CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

The present study was Survey in nature and belongs to the area of Education. It was related to the socially deprived sections of the society. In this study an attempt was made to identify the problems of Schedule caste students studying in various schools of Jammu and Kashmir. Through this research, an attempt was made to answer questions such as; Does the differences among scheduled caste and Non scheduled caste male and female high higher secondary school students (Adolescents) on the five dynamic factors of ERGS, VIZ, Mating, Assertiveness, Fear, Naraism & Pugnacity.? Whether there is significant sex differences among scheduled caste and non scheduled caste high school students on the five dynamic factors of sentiments? Likewise, answers to many other questions were sought through this study.

In the present chapter the details related to Concept of Non-Cognitive factors, Education of Socially deprived Students, Articles Dealing Non Discrimination, Ergs And Sentiments, Mating, Social Familial Factors, Academic Achievement, Intelligence, Locus of control, Justification of the Study, Statement of the Problem, Objectives, Hypotheses and Delimitations of the Study are given in separate captions.

1.2 NON-COGNITIVE FACTORS

The role for cognitive skills has been understood for a long time, while noncognitive or socioemotional skills have not been discussed. As noncognitive skills increase, there is an increase in log wages. Keeping noncognitive skills fixed, and increasing cognitive skills, there is an
increase in log wages; but when both are increased, there are much larger increases. This is not only a pattern for log wages, it turns out to be a pattern for many other dimensions for what is understood as success. Families at the top quartile of family income have children who are doing better in the math and reading test scores. The families from the bottom quartile of family income have children who are doing worse. Interestingly, when the home environment is controlled for, these gaps virtually disappear.

In the recent years there is growing realization among the researchers in the field of Education & Psychology that Non-Cognitive factors must be assured in order to diminish the Margin of Error in the Prediction of Academic Achievement (Entwistle and Welsh, 1969; Gebhart Hoyt, 1958; Gough 1953: Koul 1976; Singhal 1973) Cattel etc.al. (1966) have gone so far as to suggest that ability, Temperament & Motivation Contribute something like 25 percent to achievement Variance and such for reaching claims are certainly worth investigation. Ability alone does not Guarantee Success in different school subjects Motives, needs, Personality Traits, Values, How the child Perceives, Anxiety as well as the socio-economic of the learner influence the academics performance etc are some of the factors which also learner influence the Academic Performance of an Individual.


1.2.1 PSYCHOLOGICAL DETERMINANTS

In the prevailing situation the problem of educating the students becomes “Sufficiently easy to tackle if two fundamental principles are kept in view by the Educators. These are individual differences and understanding of each student in terms of his own psychological background. Moreover, all learning in a school or college takes place within the setting of Pupil-Pupil relationship and Pupil-teacher relationship and hence are more significant for an appropriate teaching learning situation. It has been commonly experienced by that good and healthy relationship among the students of a class are conducive to efficient learning only when Tr. is well acquainted with Psychological determinants of over-achievers and under achievers. It is due to this fact that now a days educators are concerned not only with the students intellectual growth but also with their social & emotional Adjustment, Anxiety, neurokism, extroversion, motivation, ego-function, self-concept and other factors involved in personality development. Moreover, a good educational system in one which helps all students to develop their potentialities and makes contributions to the social good, this implies early recognition of their cognitive, curative and affective Traits and Making suitable arrangements to meet their requirements.
1.2.2 PERSONALITY TRAITS

A majority of the students with varying level of Intelligence, with a variety of Personality Traits, with different personality type and temperament, drawn from diversified Home-Conditions, have crowded the class rooms to make a claim of their right for education. Every child whether gifted or backward under-achiever or over-achiever, Superior, average, mentally deficient or physically handicapped has to be educated in his own right. Hence, a frantic rush towards the ideal of equal educational opportunities for all has led to Mushroom growth of Schools & Colleges in our country. Soon after independence our leaders thought that panacea of our social evils was Mass literacy. Therefore, effective steps were take for the spread of education to make it accessible for all this resulted in losing quality at the cost of quantity. It was realized that quality of education was complementary to quantity in education & in fact they were inseparable from each other (Sharma, 1978) the problem of under achievement is not new to our Trs., for centuries, have been copying with under achievers. How to discover, identify or distinguish the under-achievers from the normal, as well as the incurable deficient for the purpose of possible help and treatment? How to classify them? How to diagnose and deal with the causes and how to treat the under-achievers with specific programmes? What are their personality profiles? What are their adjustment patterns? Locus of Control, Int. Eros & Sentiments, Socio Economic are the creative or not? Etc. are some of the questions which puzzle the Trs. Fr Background adequate answer and those are the questions that are bound to arise in any system of Universal Education. Since a lonaback the educarmists have tried to find our the aims of questions. It may, however be pointed out that there are connotes
retardation in Academic Pursuit, the more the retardation the more the severity of the backwardness.

1.2.3 PSYCHOLOGICAL DETERMINANTS

In such situations, the Teacher’s task is a quite challenging one. Without the knowledge of the psychological determinants of such students, he can’t do justice to his professional ethics which entails upon him the responsibility of shaping healthy individuals and wholesome personalities. For centuries the scheduled caste students have suffered from extreme social & economic backwardness with few expectations only. Though, the need to improve their conditions has been recognized for some time post and there were several strong attempts made in this direction, serious and organized efforts on a national level were made only after independence. Since then numerous measures have been devised with a view to ameliorating & improving their conditions thought, the move for improving their conditions indeed laudable, the various steps so far taken have been inspired more by spirit of social reform than by scientific consideration.

1.3 EDUCATION OF SOCIALLY DEPRIVED STUDENTS

The Ancient Indian social structure seemed to have evolved a system of allocation of rewards relating to prestige, power and wealth. In a manner, that each of the three major varnas could get one of these the Brahmins received the highest prestige in the society, the Khastriyas the greatest power in secular sense, and the vaishyas the largest share of the wealth the forth caste rendered services of a personal nature and was engaged in growing food and in manufacturing articles of necessity and comfort. In the latest stages, varnas tended to become endogams and kept on widening and sub-dividing to such an extent that there was a
multiplication of the number of castes through birth. Mobility was not permissible in the scheme of society.

Education in such a society was directed essentially to the perpetuation of the new generation to take the place of the previous generation the status being determined at birth, the rules suited to that status could be followed by substituting individuals of a new generation to perform the duties which were being attended to by members of the previous generation. With the impact of the British system and modernization there was in fact a need for a society in which Modern Secular Education was to made available to all the sections of the society including the under privileged ones who were now called scheduled castes.

Chouhan identifies three stages in the spread of education among the scheduled castes.

(a) The opening of separate schools for scheduled castes children during british rule.

(b) The struggle for equality in Joint Schools.

(c) The introduction of special incentives for the scheduled castes.

Among these three stages, the most important is the third one the third phase of development of education among the scheduled castes has been marked by a firm declaration in the constitution of India that untouchability has been abolished.

The constitution of India lays down the goal of establishing a society based on Justice, Equality & Fraternity to all the fundamental rights incorporates these principles & change the state with the responsibility of undertaking special Chauhan Brij Raj special problems regarding education among the scheduled caste measure for the removal
of discrimination on grounds of castes the definition of social goals in respect of scheduled caste attain their clearest formulation in the constitution the placement of the lower castes under one scheduled has emphasized the special duties of the Govt. In this regard the facilities for implementing these goals consisted of providing free Education, Special hostels. Scholarships to the students belonging of scheduled caste at various stages of education these were mean to attract more students towards schools. In addition, efforts were also made at lowering the eligibility requirements for admission of students of there castes to various schools & colleges. Rules relating to scholarship awards at the school stage of Education vary from state to state but the union govt. looks after all scholarships programmes at the post matric stage. Defining of the terms, used the term scheduled caste is an expression standardized defined of India though no where defined, there is article 341 of Indian constitution declares that the president of India a may with respect to any state or union territory, where it is a state after consultation with the governor thereof, by public notification specify the castes, rules or tribes or parts of, or groups with in castes, races or tribes which shall for the purpose of this constitution be deemed to be scheduled castes in relation to that state or union territory as the case may be” It is further stated in Article 366(24) that parliament may by law include or exclude form the last of scheduled caste specified in notification any caste, the constitution of India Article 366. Race or Tribe thus scheduled castes may be defined as these groups which are named in the scheduled caste order of the Govt. of India in force from time to time.

The scheduled castes were the former untouchable castes of Hindu society. Besides the four traditional ‘Varnas’ there were another group of persons even during the early days of “Chatur Varya” who came to be
described as untouchables because they were of darker skin and were engaged in unclean occupations. They were referred to earlier times as Antyajas, Parihar, Adis Sudras etc. and in the Modern concept as “Depressed Classes” and “Scheduled Castes”. The other common terms coined to denoted them collectively are Harijan (by Gandhi and the Gandhen) and Dalit (in Maharashtra) by the new generation of the educated scheduled castes.

Traditionally they are the lowest segments of High Society and yet in most respects marginal to it, and inhabit outside or on the outskirts of the village. They were ascriptively assigned the lowest of ten the ‘Unclean’ occupations to serve the caste or savarna society but outside this social pale & powerful structure”. As the lower states in the society, the untouchable formed the fifth varna (Panchamas) or 5th Caste. They were assigned a Position very much lower than that of the Sudras & their Hereditu occupation was street sweeping, scavenging, shoe-making & the like. They were expected to do all the dirty jobs in society which the four castes restrained from doing. As Untouchables this group was denied the right to (1) Enter the Temple an Worship with other Hindus (2) Send their children to school (3) Draw water from public well; (4) Improve their economic & educational condition; (5) be treated civil as self respecting members of the community at par with caste Hindus.

“Compelled to live reggregated on the outskirts of villager & towns the untouchables had generally been living under the most filthy and miserable conditions, ill dad, half starved & eating carrion”. In many places they could not at all enter the streets or lanes used by the caste Hindus. In Southern regions of India, besides touch pollution, distance pollution, was also observed. Distance was prescribed for untouchables to keep away from the different levels for the upper caste people, 33 feet
from the low rated groups, 66 feet from second middle level and 99 feet from the Brahmins.

Not only were jobs assigned to them least remunerates and of lowest prestige but the untouchables were also prevented from taking to any of the more decent & lucrative callings, customary services were ordained according to set pattern under (Jajmani) system i.e. the different low castes were to render services to high castes for which they were paid in kind, thus after harvest the blacksmith, carpenter, washer man etc. received a small portion of corn for the services rendered by them. In difficult parts of India a large majority of the untouchables were form workers who were hereditary serfs are attached to agricultural holdings. As par 1971, Census one third of the landless agricultural workers in India belonged to this class.

With the advent of British rule, Social position of Untouchables registered some slight improvement, the christen missionaries found among the untouchables a fertile ground for conversion.

However, it was only after Mahatma Gandhi took up the work of redeeming the untouchables that the matter received only momentum. Gandhiji called them ‘Harijan’ the ‘Children of God’ and organized network of agencies to work for their cause. He also carried out campaigns against untouchability through the press, the Pulpit & Plat from. He edited a weekly Journal called the ‘Harijans’ to highlight the Magnitude of the problem and to channelize popular opinion and effort in uplifting the untouchables the British rule in India formally introduced the (bourgeois) principles of equality of all citizens before law the caste disabilities removal act of 1850 was perhaps the earliest manifestation and other subsequent legislations were the first halting steps breaking the
rigor of the caste system and its harsh social (including) educational disabilities.

In Practice, However, it was difficult to enforce the measures & scheduled caste students suffered from the flagrant discrimination sight upto 1970. In the meanwhile the govt. opened a few separate Pry. Schools for depressed classes (Untouchables), obviously this measure was inadequate in meeting the socio-educational problem of the scheduled caste.

Meager as these efforts were they did produce a few first generations educated among the scheduled caste. In Maharashtra for instance individuals which in some parts were economically better off & Socially more conscious than others because of their recruitment in the Army, did struggle and avail themselves of the existing Educational opportunities. On such outstanding example was B.R. Ambedkar who later became the acknowledged leader of scheduled caste in Maharashtra and all over India.

1.4 ARTICLES DEALING NON DISCRIMINATION

Article 29 - Gurantees that is Any section of the citizens residing in the Territory of India or any part there of, having a distinct language, script or culture of its own shall have the right to conserve the same” and it further declares that “No citizen shall be denied admission into any educational institutions maintained by the state or receiving aid out of the state funds, on grounds only of religion, race, caste, language or any of them”.

Article 30- declares that “All minorities, whether based on religion or language, shall have the right to establish and administer Educational institutions of their Choice” and that “the state shall not discriminate in
granting aid to Educational institutions on the ground that it is under the management of a minority, whether based on religion or language”.

Article 338 – Provides for the appointment of a special officer for the Scheduled Castes & the Scheduled Tribes.

Article 339 – Provides for the appointment of a commission on the Administration of Scheduled-Castes, and the welfare of the Scheduled tribes, before the end of Ten years from

Article 45 – Provides that “the state shall Endeavour to provide, within a period of Ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years”.

In spite of the fact that so many provisions have been made in the constitution of India to provide Education to the people of this country, the achievements are disposal.

As far as the provision of schooling facilities are concerned the same have been provided with in walking distance of all children upto the standard V and for 60% of the children upto standard VIII. But even then the children in the eligible age groups do not attend them the No. of secondary and higher secondary schools & colleges has multiplied, get our boys & gires can’t avail themselves of the facilities provided and the investment made in education by the central and the state govt. as the enrolment have also increased many field, this point to the fact that only a small section of the population is able to avail itself of the facilities available the majority of the people seem either not in a position to avail themselves of the facilities or are not motivated to do so this is particularly True of Higher Education.
As the studies reviewed in the following Chapter indicates, facilities of higher education are availed of the urban, middle class, upper caste, sections of the society. Even among these sections there is a domination of men over women in higher education. Thus the rural, lower class, scheduled-castes, scheduled tribes, other backward classes and women continued to remained deprived of the facilities of higher education and the prestigious jobs available to university graduates in this.

**Fundamental Rights Article 14 to 18**


From early childhood to adolescence, experience of parental love and family life serve as the building block of healthy personality Traits. Ego & Super ego are nurtured by these experiences. Hence, the family life is Indispensable for the proper development of Childs mind. But there are circumstances, natural & social, which drive away some children out of their family & home, which deprive them of their parental love & affection. It often happens that the father or mother, or sometimes both the parents of children die at a time when they are still very young and in need of constant care and attention of parents.

The attitude of parents is an important factor for determining the level of adjustment of their children the rejected child develops feeling of insecurity, helplessness & loneliness. Rejection & Lack of affection which may lead the child to Malad justed over protection on the part of the parents leads the child to lack of sense of Responsibility & Sociability which may put the child in Trouble in the Social environment.
Children in broken homes do not get the affection. Love sympathy and security, they are emotionally distributed. Homes which are not broken but in which there is constant conflict between parents or other members of the family also create conditions which affect the security, affection, mental stability & fulfillment of needs of children.

Adjustment is a process that makes us to lead a happy and contended life. Adjustment gives the students strength & ability to bring advisable changes in the light of their environment. There are various areas like Home, Health, Social, Emotional, Educational, where the person has to make adjustment.

According to Shaffer (1979) “Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs”.

Coleman (1973) has very apply remarked that the family bears the responsibility of the welfare of its members from cradle to grave the home environment is important in developing the personality of the adolescent. There is face to face contact between the parents & their children, which determines the character & personality development of the child. Family helped the human race to keep its biological existence. Again in family grouping man found the opportunity to develop his psychological qualities and to satisfy the drives of his Psyche. Man encountered the hostile forces of outer & inner worlds with the help of family grouping, on the basis of cooperative living. The former generation imports culture & training for living in family. In a family situation the child was able to learn his first lesson for living. It is because man had to play different roles in the family that he could build up his mental facilities of thinking, feeling and willing; her could develop his sense of reality, morality, emotions, sentiments & imaginations. Thus, the
parents are vital sources of the satisfaction of his physical & psychological needs. Whether child is weaned early or late, founded or ignored, praised or rebuked is Relatively less important that the beliefs, Attitudes and broad predisposition he acquires from the parents. He receives a firm set of guiding values endorsed by both his mother & father.

1.5 ERGS AND SENTIMENTS-

Ergs is an Inner Driving force of an Individual that motivates him to a Particular object. Motivation implies a state of energy mobilization and direction towards a goal. Erg is a concept that joins together a state of energy mobilization and a goal. If the individual is not motivated there will be no mobilization of energy towards any definite goal.

When some instinctive tendencies occur at a time and get organized by the experiences in the environment, from sentiments. A sentiment is an acquired aggregate of attitudes built up by hearing and social experiences but also like an energy is a source of motivation and interest. A sentiment is more on less permanent disposition towards any person or object.

1.5.1 FORMATION OF ERGS AND SENTIMENTS

An erg is a constitutional dynamic source trait. It is Psycho-Physical disposition which causes an Individual to be motivated to respond to certain classes of stimuli. The term ergs is used instead of drives because the latter term drugs in all manner of clinical and other assumptions about “Instincts” etc. Whereas the ergic patterns are experimentally demonstrable. However, in Popular Terms an erg is a drive or source of reactive energy (Hence the Term erg) directed towards a particular goal, such as fear, Making assertiveness etc.
Erg is an inner driving force of an individual that motivates him to a particular object. Motivation implies a state of energy mobilisation and direction towards a goal. Erg is a concept that joins together a state of energy mobilisation and a goal. If the individual is not motivated there will be no mobilisation of energy towards any definite goal.

1.5.2 SENTIMENTS

When some instinctive tendencies occur at time and get organized by the experiences in the environment from sentiments. A sentiment is an acquired aggregate of attitudes built up by hearing and social experience but also like an erg is a source of motivation and interest. A sentiment is more or less permanent disposition towards any person or object. It often involves several emotions, according to the circumstances sometimes sentiment which is developed about a particular person or object is carried to some other person (s) or thing (s) related or connected with the first.

1.5.3 CLASSIFICATION OF ERGS AND SENTIMENTS

R.B Cattell has divided the Ers and Sentiments in ten dynamic factors of human personality like Mating, Assertiveness, Fear, Narcism, Pugnacity, Self Sentiment, Super Ego, Career, Sweet Heart, Home or Parental.

First five of them, viz. Mating, Assertiveness, Fear, Narcism of Pugnacity are ergic factors and nest five are called sentiments. A brief description of each factor is given as under:

1.6 MATING

In biology, mating is the pairing of opposite-sex or hermaphroditic organisms for copulation. In social animals, it also includes the raising of their offspring. Copulation is the union of the sex organs of two sexually
reproducing animals for insemination and subsequent internal fertilization. The two individuals may be of opposite sexes or hermaphroditic, as is the case with, for example, snails. For animals, mating methods include random mating, disassortative mating, assortative mating, or a mating pool. In some birds, it includes such behaviours as nest-building and feeding offspring. The human practice of mating domesticated animals and of artificially inseminating them is part of animal husbandry.

Most challenging problem faced by the adolescents is the development of sexual urge in them. Mating is a motivating force which motivates the youth towards the member of opposites sex. It leads the youth towards lust. Sexual urge is found in all the animals with the variations of Degree. The individuals may sublimate or exploit this energy in socially approved ways. This urge plays a significant role in the development of human personality proper exploitation of this energy helps the individuals in establishing healthy inter-personal relations and develops a sense of competition among the Boys & Girls and they try their best to attract the attention & attachment of the people of opposite sex. At the same time the suppression or Repression of sexual urge makes an individual maladjusted frustrated and victim of many psychological ailments.

One of the intriguing features of human mating is that it cannot be characterized by a singular strategy. One item on the menu is long-term committed mating, often, but not always, characterized by a formal public commitment such as marriage. In long-term mating, both sexes typically invest heavily in any resultant offspring. As a consequence, and in accordance with the theory of parental investment, sexual selection has likely fashioned in both sexes high levels of choosiness or selectivity.
Poor long-term mate choices would have been costly for either sex, because they would have risked wasting their heavy investments. Not all mating, however, lasts a lifetime. Human matings can last a few years, a few months, a few weeks, a few days, or even a few minutes. One end of this temporal continuum may be called short term mating. This temporal dimension turns out to be critical to many components of mating, perhaps none more central than the qualities desired. Furthermore, humans display remarkable creativity in their ability to mix and match mating strategies. It is not uncommon, for example, for a person to engage in one long-term committed mateship with heavy investment in children, while simultaneously pursuing an extramarital affair, or series of affairs, on the side. Humans, in short, are neither solely monogamous, nor solely promiscuous; neither polygynous nor polyandrous. Which items on the menu of strategies a particular person chooses is heavily dependent on contexts. These include the sex ratio in the mating pool, a person’s mate value, and even prevailing cultural norms. These issues are briefly discussed later, but first, we must outline the central desires of men and women in their pursuit of longterm and short-term mates.

### 1.6.1 ASSERTIVENESS

Assertiveness can be defined as communication in which one expresses oneself in a direct and honest manner in interpersonal situations, while simultaneously respecting the rights and dignity of others. Assertiveness is being able to stand up for yourself, making sure your opinions and feelings are considered and not letting other people always get their way. It is not the same as aggressiveness. You can be assertive without being forceful or rude. Instead, it is stating clearly what you expect and insisting that your rights are considered.
Assertiveness is another during force found in almost all the animals it is more sophisticated among the human beings. It is a motive to dominate and to enjoy command over others. It aims to dominate as far as possible and to submit as far as necessary. Self-Assertiveness is associated with the complex of superiority and quality of leadership. This motive becomes more active when a child is not attended by the Parents, Teacher and Peers. The motive of assertiveness and submission can frequently be observed among the children who are living with step-parents, or without parents in comparison to these who are living with their both the parents. that is respectful of the other person. Although no one can guarantee that the other person will like what you do or say, assertive behavior requires that the other person be treated with respect. Assertiveness training can help not only those who tend to be overly passive in interpersonal situations, but also those who tend to be overly aggressive.

**Difference between Assertiveness and Aggression**

People sometimes confuse assertiveness with aggression, believing that assertiveness training might make them pushy or inconsiderate of others. In fact, assertiveness can be thought of as a middle point between passivity and aggression. In interpersonal situations, passive behavior occurs when you focus on the needs and desires of another person, but ignore your own needs and wishes. In contrast, aggressive behavior occurs when you force your own needs on others. Assertive behavior involves expressing your own way of seeing things, but in a way.

**1.6.2 FEAR**

Fear fuels our negative and judgmental thoughts and our need to control things. Fear underlies guilt and shame and anger. Every difficult emotion we experience represents some kind of threat --- a threat to our
self-esteem, or to the stability of a relationship (personal or professional),
even to our right to be alive. And threat translates to fear. Start with any
difficult emotion you choose, get on the elevator, press B for basement,
and there, below the guilt and shame and anger, below the negativity and
the judgments, you will find it: fear. Fear hides inside seemingly less
severe words such as anxiety, worry, and nervousness. It ranges from
anxiety about giving a presentation at work to anxiety about the presence
of terrorism in our world. It ranges from worry that our shoes don’t match
an outfit to worry about world hunger. It ranges from being nervous to
perform at a recital to being nervous about the results of an AID’s test.
Fear is a major influence in every one of our lives, but not always to the
negative. As we will discuss at length, fear is essentially a positive
mechanism, an ingenious natural design to keep us safe. And there are
plenty of opportunities for that healthy fear to work its magic, guiding us
this way and that, alerting us to danger and aligning us with what is good
and right with the world.

It is caused when an individual finds himself insecure or in danger. It
is good to some extent for developing moral codes of behavior and
maintaining discipline among the students. But excess of fear in the
minds of the children and adolescents may give rise to other
Psychological disorder and may create problem of Personal, Social and
Emotional adjustment for them. Absence of parents or harsh attitude of
parents like aggression and over strictness on the part of the parents
develops fear in the minds of the children.

1.6.3 NARCISM

Narcissism is a term with a wide range of meanings, depending on
whether it is used to describe a central concept of psychoanalytic theory,
a mental illness, a social or cultural problem, or simply a personality trait.
Except in the sense of primary narcissism or healthy self-love, "narcissism" usually is used to describe some kind of problem in a person or group's relationships with self and others. In everyday speech, "narcissism" often means egoism, vanity, conceit, or simple selfishness. Applied to a social group, it is sometimes used to denote elitism or an indifference to the plight of others. In psychology, the term is used to describe both normal self-love and unhealthy self-absorption due to a disturbance in the sense of self.

According to Freud Narcism is an innate desire of an individual to remain in comfort. It is also a motive of self-love. By the development of narcissist motive an individual wants to make his life as comfortable as possible. He wants to have all the facilities and recreations for him and wants to make himself as the most attractive and impressive personality. This motive is also helpful in establishing healthy Inter-personal relations among the students.

**Traits and signs**

Thomas suggests that narcissists typically display most, sometimes all, of the following traits:

- An obvious self-focus in interpersonal exchanges
- Problems in sustaining satisfying relationships
- A lack of psychological awareness (see insight in psychology and psychiatry, egosyntonic)
- Difficulty with empathy
- Problems distinguishing the self from others (see narcissism and boundaries)
- Hypersensitivity to any insults or imagined insults (see criticism and narcissists, narcissistic rage and narcissistic injury)
- Vulnerability to shame rather than guilt
- Haughty body language
- Flattery towards people who admire and affirm them (narcissistic supply)
- Detesting those who do not admire them (narcissistic abuse)
- Using other people without considering the cost of doing so
- Pretending to be more important than they really are
- Bragging (subtly but persistently) and exaggerating their achievements
- Claiming to be an "expert" at many things
- Inability to view the world from the perspective of other people
- Denial of remorse and gratitude

1.6.4 PUGNACITY

The children and adolescents deprived of the parental love and affection and not having fulfilled their psychological & physiological needs and develop in them the Tendency of Pugnacity in them. It is a fighting instinct found in all the animals. It is closely associated with the instinct of aggressiveness & emotions of anger.

In child the pugnacity become more active when the parents are aggressive to him. Some times the aggression of both the parents either to each other or to the child also activates this motive force in the child. If this driving force is not properly exploited it may give rise to many problems for the adolescents like social and emotional adjustment, Peace and non-violence in the School & Society, as well as may creates obstacles in the way of developing healthy relations among the peers the
proper exploitation of this motive may develop a feeling of combat among the students for developing the sense of patriotism in them.

1.6.5 SELF CONCEPT SENTIMENTS

It is closely related to self-concept. Self sentiment is really a master sentiment which resolves around the self and other sentiments. It is related with self-Images, Reputation and sometimes Self-Interest. A man has to play different roles in the society and has to face a number of problems at a time. Therefore, different emotions occur in his mind which may create a conflict in his mind. In this conflict a sentiment position is called self-sentiment. It is a central point around which all other sentiments revolve. For example MAHATMA Gandhi developed Truth and non-violence as his self sentiments and all other sentiments were subordinate to that one.

Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and nonacademics), gender roles and sexuality, racial identity, and many others. Each of these characteristics is a research domain (i.e. Academic Self-Concept) within the larger spectrum of self-concept although no characteristics exist in isolation as one’s self-concept is a collection of beliefs about oneself. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is a function of the purely evaluative element of the self-concept. The self-concept is an internal model which comprises self-assessments. Features assessed include but are not limited to: personality, skills and abilities, occupation(s) and
hobbies, physical characteristics, etc. For example, the statement "I am lazy" is a self-assessment that contributes to the self-concept. However, the statement "I am tired" would not be part of someone's self-concept, since being tired is a temporary state and a more objective judgment. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises.

Another model of self-concept contains three parts: self-esteem, stability, and self-efficacy. Self-esteem is the "evaluative" component—it is where one makes judgments about his or her self-worth. Stability refers to the organization and continuity of one's self-concept. Is it constantly in flux? Can singular, relatively trivial events drastically affect your self-esteem? The third element, self-efficacy, is best explained as self-confidence. It is specifically connected with one's abilities, unlike self-esteem.

Researchers debate when self-concept development begins but agree on the importance of person’s life. Tiedemann (2000) indicates that parents’ gender stereotypes and expectations for their children impact children’s understandings of themselves by approximately age 3. Others suggest that self-concept develops later, around age 7 or 8, as children are developmentally prepared to begin interpreting their own feelings, abilities and interpretations of feedback they receive from parents, teachers and peers about themselves. Despite differing opinions about the onset of self-concept development, researchers agree on the importance of one’s self-concept, influencing people’s behaviours and cognitive and emotional outcomes including (but not limited to) academic achievement, levels of happiness, anxiety, social integration, self-esteem, and life-satisfaction.
Furthermore, the self-concept is not restricted to the present. It includes past selves and future selves. Future or possible selves represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. They correspond to hopes, fears, standards, goals, and threats. Possible selves may function as incentives for future behavior and they also provide an evaluative and interpretive context for the current view of self.

The perception that people have about their past or future selves is related to the perception of their current self. Temporal self-appraisal theory argues that people have a tendency to maintain a positive evaluation of the current self by distancing negative selves and bringing close positive selves. In addition, people have a tendency to perceive the past self less favourably (e.g., I'm better than I used to be) and the future self more positively.

1.6.6 SUPER-EGO

Super-Ego represents the moral branch of Psychic functioning. Its most important function is to limit the satisfaction of the wishes of Id. It is an internalized sense of conscience that impose the moralistic values of society upon the individual.

The Super-Ego is shaped in accordance with the Moral standard of the family and then the society and surroundings of the child during his formative years. Freud defined types of personalities on the basis of three structures of mind, that is, ID, Ego and Super-Ego man of id is dominated by the motive of pleasure seeking. His behaviour is guided by his instincts and motives. Man of Ego is a normal man whose behaviour is partly guided by id and partly by morality. Whereas man of Super-Ego is the man of high social, moral & spiritual values. He can sacrifice his self interest for the interest of society or his country. He shares his feelings
with people and shows respect, Co-operation and helping attitude to the old and deserving people of the society.

Freud developed his concept of the super-ego from an earlier combination of the ego ideal and the "special psychical agency which performs the task of seeing that narcissistic satisfaction from the ego ideal is ensured ... what we call our 'conscience'." For him "the installation of the super-ego can be described as a successful instance of identification with the parental agency," while as development proceeds "the super-ego also takes on the influence of those who have stepped into the place of parents — educators, teachers, people chosen as ideal models."

The super-ego aims for perfection. It comprises that organised part of the personality structure, mainly but not entirely unconscious, that includes the individual's ego ideals, spiritual goals, and the psychic agency (commonly called "conscience") that criticizes and prohibits his or her drives, fantasies, feelings, and actions. "The Super-ego can be thought of as a type of conscience that punishes misbehavior with feelings of guilt. For example, for having extra-marital affairs." Taken in this sense, the super-ego is the precedent for the conceptualization of the inner critic as it appears in contemporary therapies such as IFS and Voice Dialogue.

The super-ego works in contradiction to the id. The super-ego strives to act in a socially appropriate manner, whereas the id just wants instant self-gratification. The super-ego controls our sense of right and wrong and guilt. It helps us fit into society by getting us to act in socially acceptable ways.

The super-ego's demands often oppose the id’s, so the ego sometimes has a hard time in reconciling the two.
Freud's theory implies that the super-ego is a symbolic internalisation of the father figure and cultural regulations. The super-ego tends to stand in opposition to the desires of the id because of their conflicting objectives, and its aggressiveness towards the ego. The super-ego acts as the conscience, maintaining our sense of morality and proscription from taboos. The super-ego and the ego are the product of two key factors: the state of helplessness of the child and the Oedipus complex. Its formation takes place during the dissolution of the Oedipus complex and is formed by identification with and internalization of the father figure after the little boy cannot successfully hold the mother as a love-object out of fear of castration.

"The super-ego retains the character of the father, while the more powerful the Oedipus complex was and the more rapidly it succumbed to repression (under the influence of authority, religious teaching, schooling and reading), the stricter will be the domination of the super-ego over the ego later on—in the form of conscience or perhaps of an unconscious sense of guilt."

—Freud, *The Ego and the Id* (1923)

The concept of super-ego and the Oedipus complex is subject to criticism for its perceived sexism. Women, who are considered to be already castrated, do not identify with the father, and therefore, for Freud, "their super-ego is never so inexorable, so impersonal, so independent of its emotional origins as we require it to be in men ... they are often more influenced in their judgements by feelings of affection or hostility." However, Freud went on to modify his position to the effect "that the majority of men are also far behind the masculine ideal and that all human individuals, as a result of their bisexual disposition and of cross-
inheritance, combine in themselves both masculine and feminine characteristics."

In Sigmund Freud's work *Civilization and Its Discontents* (1930), he also discusses the concept of a "cultural super-ego". Freud suggested that the demands of the super-ego "coincide with the precepts of the prevailing cultural super-ego. At this point the two processes, that of the cultural development of the group and that of the cultural development of the individual, are, as it were, always interlocked." Ethics are a central element in the demands of the cultural super-ego, but Freud (as analytic moralist) protested against what he called "the unpsychological proceedings of the cultural super-ego ... the ethical demands of the cultural super-ego. It does not trouble itself enough about the facts of the mental constitution of human beings."

### 1.6.7 CAREER SENTIMENT

Bordins (1943) has presented a theory of the nature of vocational interests based on the Individuals responses to the strong vocational interest blank. It is his contention that theories of vocational interest have taken one of the three directions viz, (a) the static point of view in which vocational interests are believed to be fixed after the individual has reached maturity, (b) the interest is seen as a product of psychological influences and as such subject to change with shift in the psychological equilibrium, and (c) the empirical view in which there are merely sets of preferences that distinguish successful person in various occupations. He has offered a well-defined theory of vocational interests. Interests are strictly inventoried. They are considered to be the product of personality and are subject to change whenever the self concept changes or when there is a change in knowledge of the occupational stereotype. A child’s particular socio economic inheritance may have direct and important
effect on the occupations open or attractive to him than does his physical inheritance. The economic and occupational level of the home affect the vocational goals of youth by influencing their aspiration to be similar to those held by their parents and by discouraging aspirations to the level much above or below the parental occupational status. One of the most important general cultural factors influencing occupational choice is the degree of conformity required by the society, either in the degree of rigidity of particular patterns of behaviour or in the number of different acceptable stereotype.

Although socio-economic studies vary in the validity of their methodological approaches, they all agree the persons at the lower end of the socio-economic scale are more likely to emphasize the economic aspects of the work than the persons at the upper end of the scale who tend more typically to stress the satisfaction intrinsic to the work. Family influences including child rearing practices and socio-economic level appear to affect vocational development. According to Wests (1956) certain group of occupations are intended though, it is not known why an association exists between a father’s occupation and his son’s career choice. This relationship is present and influences the career development of some students.

The nature may be more important than nature in individual’s ultimate choice of a career. Particular patterns of personality organization faster particular type of ability. A personality occupation may demand from its workers personality traits quite different from those demanded by another occupation. Empirical studies of occupational demands testify to the primary importance of personality traits over all other type of occupational information. A study by Tee van was concerned with whether a correlation between personality and vocation could be
demonstrated before the individual become actively engaged in the vocation or it was the vocation itself which tended to fit its members into a common mold. Tee van concluded that a correlation between personality & vocation could also be demonstrated during the period proceeding entrance into a profession. Behind the idea that vocational choice results from motivational or personality factors is the assumption that difference in personality structure cause individual to develop certain needs which they seek to satisfy through occupational choice. Holland is of the opinion that choice of an occupation is an expression of personality and that members of an occupation share similar characteristics.

There are many researches which report correspondence among personality, vocational interest and personality manifestation. Bared concluded that the undecided student was more intellectually and less vocationally oriented than students who made a choice. Kessarjian etal reported that inner directed & outer directed differ to a great extent as regards their professional preferences occupational interest, and their social values are concerned.

1.6.8 SWEET-HEART SENTIMENT

This sentiment is associated with the instinct of sex and emotion of love. The term ‘Sweet Heart’ employs love for spouse for an adult and love for the members of opposite sex for an adolescent. It is a desire to pass enough time with the beloved and sacrifice ones own Interest and happiness for the sake of his sweet – heart (Beloved).

1.6.9 HOME OR PARENTAL SENTIMENT

For children and adolescents home or parental sentiment is stronger than any other sentiment. Love and respect for parents in the mind of the children and affection for children on the part of parents is the resultant
out come of home sentiment. It also includes a sense of belongingness to home and obeying the parental authority gracefully. Adolescent having parental sentiment feels proud of his parents and wants them to be proud of him.

1.7 SOCIAL FAMILIAL FACTORS

Pertains to social conditions social familial factors are commonly regarded as of Prime Importance for acceptance and rejection of the pupils by their class mates. The isolation and rejection are expected to emerge due to unfavorable social familial factors in the family. School Children as is commonly known, came from homes differing widely in size & values, the income and education of their parents, the vocation of the father or mother or brother. Social conditions of the students extent & Influence on them in number of ways.

The influence of social & family environment of educational performance and mental development of children has been well established some of Influential research studies relating to this them was conducted by Douglas (1964) Terman & Oden (1947), Costen (1959) Benstein (1961) Hess and Seipman (1968). The role of social family variables is causing under-achievement in school subjects has also been investigated by western researchers like Roe (1953) Barret (1957) and Popplaton (1968) and also by Indian researches like Abrahana (1974), Methew (1976), Beedawat (1976) and Tandon (1978).

Abraham’s (1974) doctoral work reveals that (i) the achievement level was associated with attitude Tawaros English, Personal adjustment, Social adjustment & Socio – Economic status; (ii) there were greates proportion of Normal achievers among goals as against boys (iii) Under achievement in urban schools, (iv) over achievers were proportionally more in Pvt. Schools than in Govt. Schools. Under achievement was more
in higher age group and over achievement was more in lower age group (vi) the factor pattern of the total sample was significantly different from the factor pattern obtained for the under achiever and the over achievers, whereas it was highly comparable with the pattern obtained for the Normal achiever, (v) the three factors obtained were scholastic disposition, general adjustment and social stimulation which accounted for variance of both general group and the normal achieving group; (vi) for the over-achievers only linguistic disposition and general adjustment were needed to account for total variance, (vii) for under achievers, group adjustment socio personal adjustment and scholastic disposition were found to be the factors responsible for explaining total variance.

Mathew’s (1976) study reveals that (1) the mean scores of Normal achievers exceeded significantly the mean scores fonder-achievers for variables like sense of personal worth, sense of personal freedom, with drawing tendencies social standards etc and the mean scores of normal achievers were significantly less than the mean scores of under achievers in Test Anxiety & Mal adjustment (ii) the mean scores of under achievers were significantly greater than those of the normal achievers in cases of sense of personal freedom, Social standards & Family relations: (iii) the mean scores of over achievers significantly exceeded the mean scores of under achievers in case of self – reliance, sense of personal freedom from nervous symptoms, Social Standards, Social Skills, Freedom from Anti social tendencies, Family relations and community relations, (iv) a higher no of over-achievers were in the high intelligence, low age group amongst boys, & among the parents with higher education than their respective counterpart; (v) greater no of over achievers were found amongst high income urban subjects; and (vi) four factors total adjustment, anxiety orientation, group adjustment and self esteem
accounted for total variance of the over achieving group and five factors personal adjustment, social adjustment, social facilitation leadership and self acceptance, accounted for the total variance of the normal achieving group.

Beedawet (1976) in his doctoral study found that the (i) intensity of incidence of under achievement was more or less uniform in the urban and Rural areas, (ii) the incidence of under-achievement was higher in science groups, (iii) the proportion of under achievers among girls was larger than that among boys, (iv) very few of the under achievers were found to be outgoing, warm hearted & easy going; (v) Seventy five percent of the students among under-achievers possessed overage emotional stability; and (vi) about forty percent of students were found to be possessing qualities like impulsively lively and gay enthusiastic.

Tandon (1978) in his doctoral work studies Psychological & Ecological aspects of under achievement the important conclusions of the study psychological factor wise were as follows: (i) the male group of under achievers displayed the following personality characteristics easy going and out going, emotionally less stable, low in frustration, shy apt to inferiority feeling, defendant, pessimistic, Moody, depressed and highly anxius (ii) the male under-achievers were not diligent were gossip monging, took less interest in studies, spent time in roaming were not have sophisticated friends circle (iii) the formal group of under achievers were found to be pessimistic, Harsh, assertive & highly anxious they were not diligent took less interest in studies, spent more time in roaming about and had less sophisticated friends.

The ecological wise conclusions were as follows: (i) the physical, emotional & socio-economic conditions of the male group of under – achievers were not whole some. Their parents were academically less
qualified, had professions which were less remunerative and had large families; (ii) the home environment was not found to be a relevant factor to the under – achievers.

From the perusal of the research studies discussed in this chapter it is evident that to study the race of Social – Familial variables in causing under achievement in.

**Indian Social System:** Indian society and culture is unique, and has the credit of being one of the oldest civilization of the world. It has developed a social system, which is unique in the world. The “Varna Vyavastha” of ‘Vedic’ times produced a caste division determined by birth and was an important aspect of Hindu Dharma. The divisions persisted through the ages, ossified and became rigid. With the passage of time, society as a whole not only started losing flexibility but also it obstructed the progress of the scheduled castes (SC) and scheduled tribes (ST) in innumerable ways. In the medieval period the caste system became a tool of discrimination and oppression against the scheduled castes (SC) and scheduled tribes (ST). This tendency not only blocked the development of the society as a whole but also impeded the overall personality development of children belonging to scheduled castes (SC) and scheduled tribes (ST). Ultimately, it lead to the evolution of various stereotypes pertaining to these classes, further reinforcing the prejudices about the personality characteristics of these scheduled castes (SC) and scheduled tribes(ST). With the advent of independence many social, economical and political reforms were initiated for the upliftment of the downtrodden. A policy of ‘protective discrimination’ was initiated in the constitution to safeguard the interests of SCs and STs. The founders of the Indian democracy realized that without providing educational and occupational facilities, there could not be a ‘dynamic democracy’. The
ultimate goal of this ‘protective discrimination’ was to provide ‘social justice’ and ‘social equality’ to the masses so that all the factors hampering the personality development of children belonging to lower castes can be removed.

But even today, it is argued that though there are regional variations, the caste system in fact represents a uniform and universal ideology when applied to an understanding of Indian society (Dirks, 2001). The sociocultural and economic challenges that individuals of certain sections of society have and had to face over the years have made a deep impact on their personalities. Due to this segregation from the mainstream society disadvantaged children have been found to possess negative selfimage (Witty, 1967; Tannenbaum, 1969). Jiloha and Kishore (1998) found that SC and ST students are high on depressive tendency, emotional instability and low on social desirability traits. Similarly Agarwal (1975) found that SC students have more external locus of control (believing in systems, luck and chance for its accomplishments) than non-scheduled caste group. Effect of caste on Intelligence has always remained a matter of controversy with studies conducted, both in support and against. Bhargava and Arora (1982) revealed that caste has significant influence on intelligence. On the other hand Sinha, Tripathi and Mishra (1982) revealed that there is no significant difference in basic intelligence of the two groups. Vansteelandt and VanMechelen (1999) found that although personality factors play a significant role but our behavior in any given situation is a complex function of both our personality and situational factors in the world around us. This interactionist perspective is in vogue. Society and the culture, to which an individual belongs, always play a major role in shaping the personality. Adler (1934) postulated that human society is crucial not simply for the
development of individual personality but also for the orientation of all behavior and emotions in a person’s life. He further observed that there is an urge in human nature to adopt oneself to the conditions of the social environment. Similarly Erich Fromm (1955) also emphasized the role Personality Patterns that society plays in structuring, shaping and limiting personality. Deshpande (1984) found that tribal students were more emotionally stable than non-tribal students. Some other factors including parent and peer’s relationship have also an impact on personality. Ara (1986) found that parent’s personality was strongly associated with their adolescent children’s personality. Aggressive and authoritarian parents had aggressive and authoritarian children. Similarly neurotic parents had anxious children. Looking at all this, the present investigation was carried out to make a comparative study of personality pattern of scheduled caste (SC), scheduled tribe (ST) and non-backward boys to unravel the differences between these classes.

1.8 ACADEMIC ACHIEVEMENT

Academic performance means knowledge, understanding or skills, acquired after instructions and training in courses or subjects of study.

Each student is different from his follows in numerous ways. No two individuals in the world are alike not even the identical twins. Individuals differences are found in all psychological characteristics, physical abilities, mental abilities, knowledge, habits and other personality characteristics.

Achievement signifies accomplishment or gain or a performance carried out successfully by an individual or a group on the completion of a task whether it be academic, manual, personal or social. Thus achievement means all those behavioral changes which takes place in the individual as a result of learning experience of various kinds.
By achievement we also mean proficiency of performance generally measured by standardized task or test. The net of attaining an end or of carrying out a purpose. Achievement is generally applied to performance in Educational test rather than psychological test, that is it implies demonstration of required ability, skill, knowledge or understanding that inherent capacity. Academic achievement means knowledge, understanding or skill acquired after instructions & training in courses or subjects of study. It is generally measured by means of Total mash of the students obtained by them in a particular class examination. As per Webster’s New World Dicitionary (1976), Achievement is achieving a desired result especially by skill, work etc. Academic Achievement has been described in many ways some of the definitions are given below:

According to Gupta & Kapoor (1969) “Academic performance is not an undimensional activity involving a number of phases”.

V.G Caters, Dictionary of Education (1959) defines, “Academic achievement as the knowledge attained or skills developed in school subjects usually determined by the Test scores or by marks assigned by teachers or both”.

H.B. English and H.C. English (1958) defines, “Academic Achievement as the attained ability and it may be general or specific to a given subject matter the word Academic achievement status for those aspects of school that involves study of books”.

Achievement is commonly applied to performance in Educational Test., rather than psychological test, that is, it implies demonstration of required ability, skill, knowledge or understanding than inherent capacity. Academic achievement depends upon different factors which directly or indirectly influence it. Some of them are Intelligence, need , achievement,
Test Anxiety, Adjustment, Family size, Socio-economic status & Educational opportunities etc. All these factors play an integrated role in influencing Academic achievement.

1.9 INTELLIGENCE

Weschler (1958) Intelligence is the aggregate or the gloze capacity of the Individual to act purposefully, to think rationally and to deal effectively with the environment.

Stoddard (1943) Intelligence is the ability to undertake activities that are characterized by-

(1) Difficulty, (2) Complexity, (3) Abstraction, (4) Economy, (5) Adaptive ness to goal, (6) Social Values and (T) the emergence of originals and to maintain such activities under conditions that demand a concentration of energy and resistance to emotional forces.

It is apparent from the definitions that Intelligence is not a single or simple faculty, but it includes all the mental abilities like abstract thinking, ability to form possible relations, logical thinking, ability to put things in order, reasoning and ability to solve mathematical problems as are measured by the Tests of general mental ability.

Intelligence, the Dictionary Says is the capacity of acquire and apply knowledge. Generally speaking alertness with regard to actual situations of life is an index of Intelligence.

Intelligence is the most studied variable in the measurement tradition. Relating intelligence with other variable like personality, organism variables environment etc. has been quite a popular research preoccupation. Direct focus an intelligence is given only by a few studies, Rao et, al. have reviewed a few studies of the type (MISRA, 1967; Suri 1973; Gupta, 1973 and Mohan, 1975) Ojha (1962) studies intelligence

**Intelligence**

In Halsey and Friedman’s (1979) view, three concepts occur most often in conceptudizing intelligence.

(a) The ability to deal with abstract symbols, relationships.

(b) Learning or ability to profit from experience.

(c) The ability to adopt to new situation or problems solving in the broades sense.

Terman (1921) conceives of intelligence as the ability to carry on abstract thinking. As a result, there are a number of items on his test directly measuring the capacity to think abstractly, research on the relationship between learning and intelligence shows little relationship between simple learning & IQ, but when the material to be learned is complex or abstract, High IQ subjects perform better than low IQ.
subjects. As compared to this view, which limits Intelligence to one mental ability rather than attempting to encompass all mental functioning, Jensen (1969) has proposed to kindly of intelligence, level I & Level II Level I refers to basic associative. Abilities and would be best measured by a test such as digit span (e.g. remembering a Phone No.) while level II refers to abstract problems solving or abstract thinking capacity of the individual.

Structure of Intellect (80) was developed by Guilford (1967), the model is a three way classification of intellect abilities namely operations, contents & products. According to Guilford each dimension of intellect is sufficiently distinct which may be detached by factor analysis. The kind of classification on the basis of operations gives five major groups of intellectual abilities.


A Second way of classifying the intellectual factor is according to the kind of material or content involved.

1.10 LOCUS OF CONTROL

The Concept of the Locus of Control or Internal versus External Control of reinforcement, which is an expectancy variable, was introduced by rotter, Seeman & Liberant (1966) with their social learning theory. It refers to the degree of Control the person Judges that he has over his environment in external positions. The person at the ‘Internal’ Consortium, perceives outcome to the consequences of one’s own actions and the person at the ‘external’ believe that those are due to fate, luck, powerful other or as unpredictable because of the tight complexity of the forces surrounding and are beyond the personal control therefore,
reinforcement, reward of gratifications universally recognized by the teacher of human nature as crucial one in the Transmission and performance of Skills & Acknowledge.

However an event regarded by some person as a reward or reinforcement may be differently perceived & reached to by others. One of the determents of the reaction is the degree to which the individuals perceives that the reward follows from or is contingent upon his behaviour or attributes versus the degree which he feels the reward is controlled by fares out side of himself and may occur independently at his own actions, the effects of reinforcement following serve behaviour on the parts of human subject, in other words, is not a simple stamping is process but depends upon whether or not the person perceives the casual relationship between his own behaviour and the reward. A perception of casual relationship need not be all or name but canary in degree.

When the reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his action, them in our culture. It is typically perceived as the result of Lack chance, for as under the control of powerful others, or as the forces surrounding him. When the events is interpreted in the way by an individual we have labeled this a belief in External Control. If the person perceives that the event is contingent upon his own behaviour or his own relatively permanent Characteristics. We have Termed this a belief in internal control (Rotter) concerning the internal external control constant has generally used scores on Rotter’s internality. Externality scale (I.E.Scale) to characterize individuals on his dimension there is evidence of relationship between I.E. Scale Scores & Variety of behaviour, the first study of living locus of control & Cognitive activity was conducted by Seman & Evans they used 18 items measure of powerfulness, derived from Rotter’s I.E
scale to predict knowledge about a disease among suffers of that disease. External oriented Tubercular Patients were found to have less knowledge being n-31 P-0.

The result of this study supports the assertion that internal avail themselves of information, even if it has negative connotations for themselves more than do externals. It has been assure that thus difference derives from the fact that internal believes that cannot in their own behalf and therefore requires more information, while externals more thus have less need for information’s.

Sharma (1982) in his study: “Sex differences in Locus of Control among college Teacher’s” found that:

(a) There are no significant difference in Locus of Control among male & female teachers.

(b) The T- Test does not yield significant sex differences in the Locus of Control. Patterns of male & female Teachers.

Koul (1982) in her study: “Locus of Control among scheduled and no scheduled – caste students” found that:

1. Caste has no bearing on the perception of the reinforcement.
2. Sex does not influence the perception of reinforcement.
3. Caste and sex are independent of each other so far the perception of reinforcement (Locus of Control) is concerned.

Gupta (1983) in her study: “Locus of Control among boys & girls at different levels of intelligence and socio- economic status” found that:

1. Boys and girls do not differ significantly from each other in Locus of Control.
2. There are no significant different levels of students socio-economic status.

3. There is no significant interaction between sex intelligence, sex and socio-economic status when Locus of Control was dependent variable.

4. The Triple interaction between sex, intelligence and socio-economic status is significant on Locus of Control Scores.

Bhandari (1984) Studies Locus of Control among front benchers and back benchers. The objective of the study were:-

1. To find out whether front benchers differed significantly from back benchers, on Locus of control dimensions of personality.

2. To find out whether girls differed significantly from boys on Locus of Control dimension of personality.

3. To find out whether there was a significant interaction between sex and seating arrangement with of control as the dependent variable, the study concluded that:-

   1. The boys & girls don’t exhibit significant difference in Locus of Control.

   2. The front benchers are more external than the back benchers.

   3. Sex and seating arrangement are independent of each other.

Joshi (1984) found in her study:- “Humour differences among external and internal at different levels of intelligence and socio-economic status”

1. Internals & externals do not differ significantly from each other in humus.

2. The differences among subjects belonging to upper and lower levels of intelligence are not significant.
3. There are no significant differences in humas among students belonging to different socio-economic status.

4. There is no significant interaction between Locus of Control and intelligence, Locus of Control of socio-economic status when humour was dependent variable.

5. The Triple interaction between Locus of control, intelligence and socio-economic status is insignificant on humor scores.

**Bharti (1984) found in her study:**

1. There is an insignificant correlation between Locus of Control and extroversion among high school boys.

2. The value of co-efficient of correlation between Locus of Control & Neuroticist among high school girls 0.01 which is an insignificant value.

3. The value of co-efficient of correlation between Locus of Control and Neuroticist among high school girls is 0.01 which is insignificant at 0.05 level significance.

4. There is a significant and positive correlation between Locus of Control & extroversion among high school girls and extrovert girls.

**Khaliq (1985) in his study:** “Differences in Academic Achievement among internal & external high school students at different levels of socio-economic status” from that:

1. The differences in Academic achievement among internal and externals are not significant.

2. Girls excel better in Academic per suit, than boys.
3. Subjects belonging to high socio-economic status show better Academic results than the ones belonging to low socio-economic status”

Madhvi (1988) “A Study of security insecurity among female Teenagers” from that:-

1. Girls students from low socio-economic status feel more secures.
2. Girls students studying in Govt. schools have better sense of security.
3. Socio-economic status and type of school, are independent of each other with security as dependent variable.

In other study reported by Phrase Internals & Externals were compared in their use of information for decision making and those differences led phases to conduct that internal make better use of information than externals despite of the fact that both might have equivalent funds of information. In short Locus of Control means expectancy variable that describes the perception of the personal control that one has ever the reinforcement that follow his behaviour. It has two types Internal & External.

Kumari (1975) found in her study that:

1. There was no significant relationship between intelligence and creativity, creativity & adjustment, creativity & value patterns.
2. Sex differences existed in the field of creativity.
3. Economic & Religious values were highly related to level of Adjustment, whereas social & aesthetic values were only slightly related to level of adjustment.
4. Intelligence had no place in patterning the value system among adolescents and so no specific value was related to Intelligence.

5. Level of adjustment was significantly related to the amount of Intelligence.

6. The amount of creativity increased during adolescence i.e. from 13 to 18 yrs.

7. Level of Adjustment was found to increase during adolescence.

8. Age was found to intelligence the growth of intelligence & it reached the point of its maturity near 18 yrs.

1.11 JUSTIFICATION OF THE PRESENT STUDY

The problem of scheduled – caste and non scheduled caste has grown too big at present the transfer of power in 1947 and the adoption of the Indian constitution in 1950 were important milestones for the educational & social advance for scheduled caste/ scheduled Tribe article 15 & 16 of the constitution come under non discrimination and equality of opportunity as fundamental right for all citizens this is reinforced by Article 17 which specially Abolishes “Untouchability” and forbids its practice in any form. Further article 46, a directive principle expects the state promote the educational & economic interests of SC/ST and other weaker sections of the population accordingly special benefit and provisions of books & uniforms hostel facilities, Ashram schools and reservation of centre in certain courses of highest education and in recruitment to Govt. & semi Govt. services those special promotional efforts Untouchability facilities the educational advance of scheduled caste / St during the last four decades.

SH. J.P. Nack had collected the available information regarding education of scheduled castes and had presented it in brief consolidated

Many students & Surveys have been conducted from time to time regarding S.C & S.T. the problem is will However, not merely a problem of statistics & figures. Figures will never help if they are not seen with compassions & sympathy. To psychologists & social workers it significant a challenge in Terms of adjustment, social adjustment their education and training etc.

The child whether SC/ST or non ST is the most important post of the educational system. Study the children their than the books is the Slogan of the present day child centred education the study of the child requires a study of his in born qualities which go by the name of inner drive, instincts, motivates or Urges.

Ergs & Sentiments which are basically drivers and interests serve as the sources of motivation the key to the success of teaching learning process.

The present study is also significant for harmonious development of the child’s personality as ergs & sentiments are the dynamic constitutional traits of personality. The present study will also be useful to understand not only the behaviour of the students but also the basics of their behaviour.

The present study has been undertaken from the viewpoint of teachers, parents & social workers for the proper exploitation of the during forces present in the individuals in the right direction.
The present research has tried to make an in depth study of the various types of the problems faced by the scheduled – caste and non scheduled castes in relation to their social familial factors & Academic achievements this will definitely make a quantum leap in throwing more light on psychological & sociological make up of the adolescents.

1.12 STATEMENT OF THE PROBLEM

A STUDY OF ERGS, SENTIMENTS, SOCIAL – FAMILIAL FACTORS AND ACADEMIC ACHIEVEMENT AMONG SCHEDULED-CASTE AND NON SCHEDULED-CASTE ADOLESCENTS

1.13 OPERATIONAL DEFINITION OF THE VARIABLES

ERGS AND SENTIMENTS

1. ERGS: The “Ergs” is nearer to that of the instincts and drives. It is an inner motivating force consisting of five factors- Mating, Assertiveness, Fear, Narcism, Pugnacity.

A- MATING ERGS:- it is the strength of the normal hetro sexual drives

B-ASSERTIVENESS ERGS: it is the strength of drive to self assertion, mastery and achievement.

C-FEAR ERGS: level of alertness to external dangers

D-NARCISM ERGS: it is the level of drive to sensuous, self Indulge satisfactions (comfort)

E-PUGNACITY ERGS: it is the strength of destructive hostile impulses.

2. SENTIMENTS: a sentiment is acquired aggregate of attitudes built up by learning and social experiences but also, like an erg, a source of
motivation and interests like ergs, sentiments also consists of five dynamic factors.

**F-SELF SENTIMENT:-** It means the level of concern about the self concept, social repute and more remote rewards.

**G-SUPER EGO SENTIMENTS:-** It is the strength of development of conscience.

**H-CAREER SENTIMENTS:-** It means the amount of development of interests in a career

**I-SWEET HEART SENTIMENT:-** It means the strength of attachment to wife or sweet heart.

**J-HOME SENTIMENTS:-** It is the strength of attitudes attached to the parental home

3) **Academic Achievement:** In the present study it means the percentage of total marks obtained by the class students in the tests performed on them. (Maths, science, social study) the total marks obtained were taken as an index score of the Academic achievements

4) **Scheduled – caste-** It means ‘Castes’ which have been notified as scheduled caste under the constitution of Jammu & Kashmir scheduled caste order 1956 subject to addition of more castes or deletion of some or all castes duly approved. By state of J&K for the time being indicated. Only the following castes were taken as Scheduled caste in this study


5) **Social Familial Factors:-** The Term Social Familial Factors used in the present investigation includes parental occupation, father or mother
qualification parents or guardians monthly income, size of the Family ----
brother, sisters.

1.14 OBJECTIVES OF THE STUDY

1. To compare the mean scores of the five dynamic factors of Ergs
   Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity of the
   Scheduled- caste and Non Scheduled – caste male high school
   students.

2. To compare the mean scores of the five dynamic factors of
   sentiments Viz; self concept sentiment, super Ego sentiment,
   Career sentiment, sweet heart sentiment and home or parental
   sentiment of the Scheduled- caste and Non Scheduled – caste male
   high school students.

3. To compare the mean scores of the five dynamic factors of Ergs
   Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity of the
   Scheduled- caste and Non Scheduled – caste female high school
   students.

4. To compare the mean scores of the five dynamic factors of
   sentiments Viz; self concept sentiment, super Ego sentiment,
   Career sentiment, sweet heart sentiment and home or parental
   sentiment of the Scheduled- caste and Non Scheduled – caste
   female high school students.

5. To compare the mean scores of the five dynamic factors of Ergs
   Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity among
   scheduled caste male and scheduled caste female high school
   students.

6. To compare the mean scores of the five dynamic factors of
   sentiments Viz; super Ego, Career sentiment, sweet heart sentiment
and home or parental sentiment among scheduled caste male and scheduled caste female high school students.

7. To compare the mean scores of the five dynamic factors of Ergs Viz; Mating, Assertiveness, Fear, Narcism and Pugnacity among non-scheduled caste male and non-scheduled caste female high school students.

8. To compare the mean scores of the five dynamic factors of sentiments Viz; super Ego, Career sentiment, sweet heart sentiment and home or parental sentiment among non-scheduled caste male and non-scheduled caste female high school students.

9. To study the relationship between the Academic Achievement & social – familial factors among scheduled caste male high school students.

10. To study the relationship between the Academic Achievement & social – familial factors among scheduled caste female high school students.

11. To study the relationship between the Academic Achievement & social – familial factors among non-scheduled caste male high school students.

12. To study the relationship between the Academic Achievement & social – familial factors among non-scheduled caste female high school students.

1.15 DELIMITATIONS OF THE PRESENT STUDY

The present study was limited to the following areas:-

1. The Territorial Jurisdiction of the present study was confined to Jammu and Kathua Districts.

2. The study was restricted to a sample of 1500 high & higher secondary schools.
3. Some Govt. & Pvt. Schools were included in the study.

4. Only Hindi knowing students were included in the study.