## CHAPTER 1

THE PROBLEM

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CHAPTER - 1

THE PROBLEM

1.00 INTRODUCTION

Learning abilities in schools depend upon numerous factors. Some of them interact as facilitative factors, whereas others function as inhibitory ones. India with her ‘Unity in Diversity’ has distinctive characteristic feature that accommodates all her differential population. Scheduled Castes and Scheduled Tribes which are distinctive socio-cultural systems of the Indian societies have encountered for decades together several psycho-social consequences of deprivation. Prolonged deprivation accounts for “Cumulative Deficit” phenomenon (Deutch 1965). Besides cumulative deficits, “Broomstick Effects” (Miller 1968), due to deprivation, account for serious psychological Consequences which may seriously affect the cognitive functioning, perceptual skills, concept formation as well as non-cognitive functionings, such as personality variables, motivational strength, attitude formation and interest patterns (Tripathi and Mishra 1977). Thus psychological consequences of deprivation on cognitive process and non-cognitive development have direct bearing upon the learning process of the pupils.

Scholastic Attainments, Aptitudes and Interest patterns therefore are largely governed by the nature and kind of psycho-social deprivation, which the Scheduled Caste and Scheduled Tribe of the society encounter by being Indian citizens.

Keeping in view the “Cumulative Deficits” that the pupils of the Scheduled Caste and Scheduled Tribe in educational institutions encounter and the ‘Broomstick Effects’ that they have to face in their learning acquisition process, the Indian Constitution has made certain Constitutional Directives vide Articles 46,257 and 338 with a view to making social upliftment and Educational development of the Scheduled Castes and Scheduled Tribes pupils of the Country.

Education of tribals is an important task before the Government of India. Article 46 of the constitution (Government of India, 2000) talks about promotion of
educational and economic interest of Scheduled Castes (SCs), Scheduled Tribes (STs) and other weaker sections, To quote. "The State shall promote with special care the educational 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 justice and all forms of exploitation".

The Constitution has recognized the significance of education for social and economic upliftment of tribal people as well as other weaker section of the society. Besides the Constitution, the main bases of educational policy in India are several Commissions appointed from time to time eg. University Education Commission (1948 – 1949), Secondary Education Commission (1952 – 1953), Education Commission (1964 – 1966), and the National Policy of Education (1986), that have strong bearing on the Education of these sections.

The new Education Policy (1986) makes provision for the optimum growth, development and exploitation of the human potentialities by advancing through training. As such the educational institutions of the future have to make adequate provisions for the complexity of abilities and sophistication of Individual potentialities.

Consequently Scholastic Attainments that the pupils of the Scheduled Caste and Scheduled Tribe of the society need to be critically examined and systematically analysed and interpreted in the light of the nature and kind of their aptitudes and interest pattern which they inherit and develop during the course of their development period at home and in the schools.

Human resource development constitutes and important determinant in nation building process. It is the human factor that largely determines the success story of the progress and prosperity of the nation. Psychological factors therefore undoubtedly constitute the foundation of the developmental process. Psychology accounts for behavioural study in which mental abilities that emerge from cognitive domain constitute important aspect in obtaining success in a given task.

Some of the important components of cognitive behaviour are accounted in terms of intelligence, aptitude, perception, thinking, problem solving behaviour,
reasoning ability, creativity etc. It is rational thinking by and large which determines success to a large extent. Human ability, as such is often used to compass a variety of human performances and achievements. Besides ability, inculcation and development of skills too help individuals to achieve high in certain performances. Ability as such is more associated with performance across different tasks; whereas the later refers to the level of proficiency that attend on a specific task. Such proficiency (skill) may depend on one or combination of abilities. The idea that differences in academic performance could be accounted for by differences in abilities can be concluded from a large number of studies (e.g. Srivastava 1987; Chakravarthi 1988; Dixit 1989; Devi 1990 Kaur, Panda & Nath 1992 Chung, Denney, Hustace & Rapport 2001.

The 'Varnashram' social system of the country perpetuated class discriminations and caste differentiation that got cemented in due course of time. The class-stratification resulted into domination of the upper class and deprivation of the lower class as a social system of the country. Deprivation on the part of inhabitants of the lower class society, thus become a regular social system and gradually got rooted into the social religious, political and material life of the people. The rigidity with the lapse of time, provided the deprived a distinct class conditions and their peculiar socio-cultural environments.

The study of Deutsche (1965) reveals that the prolonged conditions of deprivation from generation to generation moulded psychologically different dispositions of personality from those of the upper class values as a result of their cultural deficits.

Since the dawn of history, our society has suffered from diverse types of social disabilities, and among them the most important aspect is the hierarchical system of the caste, which has done a great harm to the oppressed at downtrodden lot of the Indian society. Post – Independent is making constant efforts to improve the social and economic conditions of these people; and in order to end exploitation and to bring them into the main stream of the society and a change in their life pattern, the modern policy provided many protective measures in the constitution
and initiated many welfare programmes for their upliftment. But the most glaring or notable features, i.e., their tradition, customs, blind beliefs, social and ritual status, giving rise to some serious social and economic disabilities due to which these groups have remained extremely poor and backward for centuries.

The social system of India, by and large, is characterized by its caste and class stratification. The democratic social system constitutionally makes provision for universalization of education from six to fourteen years (Article 46 of the constitution). The constitution also observes equal opportunities to all and for all regardless of any caste, class or creed.

1.10 CONCEPTUAL FRAME WORK OF THE PRIMITIVE SOCIAL ORDER

The Indian society has over a period of time undergone a process of continuous degeneration namely from Varna Vyavastha to the caste system. The present Indian Society is therefore divided into various caste groups which interact with their own formations with the result that those with a high educational profile continue to be in an advantageous position and those who were disadvantaged ones continue to remain so. Of these the Scheduled Castes and Scheduled Tribes from the largest part.

Indian Society has been stratified on the basis of hierarchical system of caste (Kuppuswamy 1982), traditionally the higher castes (Brahmins, Kshatriya and Vaishas) enjoyed certain rights & privileges which were denied to the lower castes (shudras)

The lower caste groups and tribals because of their lower socioeconomic condition, have been given rights to protective discrimination by the Indian Constitution (SCs and STs) because of the overlapping caste & class hierarchy of Indian society, concepts of SCs and STs have often been used a synonymous to poor or deprived group.

In stratified societies apart from the economic criteria a number of confounding economic criterion, a number of confounding variables determine the
socioeconomic status of an individual. The poor are a conglomeration of different subgroups with differing social ties and identities based on either caste affiliation, rural urban division or membership of ethnic groups (Muthayya 1988).

Education is directly related to the development of a country. The Scheduled Castes and the Scheduled Tribes living in different parts of the country constitute about 20% of the human capital. Efforts are being made both by the Union and the State governments to provide numerous facilities to these groups with the view to bring them at par with the various advantaged groups. Such facilities include opening of schools in habitations with a higher concentration of Scheduled Caste & Scheduled Tribe population, free education, merit scholarships, attendance scholarships, free uniforms, mid-day meals and providing coaching classes to the needy children are some interventions which aim at increasing the enrolment, retention and achievement of Scheduled Castes and Scheduled Tribes children in schools.

In India the combined population of the SCs and STs is 23.6% of the total population and for M.P., this figure rises to 37.1%. The combined population of SCs and STs in Chhattisgarh is significantly higher at 44.7% and this is largely due to a high proportion of tribal population. Although the SCs do not constitute a very high proportion of the total population they are critical for understanding the social history of Chhattisgarh. Table – 1 gives the total population of Chhattisgarh and Raipur district; whereas, Table – 2 presents the population details of SC and ST.

Table – 1.01, Population of Chhattisgarh and Raipur District

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chhattisgarh</td>
<td>1,04,74,218</td>
<td>1,03,59,585</td>
<td>2,08,32,803</td>
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<tr>
<td>Raipur District</td>
<td>15,23,925</td>
<td>14,93,005</td>
<td>30,16,930</td>
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</table>
Table – 1.02, Population of SC and ST

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chhattisgarh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC</td>
<td>12,13,194</td>
<td>12,05,528</td>
<td>24,18,722</td>
</tr>
<tr>
<td>ST</td>
<td>32,87,334</td>
<td>33,29,262</td>
<td>66,16,596</td>
</tr>
<tr>
<td>Raipur District</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC</td>
<td>2,44,295</td>
<td>2,43,428</td>
<td>4,87,723</td>
</tr>
<tr>
<td>ST</td>
<td>1,81,864</td>
<td>1,83,864</td>
<td>3,65,723</td>
</tr>
</tbody>
</table>

Source: Census of India 2001.

It is important to note that the term “tribe” is nowhere defined in the Constitution of India. According to the Article 342 of the Constitution of India, the ST represent the tribes or tribal communities, which may be notified by the President. The STs in India constitute a little above 8% of India’s population.

Though Chhattisgarh is very rich in Tribal culture, Psychologists have made very few investigations on the Psychosocial and other aspects of Tribal Society. The tribals of Bastar (Maria, Mooria), Raigarh (Oraon), Bilaspur, (Kawar, Gond), Sarguja (Barga, Gonda) are important tribal communities whose psychosocial behaviours yet need to be studied.

The totality of the experiences that an individual encounters and accumulates from his ecology and ethnology, largely moulds and makes his adaptive behaviour and growth pattern. Though genetic engineering contributes significantly to be growth and development of an individual, environment too is not less important.

The totality of the experimental endowments that an individual acquires during his life period through his interaction and encounter with his ecology undoubtedly contributes significantly to his final organic growth and development as a human being. Thus prolonged deprivation is a consequence of cumulative environmental and experimental deficits and such cumulative deficiency phenomena (Deutsch 1965) are characteristically witnessed among the Schedule Castes and Scheduled Tribes.
As change is inherent in all living beings, the impact of democracy as an accepted philosophy of the nation accelerated the movement for social upliftment. The effect of modernization and technological revolution generated in the SCs and STs a sense of social upliftment, equality and a feeling for civil rights. Consequently, significant social change characterized by noticeable generational gap has been observed in them. However, these perceptible social change among the SC & ST people need scientific verification.

The cultural plurality and social multiplicity, which India possesses undoubtedly, reflects upon her enormous human capital that could be utilized profitably for the advancement of the nation. Most of the Scheduled Caste & Scheduled Tribe people survive below the poverty line. Scheduled castes children, because of their socio economic conditions, find it hard to be in schools. About 52% of all scheduled caste workers are agricultural laborers, cultivators (mainly small and marginal farmers and share croppers), weavers etc. Unclean occupations like scavenging flaying, tanning etc. are almost entirely monopolized by the Scheduled Castes. In the urban areas a large population of the poor people like rickshaw – pullers, cart-pullers, construction labourers, Beedi workers and other unorganized non-agricultural workers belong to the SCs. This grinding poverty makes them force their children into the job market or engage them in jobs they themselves were doing. Girls in such families are usually entrusted with the work of looking after the young siblings while their parents are away at work. All these circumstances have forced their children to remain out of school.

The Scheduled Tribes children find their schools ‘alien’ places, which are radically different from their houses, and other community places. In their case there is a difference between the language spoken at home and at school. In general the Tribal people have developed apathy towards the education of their children. While the pressures of substances economy have been partly held responsible for their indifference, the perceived value of education in the context of the needs of the Scheduled Caste and Scheduled Tribe society and the incongruence between *i.e.* skills and abilities nurtured among the children in their economic and cultural
settings and those imparted in schools seem to be more important reasons. These reasons vary from culture to culture and region to region.

A tribe may be seen as a sub group of the society. The members of a tribe live in a common territory and have a common dialect which is the prime means of communication. Each tribe has a uniform social organization and possesses cultural homogeneity. The tribal population is characterized by cultural pattern with variegated economic conditions, and activities, depending largely on ecology. There are also wide variations in psychological, cultural, social, economic and political background of various tribal groups. In a country like India there is a large number of tribes which because of historical and sociological reasons have strayed away from the main streams.

Tribals of India are generally poor and belong to low Socio-economic states. Therefore they share some of the disadvantages of other disadvantaged groups (Kundu, 2003). It has been found that disadvantaged and deprived groups have lower motivational level (Sinha & Mishra, 1982), lower aspiration (Rath, 1974 a), lower self concept (Dutta & Das 1981; Singh 1983), lower need for achievement (Nandy & Singhal 1981; Tiwari & Mishra 1977) lower risk taking behaviour (Sinha, 1969, 1974) and lower cognitive functioning (Chatterjee & Paul 1981; Tripathi & Mishra 1978) than the advantaged group belonging to higher socio economic status. Bloom (1965) found that they lack self confidence and have negative self-magic Rath (1974 c) found that the subjects of low caste group have more insecurity feeling in them.

In a study on deprived students, Pandey (1984) found that tribals have poor self-concept. Tribals have oral traditions. Their culture is primarily oral. Their history, myths and traditions are orally handed down from generation to generation.

Their long oral traditions and lack of scope to read and write in their languages have made them allergic to print. The tribal pupils, therefore are found to be very poor in reading skills (Kundu, 2003)

Dubey (1993) found that tribal children were generally not sent to school, as it was perceived as a distinct hindrance to the family’s on going economic
activities. Poor expectations regarding education was reported by Mishra (1995 a,b) in a study on Birhor and Oraon women of Chotanagpur Region.

Sharma (1991) revealed that the tribal pupils could not develop positive self-concept, though they have higher occupational aspirations. The lower self-concept of tribal pupils as shown by Sharma (1991) infers that they could not develop confidence according to their capabilities.

In an extensive study of Kharwar tribal group, Dubey (1993) analyzed their motivational structure and found that a majority of the Kharwar population was confined to the satisfaction of primary needs (food, cloth, shelter). Almost all activities of their life were dedicated to the pursuit of their primary needs. Familial obligations were more important than the pursuit of personal goals. People indulged in immediate gratification of needs, and had a vague and unstructured future orientation and very low aspiration for children. There were absolutely no planning for future, and the whole life was perceived as externally controlled “Eat, drink and be merry” appeared to be the fundamental philosophy of Kharwar life.

The Education programmes of the school in a given state is primarily modeled by the predominant culture of the state. Efforts towards modifying the educational programme to suit their needs of the SC & ST children and their community and culture is a relatively recent phenomenon. Education is both a tool as well as a factors of production owned and used by individuals according to their ownership intensity both as a means and process. Unfortunately in education management groups, most of the perceptions about SCs and STs have not originated on sound information and reliable data. This has further resulted in creating material and psycho-social barriers in their way to progress. In the case of poor SCs and STs individuals, their economic status which was as it is very low, transformed their social status making them even more vulnerable to others. To fight the social and economic injustices perpetrated by the advantaged sections of society, such individuals need to develop survival competencies.

**Literacy** is one of the basic indicators of the prosperity of any social group. The National literacy rate of the SCs & STs according to the 1991 census is 37.41%.
and 29.60% respectively as against the National literacy rate of 52.21%. Since education is an important factor of production, an individual’s mental and physical ambience is decided by his or her access to an possession of it.

**Literacy rate of SC & ST –**

<table>
<thead>
<tr>
<th>Year</th>
<th>SC</th>
<th>ST</th>
<th>Rest of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>10.27</td>
<td>8.53</td>
<td>27.86</td>
</tr>
<tr>
<td>1971</td>
<td>14.67</td>
<td>11.30</td>
<td>33.80</td>
</tr>
<tr>
<td>1981</td>
<td>21.38</td>
<td>16.35</td>
<td>41.22</td>
</tr>
<tr>
<td>1991</td>
<td>37.41</td>
<td>29.60</td>
<td>52.21</td>
</tr>
</tbody>
</table>

Source-India 1991 – 93.

The National Policy on Education 1986 provides many strategies for achieving universal access to Education. One such strategy is to shift attention from enrolment to achievement. Recently one of the main concerns of educational planners and administrators has been to raise the level of achievement of all children, including SC and ST children.

The quality and level of achievement of SCs and STs children have drawn the attention of both educational planners and researchers. Recently a series of studies have been conducted by the National Council of Educational Research and Training to support the district educational plans under the District Primary Education Programme (DPEP). DPEP studies conducted by the NCERT to study the effects of various variables and interventions on the achievement of tribal children also show similar results.

Rath K.B. and Jangira N.K. (1995) in their study focused on the school input differences in the primary school and on different levels of concentration of STs students. The Study focused that in some states, schools with a high concentration of STs students had less of pukka building facilities availability of furniture and equipment, safe drinking water and toilet facilities, instructional aids and pre-school facilities and more under qualified teachers with lesser number of days of in-service training, less experience teachers and more use of multigrade teaching.
Ambasht N.K. and Rath K.B. (1995) the study suggests that suitably designed research is needed to understand the effects of home background factors such as parental attitude. Parents, their education, the language spoken at home and economic condition of the family on the STs child’s achievement as well as factors like school timings, medium of instruction, tribal and non-tribal teachers, merit scholarships aims at increasing the level of achievement of tribal children. Reddy V. Eswara (1995) for improving the achievement of tribal children need systematic follow up ascertain their impact on learning achievements.

The democratic philosopher of the nation has also visualized and recorded the sad plight of the deprived minorities of the nation and hence the constitution has made provisions for Constitutional Directives (Article 46 and 257 of the Constitution) for the SCs and STs people of the country and according to it concessions are made available to the members of the SC and ST in admissions and selection to various positions of life and vocation.

Democracy is considered to be a way of life, which makes a provision for society. In view of the significance of SC and ST in the global development and programme of the nation, provision was made under article 338 of the constitution to review and assess the status of these weaker sections of the society every year through a yearly report by the commissioner for the SC and ST. As a consequence of yearly Reports, Numerous plans, Programmes and projects have been introduced in the social welfare state for the upliftment of the ST primitive people, who very closely encounter with poverty as a way of their life as consequence of prolonged socio-economic deprivation.

See to 8th Five year plan (India 1993) majority of the SCs and STs who form nearly one forth of the population were below the poverty line various studies have shown that while these has been a reduction in the percentage of population living below the poverty line, the incidence of poverty was still very high.

Educational philosophy of any nation is geared of and governed by its socio-political philosophy. Obviously, the socio-cultural objectives of the people of a nation are realized in the educational institutions through educational objectives.
Thus social change and cultural transformation that a society witness have to be mirrored through the educational means and realized through vocational ends.

1.20 SCHOLASTIC ATTAINMENT

Scholastic attainment is related to the acquisition of principles and generalizations and the capacity to perform efficiently certain manipulations of objects, symbols and ideas. Achievement in the school or college may be taken to mean any desirable learning that is observed in the student. Since the word 'desirable' implies a value judgment, it is obvious that a particular learning may be referred to as achievement or otherwise depending on whether it is considered desirable or not. Understood in this way, any behaviour that is learned may come within the scope of achievement. There is no gain saying the fact that learning is not limited to mere acquisition of information, it also includes attitudes, interests, aptitudes, values etc., therefore the acquisition of desirable characteristics is as much as achievement as is knowledge of the principles of science or facts of world History. Although achievement is used in this broad sense it is customary for schools and college to be concerned to a great extent with the development of knowledge, understanding, and acquisition of skills.

Achievement signifies accomplishment or gain or a performance carried our successfully by an individual or group on the completion of a task whether it be academic, manual, personal or social. This achievement means all those behavioural changes which take place in the individual as a result of learning experience of various kinds. Academic or scholastic attainment means the attained level at which the student is functioning in school tasks such as English, Hindi, Maths, Science, Social Science as measured by school marks.

All the studies have shown that the achievement and the level of achievement of SCs and STs children have been much lower as compared to those of other children attending the same school. Even the interventions planned for them have not been able to bring up the level of their achievement as is shown in a study conducted by Seshadri C and Ramamani (1995). The researcher found that the nature of proportion of variations of SCs children's home language from the
text-book language and the teacher's language affects children's linguistic achievement. The findings suggest that the SC dialect is a cohesive linguistic system with all the necessary linguistic contents.

Another study conducted by Rath, K.B and Saxena R.R. (1995) focused on the difference between SC / ST and non SC / ST students in terms of Mathematics and language achievements and identified the pupil and school level factors contributing to this difference. They found that SCs and STs students scored lower than non-SCs and non STs students in both the subjects. Fathers education contributes towards improving achievement of SCs / STs students. In Mathematics the achievement gap does not vary significantly across schools, but it does in language, both in Karnataka and Kerala. It was also found that testing and feedback provided by the teacher tend to reduce the gap between the achievement of SCs / STs and non SCs / STs students in language.

### 1.30 APTITUDES

In many spheres of every day life we come across individuals who excel over others. Under similar conditions in acquiring certain knowledge or skills and prove more suitable and efficient than their peers in certain specific fields, such persons are said to possess certain specific abilities or aptitudes in addition to intellectual abilities or intelligence, which help them to achieve success in some specific occupations or activities. Therefore aptitude may be described as a special ability or specific capacity distinct from the general intellectual ability which helps an individual to acquire the required degree of proficiency or achievement in a specific field. However to obtain a clear understanding of the term aptitude let us consider some of the definitions given by different scholars.

“Aptitude is a condition, a quality or a set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training, some knowledge, skill or composite of knowledge, understanding or skill, such as ability to contribute to art or music, mechanical ability, mathematical ability or ability to read and speak a foreign language”. (Traxler, 1957)
"An aptitude is a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill, or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work". (Freeman 1971)

Aptitude is an Abstract noun, it can not be weighted. It is not a concrete thing. It is not a quality possessed by the individual, but an integrative part of his personality.

Aptitude is a present condition with future reference. It is symptomatic or indicative of potentialities. Understanding of an individual’s aptitude helps us to know what he shall do in future. Thus aptitude is an indicative of one’s ability for a particular job or work. It has predictive value; Knowledge of aptitude helps us in predicting the future success of an individual.

Aptitude involves three things –

a) Readiness to acquire proficiency in some skill, knowledge etc.
b) Ability to acquire proficiency in those skills, knowledge etc.
c) Satisfaction from those activities after acquiring them.

Aptitude is a product of heredity and environment. It is refined as a result of the imparting of education and other environmental factors upon the inherited traits of the individual. Although aptitude has an innate basis yet environment has maximum influence in the formation of aptitudes.

Aptitudes are fairly stable or constant. But it does not mean that they are perfectly constant and do not alter. It means that changes are not sudden and take years.

An aptitude is not a unitary trait of human personality but a combination of various traits. Aptitude for science involves not mere logical reasoning but also abstract reasoning, arithmetical reasoning, certain temperamental qualities like interest in experimentation and initiative for invention, personality characteristics like hard work and persistence.
Stabilization of Aptitudes can be started in the early years of life but there is no specific time of demarcation after which there is no effect on the formation of aptitudes. Generally it is believe that aptitudes are formed up to puberty.

1.40 SCHOLASTIC ATTAINMENT AS A FUNCTION OF APTITUDE AND ABILITY

The term ability refers to one’s intelligence, which is usually expressed as a composite score—a combination of several elements indicative of one’s intelligence quotient (IQ). It is nothing but the ‘G’ factor of spearman’s two factor theory. It is global in nature and it grows with experience, thereby keeping pace with one’s age. It is limited utility. It can not say with certainty what one would become in life. It can only indicate general smartness and adaptation.

The term aptitude, as we have defined indicates one’s promise, probability of success or failure upon training. It is predictive and prospective. One could perhaps save time and energy before embarking upon a training programme whether one has a reasonable chance of gaining proficiency. It is an indispensable tool at the hands of a counselor to suggest a course of studies in which an individual is likely to succeed. All the students may learn music at school. Everyone may not have musical aptitude. Under the same environmental stimulation some students absorb much more and blossom out as talented musicians. We may say that these students had real musical aptitude. If their performance in other subjects are at average level, they can be advised to pursue music as a career with specialized training. By identifying an individual’s aptitude early at school we help him / her to utilize the potentialities to the fullest extent.

How is aptitude related to Achievement? Do they mean the same? They mean the same though they differ. By testing one’s aptitude we actually measure his present achievement. But, our purpose in using an aptitude test is to forecast or predict his future performance, is a student going to benefit by pursuing a medical course? Will a student succeed in an engineering course? Such questions are really vital as these would determine one’s career and destiny. Here, one could examine his previous academic record and find out whether his scores in Biology and
Chemistry are good enough for a Medical Course. Similarly, one could check a student's scholastic performance in physics and mathematics as predictors of success in engineering studies. Hence an achievement test takes a Retrospective look upon a student's performance. In an achievement test, the stress is upon the utility of such a score for future training. A test battery consisting of several special abilities could be administered to a student so as to know in which area he scores high. Of course, without past achievement one can not obtain a good score for future training. We may therefore distinguish an aptitude test from an achievement test by the way in which we use the test-score. The same test could be an achievement test as well as an aptitude test.

1.50 INTELLIGENCE AND APTITUDE

Intelligence is concerned with general mental ability of an individual. But aptitudes are concerned with specific abilities-sensory, motor, perceptual, mechanical, artistic and professional ability. Thus aptitude refers to specific aspects of Intelligence. In the words of Bluns and Balinsky, "Aptitude involves intelligence, interests, personality and the influence of environment through learning and training.

On one hand with the knowledge of intelligence of an individual we can predict his success in a number of situations involving mental function or activity; the knowledge of aptitude, on the other hand acquaints us with those specific abilities and capacities of an individual, which give an indication of his ability, or capacity to succeed in a special field or activity. Hence in predicting achievement in some particular course, training or job we need to know more about one's aptitude rather than of his intelligence. It should be noted that aptitude tests are related to intelligence tests. They measure intellectual components such as visual, spatial and perceptual abilities.

The aptitude tests broadly indicate for the probable success of the individual in a specific area. Therefore it is desirable that several aptitudes are assessed. The GAT, GATB and MAT are all such tests which could be called more appropriately test batteries.
A battery which is a composite of more than one test helps us to get information about different aptitudes of the individual, such that a more comprehensive picture of the individual's aptitude is obtained.

Two or three sub-tests of DAT—namely verbal, numerical and abstract reasoning—are taken to obtain a measure of scholastic aptitude which indicates the success that the individual may achieve if he applies himself to the situation and devotes his energy and time for achieving a high level of Scholastic Performance. A high score on aptitude tests does not automatically guarantee success, so the guidance worker must use extreme caution in interpreting the test results. The counselor should use information from the aptitude tests to help the concerned pupil know his own strengths and weaknesses. The counselor draws attention of the pupil to his scores and encourages the pupil to think and reason out the possible choice he could make. It will be wrong for the counselor to tell the pupil, for example, your numerical ability is not very high; you are not likely to succeed in maths. This is inimical to the philosophy of guidance. The counselor should always take a positive approach and highlight the scores obtained by the subject and encourage them to make their own choices. He may discuss the choices to help the pupil to understand more critically, the nature of the choices. In the process, the pupil may modify or change his choices. The other important use of achievement and aptitude tests taken together is to suggest suitable remedial programmes, if necessary.

1.60 INTEREST

Interests play an important role in directing and controlling human behaviour. It is the interests which are responsible for the persistent and consistent behaviour of an individual. They are a dynamic system of human personality in action. Interests are of great significance in education as all educational activities are based upon interests. They are helpful in maintaining discipline and order in the class. If the teacher knows the interests of the students at different age levels he can make his teaching more effective, interesting and enduring. The efforts of the teachers will be useless until he motivates the students in arousing their interests.
Study of interest is quite interesting. No one leads a disinterested life. Every one has some interests that absorb him great deal. What interests one person, another person may not be interested though they live together. In a family one may be avidly interested in Karnatic music. But, his brother may be mad after western music. One might like to watch cricket while his brother would prefer watching tennis. One might prefer making mechanical toys or repairing a clock, whereas his brother would be absorbed in reading and writing poetry. One might like to paint while his brother would prefer gardening. How do we deal with such diversity of interests while two brothers in a family could differ so much in their interests, what would be the range of interests in school among hundreds of students.

One of the cardinal aims of education is fostering many-sided interest of students. Broadly stated interests are ones likes and dislikes. These are acquired behaviour patterns. Everyone has to have an exposure to a spectrum of activities at school so that each one could choose what interests him most. We may define an interest in the words of Cronbach (1949) as a “tendency to seek out an activity or object, or a tendency to choose it rather than some alternative”.

Interest is a motivating force that arouses, sustains and regulates concentrated efforts. Interest is a stable quality of an individual (Mc Dougall). It is a disposition in its dynamic aspects. A dynamic aspect of interest is attention (Drever).

Interest is also described as the “felt value of an end”. It is shaped by both hereditary and environmental factors. Interests of individuals tend to become less varied with increasing age. It is a made of experience of an individual. Interest is the basis of cognitive act in the form of attention. It is latent attention and attention is interest in action.

- Interest is closely related with learning.

- It is positive in nature. A high level of interest in a given area means positive acceptance and perhaps energetic attitude towards it; a low level of interest manifests a positive and listless attitude towards a given goal or object.
Interest are not permanent. Economic and other considerations combine to restrict any marked changes in interest at maturity. Certain superficial interests disappear very soon.

Inborn or natural interests

Inborn or natural interests are those interests which are based on instincts. The interest of a child in play, constructing and destroying objects with the goal of fulfilling are natural instinctive tendencies. Child naturally develops interest in the mother.

Acquired Interests

Acquired interests are those interests, which are acquired by habits, sentiments, complexes, character and ideals. Acquired interests are born out of innate or natural interests. The quality of the doctor to be interested in his patient is an acquired interest, but it is based on the natural or inborn interest of self-regard or self.

Intrinsic & Extrinsic Interests

Interest in fact form an integral aspect of an individual’s personality and they are not outside his personality. Interest largely means the individuals likes or the individual’s preferences to engage himself in a particular type of work in preference to another type of work. Interests may either be intrinsic or extrinsic in nature. Extrinsic interests are connected with activities, the pursuit of which would give rise to satisfaction or pleasure. Intrinsic interests are those that are connected with the activity itself. An intrinsic interest centered on the activity itself is a more basic or real interest. However the differentiation is not easy. Sometimes an interest may be intrinsic or sometimes it may be extrinsic. For example playing tennis or cricket for the sake of playing is an intrinsic interest. The individual derives pleasure from it. Playing the same game, to earn a reward or trophy or title is an extrinsic interest. The pleasure lies in winning the money or trophy etc. Interests are not like aptitudes. They are acquired by the individual in the course of his development.
Some interests may be present at one time and disappear at another. An individual’s interests rarely last long. Thus an interest is not permanent. It is acquired during the life time and it may change or may be modified during one’s life time. However certain basic interests seem to last for a life time. At school we expect the pupil to be interested in reading books, playing games etc. when they grow up and enter working life some may keep the interest of playing games.

It is interest, that obviously indicate ones likes and dislikes. There are very large numbers of interests. Some of them are very simple and some of them are very complex. Stamp collection for example is a simple interest which may be developed by some pupil and the same interest may after a few years pass off, but some individuals stick to their interests which develop into a lifelong hobby. Interests provide useful information for guidance in educational and vocational areas.

There are a number of psychological instruments to assess or measure interests. The most well known instrument is Chatterjee’s Non-verbal preference record, Form-962. Another tool or instrument that is commonly used to assess interests are Kudars Preferences Record (KPR), Strong’s Vocational Interest Blank (SVIB). The SVIB is an empirical test, the KPR is an apriori or rational test of interest, this test was developed by Kuder by employing an entirely different procedure. He prepared a comprehensive list of interests and each interest is scaled by individuals from different occupational groups. The interests which were rated high by a particular occupational groups were called the interests in mechanical, computational, scientific, persuasive etc. area.

1.70 APPTITUDE AND INTEREST

In order to succeed in a given activity a person must have both aptitude for the activity and interest in it. This does not mean that interest and aptitude are one and the same thing. A person may be interested in a particular activity, job or training but may not have the aptitude for it. In such cases, the interest shown in a particular occupation or course of study is often not the result of personal aptitude but for some other persons, outside influence or reasons such as the wishes of
parents, the probability of getting a particular appointment or job, stipend or other financial help or the prestige associated with the work. Similarly, a person having long and dexterous fingers who makes a good showing on a mechanical aptitude test may have little or no interest in becoming a watch-maker. A guidance or selection programme must therefore, give due weightage to the measure of aptitude as well as interest. Both are essential for the success of an individual in a given activity, job or course of instruction.

Achievement is a resultant of aptitude and interest. Jaggery mixed with coconut makes sweet, sweeter and tastier. Milk with sugar helps us to relish milk better. Similarly the combination of aptitude and interest would lead to fulfillment and self-actualisation.

One's interests may range from downright aversion through a neutral zone to complete absorption. We are not born with specific interests. We acquire them due to environmental stimulation. Healthy interests are called “hobbies”. What begins as a hobby might later on become one's preoccupation in life. Salim Ali became a world famous Ornithologists because of his childhood interests in watching birds. R.K. Laxman used to draw sketches while he was a student at school out of sheer enjoyment, today he is a renowned Cartoonist. In both instances, aptitude and interest got amalgamated. Although these two variables are positively correlated, a high level in one does not necessarily imply a superior status in another.

Interest is conceptualized as the liking or disliking of an individual to objects or things. As such an Individual's aptitudes and abilities ordinarily are not so highly specific that he can be given guidance solely on the basis of aptitude tests. Motivation influenced by ones interest, values and preferences in addition to aptitudes & abilities can determine the selection of a course of study or an occupation. Interest motivates an individual to scholastic attainments whereas the mental ability actualizes the individual to develop his academic talent and skillful performances. Thus aptitude and interest both promote the scholastic attainments in which intelligence place a prominent role. Menon (1972), Gupta (1977),
Shrivastava (1980), Vora (1982), & Joshi (1983) found that there is a positive and significant relationship between interest and academic achievement. Tara (1980), Kamalesh (1981), & Joshi (1983) found that high achieving boys show high interest in artistic area, whereas their girl counterparts show high interest in scientific areas. Bose, Chatterjee, Mukeherjee (1970) & Jain (1984) regarding stream of study found that science students show highest degree of interests in medical and sports areas.

Numerous researches in Social Anthropology and Sociology have contributed significantly and highlighted some of the very important aspects of their lives. However these studies primarily suffer from methodology sophistication and content penetration. The present study aims at exploring and investigating some of the significant psychological dimensions of the Scheduled Caste and Scheduled Tribes of Raipur District in Chattisgarh region. It is hoped that the study would unfold some of the significant psychological frontiers of knowledge, which may be contributing in the progress of the Scheduled Caste, that may be inhibitory in the upliftment of the Scheduled Tribes pupils.