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INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESIS (ES)

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

LIMITATIONS

SCOPE FOR FURTHER RESEARCH

REFERENCES

APPENDIX/ANNEXURE

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CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–23

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- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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A STUDY OF THE ADJUSTMENT PROBLEMS BETWEEN SC, ST AND GENERAL CASTE HINDU STUDENTS

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ABSTRACT

The Indian society is divided into different strata of castes that are more than 1000 in numbers. Out of these most of the caste are highly backward and at present grouped into Scheduled Caste and Scheduled Tribe. They are the deprived section of the society from the centuries. The present study is done for the finding out the adjustment problems between the Scheduled Caste, Scheduled Tribe and Higher caste Hindu students after the 65 years of the enactment of the Indian Constitution having provisions for the uplifting of the deprived sections. The sample student is taken randomly from the Sonepat District of Haryana. Intelligence test B.P.T. 8 and Dr. Saxena's inventory has been used in this study. It is found that General Caste Hindu students are better adjusted than Scheduled Caste and Scheduled Tribe students in Home, Health, Social Emotional and School fields. The differences between the means of the two classes have been found to be significant at an accepted level of confidence. In the sphere of health though such difference is not statistically significant yet the trend is again in favour of General Caste Hindu students.

KEYWORDS

adjustment problems, deprived section of the society, general caste, scheduled caste (SC), scheduled tribe (ST).

INTRODUCTION

ndian society is usually regarded a caste based society. According to the Upnishadas, Manu stamped the Indian society into four castes keeping in view the function of various individuals to earn their living. But in course of time these functions became permanent with heredity. The son felt no shame in adopting the profession which was followed by family or caste and they became quiet proficient in that Caste. This social system worked well for centuries. With the passage of time, rigidity created in the system. Some gifted children had to face social, economical and environmental problems to change their occupation. Thus they face frustration and felt maladjusted and gradually the position of wards became very deplorable. They became very backward, socially, financially, mentally and educationally. Backward classes were denied entrance to the places, we call houses of GOD. They are denied the use of the same things as the upper caste Hindus like public roads, public wells, public taps, public parks etc. In some cases their approach within measure distance is a social crime. They are relegated for their residence to the worst part of cities, villages where they get no social status. For the centuries no attempt was made to improve their lot.

Mahatma Jotiba Phule was probably the first person of the county who did pioneering work against this social evil. Under his leadership many movements were started from time to time, to lessen these grievances of this backward section of the society. **Savitri Bai Phule,** wife of **Mahatma Phule** did the pioneering work on the education of girls and women of backward classes for which they suffered a lot. **Dr. B. R. Ambedkar** did a lot for uplifting of backward class and also made constitutional provisions for it. Commenting on the necessity of the uplifting of this section of Indian society, **Gandhi Ji** said "I believe that if problem of untouchables is really rooted out, it will not only purge Hinduism of a terrible blot but its repercussion will be worldwide. My fight against problem of untouchable is a fight against the impure in humanity, and therefore, when I penned my letter to Sammel house I did so in full faith that the very best in the human family will came to my assistance if I have embarked on this thing with a pure heart". Ultimately India got freedom in 1947 and was declared a Democratic Republic on 26th January 1950. The constitution was framed and was regarded to be the light-house to give social, political and economic justice to all citizens of India.

REVIEW OF LITERATURE

"The competent physician must keep abreast of the latest discoveries in the field of medicine, obviously the careful student of education, the research worker and investigator should become familiar with the location and use of sources of educational information".

Good, Ber, Scates.

Keeping the above truth in the mind the author tried to review the literature available in other countries as well as in India relating to present study. But as there is no caste system in Foreign Countries, he could find out only a few studies of different social classes as they exist in England and America. In these countries they have the working classes, the middle classes and the aristocratic classes. Besides this it is essential here to mention that he could not find any study directly related to personality adjustment scores. But what he could find is being given as under:

Cohen conducted a study on delinquency to find out the cause of the same (1955). He found that some of the major causes of delinquency are economic and social exigencies and probably this was the reason that a vast majority of delinquents come from working classes.

In the same way in our country, in society two different types of classes exist- one is the economically and socially depressed class known as SC, ST and the other is the well to do General Caste Hindu group. Because of economic and social pressure, the inferior type of sub-culture begins to crop up in the depressed strata of society. And the norms and modes of this sub culture reflect over the behaviour of the individuals comprising such groups. This inference is supported by the studies of Kundu (1969, 1970), where as the author compared the scores of delinquent and non-delinquent people on the Bhatia Battery of Intelligence tests and found significant differences in favour of non-delinquent people. The state of affaire should be similar so far other psychological and mental functions are concerned and as a result such differences may also exist in the field of adjustment. Hence he thought it is better to conduct an investigation regarding the differences that may exist in adjustment scores of boys of the communities i.e. SC, ST and General Caste Hindus.

IMPORTANCE OF THE STUDY

Social change is on the way. Science and industrialization have made life complex. Because of this complexity in life, it is increasingly becoming difficult for the individual, keeping in view his/her own potentiality, to decide as what he/she has to do. This leads to frustration and maladjustment. So to save the young from such frustration, it is essential to know whether the General Caste and SC, ST Hindu students are well adjusted in different fields of adjustments i.e. Home, Health, Social, Emotional and School. The study will also be useful in devising ways and means to solve the adjustment problems of the lesser adjustment and maladjustment.

OBJECTIVES OF THE STUDY

This problem is related to find out the adjustment differences of the two groups of students i.e. SC, ST and General Caste Hindus of various High Schools/Sr. Sec. Schools in different areas of adjustment as follows:

1. To study the adjustment problems of General Caste and SC, ST Hindu students in HOME.
2. To study the adjustment problems of General Caste and SC, ST Hindu students in HEALTH.
3. To study the adjustment problems of General Caste and SC, ST Hindu students in SOCIETY.
4. To study the adjustment problems of General Caste and SC, ST Hindu students in EMOTION.
5. To study the adjustment problems of General Caste and SC, ST Hindu students in SCHOOL.

HYPOTHESIS

The null hypothesis is assumed of:

1. There is no significant problem in the adjustment in HOME between SC, ST and General Caste Hindu students.
2. There is no significant problem in the adjustment in HEALTH between SC, ST and General Caste Hindu students.
3. There is no significant problem in the adjustment in SOCIETY between SC, ST and General Caste Hindu students.
4. There is no significant problem in the adjustment in EMOTION between SC, ST and General Caste Hindu students.
5. There is no significant problem in the adjustment in SCHOOL between SC, ST and General Caste Hindu students.

METHODOLOGY AND PROCEDURE

"Technique is a process, manipulation or procedure required in any art, study, activity or production."

C.T. Good

A.   METHOD

This problem can be studied by various methods viz. Historical method which studies, discovers, describes and interprets what existed in the past. The study could be conducted by going into the history or cumulative records of both the groups. But at this stage it is very difficult to find out whether SC, ST students could be compared with General Cast students with regard to their intelligence and adjustment. Moreover C.R. are not maintained in most of the schools. The present study under investigation could also be made by the experimental methods, which describes and analyses what will be or what will occur under careful controlled conditions. By this method two matched groups of General Caste Hindu students and SC, ST students could be studied after administering intelligence test to rule out the differences due to intelligence. But this method could not be followed due to the paucity of time at the disposal of the investigator. He used survey method which specifies the present status of the subjects used in any study in terms of conditions, relationships, practices, beliefs, attitudes, processes, effects or trends etc.

B.   SAMPLING AND SELECTION OF SCHOOLS

In this study, the author gave due consideration to the term sampling. He felt it very difficult rather impossible to conduct the investigation on a large population due to paucity of time so he preferred a limited sample and a sample, if selected properly is considered to be a representative of a larger whole.

Keeping in view the time and financial considerations, he selected one district of SONEPAT out of which, he selected ten schools on the basis of randomization from the urban and rural areas. A copy of selected schools is attached in appendix No. 1. Out of the children present in these schools, 342 children of both the groups were taken for the investigation.

C.   SELECTION OF TOOLS

Intelligence Test B.P.T. 8

Intelligence is considered as a major factor in adjustment so far matching the groups B.P.T. 8, a verbal group test of intelligence was administered. Other variables like age, sex, socio-economic status etc. could not be controlled because of the following difficulties:

(i)   Female literacy in scheduled caste and backward class people is very low, so adequate number of girl students belonging to these castes was not easily available. The study was confined to boys only.
(ii)   With regard to socio-economic status, student's responses are generally not reliable. Even there is hesitation on the part of parents to reveal the correct figures of income so it also could not be controlled.
(iii)   In India especially in villages, people are careless about the exact data of birth of their wards. So this factor was also uncontrolled. The students were matched on the basis of their raw scores on B.P.T. 8, a verbal group test of general mental ability.

It is verbal group test of intelligence in Hindu and was constructed under the Bureau of Psychology, Allahabad in 1956. It is a time bound test to measure mental ability. Separate single page answer sheets were used.

JUSTIFICATION FOR THE SELECTION OF THIS INTELLIGENCE TEST

- This test is in Hindi. The students know Hindi well and the medium of instruction and their mother tongue was Hindi.
- It was standardized on the students of U.P. Also the manual of the test suggests that the test is valid for other Hindi speaking states too.
- The time required for the administration of the test i.e. 45 minutes, is quite reasonable. It was quite possible to finish the test in one sitting of about one hour.
- It was standardized on a fairly large number of students.
- Separate answer sheets and scoring key was quite useful for objective, correct and quick marking.

ADJUSTMENT INVENTORY BY DR. M.S.L. SAXENA

Personality adjustment means a state of harmony between the needs, activities, resources of a person and the conditions of his environment. Adjustment indicates how well a particular individual has been able to cope with himself and the ways of life he has to follow without getting into trouble, he is well adjusted. The general method of estimating personality falls into three categories:

1. Subjective Method
2. Objective Method
3. Projective Method

The author used the subjective method. The subject himself supplies the data about his personality. The subject looks upon himself as others see him. He views himself critically and objectively, though the process is altogether subjective. For this purpose, there are following main methods:

(a) The autobiography
(b) The Case History
(c) The Interview Method

The autobiography method is lengthy and time consuming and every student has no autobiograph so this method was discarded. The case History is also lengthy and time consuming while interview method is costly and needs expertise. So the author used an inventory for the purpose of this investigation.

JUSTIFICATION FOR THE SELECTION OF ADJUSTMENT INVENTORY

There are several other inventories e.g. Bell's Inventory, M.M.P. 1, etc. which have been standardized in foreign countries according to their own norms of behaviour. It is an admitted fact that the norms differ from society to society and hence use of Dr. Saxena's inventory has been made as it has been standardized in India, and is meant for Indian adults also. This inventory has only 90 items which make it easy to be administered in one sitting of the usual class period.

There is no time limit to answer questions yet 45 minutes were found to be sufficient for this purpose as most of the students could complete the test within this time limit. It is available in Hindi. Hindi being the mother tongue of the state of Haryana as well as the medium of instructions in the schools selected for the study was found to be suited for the students of 9th class. The inventory consists of the following five elements:

TABLE NO. 1

Section	Area of Adjustment	No. of Items	Reliability of the inventory
A	Home	17	0.81
B	Health	15	0.79
C	Social	21	0.76
D	Emotional	25	0.86
E	School	12	0.72
	TOTAL	90	0.87

The answer of each item is to be given on a three point-scale yes, can't say and No. Raw scores can be easily changed into standard scores with the help of the manual.

TYPES OF SAMPLING AND SIZE OF SAMPLE

After the selection of schools and tools, intelligence test B.P.T. 8 was administers to the students of 9th Class in accordance with the direction given in the manual of the test. Because the number of SC, ST students in a class is generally less than the number of General Caste students, so the section of the class having the maximum number of SC, ST students was selected for study. After scoring the answer sheets of intelligence, the students of both the groups having similar intelligence scores were selected for investigation. For example, a General Caste student getting a raw score of 40 on intelligence test was matched with a similar score of SC, ST student. Out of 342 students tested only 75 pairs of students were taken after matching an intelligence score.

The matching on intelligence had to be done because intelligence is correlated with adjustment in different areas. It is easier for an intelligent person to adjust and adapt himself to the situation in which he is placed.

ADMINISTRATION OF TESTS

The selected tools were administered to 342 students of 9th class available for investigation from the schools (stated in the appendix No. 1) selected randomly but the section having the maximum number of SC, ST students of each school, was taken purposely, because such students were not easily available. The author himself administered both the tests to all students under study, after imparting necessary instructions and clearing all the doubts, questions and queries of the students and after becoming sure that the students had followed the instructions, the tests were administered on two successive days.

All the students were given the intelligence test first and the personality adjustment inventory afterwards.

SCORING

Scoring was done in accordance with the instructions given in the respective manuals of the tests. The author used raw scores for intelligence. The personality adjustment scores were used after converting them into 'z' scores in accordance with the norms given in the manual by Dr. Saxena.

DIFFICULTIES ENCOUNTERED IN COLLECTING DATA

Out of about 120 schools in the one district, ten schools (stated in the appendix No. 1) were selected on the basis of randomization. The data could not be collected for more than 342 students because of the many difficulties. Moreover, some of the school authorities did not properly cooperated and avoided sparing classes.

STATISTICAL TECHNIQUES USED

The investigator used the following statistical techniques for processing the data:

(a)   Mean – The investigator calculated the mean adjustment in different fields. The formula used is given as under:

Mean = $\frac{EX}{N}$

Where EX stands for the sum of scores of one group and N for the number of individuals in the group.

(b)   S.E. – To calculate S.E. of the mean differences between the two groups he used the following formula:

S. E. = $\frac{E \times^2 d}{N\,(N-1)}$

Where Ex²d stands for the sum of the squared deviation of a differences from the mean of differences. N stands for the number of pairs.

(c)   't' ratio: Further he used the Fisher's 't' formula which is meant for calculating 't' when the scores are correlated pairs. The formula used is as follows:

t = $\frac{Md}{S.E}$

Where Md stands for the mean of the N differences of the paired observations and S.E. for standard error.

RESULTS AND DISCUSSION

"A scientist is not completely satisfied with naming, classifying or describing phenomena …… he proves more deeply to find reasons for the occurrence of these events. Going behind casually observed factors to reach for some underlying pattern that explains them in his objectives"

DEOBOLD B. VANDALEN

The statistical tables will clearly show the extent to which the students of both the groups have adjusted. Statistical treatment of the data reveals the comparative adjustment of the two groups too.

TABLE NO. 2

Field of Adjustment	General Caste Hindu Students		SC, ST Students			Md	t-ratio	Probability
	N	Mean	N	Mean	Md.			
Home	75	45.5	75	40.9	4.6	1.5	3.06	0.01*

* Significant at 0.01 level of significance.

For finding out differences in Home adjustment the mean score of:

General Caste Hindu= 45.5

SC, ST = 40.5.

The mean differences of 4.6 showed that General Cast Hindu students were better adjusted with home situations than SC, ST students.

To find out whether the difference in adjustment was real difference or was due to chance factors; the value of 't' was calculated which was 3.06 and when compared with the statistical table, it was found to be significant beyond 0.01 level. This means that there was a genuine difference in adjustment in the sphere of "home" among the two classes.

TABLE NO. 3

Field of Adjustment	General Caste Hindu Students		SC, ST Students			Md	t-ratio	Probability
	N	Mean	N	Mean	Md.			
Health	75	38.00	75	36.50	1.50	1.1	1.4	Not Significant*

* Not significant

General Cast Hindu Mean   =   38.00

SC, ST Mean   =   36.50

Md.   =   1.50

In the table 4.2 the difference showed that General Cast Hindu students were better adjusted in health area than SC, ST students.

To find out whether the differences in adjustment was real difference or was due to chance factors, the 't' test was applied and the ratio, thus calculated, came out to be 1.4 which was found to be statistical insignificant.

This means that the difference in adjustment between the two classes, in the area of 'health' was due to chance factors.

TABLE NO. 4

Field of Adjustment	General caste Hindu's St.		Scheduled Caste St.			Md	t-ratio	Probability
	N	Mean	N	Mean	Md.			
Social	75	36.00	75	34.00	2.00	1.0	2.00	0.05*

* Significant at 0.05 level of significance.

The differences between the means of social adjustment in two groups were 2.00. It showed that General Cast Hindu students were more adjusted than SC, ST students. To determine whether the difference in adjustment was real difference, the 't' ratio was calculated and found to be 2.00. It was significant at 0.05 levels of significance.

This means there was a genuine difference in social adjustment among the two classes.

TABLE NO. 5

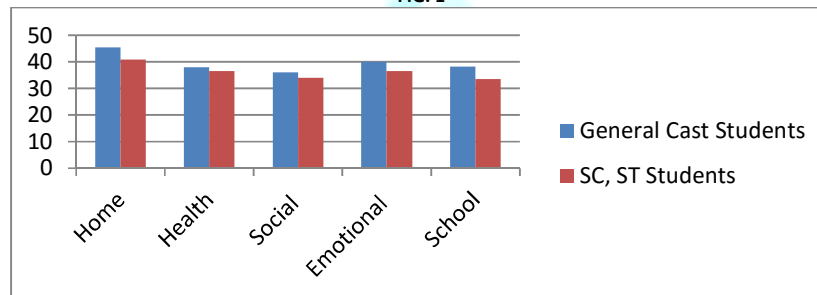| Field of Adjustment	General Caste Hindu Students		SC, ST Students			Md	t-ratio	Probability
	N	Mean	N	Mean	Md.			
Emotional	75	40.0	75	36.5	4.5	0.96	3.6	0.01

As table No. 4.4 reveals that the mean difference in 'emotional' adjustment was 3.5 and 't' ratio was 3.6 which was significant at 0.1 level of confidence. Thus, there is real difference in adjustment, in this field, between the two groups.

TABLE NO. 6

Field of Adjustment	General Caste Hindu Students		SC, ST Students			Md	t-ratio	Probability
	N	Mean	N	Mean	Md.			
School	75	38.2	75	33.6	4.6	1.4	3.3	0.01*

In 'School' adjustment, General Cast Hindu students were well adjusted than SC, ST students. The difference between the two means were 4.6 and 't' ratio was 3.3. When the obtained t-ratio was compared with the statistical table, it was found to be significant at 0.01 levels. So it is clear that General Cast Hindu students were genuinely better adjusted than SC, ST students. The mean adjustment scores in both the groups of students have also been depicted graphically and are represented in Fig. 1.

FIG. 1

On the whole, it is found that the General caste Hindu excel in adjustment than their counterparts, the SC, ST in all the five fields of adjustments, though the results fail to reach significant level in the case of 'health' adjustment yet we find that the trend of adjustment is in favour of General Caste Hindu in this case too. This indicates that all the measures adopted by the Central and State Government. For ameliorating the lot of SC, ST people have not proved to be adequate. In accordance with the results of the study they are less adjusted in life in all the major fields of adjustment, viz. Home, social, emotional, Health and School. The disparities between the two are significant at an accepted level of significance.

CONCLUSIONS

General Caste Hindu students are better adjusted than SC, ST students in home, health, social, emotional and school fields. The differences between the means of the two classes have been found to be significant at an accepted level of confidence. In the sphere of health though such difference is not statistically significant yet the trend is again in favour of General Caste Hindu students.

SCOPE FOR FURTHER RESEARCH

The study suggests the following work for further research:
(i) One of two things can be inferred at this stage: either the measures adopted by the Govt. are insufficient or the facilities provided by the Government are not being utilized adequately by the people. A commission, on Govt. level may be constituted to look into the matter.
(ii) A historical study could be undertaken to assess the mode of improvement in adjustment in accordance with the various facilities and amenities provided by the Govt. from time to time.

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APPENDIX

APPENDIX NO. 1

96	Sr. No.	URBAN AREA				RURAL AREA			
		Name of Schools	G.C.	SC, ST	Total	Name of Schools	G.C.	SC, ST	Total
	1	S.D. Sr. Sec. School Sonepat	20	15	35	Govt. High School Juna	18	15	33
	2	S.M. Hindu School Sonepat	13	8	21	Govt. Sr. Sec School Mohana	19	19	38
	3	Shiv Shiksha Sadan Sonepat	21	5	26	Govt. High School Rathdhan	22	17	39
	4	Govt. High Masad Mohalla Sonepat	12	9	21	Govt. Sr. Sec School Kabirpur	27	16	43
	5	Govt. Sr. Sec. School Gari Gashita Sonepat	24	13	37	Govt. Sr. Sec. School Leharara	31	18	49
		TOTAL	90	50	140		117	85	202

General Caste   Hindu =   90 + 117 = 207

                      SC, ST =   50 + 85 = 135

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