

A Study on Socio-Economic and Academic Achievement of Scheduled Caste Students Studying In Class IX with Special Reference to Telahi Development Block of Lakhimpur Districts

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Abstract:

The Scheduled Castes (SCs) are considered as one of the most disadvantaged groups in India. They often face numerous socio-economic challenges that can impede their educational progress and hinder their academic achievements. So the present study is conducted on the socio economic and academic achievements of scheduled caste students studying in class IX with a specific focus on Telehi Development Block of Lakhimpur District. Infact academic achievement is an important index of learning and it plays a very significant role in the fulfillment of the aims of life of an individual. The major objectives of this paper are to find out the relationship between parents' occupational and the academic achievement, the relationship between parents educational level and the academic achievement of the scheduled caste students of class IX. For this study, descriptive survey method particularly normative survey method was adopted and to collect data three set of questionnaires was used.

Keywords: Socio-economic Status, Academic Achievement, scheduled Caste, Telahi Development Block.

1. INTRODUCTION

Education is the only means through which all round development of the society is possible. The education plays pivotal role in the development of society. It helps to accelerate transformation of the existing social system into a new one which is based on the principal of justice, equality, liberty and dignity of the individual, enshrined in the constitution of India. Indian society is highly stratified on the basis of caste hierarchy, religions affiliation, linguistic diversity and regional loyalty. Among them the Scheduled Caste (SC) people are the most disadvantage section of the Indian society. The Scheduled Caste (SC) makes up around 16.6% respectively of the population of India according to the Census Report of India of 2011. This disadvantaged section in India has facing many problems to their development and advancement in the matter of aspect of quality of education due to mainly social and economical worse off. Several welfare programmes for the socio-economic development of the Scheduled Caste (SC) population have been implemented by the government with the objective of facilitating faster socio-economic development of the Scheduled Caste (SC) population. However, they

often face socio-economic challenges that hinder their educational attainment and contribute to academic disparities. Therefore, this study aims to examine the socio-economic status and its impact on academic achievement of Schedule Caste (SC) Students studying in class IX in Telahi Development Block of Lalkimpur District.

1.1 Meaning of Scheduled castes: Scheduled Castes' are defined in Article 366(24) of the Constitution of India, as - "such castes, races or tribes or parts of or groups within such castes, races or tribes as are deemed under article 341 to be Scheduled Castes for the purpose of the Constitution." The people of these caste are considered "outcastes" and categorized as "untouchables". They remained at the bottom of social hierarchy and have been socially deprived, discriminated and exploited by the upper caste Hindu since time immemorial. This is the result of our rigid caste system which divides the Indian society into upper castes and lower caste on the basis of birth.

In the traditional caste based structure of the Indian society, segmented in four folds such as **Brahmin**, the priests; **Kshatriya**, warriors and nobility; **Vaisya**, farmers, traders and artisans; and **Shudra**, tenant farmers and servants placing the "Brahmins" at the top and the "Sudras" at the bottom, there exists another caste known as "Scheduled Caste". Ghurye (1969:306) describes them as "depressed class" and they are regarded as the "fifth order" of the Hindu caste system. The term scheduled caste also known as the "dalit" is used to refer to those lower classes who are socially and economically disadvantage and who because of their extreme backwardness, were considered fit to be provided with better facilities through constitutional provisions.

According to the caste system, scheduled caste means the castes put into a scheduled under the position of Indian constitution. Each caste which in their turn form a hierarchy within the caste, thus the whole system has a very intricate structure which consists of large number of social group innumerable strata, each indicative of a certain status and function.

During the period of British rule in India sub-continent they were known as the "depressed classes" or "untouchables" by Hindu caste society and as "Harijans"(children of God) a term popularized by M. K. Gandhi. According to Dr.B.R. Ambedkar, in early India, scheduled castes were known as "broken men" or "outcastes"

1.2 NEED OF THE STUDY:

After attainment of independence, India has been engaged in efforts to developments in various areas. Since independence India has enacted and implemented many laws and social initiatives to protect and improve the socio-economic conditions of the scheduled castes population. It is a fact that every year crores of money through different schemes is spent in assisting these scheduled caste people to raise their educational and economic status. On the contrary, majority of them is even today poverty stricken and illiterate.

The Sarva Siksha Abhiyan (SSA) mission is conducted by the Government of India, and the main motto of the SSA Mission is education for all. Our national goals are education for all. But even today after independence only 74.04% literate. In our country our national perspective, education is essential for all, this is fundamental duties of Indian Constitution that, to provide all round development of moral, physical and spiritual cognition to all the Indian citizens. But comprising to the other classes of people the SC people are found to be lagging much other socio-economic status.

A large number of pupils belonging to the SC are illiterate because of the economic condition of their parents. In the rural area it is very common that school going children were engaged with the activities to help in or assist family earning.

The earlier research work showed that academic achievements of the schedule caste students are influenced by the home environment such as educational climate, emotional climate, educational facilities at home, family income and socio-economic condition of parents influence upon the high academic achievement of the pupils as referred to relevant section of the society.

To achieve 100% literacy as well as universalized education, study must be conducted at various levels all over the country to point out their problems and suggest some remedial measures for upliftment of the backward scheduled caste people. So, the study will investigate the reason behind the low academic achievement and relation between socio-economic condition and academic achievement of the scheduled caste students. And the study will suggest some special remedial measures to achieve the level of forward sections then democracy will be meaningful.

1.3 STATEMENT OF THE PROBLEM: The title of the present study is “A study on the Socio-economic Conditions and Academic Achievement of Scheduled Caste Students in class IX with special reference to Telahi Development block of Lakhimpur District”.

1.4 OBJECTIVES OF THE PRESENT STUDY:

The objectives of the present study are mentioned below-

1. To study the level of socio-economic status of the scheduled cast students of class IX.
2. To study the level of the academic achievement of the scheduled caste students of class IX.
3. To find out the relationship between parents’ occupational and the academic achievement of scheduled cast students of class IX.
4. To find out the relationship between parents educational level and the academic achievement of the scheduled caste students of class IX.
5. To find out the relationship between parent’s social participation and academic achievement of the scheduled caste students of class IX.

1.5 OPERATIONAL AND CONCEPTUAL DEFINITIONS OF THE TERMS USED IN THE PRESENT STUDY:

The present study on, “A study on socio-economic conditions and academic achievement of scheduled caste students studying in class IX with special reference to Telahi Development block of Lakhimpur District”, involves few terms. These are explained as given below.

Scheduled Caste: ‘Scheduled Castes’ are defined in Article 366(24) of the Constitution of India, as - “such castes, races or tribes or parts of or groups within such castes, races or tribes as are deemed under article 341 to be Scheduled Castes for the purpose of the Constitution.” The people of these caste are considered “outcastes” and categorized as “untouchables”.

Scheduled Caste (SC), in the present study implies SC students studying in class IX of Telahi Development Block.

Socio-Economic Condition: Socio-economic condition, in the present study implies socio and economic background of the parents of the SC students studying in class IX of Telahi Development Block.

Academic Achievement: In this study, academic achievement means result of examination of students in term of marks secured in annual examination of class IX.

Telahi Development Block: Telahi, the biggest block in the district of Lakhimpur, an isotopic view of nature, rural area which covers 30,323 Hectors of geographical area. It is about 13 kilometers away from the Lakhimpur town. It is bounded on the North by Lakhimpur block & on east by the west bank of the River Subanshiri and Dhakuwakhana Block. Majuli Sub-division of Jorhat District and Subanshiri river stands on the south and Nowboicha Block and the river Ranganadi on the west of it. The population of the Block is 75,354 nos. as per census 2011.

1.6 DELIMITATION OF THE PROBLEM: The study has been delimited in the following dimensions.

1. The present study is confined to the area of Telahi Development Block of Lakhimpur district.
2. Present study is confined to the scheduled caste community.
3. Present study is delimited to socio-economic conditions and academic achievement of class IX students.

2. METHODOLOGY AND PROCEDURE: The present study is based on descriptive survey method particularly normative survey method. The various aspects of the methodology are presented under different headings, namely –

- i) Method and procedure,
- ii) Population
- iii) Sample
- iv) Tool
- v) Procedure of the data collection
- vi) Statistical techniques.

2.1 Method and procedure: In the present study, the Normative Survey Method was adopted for collecting the data for the purpose of the study. In this present study this method described and interpreted their relation between their socio-economic condition and academic achievement of the SC students studying in class IX.

2.2 Design of the study: The design of the present study is selected keeping in view the specific objective of the study. The descriptive method has been used in the study, as the main objective of this study is to identify the socio-economic conditions of the parents of the schedule caste (SC) student of class IX and to find out the nature and extent of influence of the socio-economic conditions upon the academic achievement of the pupils.

2.3 Population: In the present study, the population comprised of all the SC students studied in class IX of Telahi Development Block of Lakhimpur District in different schools. All the parents or head of the family belonging to SC community of Talahi Development Block are the population of the present study.

2.4 Sample: After ascertaining the location of different high schools of Talahi Development Block of Lakhimpur, the schools with majority of the SC students of class IX were taken for study of their academic achievement. The stratified random sampling method was followed by the investigator and the selected strata included the accounts that are obtained from schools office. In the second strata, their family conditions, ways of study, and their household works were included. Third strata included the students’ socio-economic condition. While the sample was prepared, care was taken to make it representative with reference to the above said strata. The sample included four schools, and total 150 pupils of class IX who belonged SC community.

Table No.1: Total number of SC students included in the sample.

Total number of SC students included in the sample	Total number of SC students selected for each school				Total
	Bacha gaon Higher Secondary School	Sankardev Shikhu Niketon	Pani Gaon H.S. School	S.T.K.Hig h School	
150	73	15	50	12	150

2.5 Tools and techniques in the study: In the present study 3 sets of questionnaires were prepared, one for the students and one for their parents (head of the family) and another set of questionnaire was prepared for the head of the institutions of four surveyed schools.

2.6 Construction of questionnaire: In this study a self made questionnaire was used to collect the necessary information. There were 3 different questionnaires prepared; first for the Head Master/Principal of the school, the second for the pupils and the third for the guardians of the pupils. In the first questionnaire, the first few questions were concerned with the general information regarding the name of school, its type, and establishment time, total number of working days, academic achievements and enrollment including the SC students particularly in class IX.

The second questionnaire was prepared to understand the respondents’ educational atmosphere at home and facilities available for study and other activities.

In the last, in order to take record of educational background of parents , total family members, total male and female members, total income of the family, occupation, income sources, landed property, and socio-cultural participation.

2.7 Collection of data: The investigator adopted the following procedure in terms of collecting data. At first the investigator personally visited all the four (4) schools included in the study and after obtaining due permission from the head of the school. The questionnaires were distributed to the students. In many of the institutions the head as well as the teacher took initiative in distributing questionnaires to the SC students. While distributing the questionnaires certain instructions requested to return the same within a specified time limit.

The questionnaires prepared for parents were also distributed among them. The students were given instruction regarding the ways and process of filling up the questionnaires. They were asked to fill it up at home by parents and return it to the class teacher next day. The investigator then kept on contacting

the respondents in all the four schools from time to time to collect the completed questionnaires. In this way, 150 completed questionnaires from the SC students and 150 from parents were collected from the respondents.

2.8 STATISTICAL TREATMENT OF THE DATA: In the present study, the obtained data was analyzed in terms of percentage (%).

3. ANALYSIS AND INTERPRETATION OF DATA

The investigator collected required data from 150 SC students of selected schools of Telahi Development block of Lakhimpur District. The data arranged in a sequence, were analyzed to achieve the objectives of this study. The analysis is given below:

3.1 BASIC INFORMATIONS REGARDIND THE SCHOOLS: In this study the investigator selected four schools randomly to study socio-economic condition and academic achievements of SC students.

Table No.1: Basic information regarding school:

Basic information	Bacha Goan H. School	Pani Goan H.S School	Shankardev Shisu Niketan	S.T.K HS school
Year of establishment	1982	1966	1997	1953
Nature of management	Provincialised	Provincialised	Private	Provincialised
Type of building	Assam type	Assam type	R.C.C	Assam type
Total enrolment in class IX	81	135	66	68
Total enrolment of SC students in class IX	73	50	15	12
Number working days	213	210	225	209

3.2 ENROLMENT OF STUDENTS INTO CLASS IX: The Headmaster/Principal and other class teacher helped to get the total enrolment in to the class IX. It includes SC students in general. This study deals with only SC students studying in class IX .

Table No.2: Enrolment of students in class IX:

Sl. No	Schools	SC students	Students of other caste	Total
1	Bacha Goan H.S. School	73	8	81
2	Pani Goan H.S School	50	85	135
3	Shankardev Shisu Niketan	15	51	66
4	S.T.K.H.S. School	12	56	68
Total		150	200	350

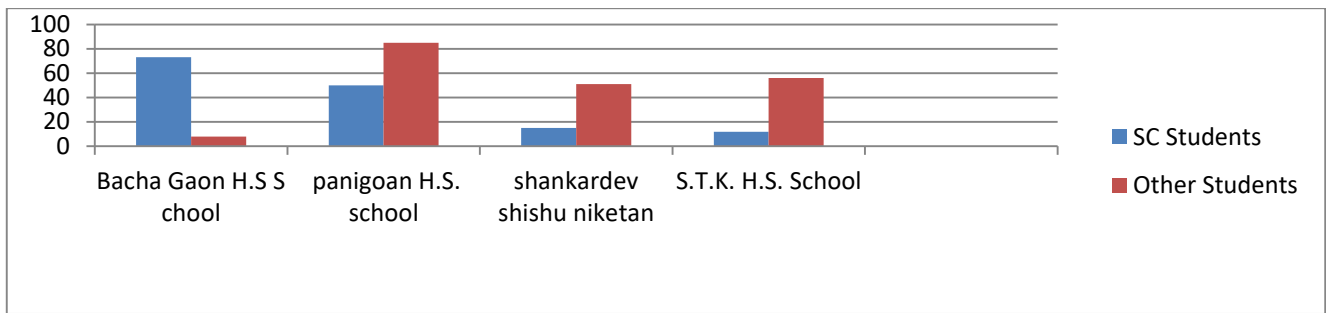


Table No.2, indicates that in the four high schools, total enrolment of students in class IX is 350. Out of total number, the number of SC students is 150 (42.85%). And other 200 students belong to other indigenous communities

Figure.1 Shows total enrolment and SC student enrolment in class IX:

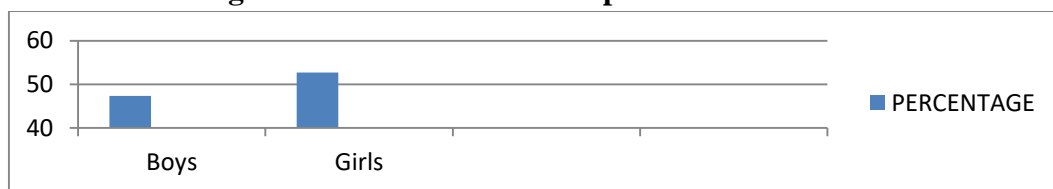
3.3 AGES AND SEX OF THE RESPONDENTS: The respondents studying in class ix generally belong to the age group of 14 to 15 years. There were 10 respondents who were below 14 years. 113 respondents belonged to the age group of 14 to 15 years. There were 27 respondents whose age was above 15 and below 16.

Table No. 3: Distribution of respondents according to sex:

Sl. No	Schools	Sex composition		Total
		Male	Female	
1	Bacha Gaon H.S. School	39	34	73
2	Pani Goan H.S. School	22	28	50
3	Shankardev Shisu Niketan	05	10	15
4	S.T.K. High School	05	7	12
Total		71(47.33%)	79((52.66%)	150(100%)

According to the above Table No.3, it is found that out of 150 respondents, there are 71 (47.33%) boys and 79 (52.66%) girls. So, it is evident from the table that the enrolment of girls is greater than the numbers of boys.

Figure. 2 : Shows the sex composition in class IX.



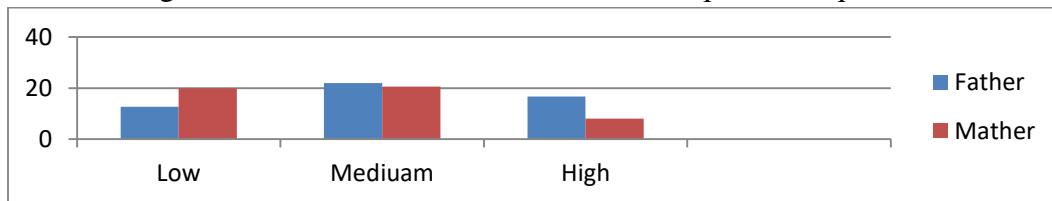
3.4 EDUCATIONAL BACKGROUND OF THE RESPONDENT PARENTS: The present study deals with the assumption that educational background of parents is the most important factor in the achievements of their children. Therefore, here, in the following table an attempt has been made to present a brief profile of the educational background of the parents of the respondents.

Table No. 4: Distribution of the educational background of the fathers and mothers:

Sl .No.	Grades	Educational qualification	Number and percentage		Total
			Father	Mother	
1	Low	1. Illiterate. 2. Education up to matriculation	19 (12.7%)	30 (20%)	49 (32.7%)
2	Medium	HSSLC passed	33 (22%)	31 (20.6%)	64 (42.7%)
3	High	Graduate and above	25 (16.7%)	12(8%)	37 (24.7%)
Total			77(51.33%)	73 (48.66%)	150(100%)

Table No.4, shows that, the fathers of 25 (16.7%) respondents and mothers of 12 (8%) respondents are graduate and above, who are fall in high grade level. Fathers of 33 (22%) respondents and mothers of 31 (20.6%) respondents are fall in the medium category which includes educational qualification of HSLC and higher secondary level. In low category fall 19 (12.7%) respondents’ fathers and 30 (20%) respondents’ mothers. In this low category 50% are found illiterate. The table is a reflection of the rural characteristics of educational setting of SC community under which the present study has been taken.

Figure.3: Shows the educational level of respondent’s parents.



3.5 OCCUPATIONS OF RESPONDENT’S PARANTS: Occupation is inextricably related with education. It is essential to study the occupational status of the respondents’ parents. The setting of the present study is essentially rural. The character of SC community has resulted in basically lower level of occupation.

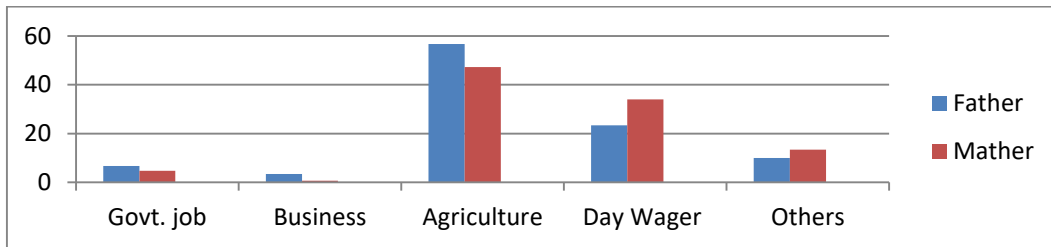
Table No.5: Occupational status of the respondent’s fathers and mothers.

Sl. No.	occupation	No. of Fathers	Percentage	No. of Mothers	Percentage
1	Govt. job	10	6.66%	7	4.7%
2	Business	5	3.33%	1	0.6%
3	Agriculture	85	56.7%	71	47.33%
4	Day wager	35	23.33%	51	34%
5	Others	15	10%	20	13.33%

The table No.5 displays the occupational variations of the fathers and mothers of the respondents. It shows that most of respondents’ fathers and mothers are engaged in cultivation in higher percentage than the other occupation. The 56.7% of respondents fathers are cultivators and 47.33% mothers are engaged in cultivation. The table shows 6.66% fathers and 4.7% mothers are service holder. Among them 23.33% father and 34% mothers include in daily wager. From the table it is found that neither father or

mother is work in private sector. Among the respondents fathers 3.33% are businessman and 0.6% mothers are businessman.

Figure.4: Bar diagram represents a picture of parents’ occupation.



3.6 PARENTS’ INCOME AND EXPENDETURE: It has been universally acknowledged that educational attainment and educational status of the family in which the child is reared have a positive impact on his achievement of at least on two-fronts Achievement in examination and achievement in securing job. These two are the minimal selection from the set of conceivable index of socio-economic background. Once these two are determined, eventually additional variables like income emerge.

In the present study, attempt has been made to enquire about the income of 150 respondents’ family. For digging out proper and accurate income of the respondents parents it was essential to study their various sources, or income. In this part, the income is determined only by the amount earned per month from all sources by each family of respondents’.

3.6.1 Earning members: The investigator found that in almost all the respondents family more than 1 member were earning. Among 150 respondents family in 30 family only 1 member was earning, in 73 households 2 members, in 26 households 3 members, in 13 families 4 members and in 8 families 5 members were earning. The following table shows it clearly.

Table No.6: Shows the number and percentage of earning members of respondent’s family.

Sl. No.	No. of earning members	No. of respondents family	Percentage
1	1	30	20%
2	2	73	48.67%
3	3	26	17.33%
4	4	13	8.67%
5	5	8	5.33%

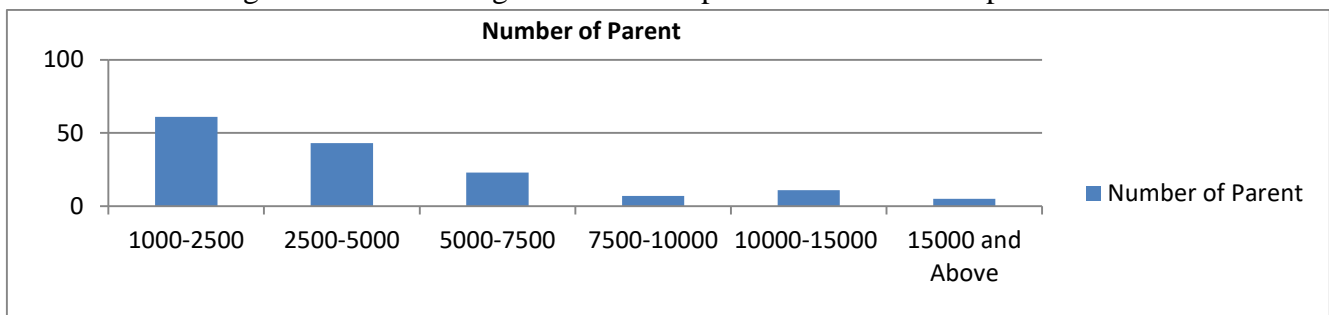
3.6.2 Parent’s income: From the previous table it is become clear that there are 346 earning members in 150 respondents’ family. In this study it was found the source of main income was cultivation and daily waging. The following table provides information regarding average monthly income of respondents’ parents.

Table NO.7: Parent’s income of the respondents.

Sl. No.	Monthly income (in Rupees)	Number	Percentage
1	1000-2500	61	40.66%
2	2500-5000	43	28.66%
3	5000-7500	23	15.33%
4	7500-10000	7	4.66%
5	10000-15000	11	7.33%
6	15000 and above	5	3.33%
	Total	150	100%

The table no.7, contains the distribution of over all income of the parents, brothers and sisters of the respondents. It shows that 40.66% respondent comes from the family of lowest income. His family income is less than Rs.1000-2500 per month. 28.66% respondents’ fall in the income group of 2500-5000 per month. Out of 150 respondents’ families, 5 (3.33) family have fallen in the income group of 15000 and above per month which are taken to be highest level of income per month.

Figure.5: The Bar diagram shows the parent’s income of respondent’s.



3.6.3 Annual expenditure: On investigation, it was found that the respondents family used their income mainly to purchase their daily needs and in children’s education. It was found in investigation that most of the respondents family have low rate of income but their expenditure is not decreased regularly. On account of low income the respondents family are compelled to economies their various needs like other people in the society. So they have to lead a poor life. From the survey it was found that from 150 respondents parents 52 (34.67) deposit 3% of their income, 56 (37.34%) families 1% , 23 (15.33%) families 5% ,14 (9.3%) families 10% and only 5 (3.3%) families 12% for their future.

Table No.8: Expenditure of respondents’ parents.

Sl. No.	No. of respondents family	Percentage of the no. of families	Percentage of deposit of income
1	52	34.67%	3%
2	56	37.34%	1%
3	23	15.33%	5%
4	14	9.3%	10%
5	5	3.3%	12%

3.7 ACHIEVEMENT OF THE SC STUDENT: SC students, in general, are not very much conscious about the value of education. But the investigator in this present study found most of the students are conscious about their education.

In table no.7, it is found that 40.66% parents of the respondents are included in low grade. More over their parent occupation is also of very low status as a result of which most of the respondents’ parents find it difficult to meet the bare necessity of the family. That is why most of the parents have been able to contribute sufficiently for academic achievement of their wards.

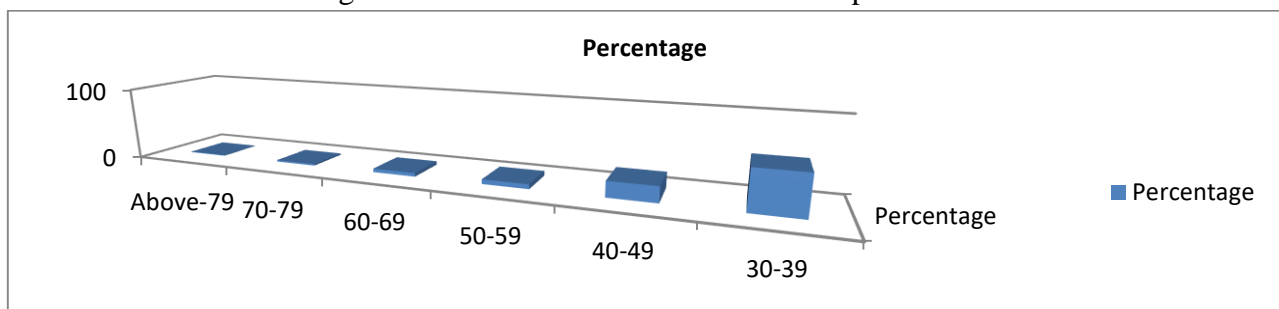
Table No.9 :Respondent’s performance in annual examination.

Sl. No	Marks in percentage	Number of students	Percentage
1	Above-79	1	0.70%
2	70-79	3	2.11%
3	60-69	7	4.92%
4	50-59	9	6.33%
5	40-49	30	21.12%
6	30-39	76	53.52%
7	20-29	9	6.22%
8	10-19	4	2.81%
9	0-9	3	2.11%
Total		142	100%

Table No.9, includes both passed and failed respondents. Eight respondents did not appear in the examination, out of 142, 126 passed and 16 students failed. Amongst the passed, respondents securing lower marks, have constituted the major part of the sample, for out of 142 respondents 106 (74.64%) have secured marks ranging fro 30-49 percent. Only 11(7.76%) respondents have shown outstanding performance by securing more than 60%. On the other hand 9(6.33%) students fall in the medium category with marks ranging from 50-59 percent.

Table 9, indicates that there were out of 150, 142 respondents who appeared in the examination, 4 of from Pani Goan H.S School and 4 of Bacha Goan H.S School did not appear in the examination. 80% respondents securing marks ranging from 60 to 79 percent are from Shankardev Shisu Niketan.

Figure.6 shows the achievement of the respondents.



3.8 INFLUENCE OF HOME IN THE ACADEMIC ACHIEVEMENTS OF THE RESPONDENTS: Family guidance and supervision is one of the factors that influence academic achievement of their child. In the present low student-teacher ratio, a teacher is not able to give individually care to his ward. Moreover, education cannot function in isolation. The prevailing social conditions have also reduced the teacher interest and influence in guiding his student.

With annual examination, the learners seldom get to their business of learning in time. In such a state of affairs, the educational orientation and supervision of family members is one of the effective factors. The illiterate parents who can neither understand and guide nor evaluate the performance of their children and cannot provide supervision. With family non-supervision, the academic performance of students remains poor. Here, in the present study majority of the respondents parents appear to be poor and illiterate. Since 8.7% Fathers and mothers 12% are illiterate, and 40.66% parents remain in lower level of income, most of the parent cannot provide first hand supervision and guidance to their child.

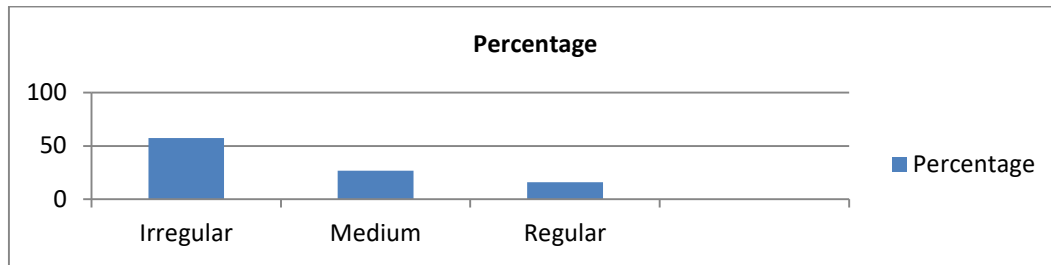
3.9 Respondents’ attendance in school: From the table no.5 and 7 it is evident that majority of the students coming from the poor family. Therefore most of the students have to engage in household work and in earning work. Most of them cannot attend school regularly due to their poor health. So, the attendance in school of the SC student are comparatively low than the other students of the society. The following table shows the number of days of students’ attendance.

Table No. 10: Distribution of the respondents attending days in school.

Category	No of days attended	Number	Percentage
Irregular	Below -50	10	6.66%
	51-70	13	8.66%
	71-90	26	17.33%
	91-110	21	14%
	111-130	16	10.66%
Medium	131-150	21	14%
	151-170	19	12.66%
Regular	171-190	13	8.66%
	191-210	11	7.33%
Total		150	100%

Some pupils are found to be irregular in attending schools. Table no.10, shows that, there is 24(16%) regular respondent whose attendance in the class was form 171 to 210 days, 40(26.66%) respondents fall into medium category and 86(57.33%) respondents were irregular. Those respondents who were irregular had some reasons for which they could not come regularly. The reasons are poverty, burden of household work, remoteness of the schools, personal indifferences, and mostly many of them are money wagers. In order to meet required for study, the poor students are bound to work to earn money. It so happens particularly because of their parents is not in a position to support them with their meager income.

Figure.7: Shows the respondents attending days in school.



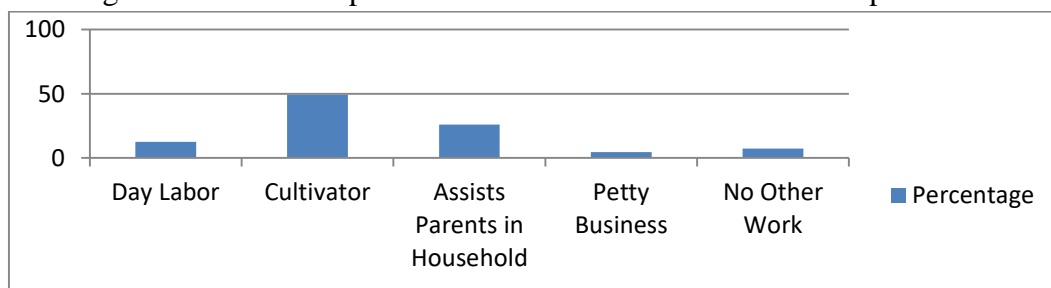
3.10 PERFORMANCE OF OTHER ACTIVITIES BY THE RESPONDENTS: The selected sample students are live in rural areas. The respondents belonging to the SC community are found to be poor economic background. From observation, it has been found that unlike the students belonging to other indigenous community, they have no hesitation to work to earn.

Table No. 11: Respondents others activities.

SI No.	Activities performed	Number		Total	Percentage
		Male	Female		
1	Day Labor(part time)	15	4	19	12.66%
2	Cultivation	41	33	74	49.33%
3	Assists Parents in Household	18	21	39	26%
4	Petty Business	7	--	7	4.7%
5	No Other Work	5	6	11	7.33%

Table No.11, shows that many of them like to earn in addition to their studies. Out of 150 respondents, 12.66% respondents are engaged in part time work to earn money. 26% respondents associate their parents, 49.33% respondents are found to associate themselves with the burden of household works. 4.7% respondents have petty business. Only 7.33% respondents has no particular burden of work. The respondents particularly informed that they were compelled to work to earn money because of their poor economic condition.

Figure. 8: Shows the performance of other activities of the respondents.



3.11 Parents education and respondents achievement: In this section the educational background of both father and mother of the respondents have been generalized. Table no.12, has projected the detail break up of the education qualification of the parents separately corresponding to the levels of marks

secured by the respondent. The objective of doing this is to show whether or not the respondents securing higher percentage of marks have parents with higher academic background.

Table No.12: Distribution of the respondents according to their marks and fathers education:

Sl. No.	Marks in %	Low		Medium		High	
		Father	Mother	Father	Mother	Father	Mother
1	above 79	-	-	-	-	-	1
2	70-79	-	-	1	2	-	1
3	60-69	1	-	1	-	4	-
4	50-59	-	1	-	1	-	7
5.	40-49	-	1	6	6	13	5
6.	30-39	-	2	29	23	15	7
7.	20-29					-	-
8.	10-19	1	1	2	-	-	-
10.	0-9	1	2	-	-	-	-

Table No. 12, shows that respondents securing marks above 60% have fathers who are graduates or intermediates or persons having some school education. Respondents securing marks from 30-39 have parents with low level of educational qualification.

3.12 PARENTS OCCUPATIONS AND ITS IMPACT ON RESPONDENTS ACHIVEMENT: In order to find out the impact of parents occupation on the academic achievement of the respondents, the data relating to achievement factors are distributed according to parents occupation in table 6 and table 8.

From the table no.5, it is found that majority of the respondents parents are engaged in cultivation as their chief occupation. Hence, their income is very low. Only 4.7% respondents’ fathers are doing government service. The respondents who have achieved marks above 60% among 2 of them belong to poor family. 6 of them belong to service holder family. 3 of them belong to other families. From the above analysis, we can say that parents occupational status impact on this academic achievement.

Table No.13: Distribution of parent occupation and respondent academic achievement.

Category	Marks in percentage	Govt. service	Business	Agriculture	Day wager	Others
High	Above 79	-	-	1	-	-
	70-79	3	-	-	1	-
	60-69	3	-	-	-	3
Average	50-59	4	2	1	-	2
	40-49	19	1	10	-	-
	30-39	36	12	10	8	10

Low	20-29	2	1	3	1	2
	10-19	-	-	-	1	3
	0-9	-	-	1	2	-

From the above table it become clear that most of the respondents which secured high and average marks they mostly belong from good conditioned families. The respondents which are came from poor family comparatively their academic achievement is low than the others. So, it may be conclude that parents’ occupation has great impact on academic achievement of their child.

4. FINDINGS CONCLUSION AND SUGGESSTIONS:

4.1 FINDINGS : The findings of the present study derived from the analysis of data are as follows:

1. In this study it was found that 12.7% respondents’ fathers and 20% mothers belong to very low educational level which greatly effect the respondents’ academic achievement. Only 8% respondents mothers and 16.7% fathers fairly good educational qualification.
2. From the study it was observed that marks securing above 60% respondents parents are either graduate or higher secondary level.
3. It was observed that parents having poor socio-economic conditions, their child often do not go to school regularly. They often engaged in pity business and in part time job. As result they remain educationally backward.
4. From the study, it was observed that 40.66% respondent comes from the family of lowest income. His family income is less than Rs.1000-2500 per month. Out of 150 respondents’ families, only 5 family have fallen in the income group of 15000 and above per month. So, the area was taken for the study is very in economic status.

4.2 CONCLUSION: From the above finding it may conclude that the socio-economic status have a great impact on the academic achievement of the students. The family, which has sound socio-economic condition, the academic achievement of their child is good in comparisons to others. So, it can be say that socio-economic condition is very determinant variable on students’ academic achievement. Moreover, in present investigation it was observed that the students of educationally sound parents also secured good marks in the annual examination. so, for the better education of the students the parents should give importance on, that they themselves will be educated and will have a sound economy.

4.3 SUGGESSTIONS FOR FURTHER STUDIES

Future research scholar can be taken up the following research works-

1. Due to the limitation of time, money and energy the present study was confine to the students of SC community only selected five schools of Telahi Development Block. To make the observations more genetic, similar studies need to be conducted on a wider population at state level and national level.
2. Studies can be taken up on socio-economic status and academic achievement of entire students of Lakhimpur District.
3. A study may taken up on academic achievement of SC students and their adjustment in society.
4. A study may take up on attitude toward education of SC students.

5. The present study was based on the SC students in class IX. A similar study need to be conducted on other classes.
6. The present study restricted itself to the socio-economic conditions and academic achievement of the SC students. It is suggested that similar studies should be conducted on SC and non-SC communities also. There is a need to find out whether the problems faced by SC students are also being faced by the non- SC students.

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