CHAPTER - II

REVIEW OF RELATED LITERATURE

INTRODUCTION

Any effective research must be based upon past knowledge, which helps to eliminate the duplication of what has already been done and provides useful hypotheses and suggestions for significant investigations. The studies reviewed here provide evidence of what is already known and tested and what is still unknown and untested.

It was only after independence, studies began to be taken in the field of education of scheduled castes at all levels, since the problem of the scheduled castes, who were characteristically isolates, had sensitised the whole country. The problems were not only economical, cultural and structural in the past but they were also psychological. Hence the reviews had been classified under two heads: psychological and sociological studies.

To maximise the achievement within a given set up is the goal of every educationist. A good number of variables, such as personality, intelligence and the characteristics and environment of the learner, to mention a few, influence achievement of students. So studies about the relationship between psychological and sociological variables and academic achievement were included, along with studies on academic achievement.

Further, the real challenge with respect to SCs emerges when attempts are made to differentiate their personal characteristics, to understand them as
students beyond the normative sense, to know not only how they are like others but also in what ways they differ. Hence researches on the SC and non-SC students, pertaining to the objectives had been reviewed.

Though inequalities exist everywhere, whether it is the first, the second or the third world countries, in India it is acute and peculiar. Hence the review of related research had been confined to Indian studies only. Further, in accordance with the objectives of the study, reviews on school sample alone were included.

The reviews had been arranged in the following sequence

1. Studies on psychological variables.
2. Studies on sociological variables.
3. Studies on academic achievement, and
4. studies on relationship between psycho-sociovariables, the independent variables and academic achievement, the dependent variable.

The studies had been arranged chronologically and within the chronological order the studies were compiled alphabetically.

STUDIES ON PSYCHOLOGICAL VARIABLES

As it has already been pointed out, although psychological variables are many, as per the objectives of the present investigation three psychological variables:
i. personality traits  
ii. intelligence and  
iii. occupational aspiration had been taken for the study.

The relevant studies had been categorized and presented accordingly.

Studies on Personality Traits

The personality traits included in this study were

i. introversion-extroversion,
ii. self-concept,
iii. independence-dependence,
iv. temperament,
v. adjustment and
vi. anxiety.

But studies that could be traced were on introversion-extroversion, self-concept, adjustment and anxiety.

Out of the 14 reviews here, the first three were dealing with the personality factors; one was about introversion-extroversion; seven were on self-concept and the remaining three were on adjustment. These studies were presented in a sequence of personality factors followed by introversion-extroversion, self-concept and adjustment.
One study on adjustment had been conducted on a sample of Intercollege students, whereas the sample studied in other reviews were school students.

Kamila (1985) compared two types of high schools: Harijan and Tribal Welfare Department (H& TWD) high schools and Education Department (ED) high schools distributed over 15 educational circles in 13 districts of Orissa, with an objective of evaluating the achievement and occupational aspiration of students of H and TWD high schools taking the students of ED high schools as the criterion. Totally 15 H & TWD schools were selected randomly out of 85 full-fledged high schools, at least, one from each district. Out of 2902 full-fledged high schools, 15 ED high schools were selected purposively. In all, 409 SC and ST and 163 other caste students of H & TWD schools and 215 SC and ST and 481 other caste students from ED high schools were respondents for the study. Questionnaires were used. The major finding of the study was that SC and ST students showed marked developed personality characteristics in comparison with other caste students in the H & TWD schools, except in punctuality.

Lal (1985) aimed at investigating the differences, if any, between the SC group of subjects and the general category group of subjects on the chosen variables, namely adjustment, personality and intelligence. A sample of 560 students from rural and urban areas was drawn from boys', girls' and co-educational, government high and higher secondary schools of Haryana State. The sample consisted of male and female students of SCs and general category students. Each group consisted of 70 students. The students included in the sample varied in their
age from 14 to 18 years and their grade level varied from IX to XI classes. The tools used were the Dutt Gupta Personality Inventory (DGPS) for measuring adjustment problems in various areas of adjustment and Cattell's Sixteen Personality Factors Questionnaire. Data were analysed through three way factorial design of analysis of variance. It was noted that there was a significant difference between the SC and the general category group on personality factors. The differences were in favour of the general category group. The SC male group showed a significant difference from the general category group on personality factor of ergic tension and the SC female group was significantly different from the general category on personality factors.

Sujatha and Yeshodhara (1986) attempted to study the school adjustment and personality factors of SC/ST and non-SC/ST high school students by sampling 1340 class IX Kannada medium students using stratified random sampling method giving proportionate representation to SC/ST and non-SC/ST students and to the boys and girls. They were drawn from 27 high schools out of which 14 were government schools and 13 were private. Data were collected by using a kannada version of N.M. Bhagia's School Adjustment Inventory and a Kannada version of Cattell's Junior-Senior High School Personality Questionnaire HSPQ - Form A (age 12 through 18).

The findings were the following:

1. SC/ST students were low in their academic achievement and
both SC/ST and non-SC/ST students were low on the personality factor B. (less intelligence / more intelligence) and were average on the other factors Viz. C. (affected by feelings/emotionally stable), G (expedient / conscientious) and Q2 (group dependent / self-sufficient) of Cattell’s HSPQ.

Chitra, et al., (1993) studied the psycho-socio educational factors of SC girl students in higher secondary schools. The sample for the study was 104 SC and 100 non-SC girl students, who pursued their higher secondary course during the year 1990-91 in Tirunelveli-Kattabomman District, Tamil Nadu. The sub-castes included in the SCs were Pallan, Parayar, Chakkilian, and Valluvan and in the non-SCs were Vellala, Nadar, Maravar, Naidu, Lebbai, Chettiar, Brahmin, Mudaliar, Gowda and Asari. The tool used was Multi-dimensional Personality Inventory (Agarwal). It was disclosed that SC students did not differ from the NSC group in personality (introversion-extroversion).

In order to get a descriptive picture of the SC students separately in three standards, in terms of their socio-psychological characteristics and demographic features, Nagaraju (1977) studied a sample, consisted of 534 SC students comprising 212 from standard VIII; 227 from standard IX and 95 from standard X studying in 22 schools of Karnataka. An adapted version of the Q sort Scale (Ram Kumar) was used to measure the self-concept. The finding of the study was that the SC students had a moderate positive self-concept.

Agarwal (1982) with an aim of studying caste differences in self-concept and academic achievement, studied a sample of 600 girl students (18 to
24 years) from different castes namely Brahmins, Kshatriyas, Vaishas and SCs. From each caste 150 girl students were selected. The investigator used Swatva Bodh - Parikshan (a test of self-concept in Hindi version) by Sherry and Verma.

The final conclusions were as follows:

1. There were statistically significant differences in self-concept. It was interesting to note that the girls belonging to SCs had lower self-concept than Kshatriya, Brahmin and Vaish girls. The self-concept of Kshatriya girls was found on the top of the hierarchy. Vaish girls had higher self-concept than Brahmin girls and

2. there were no significant differences with regard to academic achievement among the caste groups. The girls belonging to SCs were low achievers than Kshatriya, Brahmin and Vaish girls.

The objectives of Pal's (1984) investigation were

(i) to find out the differences between SC and high caste students on 14 personality factors (Cattell) (ii) to find out the differences between SC and high caste students on three dimensions of self-concept Viz., perceived self, social self and ideal self. The sample consisted of 200 SC students (100 boys and 100 girls) and 200 high caste students (100 boys and 100 girls) of class IX, belonging to 60 government as well as aided high and higher secondary schools, selected randomly from all the 12 districts of Haryana. The students were administered the Cattell High School Personality Questionnaire and the Deo Personality Word List.
The following were the findings:

1. When the influence of age, and grade was controlled, SC students differed significantly from their high caste counterparts on six out of fourteen personality factors. They were more reserved, expedient, shy, tough-minded, tensed and had indisciplined self-conflict.

2. SC students possessed poor social self-concept whereas high caste students in comparison to their SC counterparts possessed better social self-concept.

3. SC boys possessed poorer self-concept as compared to high caste boys and

4. SC girls possessed poor social and ideal self-concept as compared to high caste girls.

An attempt was made by Ushasree (1986) to study empirically the self-concept of the socially disadvantaged (SD) and the socially non-disadvantaged (SND) pupils. Accordingly a sample of 300 socially disadvantaged and 300 socially non-disadvantaged boys enrolled in the tenth class of various high schools located in the four districts of Rayalaseema was selected randomly. The self-concept was assessed using Osgood's Semantic Differential type of Scale, developed for the present purpose.

The study showed that

1. the socially disadvantaged and the socially non-disadvantaged pupils did not differ significantly with regard to their self-concept and
2. Significant differences in self-concept scores were found between the high self-concept groups of the SD and SND sections; the subjects from SD section were scoring higher in self-concept than the SND subjects. However the low self-concept groups did not show any significant difference.

A study by Patel (1987) was carried out to compare the cognitive and personality differentials of the disadvantaged and advantaged secondary school children. A descriptive exploratory survey of cognitive and personality differentials of the disadvantaged and advantaged secondary school children was done on a sample of 270 students (140 boys and 130 girls), selected from eight high schools of Orissa. The sample had an equal number of SC, ST and advantaged children with an age range of 13 to 15 years. The subjects were administered the Deo Personality Word List (1971). The data were analysed with the help of Chi-square, t-ratio and F-ratio tests. It was found that all the three groups SC, ST and the advantaged children differed significantly in their self-concept. The advantaged children scored significantly higher than the SC and ST children in self-concept.

Verma, Sharma and Sinha (1989) aimed at finding whether there were any significant differences among the students of higher, backward and scheduled castes with regard to their self-concept. The sample of the study comprised randomly selected 150 male subjects studying in 12th grade in different senior secondary institutions of Lakhampur Kheri (U.P). There were 50 subjects in each of the three social groups - higher, backward and scheduled castes. The self-concept of the students was assessed with the help of 'Swatva Bodh Parikshan' of Sherry,
Varma and Goswami. The assessment showed that there were no significant differences in self-concept of the students belonging to higher, backward and scheduled caste groups. ie. the groups were similar with regard to their self-concepts.

Verma (1994) conducted a study to investigate the self-concept of senior secondary students as a function of their caste affiliation and rural-urban residential background. The descriptive survey was conducted on a purposive random sample of 80 male students of 12th grade, selected from the two institutions of Muzaffar Nagar City (U.P). The sample included 40 students of scheduled castes and 40 students of non-scheduled castes. Self-concept was measured using 'Swatva Bodh Parikshan', developed by Sherry, Varma and Goswami. The background information was obtained through a 'personal data sheet' prepared by the investigator himself.

The findings were the following

1. The main effect of caste affiliation on self-concept of the students was found to be highly significant.

2. There was no significant difference between students coming from rural and urban area with regard to their self-concept and

3. the difference between means of self-concept of rural and urban groups at high and low caste affiliation levels did not vary.
A comparison of the scholastic achievement of the socially disadvantaged and non-disadvantaged pupils in relation to their academic adjustment was carried out by Ushasri (1978) using an Adjustment Inventory to measure eight areas of adjustment. Totally 600 class X pupils, 300 belonging to Harijan community and 300 from non-Harijan community were selected at random from 20 schools in the 4 districts of Andhhrapradesh. It was found that the socially disadvantaged and the socially non-disadvantaged significantly differed with regard to their academic adjustment scores.

Singh (1981) studied the personality traits and adjustment in general of SC and ST students by selecting V to XI standard students from six residential schools of Rajasthan. Data were collected with the help of personal Bio-data Blank, Raven's Standard Progressive Matrices, and Rotter's Incomplete Sentence Blank. The study showed that the sample was well adjusted on Rotter's Incomplete Sentence Blank and majority suffered from fear, anxiety and lack of self-confidence.

The objectives of Singh and Singh's (1987) work was to find out adjustment differences between the adolescents of caste Hindus and Backward and Scheduled Castes and to compare the adjustment behaviour of the students belonging to rural and urban areas. The subjects of this study: higher, backward and scheduled caste students were chosen from M.G.S. Intercollege, G.I.C and S.I.C. Lambhuva of the Sultampur district of U.P. In all, 180 pupils from rural and urban settings were chosen. The data were collected through the Adjustment Inventory of Sinha and Singh for school students.
The study revealed that

1. the pupils of both the groups (higher caste and backward and scheduled castes) differed from each other with respect to their social adjustment patterns,

2. as regards educational adjustment, the difference was not significant, which indicated that both the groups did not differ from each other and

3. there was no difference between higher caste and scheduled caste pupils as regards their educational and emotional adjustment.

The reviews clearly show that except one study (Chitra, et al., 1993) which was conducted in Tamil Nadu, all the other studies had been conducted in other states.

Studies on Intelligence

Among the ten reviews listed here, one (Soni, 1975) had studied school students along with college students whereas all the other studies were carried out on school students.

Das, Jachuck and Panda (1966) attempted to identify cultural deprivation and its harmful consequences on cognitive growth in Hindu social system. The sample of the study, drawn from the municipal schools of Bhuvaneswar, included 96 children between the ages of 9 and 12, of which 52 were Brahmins (27 rich and 25 poor) and 44 were Harijans (16 rich and 28 poor). The
subjects were given the Raven's Progressive Matrices. The study revealed that on the Culture Fair Test of Intelligence i.e., the Raven's Progressive Matrices, the Harijan children obtained the lowest scores and the means of the four cultural samples fell into a meaningful pattern.

Aggarwal (1975) aimed at finding the differences in general intelligence among the SCs and non-SCs. Balmikis and Harijans were taken as SCs and Brahmins and Vaishyas were taken as non-SCs. In all, 130 SC and 145 non-SC students, studying in IX and X standards in urban high and higher secondary schools of Thanesar (Haryana) sub-division constituted the sample of the study. The tool used was the Cattell's Culture Fair Test (Hindi version) to measure the general intelligence. Significant differences existed between the two groups in the mean intelligence scores, the non-SCs group being significantly more intelligent on the average, than the SCs group.

Soni (1975) selected college students enrolled in B.A., B.SC. and B.Com courses and school students from classes IX and X comprising 95.1% male and 4.81% female from 17 districts of U.P., collected data with the help of questionnaires and concluded that the SC students were of lower intelligence.

The major objectives of the study of Thakaral (1977) was to make comparison of SCs and non-SCs high school students on general intelligence. A randomly drawn sample of 1113 male students belonging to SCs and non-SCs (Brahmins and Vaishyas) studying in IX and X in government and privately
managed high and higher secondary schools from 11 districts of Haryana State, was administered the Cattell's Culture Fair Test of Intelligence. The result of the comparison was that SCs on the average were low in intelligence than the non-SCs.

Ushasri (1978) undertook an investigation to make a comparative study of the scholastic achievement of the socially disadvantaged and socially non-disadvantaged pupils who were at the terminal level of the secondary school education in relation to their academic adjustment. The study was conducted on a sample of 300 class x pupils belonging to the Harijan community and 300 class x pupils from the non-Harijan community selected at random from twenty schools in the four districts of Andhra Pradesh. The Raven's Progressive Matrices test was one of the tools used. The finding was that the socially disadvantaged pupils did not significantly differ from the socially non-disadvantaged pupils with regard to mental ability.

Omprakash's (1981) identification of five psycho-social variables among caste Hindu and SC children in a rural set up included the study of the intellectual level of the groups. A sample of 200 students from both the groups in the age group of 10-15 years was drawn from nine schools of the Community Development Block, Ballabgarh. The tool used was Standard Progressive Matrices.

The findings of the study were

1. there were significant differences between the caste Hindu and SC subjects; the latter scoring higher. However, the agewise analysis did not show the same trend and
2. the SC Children from high income and educated families scored higher on the intelligence test than their caste Hindu Counterparts.

One of the objectives of Pal's (1984) work was to find out the difference between SC and high caste students with respect to intelligence using Raven's Standard Progressive Matrices. The analysis disclosed that there was no significant difference in intelligence of SC and high caste students. SC girls in comparison with high caste girls were found to possess low ability to reason by analogy.

Patel (1987) attempted to compare the cognitive and personality differentials of the disadvantaged and advantaged secondary school children. Cattell's Culture Fair Test of Intelligence (1965) was made use of. It was found that all the three groups SC, ST and the advantaged children differed significantly in their intelligence. On intelligence, the advantaged children scored significantly higher than the SC and ST children.

A comparison of SC children with non-SCs as regards their general mental ability and aptitude was made by Reddy (1991). The sample comprised students of classes IX and X of a number of schools in Andhra Pradesh. It consisted of both SC and non-SC categories with comparable school and living conditions. In a way they were controlled on all vital factors like age, sex and school grade, except caste and socio-economic status. The salient finding was that there were no significant differences between the two groups of students of SC and NSC students in their innate abilities like I.Q. and aptitude.
The intelligence of SC girl students in higher secondary schools was analysed by Chitra, et al., (1993). The sample for the study was 104 SC girl students and 100 non-SC girl students in the higher secondary schools of Tirunelveli-Kattabomman District, Tamil Nadu. Test of 'g' Culture Fair Scale 2 (Form A) (Cattell and Cattell, 1973) was used for data collection. It was revealed that SC students did not differ from the NSC group in intelligence.

A close analysis of the reviews shows that Chitra, et al., (1993) had carried the study in Tamil Nadu; Ushasri (1978) and Reddy (1991) had the study in Andhra Pradesh and all the other studies were conducted in North India.

Studies on Occupational Aspiration

Studies arrayed under this topic were eleven. One study (Adiseshiah and Ramanathan, 1974) had been conducted on both school and college students. Upadhayay (1981) had studied the untouchables. Uplaonkar (1982) took pre-university students, which is equivalent to the higher secondary students.

Adiseshiah and Ramanathan (1974) conducted a study on the educational problems of SC and ST school and College students in Tamil Nadu by selecting 1027 respondents from 40 institutions, taking two schools and two colleges each from the five SC and five ST districts of Tamil Nadu. The sample consisted of 232 SC school students, 69 non-SC students, 50 headmasters and teachers, 187 SC college students, 53 non-SC college students and 70 principals and lecturers. The school students were selected from classes IX to X and college students from the
second and third year B.A/B.Sc/B.Com classes. The sampling was through multi-stage randomization. The data were collected through questionnaires. The study revealed that the girl students had clear educational and professional aspirations and unlike the boys, they did not find teaching as difficult.

Gangrade (1974) conducted a sociological survey to compare the SC students, with the non-SC students. The sample was selected at three levels. Viz. districts, institutions and students and teachers. There were sixteen institutions selected from four districts of Rohtak, Gurgaon, Ambala and Hassar. Totally 272 (265 male and 7 female) SC students from schools in Haryana along with 64 school teachers were studied. Questionnaire and interview were the main tools of the investigation. One of the major findings of the study was that educational and occupational aspiration of the SC students were more or less high.

Pimpley (1974) surveyed 254 SC students from 20 schools randomly selected from the five districts of Punjab, using questionnaire and interview. It was found that their educational aspirations were very high and they aspired for white collar jobs.

The investigation by Sachchidananda (1974) aimed at comparing the SC and ST students with the students of other castes. Sampling was done at three levels, Viz., districts, institutions and students and teachers. The SC students were selected from the districts of Patna, Monghyr, Muzaffarpur, Singhbhum and Shahabad and ST students were sampled from districts of Patna, Ranchi, Singhbhum, Santal Parganar and Bhagalpur. Students were selected from 20
institutions in each of the districts. Thus, 174 SC and 224 ST students of classes X and XI were included in the sample along with 144 teachers. Questionnaire and interview were the tools used for collecting data. The finding of the study was that the educational aspiration was higher in ST students than their SC peers, but the occupational aspiration showed an opposite trend.

The vocational aspiration level, idealistic vocational aspirations and realistic aspirations, of the SCs and non-SCs high school students were compared by Thakaral (1977). The sample consisted of 1113 male students belonging to both SCs and non-SCs. The Haller and Miller's Occupational Aspiration Scale (Hindi version) was used to collect the data.

The important findings made were

1. SCs on the average had low level of vocational aspirations as compared to non-SCs and

2. SCs on the average were low on the realistic vocational aspiration than the non-SCs.

The major objective of Prince's (1981) work was to estimate the relative position of the deprived community pupils in comparison with that of backward and forward community pupils in respect of the chosen background, cognitive and personality factors. A representative sample was chosen from all the 15 districts in Tamil Nadu. Data were collected using Scholastic Achievement Test, Cattell's Culture Fair Intelligence Test and Self-concept Scale. It was found that
Backward Community pupils had highest level of aspiration which was significant as compared to forward and deprived community pupils. Of the three communities, IX standard pupils belonging to Backward Community had highest level of aspiration. Deprived community rural pupils had higher level of aspiration.

As a result of an analysis of 300 untouchables, drawn by the multi-phase stratified random sampling technique and using a Schedule and an Interview, Upadhayay (1981) concluded that the level of aspiration of the untouchables was very high as even the high illiterate parents had shown a clear-cut liking for jobs in administrative and professional jobs.

Gupta (1982) studied the vocational choices of the SCs and non-SCs of X standard in Bulandshahar district of Meerut region by selecting 150 SC students from six secondary schools. An equal number of non-SC students were also studied. A questionnaire comprising ten categories of vocations developed by the investigator was used.

The major findings were

1. the most preferred vocation for SC students was Indian Administrative Service as against central Engineering Service for non-SC students and
2. the least preferred vocation for both the groups was social service.

Uplaonkar (1982) tried to find out whether there were any significant differences of the occupational aspirations of the SC and non-SC students after
controlling the effect of social background. The study was conducted for all the pre-university second year students (1002, Hindus excluding 192 Muslims) studying in all the colleges of Gulbarga city in Karnataka during the year 1979-80. The data were collected by administering a printed semi-structured questionnaire in English and also in Kannada.

The major findings were

1. while a majority of SC students with low FCs had low occupational aspiration, those with middle and high FCs tended to have higher occupational aspirations than those of the non-SC students in the middle and high status families;

2. the occupational aspirations of the SC students were significantly lower than those of the non-SC students and

3. the occupational aspirations of the SC students were lower than those of the non-SC students from the village, town and city. However, the differences in the occupational aspirations of the two groups were significant in the village and city category but not in the town category.

One of the objectives of Patel's (1987) study was to compare the educational, occupational and economic aspirations of the three groups - SC, ST and advantaged children. It was concluded that all the three groups differed significantly in their aspirations regarding education, occupation and income. The advantaged children aspired significantly higher than the SC and ST children for their education, occupation and income.
The occupational aspiration of the SC girl students in higher secondary schools was analysed by Chitra, et al., (1993), through the Occupational Aspiration Scale (Srivatsava). It was found that the SC students did not differ from the NSC group in occupational aspiration.

Except six studies all the other studies were conducted in North India. Among the six reviews, three (Adiseshiah and Ramanathan 1974, Prince 1981 and Chitra, et al., 1993) were carried out in Tamil Nadu and the other three were in Karnataka.

STUDIES ON SOCIOLOGICAL VARIABLES

Studies reviewed under this head were grouped as studies on

1. socio-economic status,
2. awareness of facilities and
3. social distance.

Studies on Socio-economic Status

There were eight studies on socio-economic status of the SC students. They were listed as follows.

The status of the SC students in the educational institutions of Haryana was assessed by Gangrade (1974). Totally 272 SC students along with 64 school teachers from 16 institutions in four districts of Haryana were interviewed and
administered questionnaire. One of the assessments was that nearly half of the respondents had average economic condition and one-quarter of the respondents had difficult economic condition.

Rajagopalan (1974) surveyed the conditions of SC/ST high school students, in order to assess the status and the socio-economic conditions of the SC/ST students. The researcher selected 20 schools from eight districts in Karnataka. From these schools, a sample of 196 SC and 113 ST students and 134 teachers were drawn randomly. Questionnaires and interview schedules were used as research tools. The study disclosed that the economic condition of the students was 'uncomfortable'.

Singh, et al., (1974) assessed the status of the SC and ST students of secondary schools and their socio-economic background by covering 240 students and 64 teachers from 16 institutions in the major SC and ST districts of eastern U.P. Interview schedule was used as a tool for data collection. The result of the assessment was that 68% of the SC students were in economically difficult conditions.

The types and extent of educational problems of SC and ST school students were examined by Nayar (1975). The sample consisted of 243 SC students selected from 20 schools, 193 ST students from 18 schools in five districts of Kerala. Using questionnaire and interview schedule, the data were collected. The result of the examination revealed that economically ST students were in more uncomfortable position than the SC students.
Nagaraju (1977), in an attempt to relate the socio-psychological and demographic characteristics of the SC students with their educational achievement concluded that as a group, the SC students came from the lowest socio-economic stratum, after administering a Socio-economic Status Scale on a sample of 534 SC students.

The investigation by Singh (1981) aimed at studying the academic achievement of the SC and ST students in residential schools of high repute and public schools along with the problems encountered in school as well as their socio-economic background. Regarding their socio-economic background, the majority belonged to agricultural class with parents in rural areas and the family size varying from 5 to 8 members in a large number of cases. Approximately 30% parents had a monthly income below the poverty line.

Gaur and Sen (1985) conducted a factor analytic study of some psycho-social variables in scheduled and non-scheduled caste children. The sample consisted of 100 non-scheduled caste and 100 scheduled caste children from different public and co-operation schools in Delhi. Socio-economic Status Rating Scale (Rao, 1977) was made use of. The comparison of the socio-economic status of the two groups showed that the scheduled caste children were found at the low socio-economic status and more deprived than the non-scheduled caste children.

A randomly drawn sample of 104 SC and 100 non-SC girl students of higher secondary course in Tirunelveli-Kattabomman District was studied in order to assess their psycho-socio educational factors by Chitra, et al., (1993). Socio-economic status scale (Aaron, Marihal and Malatesha) was used for data
collection. The study disclosed that there was a significant difference between the mean values of socio-economic status of SC and non-SC respondents, and the NSCs were in a better position.

From the above studies it could be read that the socio-economic status of the SCs were low. All these studies revealed the same result. Some of them studied the socio-economic status of the SCs alone, some of the studies (Gaur and Sen 1985, and Chitra, et al., 1993) compared the SES of SCs with that of NSCs. Though majority of the studies were concerned with the level of SES, one study (Singh, 1981) explained the status in terms of the monthly income, possessions etc.

One study (Chitra, et al., 1993) had been carried on in Tamil Nadu and it had examined the status of the SCs in comparison with their counterparts, while all the other studies had been carried out in other states.

Studies on Awareness of Governmental Provisions Extended to the SC Students

Among the nine reviews cited here, one had depicted the awareness of the family heads.

A survey of the SC students in Punjab in order to assess their status was carried out by Pimpley (1974). The survey revealed that they were aware of the facilities provided to them but in general a large number of them had not availed those facilities.
Sachchidananda (1974) assessed the status of the SC and ST students in schools of Bihar and compared these students with students of other castes, and found that most of the students were not very well aware of the reservation of jobs for their caste.

An analysis of the extent to which the facilities provided for the SC and ST students had benefited them, was done by Lakshmannan (1975). The respondents were 242 SC and 38 ST students of VIII, IX and X classes in Andhra Pradesh. An interview schedule was used for collecting data. The analysis showed that 277 (98.93%) were not aware of jobs reserved for them.

Singhi (1975) evaluated the extent to which social legislation as well as other forces of modernisation were successful in eradicating sources of inequality and in generating a process of healthy growth of Indian society. A stratified random sample of 187 SC and 173 ST school students in Rajasthan was evaluated using questionnaires and interviews. The salient finding was that the awareness of these students about scholarships was low.

The objective of Yadav's (1981) study was to know the awareness of students and the heads of families regarding the educational schemes for facilitating education of the children belonging to the SCs. Two questionnaires and an Awareness Level Scoring key (ALSK) were employed on a sample of 300 families belonging to SC from rural, urban and semi-urban areas of the Union Territory of Delhi.
The major findings were

1. the urban heads of the families had a higher level of awareness about the educational schemes than the heads of the families in the semi-urban and the rural areas;

2. the students in the urban area had a higher awareness than those in the semi-urban and the rural areas and

3. the awareness level of the male students was higher than that of the female students in the total sample.

Juyal (1986) in his study of some demographic variables influencing the attitude of SCs towards the measures adopted for their welfare, selected 400 SCs of Almora district of Kumaon region using a stratified random technique. The study showed that the SCs of the age group 15-19 years were not aware of the facilities provided to them.

Selvanathan's (1989) endeavour was concerned with the examination of the socio-economic status of SCs in Tamil Nadu. From each of the five districts: Ramanathapuram, Nilgiri, Coimbatore, Chingleput, and Trichirapalli, three villages and one town were selected for this survey. It was found that a majority of the SC respondents reported that they were not aware of constitutional provisions intended for their benefit.

Sundararajan and Rajeswari (1992) intended to find out whether there was any significant difference between boys and girls belonging to various categories
(castes) in respect of their opinion on caste-based reservation policy. The study was conducted on a random sample of 400 (87 Forward Community pupils; 253 Backward Community pupils and 60 Scheduled Caste pupils) standard X pupils, selected from five schools of Kumbakonam town in Tanjore District of Tamil Nadu. It was found that at high school stage, the pupils were aware of the implications of the caste-based reservation policy.

The examination of the psycho-socio educational factors of the SC girl students by Chitra, et al., (1993), with the help of the questionnaire prepared by the investigators revealed that there was no significant difference between the mean scores of SC and NSC respondents about the awareness of facilities extended to the SC students.

It could be read from the above studies, in almost all the studies except one (Chitra, et al., 1993) the SC students alone were studied, whereas in that the awareness of the SC students were analysed in comparison to the NSCs. Yadav (1981) had examined the heads of families along with the students.

Other than the three studies, (Selvanathan, 1989; Sundararajan and Rajeswari, 1992 and Chitra et al., 1993) which had been conducted in Tamil Nadu, all the studies were carried out in North India.

Studies On Social Distance

Of the seven reviews cited here, two studies, (Agarwal, 1965 and Rebecca 1976) had taken up children of 9 to 10 and 8 to 12 years respectively for
analysis. Other studies were on school students. The list of reviews that depicted the social distance of the SC students were as follows.

An investigation was undertaken by Agarwal (1965) to find the inter-caste tensions existed among children of various caste groups such as Brahmins, Banias, Thakura, Nais, Dhobis, Telis, Chamars and Bhangis at the age of 9 to 10 years. A questionnaire developed on the basis of Bogardus Scale was employed to result in the following findings:

1. Lower castes did not have much inhibition in accepting persons from uppercastes and

2. inter-caste restriction, however did exist, particularly in matters of inter-dining, acceptance of food and choice of neighbours. There was inhibition in accepting play-mates, class-mates or teachers.

In order to assess the status of the SC students in the educational institutions and to compare the SC students, with the non-SC students, Gangrade (1974) conducted a sociological survey on a sample of 272 SC students in Punjab using questionnaire and interview schedule. It was noted that integration of the SC with the society was still a distant goal as many of the students complained about the adverse attitude of their higher caste class-mates and one-sixth of them reported about the discrimination by the society on account of their castes.

The involvement of the SC/ST high school students of Karnataka with other groups and their feelings about social distance were assessed by Rajagopalan (1974) by using questionnaires and interview schedules as research tools.
The study disclosed the following:

1. SC students showed a greater degree of attachment to their family and community and

2. most of the SC students felt that they were not discriminated by their fellow-students on the ground of their caste.

A study was conducted by Begum and Srinivasan (1976) to probe into the communal prejudices of X standard girl students in Dindigal town. A modified form of Bogardus Scale, along with a questionnaire was administered to 114 girls, selected from three high schools. The communal groups assessed were Brahmins, Nadars, Naidus, Chettiers, Pillais, Catholics, Protestants, Sourashtras, Muslims and Harijans.

The salient findings were

1. girls belonging to rich families and those who were hailing from rural areas were more prejudiced towards Harijans and Sourashta (a communal group in Tamil Nadu) respectively and

2. there existed a tendency for almost all (80%) the girls to place Harijans in the last preferred position.

The primary objectives of Rebecca’s (1976) work were to study the ethnic group influences on socialization of primary school children in the age group of 8-12 years and to examine their social relationships in relation to
1. caste with religion and vice versa,
2. social class with caste/religion,
3. age with caste/religion and
4. sex with caste/religion.

The data were collected from 750 boys and 750 girls, of 25 primary schools in Mysore. Sociometry, interview, questionnaire and opinionnaire were used to collect data.

Major findings were

1. children of all caste groups and religious groups did not socially interact freely among themselves;

2. excepting Kshatriya, Lingayat, Vaishya and Harijan groups, the highest preference indicated by each of the other remaining five groups was for the children of their own communities;

3. second highest preference indicated by the children of all the caste and religious groups was for Brahmin children and the least preference was for Harijan children;

4. the children of all the five social groups expressed their willingness to socially interact with all the caste and religious groups, but classwise also the highest preference went to Brahmins and the least for Harijans and

5. in all the five age groups ie., 8years, 9years, 10years, 11 years and 12 years, majority expressed the preference to have social relationships with Brahmins and the least number with Harijans.
Prajapati (1982) aimed at assessing the social consequences of education among the SCs by sampling 58 students and 23 teachers belonging to SCs based on a multi-stage sampling technique. An interview schedule was prepared which included various aspects of socio-political and economic life of the SCs. One of the findings was that education had not been able to loosen the caste ties and they (SCs) were in favour of continuance of the caste system. Although they had been leaning towards inter-caste marriages they were not willing to marry their girls to caste- Hindu boys.

A study of the psycho-socio educational factors of SC girl students in higher secondary schools was carried out by Chitra, et al., (1993). Modified Bogardus Social Distance scale by Kuppusamy was used. There was no significant difference between the mean values of social distance of both SC and NSC respondents.

The reviews showed that there was discrimination on the basis of caste. Few studies were concentrating on whether there was caste interaction among the respondents, whereas Rebecca (1976) had analysed the pattern of relationship, through a sociometry. One study (Chitra, et al., 1993) had compared the social distance of SCs and NSCs.

Three studies had made use of the modified form of Bogardus Scale, whereas another three had interviewed and administered questionnaires. The studies were carried out in Tamil Nadu.
STUDIES ON ACADEMIC ACHIEVEMENT

There were eight studies on academic achievement and in almost all the studies, the performance of SC and NSC respondents had been compared. One review (Kaldate, 1985) had surveyed only the SC population.

The reviews had been listed as follows

A study of a few social factors affecting scholastic achievement of SC students studying in secondary schools of Karnataka by Nagaraju, (1977) showed that in science, the average achievement of the SC students was the same as that of the general student group of which they were a part and in Mathematics, SC students achieved generally lower than their peers in all standards. The achievement of the SC students staying in hostels was the same as that of the day-scholars.

Ushasri (1978) conducted a comparative study of the socially disadvantaged and the socially non-disadvantaged pupils with regard to scholastic achievement and academic adjustment and found that the socially disadvantaged pupils differed from the socially non-disadvantaged pupils with regard to their scholastic performance. The socially disadvantaged pupils (Harijan pupils) tended to obtain lower marks than the socially non-disadvantaged pupils.

Aruna, (1981) examined the entire population of SC and ST students in Chitra Durga District, studying in standard VII and had concluded that the academic achievement of SC and ST students studying in standard VII was significantly lower than that of general population. The academic achievement of SC and ST students
studying in rural schools was inferior to that of their counterparts in urban schools and the academic achievement of boys (SCs and STs taken together) was superior to that of girls.

The study of Agarwal (1982) revealed that there were no significant caste differences with regard to academic achievement. The girls belonging to SCs were low achievers than Kshatriya, Brahmin and Vaish girls. Kshatriya girls obtained highest marks in this respect and Vaish girls were higher achievers than Brahmin girls.

Kaldate (1985) surveyed the provision, administration and effective utilization of facilities available to students of scheduled caste in Aurangabad District by sampling 1200 class XI scheduled caste students from arts, science and commerce colleges in Aurangabad city and from the college at Vajapur. A questionnaire was administered to the students. A large number of the students were found to have failed at the HSC (XII) examination conducted by the Maharashtra Board of Higher Secondary Education.

An evaluation of the performance of students of H and TWD high schools and ED high schools at the annual examination, made by Kamila (1985) revealed that other caste students' performance was better than the SC and ST students in both types of schools.

Sujatha and Yeshodhara (1986) studied the level of academic achievement of SC/ST and non-SC/ST high school students and found that SC/ST students were low in their academic achievement.
A study of academic achievement in relation to cognitive and personality differentials of socially disadvantaged and advantaged secondary school children of Orissa, by Patel (1987) revealed that all the three groups, viz., SC, ST and the advantaged children differed significantly in their achievement in academic subjects.

Raina (1992) with the objectives of studying the enrolment, retention and academic performance of SC and ST pupils and comparing SC/ST pupils with general pupils with respect to enrolment, retention and academic performance, collected yearwise information from 1973 - 74 to 1983 - 84, from the records of the high school, Bharatiya Vidyalaya. It revealed that the academic performance of SC/ST pupils did differ from that of the other pupils, and their achievement was low in different courses of study from other pupils.

It could be added here that all the above studies on scholastic performance were conducted in other than Tamil Nadu.

STUDIES ON RELATIONSHIP BETWEEN PSYCHO-SOCIO VARIABLES AND ACADEMIC ACHIEVEMENT

The correlational studies were categorised according to the independent variables : psychological and sociological variables. They had been presented in a sequence as follows:

1. Relationship between psychological variables and academic achievement and

2. relationship between sociological variables and academic achievement
Studies on Relationship between Psychological Variables and Academic Achievement

As mentioned already, the psychological variables included personality traits, intelligence, and occupational aspiration and the reviews on relationship had been presented accordingly.

Studies on Relationship between Personality Traits and Academic Achievement

No correlational studies, except on introversion-extroversion, self-concept and adjustment could be traced. Of the ten reviews cited, one was about the correlation between academic achievement and introversion-extroversion; five were on academic achievement and self-concept; and the rest were on academic achievement and adjustment.

Nagaraju (1977) related the socio-psychological and demographic characteristics with educational achievement of the SC students and concluded that

1. the relationship of self-concept with achievement was significant even after eliminating the effect of other significantly correlated variables with achievement in standard VIII and X and
2. self-concept independently influenced the scholastic achievement.

Shashidhar(1981) determined the extent to which the SC students' adjustment in the school influenced their achievement. All the available SC students Viz. 485 SC boys and 193 SC girls in standard VIII; 355 SC boys and 100 SC girls
in standard IX and 221 SC boys and 50 SC girls in standard X, from 34 schools of Bangalore district were studied. An Adjustment Inventory was used to measure the SC students' adjustment and standardised achievement tests in Science and Mathematics were used. An inverse relationship between the scores of the Adjustment Inventory (higher scores indicating maladjustment) and achievement was observed in the case of the SC students in standard VIII and X.

Shivashankara's (1981) study was a comparative study of some psychological factors of the socially non-disadvantaged and the socially disadvantaged students in relation to the academic achievement. By random sampling, a comparable sample of 200 SC/ST candidates and an equal number of students from the socially non-disadvantaged castes were chosen from standard X of the same schools. The Standard Progressive Matrices (Raven), Adjustment Inventory (Bell) and the School Adjustment Inventory (Bhagia) were the instruments used. The high and low achievers were selected on the basis of scores of academic achievement. The major finding was that the variables that influenced the socially non-disadvantaged group were study habits, achievement motivation, intelligence, adjustment and school adjustment, whereas the variables which influenced the socially disadvantaged group were intelligence, personality, adjustment and school adjustment.

One of the major objectives of Agarwal's (1982) task was to study the relationship between self-concept and academic achievement of 600 girl students of 18 to 24 years. The salient finding was that there was a positive relationship between self-concept and academic achievement.
Sutradhar (1982) enquired into the relative academic achievements of the socially advantaged and disadvantaged children and found out the socio-psychological factors associated with their academic achievements. A sample of 100 advantaged (who could fulfill all the criteria of advantaged children) and 100 disadvantaged children were drawn from 'A' and 'B' type schools in Calcutta. Self-concept Inventory was used. The salient finding was that the academic achievement of the children considered irrespective of their advantaged and disadvantaged status and irrespective of urban and rural settings was found to have significant association with self-concept.

Sujatha and Yeshodhara (1986) tried to assess the relationship between academic achievement and other educational variables—school adjustment and personality factors of SC/ST and non-SC/ST high school students.

The findings of the assessment were

1. a significant association between academic achievement and school adjustment was found in the case of SC/ST students, but not in the case of non-SC/ST students, and

2. in the case of SC/ST and non-SC/ST groups, academic achievement was found to be independent of personality factors B, C and Q2 of HSPQ.
Self-concept of the socially disadvantaged and the socially non-disadvantaged pupils was studied in relation to scholastic achievement by Ushasree (1986). The scholastic achievement was assessed on the basis of the marks obtained in the public examination.

The study revealed that

1. subjects with high scores on self-concept scored high on scholastic achievement and the low scorers obtained correspondingly low scores on scholastic achievement. However, the high SD group on self-concept could not score higher on scholastic achievement than their SND counterparts and

2. high achievers scored high and low achievers scored low on self-concept scales, irrespective of whether they belonged to the socially disadvantaged or non-disadvantaged groups. No significant differences were found between the SD and the SND subjects of the high and low achieving groups in their self-concept scores indicating once again that irrespective of social disadvantage or no disadvantage, high achievers were high and low achievers were low on self-concept also. This suggested that the self-concept was related significantly to scholastic achievement.

The effect of adjustment on school achievement of SC, ST and backward class students was examined by Mehta (1987) using the Sinha’s Adjustment Inventory. It was found that there was no difference in school
achievement of the pupils having high and low levels of adjustment when one of the independent variables was attitude towards parents and teachers. The differences were found in the school achievement of the pupils having high and low levels of adjustment when one of the independent variables was attitude towards discipline and it was in favour of high adjustment.

Patel (1987) determined the nature and extent of relationship between academic subjects and total achievement with self-concept by studying equal number of SC, ST and advantaged children.

It was found that

1. the academic subject Mathematics was found positively correlated with self-concept in the case of advantaged group;

2. the subject of History/Civics was significantly related with self-concept in the case of SC group;

3. the subject Geography was significantly correlated with self-concept in the advantaged group and

4. the total achievement was positively related with self-concept in the SC and advantaged groups.

Chitra, et al., (1993) had noted a significant relationship between the independent variable-personality (introversion-extroversion) and the dependent
variable-academic achievement of the SC respondents. The relationship between personality and academic achievement was stronger in SC respondents than their counterparts.

A close analogy of the reviews revealed that in majority of the studies, self-concept was related to the educational achievement. Two investigations (Nagaraju, 1977 and Shashidhar, 1981) had studied SC samples whereas the others included a NSC reference group.

**Studies on Relationship between Intelligence and Academic Achievement**

Totally there were six studies on relationship between academic achievement and intelligence. Out of these, four had a sample of SC students and a reference group, whereas two (Aruna, 1981 and Shashidhar, 1981) had SC students alone.

Aruna (1981) examined the relationship of intelligence, adjustment and socio-economic status with the academic achievement of SC and ST students using the Achievement Test Battery, Pre-Malatha's Non-verbal Group Test of Intelligence, Pareek and others Pre-Adolescent Adjustment Scale and Sudha's Socio-economic Status Scale.

The conclusions made were

1. there was a significant correlation between intelligence and academic achievement of SC and ST students and
2. the academic achievement of SC and ST students was mainly a function of intelligence among the selected factors for the study. Other significant factors were sex, general adjustment, and education of father or guardian.

Shashidhar's (1981) study revealed that intelligence was related to the achievement of the SC students in all the three standards (VIII, IX & X). The relationship between intelligence and achievement was affected by the association of variables like sociometric status, students' adjustment in the school and students' perception of teachers' expectation.

A comparative study of some psychological factors of the socially non-disadvantaged and the socially disadvantaged students in relation to the academic achievement was conducted by Shivashankara (1981) with the objective of finding out the predictor value of the academic achievement from a variety of psychological factors. The variables that influenced the socially non-disadvantaged group were intelligence, adjustment and school adjustment, whereas the variables which influenced the socially disadvantaged group were intelligence, personality, adjustment and school adjustment.

Sutradhar (1982) enquired into the relative academic achievements of the socially advantaged and disadvantaged children and found the socio-psychological factors to be associated with their relative academic achievements as follows:
The academic achievement of the children considered irrespective of their advantaged and disadvantaged status and urban and rural settings was found to have significant association with intelligence.

The nature and extent of the relationship between academic subjects and total achievement with intelligence and self-concept was examined by Patel (1987).

The analysis disclosed that

1. English was positively and significantly related with intelligence in the case of SC group;

2. Mathematics was positively correlated with intelligence in the case of SC group; but in the case of advantaged group, it was significantly related with intelligence and self-concept;

3. General Science was positively correlated with intelligence in the case of SC, ST and the advantaged groups;

4. History or Civic was significantly related with intelligence in the case of ST and the advantaged groups;

5. total achievement was positively related with intelligence in the advantaged group alone;
6. in the case of SCs, English was predicted by intelligence and perceived self and

7. in the case of advantaged children all the independent variables significantly contributed towards achievement in academic subjects except General Science, History/Civics and Geography.

Chitra, et al., (1993) showed that

1. significant relationship between the independent variable- intelligence and dependent variable, academic achievement was marked;

2. there was no significant difference between the co-efficients of correlation of the SC and NSC respondents between academic achievement and intelligence and

3. the relationship between academic achievement and intelligence of the SC respondents was at par with that of the NSC respondents.

It could be stated that in all the reviews, intelligence was found to be related to educational achievement.

Studies on Relationship between Occupational Aspiration and Academic Achievement

Correlational study of occupational aspiration and academic achievement, reviewed here, was one in which SC students along with the NSC students were the subjects of study.
The conclusions made by Chitra, et al., (1993) were

1. significant relationship between the independent variable- occupational aspiration and the dependent variable-academic achievement of SC respondents was marked and

2. there was no significant difference between the co-efficients of correlation of the SC and NSC respondents between the occupational aspiration and academic achievement. This indicated that the relationship between occupational aspiration and academic achievement of the SC respondents was at par with that of the NSC respondents. In the above study the relationship between academic achievement and occupational aspiration was examined along with other psychological variables.

Studies on Relationship between Sociological Variables and Academic Achievement

There were five reviews cited here. Studies on relationship between academic achievement and socio-economic status were followed by the correlational studies of academic achievement and awareness of facilities.

Nagaraju (1977) attempted to relate the socio- psychological and demographic characteristics of the SC students with their educational achievement. The aspirational inputs and the socio-economic status of the family were found to be
related with achievement in the case of standard X students. Sociometric status was found to be related with achievement at the standard IX level. Socio-economic status and aspirational inputs independently influenced the scholastic achievement.

The study of Aruna (1981) noted a significant correlation between SES and the academic achievement of SC and ST students.

Prince's (1981) study showed a highly significant relationship between the levels of scholastic achievements and socio-economic status.

The examination by Sujatha and Yeshodhara (1986) resulted in the finding that in the case of SC/ST as well as non-SC/ST groups there was a significant relationship between academic achievement and socio-economic status of the students.

The study of Chitra, et al., (1993) recorded the following findings:

1. Significant relationship between the socio-economic status and academic achievement of the SC respondents was marked. The relationship between awareness of facilities and the academic achievement of SC respondents was found to be not significant.

2. Academic achievement of the SC respondents increased with socio-economic status and
3. There was no significant difference between the co-efficients of correlation of the SC and NSC respondents between academic achievement, and socio-economic status and awareness of facilities. This indicated that the relationship of socio-economic status, and awareness of facilities with academic achievement of the SC respondents was at par with that of the NSC respondents.

Majority of the studies had established the relationship between SES and academic achievement. Chitra, et al., (1993) had analysed the relationship of SES, and awareness of facilities, to academic achievement of both the SC and NSC students in Tamil Nadu. This clearly showed that though there were a lot of studies establishing the relationship between SES and academic achievement, the relationship of awareness of facilities to academic achievement had been neglected.

Though the reviews referred in this chapter painted a clear picture of the psycho-socio variables of the scheduled caste students in different states of India, quite a few studies had been carried out in Tamil Nadu. Further the SC students in different levels were studied but the subjects of study of the SC students was not given due weightage.

Hence an attempt to probe into the psychological and sociological variables of the SC students and their impact on academic achievement had been made in this investigation.