SUMMARY
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INTRODUCTION

The need for providing safeguards for scheduled castes was duly felt by the framers of the Constitution. Special provisions were made to promote the social, educational, economic and service interests of the weakest of the weaker sections of the society and guidelines issued for the implementation of the safeguards. Mere provision of safeguards and issue of guidelines are not enough to ensure that the desired benefit to reach the target group. In order to ensure that the provisions made for the Scheduled Caste are implemented in right earnest, the Constitution provided for the appointment of special officer under Article 338 (1) of the Constitution to investigate all matters relating to the safeguards related to scheduled caste provided for scheduled castes and reported to the President about the working of such safeguards.
Under the New Policy of Education, more and more emphasis is been laid upon the weaker sections of the society, so that they may also become important parts of the society. The present study was aimed at finding out the awareness of the facilities among the scheduled caste in relation to their general intelligence and level of aspiration. The researcher has tried to find out whether these facilities and other related variables have their impact upon the achievement aspects of the students. The present study throws adequate light upon the fact whether the scheduled caste are aware of these facilities or not and if they aware of these facilities how much they are aware of these facilities at the senior secondary stage.

This is a very significant study, almost the first study in the discipline of education on the sample of scheduled caste students of the senior secondary stage. The researcher has tried to study the impact of general intelligence, level of aspiration and awareness of facilities
upon the achievement of the students. The study has also revealed the extent of awareness among the scheduled caste students and how do they make use of these facilities in their studies and how do these facilities affect their achievement.

ACHIEVEMENT

An achievement is, in brief, an attainment, a proficiency gained or an ability acquired. In educational field, it is an amount of knowledge or skill that a child has learnt in a particular subject or field. Parents, teachers and students remain busy most of the time to attain more and more. Achieving has become the only criteria for admission in the higher classes or for grading a student. Therefore, all the time the efforts are being made to make the child to achieve a higher percentage of marks. This desire of achieving higher percentage of marks puts a lot of pressure upon the child and the child remains busy most of the time to learn from the books what has been prescribed in the
course so that the level of achievement may be more than 80 or 85 percent. At certain places, the parents have been observed helping the child to achieve more and more which is not desirable at all. Achievement should be based upon the acquisition of knowledge by the child.

GENERAL INTELLIGENCE

Verbal intelligence is considered with the verbal ability of the individual. Verbal intelligence tests were developed in the year 1958 to measure the verbal intelligence of the students between the age group of 13-20 years. The verbal intelligence test of Dr. R.K. Ojha and Dr. Ray Choudhary is an objective type test, which measure the general intelligence of the students. The test has 8 parts which measure different aspects of intelligence.
LEVEL OF ASPIRATION

The level of aspiration means, what a person aspired or desired to achieve in a particular area subject or field. It has been observed that the students do not have high level of aspiration at the high school stage. Most of the students work hard at this stage and their level of aspiration is to pass the examination only. When the results are declared and they get marks beyond their expectations which shows a variation between the level of aspirations and level of achievement. It means that at the high school level the students are not in a position to assess themselves in a proper way. They achieve higher then their expectations. They begin to think themselves as intelligent students and begin to aspire more and more marks without putting much labour and hard work for the examination. Then their occurs a gap between level of aspiration and level of achievement. The level of achievement can be kept constant if the students can work hard for examinations.
AWARENESS OF FACILITIES

It means acquaintance with some of the facilities provided to persons or a group of persons. The Scheduled Caste students become aware of their facilities which are given to them at the senior secondary stage. Mostly the facilities are given as the reservation which can be further divided into two parts: 1. Reservation in the field of seats i.e. seats are reserved for the students at the secondary stage. 2. Secondly they become aware that there is reservation of jobs for them which is a motivating factor for them to study. Moreover, the students get academic facilities in the form of free coaching. Some of the SC students also know about the concessions and travel grants, reservation of seats in admission even in the technical and medical colleges. It has also been observed that some of the students seek admission at the secondary stage just to get scholarship to pull up with the routine of
the life but some of the students are not aware of the fact that there are certain agencies who watch their interests.

STATEMENT OF THE PROBLEMS

Problem:

"A COMPARATIVE STUDY OF THE IMPACT OF GENERAL INTELLIGENCE, LEVEL OF ASPIRATION AND AWARENESS OF FACILITIES ON THE ACADEMIC ACHIEVEMENT OF SCHEDULED CASTE STUDENTS"

OBJECTIVES OF THE STUDY

1. To study the general intelligence of male and female Schedule caste students of the Senior Secondary stage.

2. To study the general intelligence of rural male and urban male scheduled caste students of the Senior Secondary stage.
3. To study the general intelligence of rural female and urban female scheduled caste students of the Senior Secondary stage.

4. To study the level of aspiration of male and female scheduled caste students of the Senior Secondary stage.

5. To study the level of aspiration of rural male and urban male scheduled caste students of the Senior Secondary stage.

6. To study the level of aspiration of rural female and urban female scheduled caste students of the secondary stage.

7. To study the awareness of facilities of male and female scheduled caste students of the Senior Secondary stage.

8. To study the awareness of facilities of rural male and urban male scheduled caste students of the Senior Secondary stage.
9. To study the awareness of facilities of rural female and urban female scheduled caste students of the Senior Secondary stage.

10. To study the academic achievement of male and female Scheduled caste students of the Senior Secondary stage.

11. To study the academic achievement of rural male and urban male scheduled caste students of the Senior Secondary stage.

12. To study the academic achievement of rural female and urban female scheduled caste students of the Senior Secondary stage.

**HYPOTHESES**

1. There is no significant difference between the general intelligence of male and female scheduled caste students of the Senior Secondary stage.
2. There is no significant difference between the general intelligence of rural and urban male scheduled caste students of the Senior Secondary stage.

3. There is no significant difference between the general intelligence of rural and urban female scheduled caste students of the Senior Secondary stage.

4. There is no significant difference between the level of aspiration of male and female scheduled caste students of the Senior Secondary stage.

5. There is no significant difference between the level of aspiration of rural and urban male scheduled caste students.

6. There is no significant difference between the level of aspiration of rural and urban female scheduled caste students.

7. There is no significant difference between the awareness of facilities of male and female scheduled caste students of the Senior Secondary stage.
8. There is no significant difference between the awareness of facilities of rural and urban male Scheduled caste students of the Senior Secondary stage.

9. There is no significant difference between the awareness of facilities of rural and urban female Scheduled caste students of the Senior Secondary stage.

10. There is no significant difference between the academic achievement of male and female Scheduled caste students of the Senior Secondary stage.

11. There is no significant difference between the academic achievement of rural and urban male Scheduled caste students of the Senior Secondary stage.

12. There is no significant difference between the academic achievement of rural and urban female Scheduled caste students of the Senior Secondary stage.
DELIMITATION OF THE STUDY

1. The study is delimited to the Scheduled Caste students of Rohtak District.
2. The study is limited to 500 Senior Secondary stage students of the schools of Rohtak District only.
3. The study is delimited to Dependent variables – Academic Achievement.
4. Independent variables: General Intelligence, Level of Aspiration & Awareness of facilities.
5. The study is delimited to rural and urban male and female scheduled caste students of Rohtak District.

SAMPLE

The Researcher selected 500 Scheduled Castes students from the 28 Senior Secondary schools of Rohtak District, being the biggest district of Haryana state.
TOOLS USED IN THE STUDY

The following tools have been used for the collection, analysis and interpretation of data for coming to certain conclusions.

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<td>1</td>
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<td>Dr. R.K. OJHA &amp; DR. RAY CHAUDHARY</td>
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<td>2</td>
<td>LEVEL OF ASPIRATION</td>
<td>DR. V.P. SHARMA AND DR. ANURADHA GUPTA</td>
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<td>3</td>
<td>AWARENESS OF FACILITIES</td>
<td>PREPARED BY THE RESEARCHER HIMSELF</td>
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CONCLUSIONS DRAWN

1. The general intelligence of the male Scheduled Castes students has been found better than the female Scheduled Castes students of the Senior Secondary stage.

2. The general intelligence of rural male students is better than the urban male Scheduled Castes students at the Senior Secondary stage.

3. The level of the intelligence of the female urban scheduled caste students had been found better than the rural female scheduled caste students.

4. The level of aspiration of male scheduled caste students is better than the female scheduled caste students at the Senior Secondary level.

5. The level of aspiration of urban male scheduled caste students has been found better than the rural male at senior secondary level.
6. No significant difference between the level of aspiration rural and urban female at the senior secondary stage.

7. The male scheduled caste students are more aware of the facilities available to them then the female scheduled caste students at the senior secondary stage.

8. Rural male students have been found more aware of the facilities in comparison to urban males scheduled caste students at the senior secondary stage.

9. No significant difference has been found in the awareness of facilities of rural female and urban female scheduled caste students at the Senior secondary stage.

10. The academic achievement of male scheduled caste students has been found better than the female scheduled caste students at the Senior Secondary stage.
11. The academic achievement of urban male students has been found better than the rural male scheduled caste students at the Senior secondary stage.

12. No significant difference has been found in the academic achievement of rural female and urban \textit{male} scheduled caste students at the secondary stage.

CONTRIBUTION TO THE FIELD OF EDUCATION

The present study, "A COMPARATIVE STUDY OF THE IMPACT OF GENERAL INTELLIGENCE, LEVEL OF ASPIRATION AND AWARENESS OF FACILITIES ON THE ACADEMIC ACHIEVEMENT OF SCHEDULED CASTE STUDENTS" has shown the difference between the male and female scheduled caste students in respect of their verbal intelligence, level of aspiration, awareness of facilities and academic achievement. The findings of the study are of great importance to the educational thinkers, planners,
psychologists, teachers and those who are concerned with the propagation of education. The study has a direct bearing upon the educational programmes of Scheduled caste students. The comparative perspective has a guided the teachers, educationalist regarding the application of latest techniques and use of instructions between the teachers and the students. The findings of the study has guided the teacher educators to predict about the students performance in respect of intelligence, level of aspiration and awareness of facilities and academic achievement. It shows an adequate light to the teacher educators to be more effective in communication skills and to teach the students at the senior secondary stage more effective so that the achievement of the students may be increased by the effective, forceful and comprehensive teaching by the teachers. If the achievement of the scheduled caste students is less than in comparison to the other students of the class at Senior secondary stage, it is indicator for teacher to work hard with these students, so that there
academic achievement could be improved by giving them academic tests, verbal intelligence test and by making them aware of the facilities available for high education and for scholarship, the scheduled caste students can attain better in comparison to the present situation in which they were not aware of facilities provided by the Govt. in education.

In addition to that, the teachers teaching at the Senior secondary stage should remain well acquainted with the policies, scholarship, relaxation in age & examination, recruitment policy and job opportunity, promotion avenue for the scheduled caste students, facilities formation of National Commission, compendium of reservation, directions to tell to the students to avail all these opportunities being provided by the government to these students so that they may avail such opportunities and facilities and may achieve higher education and facilities to become the useful member of the society.
SUGGESTIONS FOR FURTHER STUDY

1. A comparative study can be done at the school level of the two subjects by taking the sample of 500 scheduled caste students from each category of the subject.

2. A comparative study can be done by taking into consideration the more variables like adjustment, school climate and interests etc. upon the Scheduled castes.

3. A comparative study can be also be done in respect of scheduled caste students in relation to their cognitive variables.

4. A comparative study can also be done upon the scheduled castes and Non-scheduled castes students in respect of their non-cognitive variables.

5. A comparative study can also be done by taking into consideration the personality profile and intelligence
of the scheduled castes and Non-scheduled castes students.

6. A comparative study can also be done upon the scheduled caste students at the Senior Secondary stage with certain more variables.

7. A comparative study can be done regarding the level of aspiration, awareness of facilities and job opportunities among the Scheduled castes.

8. A comparative study can also be done among the scheduled castes in relation to their academic achievement and job satisfaction.

9. A comparative study can be done between the self-concept academic achievement and adjustment between the scheduled castes and scheduled tribes students.

10. A comparative study can also be done between the scheduled castes and Non-scheduled castes students in respect of their general intelligence, level
of aspiration, level of achievement, and job satisfaction.