

A Study of Learner Characteristics, School Environment, Achievement and Placement of Scheduled Caste Students of Madhya Pradesh

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ABSTRACT

The Constitution of India has provided special provision for the upliftment of Scheduled Castes. To impart quality education with all facilities in the same premises Government of Madhya Pradesh started Residential Schools exclusively for Scheduled Caste students at seven divisions. The aim of the programme is to provide nutritious food, rich library, infrastructural facilities and provide an environment which is more conducive to learning. In the present study learner characteristics, school environment, achievement and placement of Scheduled Caste Students have been studied. It was found that these schools have medium level of learning environment. Learners of these schools mostly belonged to the lower strata of the society, thus the scheme of residential schools is helping the poor scheduled caste students in getting quality education. Present study clearly revealed that good percentages of students are joining higher studies after completion of their 12th standard. Thus these schools should be continued and strengthened. Academic achievement of the learners of these schools also revealed that remedial teaching or extra coaching should be introduced in these schools for students who are poor in Physics, Chemistry, Mathematics and English subjects.

1. Introduction

India is a nation with complex cultural diversity. The main aspects of Indian social stratification are caste and class system. Our ancient society was classified into the categories like-Brahmin, Kshatriya, Vaishya and Shudra. Brahmin, Kshatriya and Vaishya were upper classes and Shudra was lower deprived class. Only the upper classes had the privilege of education. It has been seen

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that the people of various categories, castes and creed differ in their abilities. The social practices of untouchability and social relations of servility vary greatly in different parts of the country. The widespread upsurge of atrocity signifies continued caste based oppression. However, economic exploitation and economic disadvantage and concentration in menial occupations continue to sustain and reinforce the degraded social position of the majority of deprived.

After independence, democratic socialist and welfare state has been established. To compensate the discrimination, exploitation and marginalisation of the deprived classes, the constitution of India has provided special provisions for members of these castes. Article 341 and 342 include list of castes and tribes entitled to such benefits are referred to as Scheduled Castes and Scheduled Tribes respectively.

Constitutional provisions have been made to protect the rights to upgrade the status of the weaker sections of the Indian society. Constitutional directives to the education of SC and ST children are contained in articles 15(4), 45 and 46 of the Indian constitution. Article 45 declares the state's endeavour to provide free and compulsory education for all children until they complete the age of 14 years. Article 46 expresses the specific aim to promote with special care to the educational and economic interests of SC/ST. Article 46 of the Constitution states that, "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation." The demand for schooling by Scheduled Caste and Scheduled Tribe families has been not matched by supply of quality education (Kamat and Sedwal, 2007). Right To Education Act 2009 which came into effect from 1st April 2010 is a step to achieve this objective. Through this act legal obligation has been imposed on the Central and state governments to implement this fundamental right of every child, as enshrined in the Article 21A of constitution.

Education exercises a determining influence on the socio-economic development and cultural rejuvenation of the country. Keeping this in view, the NPE laid special emphasis on the removal of disparities and equalising educational opportunities by attending the specific needs of those who have been denied equality so far. In this endeavour, special emphasis has to be laid on the education

of Scheduled Castes and Scheduled Tribes in order to ensure their equalisation with the general population at all stages and levels of education (NPE, 1986). Education was seen as the key instrument for bringing about social order based on value of equality and social justice (NFG, NCERT, 2007).

In India, since independence, many attempts have been made through committees and commissions to reform the educational system with a view to make it an instrument of national reconstruction and development. However, despite all these efforts, a majority of our people remains deprived of education. In its effort to offset educational and socio-historical disadvantage, the Indian state conceived a range of enabling provision that would facilitate access to and ensure retention of SC and ST children in school. Both Central and State governments took up the responsibility of special educational provision. Special schemes pertaining to school education of SC/ST children currently include- (i) Free supply of text books, uniforms and stationery at all stages of school education (ii) Free education at all levels (iii) Pre-matric scholarship and stipends to students (iv) Special scheme of pre-matric scholarships for children of castes and families engaged in unclean occupations like scavenging, tanning and flaying of animal skin (v) Post matric Scholarships (vi) Girls and boys hostels for SC/ST students (vii) Ashrams schools for deprived children started with intention of overcoming the difficulties of provision in remote regions and also rather patronisingly to provide an environment “educationally more conducive” than their local habitat. In addition, several states have instituted schemes such as scholarships to SC students studying in private schools. Merit scholarships attendance scholarships for girls, special school attendance prizes, remedial coaching classes, reimbursement of excursion expenses and provision of mid-day meals.

Scheduled Castes in India and Madhya Pradesh: Scheduled castes are notified in 31 States and UTs of India. 16.6 per cent population of Indian population are Scheduled Castes (Census 2011). Madhya Pradesh is the 8th largest state in India having 1.13 crore (15.5%) Scheduled Caste population. The decadal growth of Scheduled Caste population is 23.9 per cent. 48 castes are notified in the state. (Census 2011). Total literacy rate in Madhya Pradesh as per census 2001 is 63.7 per cent and that of SC's is 58.6 per cent. Where as at national level the total literacy is 64.8 per cent and that of SC's is 54.7 per cent. Thus literacy among SC's in the state is still less than the national average.

Initiatives taken by Government of Madhya Pradesh: Besides the programmes mentioned in the preceding pages, Government of Madhya Pradesh introduced various schemes for the upliftment of Scheduled Castes. Hostel and ashrams were instituted to provide residential facilities for scheduled caste students. Centres of Excellence were also instituted in 90 district and 281 block head quarters. In these centres besides residential facilities, nutritious diet, coaching, library and computer training are also provided.

National Focus Group constituted under National Curriculum framework 2005 on problems of Scheduled Caste and Scheduled tribe children recommended the need for equitable provision in terms of quality of schooling at different levels, educational infrastructure and other facilities, qualified teachers and teaching learning materials including texts.(NFG-2007). Education is a vehicle for integration and assimilation of SC and ST students into to main stream. Some academic studies have advocated separate schools for Scheduled Castes. Equity in education can only be taken place in schools that are set up exclusively for scheduled castes (Illiah, 2000). To fill the gap between the scheduled castes and others, State Government felt that the students of weaker section should be provided with all facilities in the early stages of schooling so that they may be at par with general candidates.

Government of Madhya Pradesh opened Residential Schools exclusively for Scheduled Caste students in the year 2003-04 in all seven divisions. The purpose of the scheme is to provide quality education, a congenial environment, nutritious food, rich library and infrastructural facilities free of cost. These schools have separate residential facility for boys and girls studying in classes 6th to 12th. The total strength of the school is 280 and maximum students in each class is 40. Besides normal diet, nutritious food are also provided. Rs.2000/- per student per year is also provided for their uniform and stationery.

The present study is an effort to evaluate the scheme of Residential Schools with respect to some learner characteristics, School environment, achievement, impact of learner characteristics on achievement and placement of Scheduled Caste students.

2. Statement of the Problem

The statement of the present study is as follows:

A Study of Learner Characteristics, School Environment, Achievement and Placement of Scheduled Caste Students of Madhya Pradesh.

3. Operational Definitions of Terms Used

Operational definitions of terms used in the present study are given below:

Learner Characteristics

In the present study Learner Characteristics includes Study Habits and Socio-Economic Status of the learners of Residential Schools.

Achievement

Marks obtained by the learners of Residential Schools in the 12th board examinations conducted by the Board of Secondary Education, Madhya Pradesh, Bhopal is considered as achievement.

Placement

In the present study, placement means the present status of passed out students of Residential Schools, whether they are engaged in gainful employment, self-employment or pursuing higher education.

Scheduled Caste Students of Madhya Pradesh

Scheduled Caste students admitted and passed out from Residential Schools of Madhya Pradesh.

4. Objectives

Following objectives were framed for the present study:

1. To study various learner characteristics viz. Study Habits and Socio-Economic Status of students of Residential Schools (Sambhagiya Awasiya Vidyalaya) of Madhya Pradesh.
2. To reveal the status of school environment of Residential Schools (Sambhagiya Awasiya Vidyalaya) of Madhya Pradesh.
3. To examine the outcome of schooling in terms of Achievements of students of Sambhagiya Awasiya Vidyalaya of Madhya Pradesh.
4. To examine the impact of school environment and learner characteristics on the achievement of students of Residential Schools (Sambhagiya Awasiya Vidyalaya) of Madhya Pradesh.
5. To examine the status of placement of pass out students of 'Sambhagiya Awasiya Vidyalaya' of Madhya Pradesh in terms of: (a) Employment— wage and self (b) Higher Studies

5. Delimitations of the Study

The present study is delimited to:

- Study habits of learners and Socio-Economic Status are selected as learner characteristics.

- Placement of Scheduled Caste students of residential Schools of Madhya Pradesh, in respect to only those whose details are known.

6. Methodology

The methodology used in conducting the present study is discussed on the following topics:

6.1 Design of the Study

Design of the study provides clear guidelines about selection of research design, selection of the sample, development and selection of tools, collection of data, analysing the data, generalising the results and reaching the conclusion. The present study is mainly descriptive survey type of Study. Based on the objectives of the study, the survey research design was most appropriate.

6.2 Sample

1. The study was carried out in all the seven Residential Schools situated in divisional headquarter.
 - (a) School-wise sample is shown in Table Number 1

Table 1
Number of Students

S. No	Residential Schools	No. of Students
1	Jabalpur	55
2	Indore	35
3	Gwalior	31
4	Ujjain	52
5	Rewa	16
6	Sagar	12
7	Bhopal	8
Total		209

- (b) To study the achievement and placement of pass out students, learners of Class 12th studied during 2006 to 2009 were chosen for the study. School-wise detail is furnished in Table No. 2

6.3 Tools

The investigator selected following tools for the present study:

1. School Environment Inventory (SEI): Inventory developed by Dr. K.S. Mishra (1984)
2. Study Habits: PSSHI, Inventory developed by Palsane and Sharma, 1989

Table 2
Number of pass out students of Residential Schools

S No.	Residential Schools	Number of students			
		2006-07	2007-08	2008-09	Total
1	Jabalpur	13	21	17	51
2	Indore	12	7	9	28
3	Gwalior	4	6	7	17
4	Ujjain	8	14	8	30
5	Rewa	2	2	5	9
6	Sagar	5	1	5	11
7	Bhopal	4	1	6	11
	Total	48	52	57	157

3. Socio-economic Status Scale: Developed by G.P. Srivastava, 1991
Following tools were developed by the researcher for the present study:

Questionnaires: In order to elicit the data from different sources the investigator has devised following two questionnaires.

1. Questionnaire for Principals
2. Questionnaire for pass out students

These questionnaires were tried out and it was finalised in the light of feedback emanating from the process of try out. These questionnaires were also validated with the help of principal of one of the residential schools for the authenticity of the content and language of the tool before actual use.

Data Collection: The investigator visited all the seven residential schools. Administered tools in these schools. Addresses of passed out students were gathered. The questionnaire meant for pass out students was mailed to them. Effort was made to get the filled-in questionnaire from the entire pass out students. Some of the non-respondent students were contacted telephonically and requested to send the questionnaire. The collected data were coded according to the answer keys and score of each item of each respondent were abstracted and summated accordingly. The scores were tabulated for appropriate statistical treatments.

Data analysis techniques employed in the present Study

The process of data analysis and interpretation was organised on the basis of objectives of the study. The statistical techniques used for data analysis include frequency, percentage analysis and ANOVA. The results derived from the statistical treatment of data were interpreted.

7. Analysis and Interpretation

7.1.1 Study Habits

Study habits of learners play an important role in their academic life. It is believed that good study habits inculcated during schooling help them to get success in their life. The study habits of students of Residential Schools were studied. The study habit Inventory by Palsana and Sharma was used to know the study habits of learners of Residential Schools. The Inventory was administered among the learners of all Residential Schools. On the basis of the scores obtained, the learners were categorised into five Category viz. Students having Excellent, Good, Average, Unsatisfactory and Very Unsatisfactory Study Habits.

Table 3
Study Habits of Learners School-wise

Schools	Excellent	Good	Average	Unsatisfactory	Very Unsatisfactory	Total
Jabalpur	12	3	22	4	14	55
Indore	4	4	16	4	7	35
Ujjain	23	6	13	0	10	52
Gwalior	8	4	10	2	7	31
Rewa	1	1	6	3	5	16
Sagar	0	0	6	2	4	12
Bhopal	6	0	1	1	0	8
Total	54 (25.8%)	18 (8.6%)	74 (35.4%)	16 (7.7%)	47 (22.5%)	209

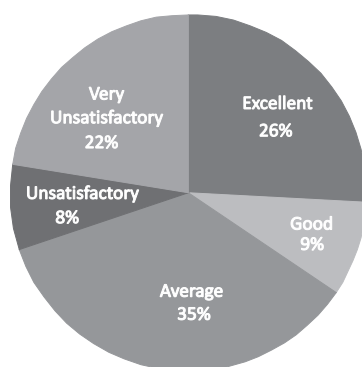


Figure 1: Study Habits of Learners of Residential Schools

Table No. 3 and Chart No. 1 show the study habits of learners of Residential Schools. 26 per cent learners have the highest category excellent Study habits. Nine per cent of the learners have good study habits, whereas 35 per cent learners have average study habits. Learners with unsatisfactory study habits are 8 per cent and very unsatisfactory are 22 per cent.

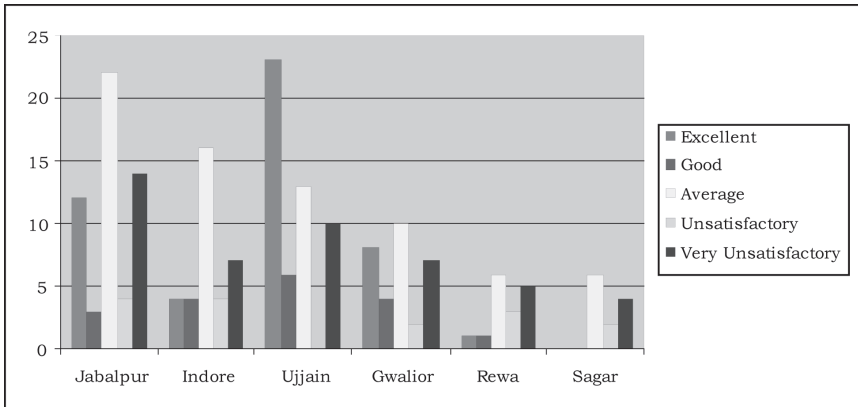


Figure 2: Study Habits of learners of Residential Schools— School-wise break-up

School-wise categorisation of Study Habits of learners show the Residential School Ujjain has maximum students with excellent study habits, followed by Residential School Jabalpur, Gwalior, Indore and Rewa. Thus majority of the learners of Residential Schools have average study habits.

7.1.2 Socio-Economic Status (SES)

Learners of Residential Schools hail from different families of various districts of the division. Thus the Socio-Economic Status of these learners may also differ. To find out the Socio-Economic Status of the learners Socio-Economic Status Scale (Urban) developed by G.P. Shrivastava was used, Its reliability is 0.94. The content, concurrent and construct validity of the tool was established. The tool was administered among the students of Residential Schools. On the basis of the scores of students they were categorised into five groups namely upper class, upper middle class, lower middle class, lower class and lower lower class. This categorisation is depicted in Chart No. 3.

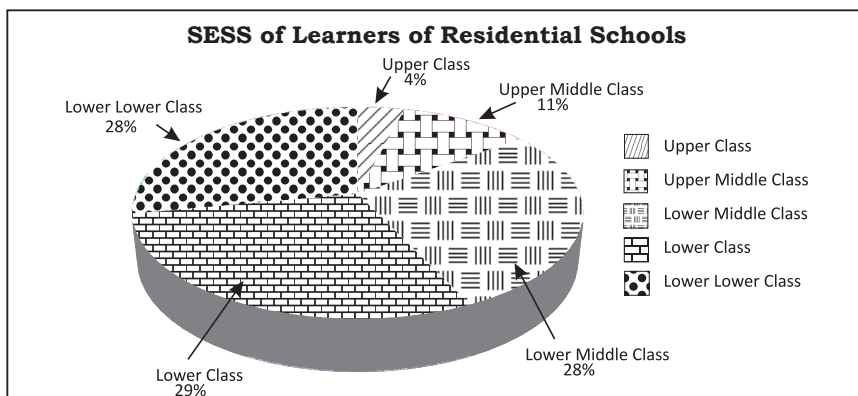


Figure 3: Socio-Economic Status of Learners of Residential Schools

Chart No. 3 shows that 29 per cent Scheduled Caste learners of Residential Schools belong to lower Class, 28 per cent learners belong to lower lower Class and 28 per cent belong to lower middle class. 11 per cent learners belong to upper middle class and only 4 per cent learners belong to upper class. Thus most of the students (85%) of Residential Schools belong to the lowest three Socio-Economic Status category viz. lower middle, lower and lower-lower class.

Table 4

SES Status of Learners of Residential Schools—School-wise break up

Schools	Upper Class	Upper Middle Class	Lower Middle Class	Lower Class	Lower Lower Class	Total
Jabalpur	2	5	15	16	17	55
Indore	0	7	13	9	6	35
Ujjain	2	5	18	16	11	52
Gwalior	2	0	8	12	9	31
Rewa	0	3	3	3	7	16
Sagar	2	1	1	3	5	12
Bhopal	0	2	1	2	3	8
Total	8 (4%)	23 (11%)	59 (28%)	61 (29%)	58 (28%)	209

Thus students who are being benefited by the scheme of Residential Schools belong to low Socio-Economic Status. Thus it fulfills the desire of the Government to benefit the poorest section of the society.

7.2 Objective 2

To reveal the status of school environment in Residential Schools (Sambhagiya Awasiya Vidyalaya) of Madhya Pradesh.

School Environment is supposed to be one of the major factor which exerts impact on the learning of students. In the present study, School Environment Inventory developed by K.S Mishra was used for obtaining scores from learners of Residential Schools. The raw scores so obtained have been analysed and is presented in Table No. 5. The same is depicted in Chart No. 4.

Table 5
School Environments of Residential Schools

High	Medium	Low	Total
48(23%)	131(63%)	30(14%)	209

Table No. 5 and Chart No. 4 shows that out of the three categories viz. High, Medium and Low, maximum learners (63%) feel that the school environment of their school is of medium category, 23 per cent learners feel the school environment is High and 14 per cent learners feel that the school environment of their school is of low category.

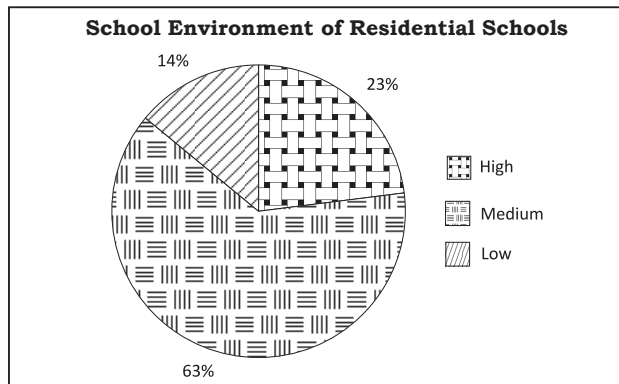


Figure 4: School Environment of Residential Schools

Thus most of the Residential Schools of Madhya Pradesh have school environment of 'Medium' category, followed by 'High' and 'Low' category.

7.3 Objective 3

To examine the outcome of schooling in terms of Achievements of students of Residential Schools 'Sambhagiya Awasiya Vidyalaya' of Madhya Pradesh

The third objective of the study was to study the outcome of schooling in terms of achievement of students of Residential Schools. In the present study the total marks obtained by the learners in their 12th standard board examination i.e. Board of Secondary School Examination, Madhya Pradesh, Bhopal was taken as the achievement score. Thus the detailed result of Class 12th of all Residential Schools for the period of study (from 2007 to 2009) was collected from these schools. The year-wise achievement of learners is shown below in Table No. 6 and the same is also shown in Chart No. 5

Table 6
Year wise Result of Residential Schools in Board Examinations in Percentage-Class 12th

Schools	Per cent of Result		
	2007	2008	2009
Jabalpur	90.0	100.0	100.0
Indore	91.7	76.5	83.3
Ujjain	86.7	83.9	60.9
Gwalior	88.9	71.4	94.1
Rewa	40.0	100.0	91.7
Sagar	64.7	100.0	88.9
Bhopal	42.1	100.0	100.0
Total	75.2	86.9	86.6

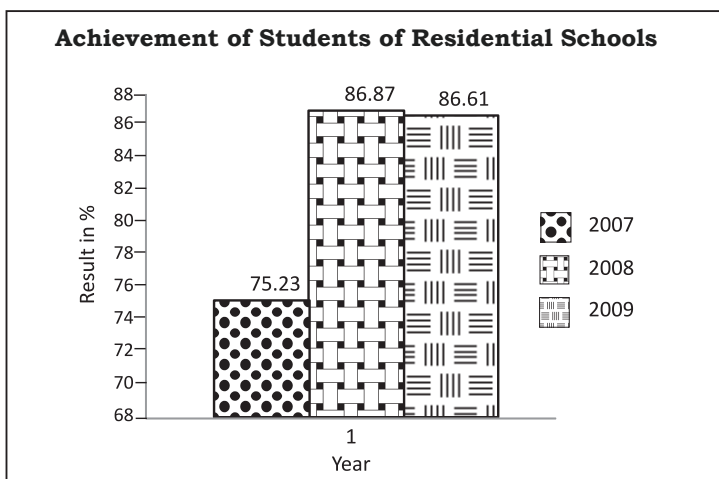


Figure 5: Year-wise result of Residential Schools in Board Examinations (in Percentage)-Class 12th

The chart and Table shows the over all result of Residential Schools. In the year 2007, 75.2 per cent students passed the 12th board examination, in 2008 it increased to 86.87 per cent and in the year 2009 it remained 86.61 per cent.

7.3.1 Analysis of Achievement of learners

Only the percentage of passed students doesn't show the complete picture of achievement of learners. Thus a micro analysis of result is necessary. Year-wise micro analyses of result of learners of Residential Schools are presented in the following pages.

Categorisation of passed students on the basis of their score: According to the marks obtained by the passed learners in the 12th board examination, the learners were categorised into four groups viz. above 79 per cent, 70 to 79 per cent, 60 to 69 per cent and 45 to 59 per cent.

Table 7
Categorisation of passed students on the basis of their achievement (marks)

Category based on % of marks	2007	2008	2009
>79	5(6%)	5(6%)	1(1%)
70-79	19(23%)	21(24%)	19(20%)
60-69	28(34%)	36(42%)	49(50%)
45-59	30(37%)	24(28%)	28(29%)
Total	82(100%)	86(100%)	97(100%)

Table No. 7 shows that in the year 2007, maximum learners (37%) passed falls under 45-59 per cent category i.e. in second division. 34 per cent students have scored marks between 60-69 per cent. 23 per cent learners scored marks between 70-79 per cent. Only 6 per cent students scored more than 79 per cent marks.

In the year 2008, out of the passed students 28 per cent students scored marks between 45-59 per cent, 42 per cent students scored marks between 60-69 per cent, 24 per cent students scored marks between 70-79 per cent and 6 per cent students scored above 79 per cent marks. In the year 2009, 29 per cent passed students scored marks between 45-59 per cent. Maximum students (50%) scored marks between 60-69 per cent in this year. 20 per cent students scored marks between 70-79 per cent and only 1 per cent student scored more than 79 per cent marks.

During the three year of execution of the programme of Residential Schools, there was no increase in first category i.e. above 79 per cent, but it decreased from 6 per cent to 1 per cent in 2009. Similarly, under the 70-79 per cent category the percentage of learners varied, it was 23 per cent in 2007, then increased to 24 per cent and in 2009 it became 20 per cent. The number of learners is consistently increasing in 60-69 per cent category, it was 34 per cent, 42 per cent and 50 per cent during the year 2007, 2008 and 2009 respectively. The number of learners passed with marks between 45-59 per cent decreased from 37 per cent in 2007 to 29 per cent in 2009. Thus learners are achieving higher marks with duration of execution of the programme.

Table 8
Analysis of Result of Residential Schools 2007

School	Total no. of Students	No. of pass Students	I	II	% of Result	No. of Supplem-entary or Fail	% of failure	Subject-wise no. of students failed			
								Phy-sics	Chem-istry	Ma-ths	Gen. Eng-lish
Jabalpur	20	18	15	3	90.0	2	10	1	2		
Indore	24	22	14	8	91.7	2	8	2	1	2	
Ujjain	15	13	8	5	86.7	2	13		2		2
Gwalior	9	8	4	4	88.9	1	11	1			
Rewa	5	2	1	1	40.0	3	60	2	3		
Sagar	17	11	5	6	64.7	6	35	3	2	4	
Bhopal	19	8	5	3	42.1	11	58	4	5	6	
Total	109	82	52	30		27	25	13	15	12	2
%		75.23	63.41	36.59		24.77					

Table No. 8 shows the detailed result of all Residential Schools in the year 2007. It also shows the Subject-wise number of students awarded supplementary or failed. The over all result of Residential Schools in 2007 was 75.23 per cent. In this year 63.4 per cent students passed in first division, where as 35.6 per cent students passed in second division. Total 24.77 per cent students failed in different subjects. If we examine the Subject-wise number of students failed, maximum 15 students failed in Chemistry followed by Physics(13), Mathematics(12) and General English(2).

Table 9
Analysis of Result of Residential Schools 2008

School	Total no. of Students	No. of pass Students	I	II	% of Result	No. of Supplem-entary or Fail	% of failure	Subject-wise no. of students failed			
								Phy-sics	Chem-istry	Ma-ths	Eng-lish
Jabalpur	29	29	25	4	100	-	-	-	-	-	-
Indore	17	13	9	4	76.5	4	23.53	4	-	-	-
Ujjain	31	26	20	6	83.9	5	16.13	-	5	-	-
Gwalior	14	10	9	1	71.4	4	28.57	2	1	2	1
Rewa	4	4	4	0	100	0	0.00	-	-	-	-
Sagar	3	3	2	1	100	0	0.00	-	-	-	-
Bhopal	1	1	1	0	100	0	0.00	-	-	-	-
Total	99	86	70	16	86.9	13	13.13	6	6	2	1
%	-	86.87	81.40	18.60		13.13	-	-	-	-	-

Table No. 9 shows the detailed result of Residential Schools in the year 2008. The over all result of these schools were 86.87 per cent. Out of the passed students 81.4 per cent students passed in first division, where as 18.6 per cent students passed in second division. The Table also reveals that 13.13 per cent of students failed in different subjects in the year 2008. In Physics and Chemistry 6 students failed. Two students in Mathematics and 1 student in General English failed in this academic year.

Table 10
Analysis of Result of Residential Schools 2009

School	Total no. of Students	No. of pass Students	I	II	% of Result	No. of Supplem-entary or Fail	% of failure	Subject-wise no. of students failed			
								Phy-sics	Chem-istry	Ma-ths	Eng-lish
Jabalpur	26	26	22	4	100	-	-	-	-	-	-
Indore	18	15	8	7	83.3	3	16.67	3		-	
Ujjain	23	14	11	3	60.9	9	39.13	-	7	-	2
Gwalior	17	16	7	9	94.1	1	5.88	-	-	-	1
Rewa	12	11	10	1	91.7	1	8.33	1	1	-	-
Sagar	9	8	7	1	88.9	1	11.11	1	-	-	-
Bhopal	7	7	4	3	100	-	-	-	-	-	-
Total	112	97	69	28	86.6	15	13.39	5	8	-	3
%		86.6	71.1	28.9		13.4					

The detailed result of Residential Schools in the year 2009 is shown in Table No. 10. The overall result was 86.6 per cent. Out of the passed students 71.1 per cent students passed in first division and 28.9 per cent students passed in second division. 13.4 per cent students failed this year. In this year maximum students failed in Chemistry (8) followed by Physics (5) and General English (3).

7.4 Objective 4

To find out the relationship of school environment and learner characteristics with achievement of students of Residential Schools of Madhya Pradesh.

7.4.1 Study Habits and Achievement Score

The status of Study habits and achievement of learners of Residential Schools have already discussed in Objective No. 1 and 3 respectively. The Study habits of the learners was measured and the achievement score of each learner taken in to consideration. There are five categories of Study habits according to the test. Study habits of learners have been categorised into Excellent, Good, Average, Unsatisfactory and Very Unsatisfactory group. These groups of Study habits and their respective mean achievement score is given in Table No. 11.

Table 11
Study Habits and Achievements

Categories of Study Habits	N	Mean	Std. Deviation
Excellent	54	326.89	45.54
Good	18	316.67	36.88
Average	74	312.16	46.21
Unsatisfactory	16	308.25	43.69
Very Unsatisfactory	47	320.74	41.88
Total	209	317.98	44.23

Table No. 11 shows different categories of Study habits, mean achievement scores and standard deviation. The mean score of achievement varies from 308.25 to 326.89 in different categories. Learners with Excellent Study habits have mean achievement score higher compared to other lower categories of Study habits. However, learners with good, average, unsatisfactory and very unsatisfactory study habits have mean achievement almost close to each other.

Analysis of Variance (ANOVA) of Achievement scores of learners within the Categories of Study habits:

The mean square of between groups and within groups, degree of freedom, F value and significance level is shown in Table No.12.

Table 12
Analysis of Variance (ANOVA) of Achievement scores of learners and Study habits

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8695.63	4	2173.91	1.114	Non Significant at 0.05 level
Within Groups	398231.32	204	1952.11		
Total	406926.96	208			

Table No. 12 shows the Analysis of variance of learners' achievement scores within the five categories of Study habit groups. The five groups contributes in order to find out mean differences within the group with $df = 4/204$ and F- value is 1.114 which is not significant even at 0.05 level. The F- value shows that achievement of learners in different Study habit categories do not significantly differ from each other.

Findings

Thus it can be inferred that achievement of learners is independent of study habits of learners in Residential Schools.

7.4.2 Socio-Economic Status and Achievement Score

The Socio-Economic Status of the learners was measured and the achievement score of each learner was taken in to consideration. There are five categories of Socio-Economic Status. Socio-Economic Status of learners have been categorised into upper class, upper middle class, lower middle class, lower class and lower lower class. These groups of Socio-Economic Status and their respective mean achievement score are given in Table No. 13.

Table 13
Socio-Economic Status and Achievements

Categories of Socio-Economic Status	N	Mean	Std. Deviation
Upper class	8	331.50	62.59
Upper Middle Class	23	332.78	33.31
Lower Middle Class	59	311.00	45.04
Lower Class	61	315.26	47.46
Lower Lower Class	58	320.22	40.21
Total	209	317.99	44.23

Table No. 13 shows different categories of Socio-Economic Status, mean achievement scores and standard deviation. Although the mean achievement score of upper middle class is higher than all categories, mean achievement scores of all categories of Socio-Economic Status are almost close to each other.

Analysis of Variance (ANOVA) of Achievement scores of learners within the Categories of Socio-Economic Status:

The mean square of between groups and within groups, degree of freedom, F value and significance level is shown in Table No.14.

Table 14
Analysis of Variance (ANOVA) of Achievement scores of learners and Socio-Economic Status

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10119.15	4	2529.79	1.301	Non significant at 0.05 level
Within Groups	396807.80	204	1945.14		
Total	406926.96	208			

Table No. 14 shows the Analysis of variance of learners' achievement scores within the five categories of Socio-Economic Status groups. The five groups contributes in order to find out mean differences within the group with $df=4/204$ and F- value is 1.301 which is not significant at 0.05 level. The F- value shows that achievement of learners in different Socio-Economic Status categories do not significantly differ from each other.

Thus it can be inferred that there is no significant relationship between Socio-Economic Status and achievement of learners in Residential Schools

Findings: It is found that achievement of learners is independent of their Socio-Economic Status of learners of Residential Schools.

7.4.3 School Environment and Achievement

The school environment of the learners was measured and the achievement score of each learner was taken into consideration. There are five categories of School environment according to the inventory. School environment of learners have been categorised into High, medium and low. These groups of school environment and their respective mean achievement score are given in Table No.15.

Table 15
School environment value and Achievements

Categories of Environment value	N	Mean	Std. Deviation
High	48	316.50	50.01
Medium	131	316.26	42.40
Low	30	327.90	42.44
Total	209	317.99	44.23

Table No. 15 shows different categories of school environment, mean achievement scores and standard deviation. The mean score of achievement varies from 316.50 to 327.90 in different categories. Learners with low school environment value have mean achievement score higher compared to other two categories of school environment. However, learners with high, medium and low school environment have mean achievement almost close to each other.

Table 16
Analysis of Variance (ANOVA) of Achievement scores of learners and School environment

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3445.08	2	1722.54	0.879	Non significant at 0.05 level
Within Groups	403481.88	206	1958.65		
Total	406926.96	208			

Table 16 shows the Analysis of variance of learners' achievement scores within the three categories of School environment groups. The three groups contributes in order to find out mean differences within the group with $df=2/206$ and F- value is 0.879 which is not significant at 0.05 level. The F- value shows that achievement of learners in different school environment categories do not significantly differ from each other.

Thus it can be inferred that there is no significant relationship between School environment and achievement of learners in Residential Schools.

Findings: It is found that achievement of learners is independent of school environment of learners of Residential Schools.

7.5 Objective 5

To study the status of placement of 12th board exam pass outs of 'Sambhagiya Awasiya Vidyalaya' of Madhya Pradesh in terms of:

- (a) Employment wage and self
- (b) Higher Studies

The first batch of students of Class 12th of Residential Schools passed out in the year 2007. No proper record was found in any of the Residential Schools about the present status of ex-students of Residential Schools. Thus details of passed out students of 2007 were collected from all Residential Schools and addresses of admitted students were collected in subsequent years i.e. 2008 and 2009. After declaration of the result the passed out students were identified. Questionnaires were sent to the passed out students of the year 2007, 2008 and 2009 of residential schools by post with self addressed envelopes. The number of passed out students in this period were 82, 86 and 97 respectively. But responses were received from only 157 ex-students.

In the present study the placement of students means whether students were employed or continuing higher studies. The employed students were further categorised to wage and self. The required information from ex-students of Residential Schools was sought from questionnaire meant for pass out students. The collected information is compiled and presented in Table No. 17.

Table 17
Employment Status of pass out students of Residential Schools
2007-2009

Year	Employment		Higher studies			Doing nothing	Total
	Wage	Self	Professional Courses	Other Courses	Total		
2007	3	-	17	27	44	1	48
2008	4	-	19	29	48	-	52
2009	5	-	21	29	50	2	57
-	-	-	57 (40.1%)	85 (59.9%)	142 (100%)	-	-
Total	12 (8%)	-	-	-	142 (90%)	3 (2%)	157

Table No. 17 shows the status of passed out students of Residential Schools in various years. It reveals that maximum (90%) passed out students continued their studies in higher classes. The Table further reveals that out of the students enrolled for higher studies, 40.1 per cent learners opted for professional courses where as 59.9 per cent learners opted for other courses. Some learners (8%) joined service (wage employment). None of the ex-students from any of the Residential Schools established their own business. 2 per cent students left their studies and are not doing any job.

Thus it is found that majority of the ex-students of Residential Schools opted for higher studies including professional and other courses.

8. Findings and Suggestions

- Achievement of learners of residential schools in subjects like Physics, Chemistry, Mathematics and General English is not good. This requires proper care on the part of subject teachers. Concept of remedial teaching may be introduced in these schools especially for students who are poor achiever in these subjects.
- Learning environment plays an important role in the overall achievement as well as the development of the learners. There is need to create congenial environment to promote learning in the campus of Residential Schools and Hostels.
- The placement statistics in the present study clearly reveals that good percentages of students are taking up higher studies after completion of their 12th standard. It clearly indicates the need of such schemes in existing scenario of Scheduled Caste students in the state.
- It was found that the fee of private professional institutions are decided by fee regulatory commission in the state. Students admitted in private professional college get only fee reimbursement up to the amount approved for government colleges. Rest of the fee which is almost double than government fee, is to be deposited by the poor scheduled caste learners. Thus the government should reimburse the whole fee of such students.

On the whole residential schools are facilitating access to middle and higher level education to Scheduled Caste students. The level of achievement of students of these schools are improving. This programme should further be strengthened and extended to three newly created divisions.

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