve the policy goals envisaged in the NPE.

5. The operational strategy for achieving the above goals and the targets for implementation will be as follows:

(a) Incentive to indigent families to send their children to school regularly till they reach the age of 14.

To provide incentive/assistance to indigent SC/ST families, details of a scheme of incentive will be worked out in consultation with the State Governments.

(i) To ensure timely payment of pre-matric, scholarships funded entirely and administered by the state governments (except the centrally sponsored schemes for children of families engaged in the so-called
“unclean” occupations which is funded by the centre and the state governments on 50:50 sharing basis), the amounts of continuing scholarship should be released by the first of the month to which it relates. To avoid delays new scholarships will be sanctioned on the basis of sole affidavit furnished by the parents of the candidate.

(ii) A single nodal agency will be identified for disbursement of scholarships. State Governments will be requested to draw plans within a month to work out details of disbursement and ensure prompt payment.

(iii) Payment through banks, post offices or other agencies like DRDA, SC/ST corporations will also be explored.

(iv) Rates and amount of scholarships will be raised to make them adequate from the point of view of helping to ensure universal enrolment of SC/ST children.

(v) The coverage will be cent per cent of all eligible SC/ST children.

(vi) Measures to ensure prompt payment of post-matric scholarships provided by the Government of India (Ministry of Welfare) will be introduced along the lines as mentioned above for the pre-matric scholarships.

(vii) The financial estimates in respect of post-matric scholarships will be worked out after final decision is taken by the High Level Committee set up by the Ministry of Welfare for revision of rates of scholarships.

(viii) In respect of the scheme of incentives like provision of uniforms, books, stationery, etc. detailed financial estimates will be worked out by the State Governments and implemented effectively.

b) Pre-matric scholarships for children of families engaged in occupations like scavenging, flying and tanning.

(i) The Ministry of Welfare will take necessary steps to extend the scheme to all children from class I onwards from the beginning of the academic year 1986-87, instead of limiting it as at present to students of classes VI-X; the income ceiling shall be abolished.
(ii) Benefits under the scheme will also be extended to cover day scholars.

(c) Constant micro-planning and verification will be done to ensure that enrolment, retention and successful completion of courses by SC/ST students do not fall at any stage.

(i) Micro-planning will include formulation of detailed village and block level plans within an identified time-frame; mapping of education infrastructure and removal of deficiencies; extension approach at the village level to persuade parents to send the children to school, with the involvement of teachers, parents, local leaders, Social workers, etc., and provision of remedial coaching at all stages and special remedial coaching for classes IX-XII for preparing SC/ST children for professional courses.

(d) Recruitment of teachers from SC/STs

(i) A crash programme for recruitment of teachers from among SC/ST will be undertaken to remove existing gaps and equip all single teacher’s schools. Educational qualification, especially for women teachers should be relaxed. Adequate provision will be made for continuing education of teachers recruited and to ensure their professional upgradation. The crash programme is proposed to be commerce from the Academic year 1986-97.

(e) Provision of hostel facilities for SC/ST at district head quarters.

(i) A phased programme will be undertaken to ensure that all district headquarters which do not have SC/ST hostels are provided with such facilities in 1986-87.

(ii) The Ministry of Welfare will take up this scheme under a centrally sponsored programme.

(f) Location of school buildings, balwadis and adult education centres in scheduled castes bastis/mohallas and tribal villages.

(i) Priority will be given to locate these institutions in SC bastis and mohallas in tribal villages/hamlets.
(g) Utilisation of NREP, RLEGP resources to provide educational facilities for SC/ST.

(i) After identifying gaps in infrastructure an accelerated programme will be drawn up to develop educational institutions in SC bastis and tribal villages will funds to be made available from NREP/ RLEGP.

(h) Content and value orientation of the curricula in respect of Scheduled Tribes.

(i) Preparation of primers for classes I and II in respect of tribal languages having more than 1 lakh speakers should be completed by the end of the VII Plan.

(ii) The centre and the state governments will constitute committees at appropriate levels to review the contents of the existing curricula to ensure that caste and other prejudices do not come in the way of integration leading to establishment of an egalitarian society.

(i) Educationally backward areas

(i) Existing gaps in educational infrastructure in remote and inaccessible areas, islands, hills and desert areas will be identified during 1986-87 and plans for implementation to remove the backlog will be undertaken during the remaining years of the VII plan.

(j) Other educationally backward sections.

(i) Measures will be further strengthened to ensure that incentives in the form of scholarships, uniforms, books and stationery, etc. reach the clientele groups.

(ii) Priority will be given to the special needs of nomadic, semi-nomadic and denotified communities.

ORGANIZATION AND MANAGEMENT OF PROGRAMMES

6. Detailed guidelines for monitoring will be evolved at the central and state levels to ensure qualitative implementation of the programmes; standards to achieve optimal efficiency in implementation, will be laid down; consistent with the autonomy of the implementing agencies norms of accountability shall be defined at all levels.
7. A single nodal agency for coordination of all programmes leading to the development of SC/ST and other backward sections may be developed at the central and state levels. It is suggested that a standing Committee of the CABE under the chairmanship of Minister HRD may be constituted to monitor and review implementation of all educational programmes for SC/ST and other educationally backward sections at the Central level. A similar committee under the State Advisory Board to Education may be constituted at the state level.

8. In addition to an in-built mechanism for continuous evaluation of programmes, evaluation of important schemes like scholarships, hostels and the proposed incentive scheme may be undertaken by external agencies.

**Education in the Declaration of Human Rights:**

Education has been specified as one the fundamental human rights vide Article 26 of the universal Declaration of Human Rights follows: -

Article 26 (i) “Everyone has the right fundamental stages. Technical and professional education shall be equally assessable to all on the basis of merit;” (ii) “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”. “It shall promote understanding, tolerance and friendship among all nation, racial or religious groups and shall further the activities of the united nations for the maintenance of peace.” (iii) Parents have a prior right to choose the kind of education that shall be given to their children.

**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.

**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.

Thereafter, it was used in Government of India Act, 1935. After independence, it found expression in the various provisions of the Constitution.

**The Education of Scheduled Castes**

The central focus in the SCs’ educational development is their equalization with the non-SC population at all stages and levels of education, in all areas and in all the four dimensions-rural male, rural female, urban male and urban female.

**The Measures Contemplated for Education of SCs Include:**

(i) Incentives to indigent families to send their children to school regularly till they reach the age of 14;

(ii) Pre-metric Scholarship scheme for children of families engaged in occupations such as scavenging, and tanning to be made applicable from Class I onwards. All children of such families, regardless of incomes, will be covered by this scheme and time-bound programmes targeted on them will be undertaken;

(iii) Constant micro-planning and verification to ensure that the enrolment, retention and successful completion of courses by SC students do not fail at any stage, and provision of remedial courses to improve their prospects for further education and in employment;

(iv) The recruitment of teachers from Scheduled Castes;

(v) Provision of facilities for SC students in hostels at district headquarters, according to a phased programme;

(vi) Location of school building, Balwadis and Adult Education Centers in such a way as to facilitate full participation of the Scheduled Castes;
backward sections of society, particularly in the rural areas. Hill and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

PRESENT STATUS OF THE EDUCATION OF SCs

Table 1.1: Literacy Rates of SCs and Total Literate Population (1971-2001)

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>29.45</td>
<td>36.23</td>
<td>52.21</td>
<td>65.38</td>
</tr>
<tr>
<td>Scheduled Castes</td>
<td>14.67</td>
<td>21.38</td>
<td>37.41</td>
<td>54.70</td>
</tr>
<tr>
<td>Gap between SCs and Total Population</td>
<td>14.78</td>
<td>14.85</td>
<td>14.80</td>
<td>10.80</td>
</tr>
</tbody>
</table>

*Note*: Includes SC population.

**Educational Status**

Education, being the most important instrument for empowering weaker section of the society, every effort is being made to improve the educational status of SCs on priority basis. Between 1971 and 1991, the literacy rate of SCs increased by 2.6 times, while that of total population increased by 1.8 times.

Table 1.2: Gross Enrolment Ratios of SCs and Total Literate Population (1971-2001)

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>18.69</td>
<td>29.85</td>
<td>39.29</td>
<td>54.16</td>
</tr>
<tr>
<td>Scheduled Castes</td>
<td>6.44</td>
<td>10.93</td>
<td>23.76</td>
<td>NA</td>
</tr>
<tr>
<td>Gap between Female literacy of SCs and Total Population</td>
<td>12.25</td>
<td>18.92</td>
<td>15.53</td>
<td>NA</td>
</tr>
</tbody>
</table>

*Note*: Includes SC population
Table 1.3: Gross Enrolment Ratios of SCs and Total Population Enrolment (1990-91 to 1999-2000)

<table>
<thead>
<tr>
<th>Year</th>
<th>Classes</th>
<th>1990-91</th>
<th></th>
<th>1999</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I to V</td>
<td>I to VIII</td>
<td>I to V</td>
<td>I to VIII</td>
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<td>Scheduled</td>
<td>Total</td>
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</table>

*Note: Includes SC population*

1.2 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 integral parts 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 examinations.

Academic performance has been assessed in a variety of ways such as Grade Point Average (GPA), performance on standardized test as the Standard Achievement Test (SAT), the Science Research Associate Test (SRA) and score on essay type examination, etc.

In many studies, performance in various courses, such as mathematics, reading and other areas has been linked with yet another aspect of performance in the classroom verbal behaviour of high achieving and low achieving children. 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 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 is determined on the basis of the marks (total - theory and practical) obtained in the tenth class examination.

Relation between Academic achievement and School Environment


Model of the Conceptual Framework
It can be said that when the school climate is unfavourable, its psychological sickness spills over to teachers and make them dissatisfied. This satisfaction would naturally affect their work behaviour. Teachers in their frustration then communicate to the students a mod of despair which can greatly affect their academic achievement.

1.3 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 responsivity, 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.

**Importance of Family in the Education of Child**

The family is the oldest human group and the basic one while the particular forms of family structure may and does vary from society to society, the central focus of family activities every where are child-bearing and initial induction of the child into the culture of a given society in sort, socialization.

It has been clearly seen that the age of old structure of joint family has now been broken down under the stress of industrialization, social, economic together with political factor and legal compulsions. This development has led to the establishment of various other institutions for the education and development of children belonging to different families.

Infant begins his life under the fostering affection and care of his parents and other near and dear ones who are associated with his family. As he grows, he receives the first lesson of life in his family and tries to imbibe the habits, ideals and patterns of behaviour of his family members. In this way, the family continues to influence him throughout his life. To be more clear, it may be said that in addition to other facilities the child get three important helps from the family. They are (1) affection (2) protection and (3) Socialisation.

For the up bringing of the child, there is no better institution than his family. All the members of family act and react and this process of give and take teaches many things to the child. In short, each member of family has an important role to influence the personality of the child. The family activities and necessities to inter communication make the child fit to equip himself with a working vocabulary. He
receives the first lesson of speech in family. Gradually this vocabulary increases as he grows and gets more and more education.

The family meets the various need of the child. He is subjected to various experiences: good or bad, pleasant or painful and he gains from the both. It is the duty of the child and foster in him a sense of belongingness and responsibility towards his own self and others. Because each family has its own culture and set up quite distance from the other, therefore no two children are the same and set up quite distance from the other. Therefore no two children are the same neither at the beginning nor during development or as a growing up adult citizen. Raymont is right when he says. ‘Two children may attend the same school, may come under the influence of same teacher and the same organization, may pursue the same studies and perform the same exercises and yet may differ totally as regards their general knowledge, their interests, their speech their bearing and their moral tone, according to the homes they come from’.

**Link between Home and School through Class Room Management**

Education have long recognized that when they can enlist the participation of student’s families in the educational process, student learning is enhanced. The home school relationship is dynamic. Parents prefer a school for the quality of its discipline, standard of teaching and results.

Parents have become more educated, as to what their children should learn in the classroom. Teachers have become accountable to parents and their demands. Communicating with families about individual students must be two ways and occur at times of success as well as when a student is experiencing difficulty. The next millennium will usher in a learning society, the emphasis will be on ‘life long learning’, ‘Parental Education’ will be as important as ‘child education’. In the link between home and school though classroom management, there will be a paradigm shift towards futuristic trends that empower the learners towards a decision making competence, ability to work in groups, work culture and interpersonal sensitivity.

**1.4 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 behaviours 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.

**Meaning of Class**

The dictionary meaning of ‘class’ is ‘member or body of persons with common characteristics or in link circumstances, or with a common purpose, etc’. In education, a class is a group of students under one teacher, or pursuing a study together. A classroom is a room in a school in which class is meet. It is a meeting place of a group of students for instruction and learning.

**Historical Background of Class**

As mentioned in our ancient scriptures, the teacher’s relationship with the student was that of a friend, philosopher and guide. Focus was on developing the personality of the child and enabling him to express freely. It was important to teach according to nature and environment of the pupil. The resultant classroom management centred around these idea.

Later, the Gurukul system was similar to the education systems of the ancient Greeks, Romans, Egyptians, Hebrews, Assyrians and Baby logicians, Persians, Arabs and Chinese much nearer in history, the educational aims put forward by western educations such as Locke, Ronssean, Pestalozzi, Kant, Herbart, Froebel, Dewey and Vittorino were reviewed for adopting a different system of classroom management, in
order to show the superiority of the ‘Rishi’ aim of God Realisation. The classes had a religious environment with the aim of God realization. The Ashram system was based on a psychological study in interest, needs and capacities of the individual at different stages of life. The teacher was expected to foster the creativity and spirit of inquiry among his pupils. Concentration of mind was the key note of all learning in such a managerial approach.

1.5 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. 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 behaviours like study sets, drilling etc. The covert behaviours, 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.

Learning is the input, processing, and storage of information, which can then be retrieved after some later time. Lackadaisical reading to the tune of a distant stereo results in little processing and hence little storage. How many times have you discovered, after reading ten pages to a book, that you have almost no idea of what they said? And last-minute cramming involves so much input in so little time that the processing and storage functions of the brain become overworked and inefficient. As a result, the information is stuffed in every way, and when it has to be retrieved, it is difficult to find and even more difficult to organize. In short, neither of these
techniques works very well. In both of them, too much time is spent doing too little work.

What, then, is the solution? Before working on the solution, we have to specify the problem. How, exactly, do you study?

**Analysing Your Study Behavior**

In order to get a close look at your study habits, you should monitor your study habits, you should monitor your studying for two weeks. And these should be ordinary weeks, not during final exams. Your records, and the description that you synthesize from it, should include the following information.

**How Much Time Do You Spend on Study?**

Calculate your daily average. This is your rock-bottom variable. Contrary to campus wisdom, the amount of time spent studying is not the most important determinant of learning. Studying five hours a day is no guarantee of academic success. But since studying fifteen minutes a day is an excellent guarantee of academic failure, you do need to know how many horse you actually put in with the books.

**How is the Time Distributed?**

Let’s say that total study time for two weeks is a modest twenty-eight hours—an average of two hours a day. But your record also shows that eighteen of those twenty-eight hours were clumped into three days: the day before your chemistry midterm, a night for writing an English paper, and one desperate Sunday when you felt guilty about being so far behind in all your reading. This type of learning – big chunks of study after long stretches of no studying—is called massed practice; the best example, of course, is cramming. The opposite of massed practice is distributed practice, learning in small, regular evenly spaced sessions, such as two hours a night. As we have seen, cramming is an inefficient means of studying. And in general massed practice is much less likely than distributed practice to produce good recall (Kientzle, 1946; Spence and Norris, 1950; Underwood and Schulz, 1961).

**When Do You Study?**

At what time of the day or night do you put in your study time? By nothing this on your record, you will have some essential information for environmental
control. (For example, you’ll know even to leave the phone off the hook.) Furthermore, you may pinpoint some problems. If you find that your reading puts you to sleep, but your record tells you that you tend to start reading around 10:30 p.m., then your reading is probably not the only reason you’re falling asleep.

**Where Do You Study?**

Describe the place in which you usually study. How is the lighting, the temperature, the ventilation? Is the chair uncomfortable—or too comfortable? Do you (God forbid) study in bed? Most important of all, what about distractions? Is there a phone on the desk? Can you hear the stereo down the hall or a television in the next room? Is there is discotheque next door? Are your friends liable to pile through the door at any minute?

**How Well Do You Concentrate**

Related to the subject of distractions is the matter of your concentration. Perhaps the deadliest (and the sneakiest) enemy of studying is inattention. Stalk this sneaky enemy. If you sit down to study our history text for two hours, clock yourself as to how many of those 120 minutes are actually spent on history. Subtract the time spent looking at your fingernails, reading the graffiti on the library desk, and wondering whether you should shave off you moustache. The results of this simple arithmetic may dismay you. If so, you have an important variable to work on.

### 1.6 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, meagre 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.

Due to poverty, many scheduled caste children are sick and do not have good environment. The problem of language is acute. They are not encouraged to participate in sports. These students do not have a clear concept of their future.

It is observed that increasingly, the scheduled caste students are drifting away from the traditional occupation. Hardly any one will be found to continue that except a few, the students will not like to opt for the occupation of their father. The present generation of scheduled caste students present certainly a different trend. One most general trend is that traditional aspiration is likely to be discarded. The fact of high professional aspirations signifies their gravitation away from parental nexus and finding career identification within the urban industrialization milieu. The strong aspirations to rise higher in occupational hierarchy are also an indication that they are breaking away from fatalistic background.

To some extent, their occupational aspirations represent their need for achievement. The studies conducted by Singh et al. (1986) show that scheduled caste students aspirate 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 caste 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.

1.7 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

1.8 OPERATIONAL DEFINITION OF THE TERMS USED

(1) Academic Achievement:

Achievement is a progress that a learner makes in learning, often measured by either standardized or teacher made test (Educator’s encyclopaedia). 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 textbook 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 terms” 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. The erstwhile untouchable were listed by the government indifferent schedule to be considered them as different categories, in order to further their social, educational, economic, and other interests. Such lists have been prepared by the respective state government and published in modification order 1956 published as S.P.U. 24-77 A. dated 29.10.1956 by the Government of India all such erstwhile untouchable castes which are listed in the said government order are defined as scheduled caste.

(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.
1.9 **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 mean of study habits of scheduled caste secondary school students of low and high academic achievement.

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

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

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

14. To study the significant difference in mean of various home environment dimensions of scheduled caste 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 caste 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.
There is no significant relationship between protectiveness dimension of home environment and academic achievement of scheduled caste secondary school students.

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

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

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

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

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

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

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

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

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

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

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

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

5. 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.
There is no significant relationship between punishment dimension of home environment and academic achievement of scheduled caste secondary school boys.

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

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

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

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

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

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.

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

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 scheduled castes secondary school students of low and high academic achievement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

(f) 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 delimitations.

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).