



Academic Achievement of Schedule Caste and Schedule Tribe Girls in Higher Education: A Comparative Study

Paramita Paul & Dr. Arun Maity

M.A Psychology, kalinga University, Raipur

paramitamaitybengali.91@gmail.com

Abstract: *A student's academic success is defined by the results of their studies that show how much they have learned. Earning a bachelor's degree is one example of a significant academic accomplishment. Assessments in the classroom often take the form of exams or ongoing evaluations. How far a school or individual has come in their pursuit of educational objectives, both immediate and distant, is known as academic accomplishment. Graduation rates are one indicator of institutional success, whereas students' GPAs are one indicator of student success. The present study aims to compare the academic achievement of SC and ST girls in higher education namely university level. For this purpose the researcher has followed the cross sectional method. A sample of 80 girls (40 SC and 40 ST) were the participants of the study. The study has found out that the SC girls have better academic achievement than the ST girls. Since not all castes and members of scheduled castes are accepted into mainstream universities, it may be concluded that there is still room for development in the socioeconomic situations of this group.*

Keywords: *Academic, Socioeconomic, Marginalized Communities, Environment.*

Introduction:

India prioritizes the well-being and progress of its citizens, especially those from marginalized communities, since it is a welfare state. The dedication of the Indian government to its citizens is attested to in the preamble, Directive Principles of State Policy, Fundamental Rights, and individual portions of the Constitution of India, including Articles 15, 16, 17, 25, 38, 39, and 46. Over the years, there has been a lot of effort to help the economically and socially disadvantaged Scheduled Castes and Scheduled Tribes. In order to achieve the goal of providing a conducive environment to guarantee the rapid socioeconomic development of SCs and STs, the government has taken many measures in formulating the necessary policies to create and execute a variety of welfare programmes (Articles 46, 330, 332, 334, 335, 338, 341). Earmarked money, subsidies, job and educational institution reservations, etc. are all part of the unique target-oriented initiatives put in place to ensure the welfare of these populations. (Azad, 2018).

As per the Indian Constitution, “Scheduled Castes” refers to certain racial or ethnic groupings, as well as subsets thereof, that are presumed to be Scheduled Castes for the purposes of this document (article 341). (Department for Fairness and Self-Determination)

Children, teenagers, and adults alike must all play an active role in a nation's development for that nation to advance. Because they are more active, teenagers have a special obligation to help improve their country.

Academic success, therefore, is a blueprint for how well and proficiently he does in school or university. This refers to the level of competence shown by the student after receiving education. Results on standardized or instructor-created exams are good indicators of what students have learned. In a larger sense, academic performance encompasses all the changes in behaviour that occur in a person as a consequence of different types of learning experiences. (Bernath, & Paul, 2016)

Significance of the Study: Due to very low levels of involvement among children from scheduled castes (SC) and scheduled tribes (ST), education is crucial to the growth of these communities. The educational situation among scheduled castes and scheduled tribes would be one of misery, despair, and scarcity unless the government takes strong action to improve it. There are important constitutional provisions for the education of scheduled castes, such as literacy programmes, special facilities for scheduled castes in higher education, and reservations for scheduled castes in educational development and social integration. State intervention is also important for the social, economic, and educational conditions of STs and SCs. As a result, the moment has arrived to give scheduled castes and scheduled tribes education some serious consideration.

Objectives: The present study aims to compare the academic achievement of SC and ST girls in higher education namely university level. It also find out the difference of academic achievement among SC and ST girls based on their locality and Type of University.

Hypothesis:

H01-There will be no significant difference in the academic achievement of the Schedule Caste and Schedule Tribe girls.

H02-There will be no significant difference in the academic achievement of the Schedule Caste rural girls and Schedule Tribe rural girls.

H03-There will be no significant difference in the academic achievement of the Schedule Caste urban and Schedule Tribe urban girls.

H04-There will be no significant difference in the academic achievement of the Schedule Caste and Schedule Tribe girls studying in Govt. University.

H05-There will be no significant difference in the academic achievement of the Schedule Caste and Schedule Tribe girls studying at Pvt. University.

Method: The researcher has adopted the cross sectional method to fulfill the objectives of the study.

Population and Sample: In the current study the population comprises of the SC and ST girls studying in different universities of West Bengal. Out of this existing population the researcher has selected 40 Schedule caste girls and 40 Schedule tribe girls randomly.

Data Collection: Using the socio-demographic schedule, we were able to extract the necessary data from the chosen samples' academic records.

Techniques: Mean, standard deviation, and t test in SPSS version 20 were used for data analysis.

Data Analysis and Interpretation:

Table1-Difference of Academic Achievement between SC and ST girls

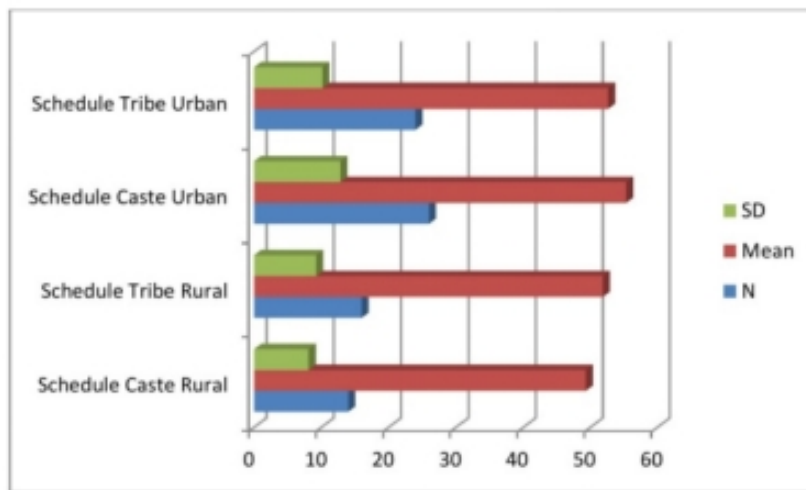
Group	N	Mean	SD	t
Schedule Caste	40	56.14	13.15	1.91
Schedule Tribe	40	51.26	9.26	

The above table shows the difference of academic achievement among the Schedule caste and schedule tribe girls in the university level. It is evident from the table that the mean score of the academic achievement of the Schedule caste girls is 56.14 and SD is 13.15. On the other hand the mean score of the academic achievement of the Schedule tribe girls is 51.26 and SD is 9.26. The calculated t value is 1.91 which is less than the critical value at 0.05 level of significance. Though the mean value shows the difference the t value proves that the difference is not statistically significant by conventional criteria. Therefore the formulated hypothesis “There will be no significant difference in the academic achievement of the Schedule Caste and Schedule Tribe girls” is accepted.

Table2: Difference of Academic Achievement between SC and ST girls based on Locality

Group	N	Mean	SD	t
Schedule Caste Rural	14	49.32	8.12	0.79
Schedule Tribe Rural	16	51.86	9.24	
Schedule Caste Urban	26	55.34	12.85	0.81
Schedule Tribe Urban	24	52.65	10.16	

The above table shows the difference of academic achievement among the Schedule caste and schedule tribe girls in the university level on the basis of their locality. It is evident from the table that the mean score of the academic achievement of the Schedule caste rural girls is 49.32 and SD is 8.12. On the other hand the mean score of the academic achievement of the Schedule tribe rural girls is 51.86 and SD is 9.24. The calculated t value is 0.79 which is less than the critical value at 0.05 level of significance. Though the mean value shows the difference the t value proves that the difference is not statistically significant by conventional criteria. Therefore the formulated hypothesis “There will be no significant difference in the academic achievement of the Schedule Caste rural girls and Schedule Tribe rural girls” is accepted.



It is also evident from the table that the mean score of the academic achievement of the Schedule caste urban girls is 55.34 and SD is 12.85. On the other hand the mean score of the academic achievement of the Schedule tribe urban girls is 52.65 and SD is 10.16. The calculated t value is 0.81 which is less than the critical value at 0.05 level of significance. Though the mean value shows the difference the t value proves that the difference is not statistically significant by conventional criteria. Therefore the formulated hypothesis “There will be no significant difference in the academic achievement of the Schedule Caste urban and Schedule Tribe urban girls” is accepted.

Table3: Difference of Academic Achievement between SC and ST girls based on Type of University

Group	N	Mean	SD	t
Schedule Caste Girls in Govt. University	28	58.34	14.26	0.17
Schedule Tribe Girls in Govt. University	29	57.68	13.84	
Schedule Caste Girls in Pvt. University	12	57.26	13.12	0.10
Schedule Tribe Girls in Pvt. University	11	57.85	14.24	

It is evident from the table that the mean score of the academic achievement of the Schedule caste girls studying in the Govt. University is 58.34 and SD is 14.26. On the other hand the mean score of the academic achievement of the Schedule tribe girls studying in the private university is 57.68 and SD is 13.84. The calculated t value is 0.17 which is less than the critical value at 0.05 level of significance. Though the mean value shows the difference the t value proves that the difference is not statistically significant by conventional criteria. Therefore the formulated hypothesis “There will be no significant difference in the academic achievement of the Schedule Caste and Schedule Tribe girls studying in Govt. University” is accepted.

It is also evident from the table that the mean score of the academic achievement of the Schedule caste girls studying at Pvt. University is 57.26 and SD is 13.12. On the other hand the mean score of the academic achievement of the Schedule tribe girls studying at Pvt. University is 57.85 and SD is 14.24. The calculated t value is 0.10 which is less than the critical value at 0.05 level of significance. Though the mean value shows the difference the t value proves that the difference is not statistically significant by conventional criteria. Therefore the formulated hypothesis “There will be no significant difference in the academic achievement of the Schedule Caste and Schedule Tribe girls studying at Pvt. University” is accepted.

Findings:

- Schedule Caste girls do not differ from their Schedule tribe counterparts in respect of the academic achievement.
- On the basis of the locality there is no significant difference between the Schedule caste and schedule tribe women in respect of the academic achievement.
- Govt. University SC girls do not differ from the ST girls in respect of the Academic achievement.

Conclusion:

The educational levels of the scheduled castes have improved, and they are now able to achieve greater social positions alongside other groups. Not everyone from every caste or from every scheduled caste is able to participate in mainstream higher education; therefore there is still room for development in the socioeconomic situations of this group. It is a struggle for our society to educate and empower the children of indigenous communities. Society, the environment, and especially teachers have a responsibility to treat disadvantaged students properly. Many students from low-income backgrounds are capable, but they are socially marginalized due to their circumstances and the resources they lack.

References:

- Azad, A. (2018). A Study of Academic Achievement Among Tribal and Non-Tribal Adolescents of Kashmir. *Scholarly Research Journal for Interdisciplinary studies*, 3(21), 1278-1285.
- Bernath, L., & Paul, V. (2016) studied Academic Achievement among the Secondary School Students of Tiruchirappalli District with respect to Select Variables. *Journal of Humanities and Social Science*, 21(10), 46-58.
- Mehta, Manju; Maheshwari, Prachi And Kumar, V. Vineeth (2008). Personality Patterns of Higher Secondary Boys Across Different Demographic Groups. *Journal Of The Indian Academy Of Applied Psychology*, 34(2), 295-302.
- Monika Sethi, Gurmit Singh, M.L. Jaidka Comparative Study Of Academic Achievement Of Scheduled Caste And Non-Scheduled Caste Adolescents, *SRJIS/Bimonthly/ M. Sethe, G. Singh, M. L. Jaidka (831-835), JAN-FEB, 2013, Vol. – I, Issue-IV.*
- Laxman Lal Salvi Trends in Educational Attainment among the Scheduled Tribe Women in India, *IRJMSH Vol 8 Issue 1 [Year 2017] ISSN 2277 – 9809.*
- G. Arumugam, 2Ishfaq Ahmad Bhat A study on academic achievement of scheduled caste and other community students, *Journal of the Social Sciences April 2020 Volume 48 Number 2.*
- Saini, M. (2015). A study of academic achievement of scheduled caste secondary school students in relation to study habits, home environment and school environment, Ph.D. thesis, Maharshi Dayanand University Haryana, India.
- Sedwal, M., Kamat, S. (2008). Education and Social Equity with a Special Focus on Scheduled Castes and Scheduled Tribes in Elementary Education. Project Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Falmer, UK.
- Varghese E, Nagaraj R. (2013). Development of English language in Kerala. *Journal for humanity science and English language*, 6(1), 19-30.

Thorat, S. (2002). Oppression And Denial: Dalit Discrimination In The 1990s. *Economic And Political Weekly*. 37(6), 572-577.

Citation: Paul, P. & Maity, A. (2024). “Academic Achievement of Schedule Caste and Schedule Tribe Girls in Higher Education: A Comparative Study”. *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-2, Issue-2(1) March-2024. <https://doi-ds.org/doi/10.39983992/BIJMRD/Vol>