**COMPARISON OF ACADEMIC STRESS AMONG GENERAL AND SCHEDULED CASTE/SCHEDULED TRIBE CATEGORY STUDENTS AT SECONDARY SCHOOL LEVEL OF KERALA**

**USHA. K.**

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**DECLARATION**

I,**USHA. K**, do hereby declare that this dissertation, **“COMPARISON OF ACADEMIC STRESS AMONG GENERAL AND SCHEDULED CASTE/SCHEDULED TRIBE CATEGORY STUDENTS AT SECONDARY SCHOOL LEVEL OF KERALA"** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College

Date: - 10 - 2013 USHA.K.

###### **C E R T I F I C A T E**

I, **M.JESA,** do hereby certify that this dissertation**, “COMPARISON OF ACADEMIC STRESS AMONG GENERAL AND SCHEDULED CASTE/SCHEDULED TRIBE CATEGORY STUDENTS AT SECONDARY SCHOOL LEVEL OF KERALA"** is a record of bonafide study and research carried out by USHA.K, under my supervision and guidance. The report has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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**INTRODUCTION**

**“The Goal of Education is to establish a non violent and non- exploiting Social and economic order” Gandhi (1927)**

The preamble to the constitution of India declares that India is a sovereign, socialist, secular and democratic Republic, assuring its citizens of justice, equality, and liberty, and endeavors to promote fraternity among them. This indicates that India gives equal treatment and tolerance to all religions. The doctrine of equality has been enshrined in the constitution of free India, which aims at securing for all citizens of India – “Justice, social, economic and political liberty of thought, expression, belief, faith and worship and equality of status and of opportunity” (Reddy, 1999).

India is a laboratory of race religion and various cultures. In the traditional caste- based structure of the Indian society, segmented in four holds, placing the Brahmins at the top and Sudras at the bottom, there exists another caste known as “Scheduled Caste”, describes them as “depressed class” and they are regarded as the “fifth order” of the Hindu caste system. Additional to this category other communities that are, Scheduled Tribes are considered as lower classes. They preferred reside deep in the jungles, forests and mountains of India, away from the main population. The scheduled tribes are also called Adivasi, meaning aboriginals.

Scheduled Castes (SCs) constitutes about 16.2 percent of the total population of the country while scheduled tribes (STs) constitute about 8.2 percent of the total Indian population. They were condemned to perform the menial and unclean tasks on behalf of the society. As they were exclusively assigned the role of performing unclean tasks on behalf of the society, they came to treated as out-castes or “untouchables”. It is this social stigma that pushed them down to the bottom of the social ladder alienating them from mainstream of the society and assigning them to a position lower than several depressed classes who also suffered from social, economic and educational deprivation.

Under British rule, the untouchables and low-caste Indians enjoyed an improvement of their social standings. When India become independent, it committed itself to a socially just and equal social order. The constitution of the country, promulgated in 1950, recognizes the Scheduled Castes and Scheduled Tribes as the two most backward groups needing special protection. A number of provisions have been made in the constitution with a view to abolish all forms of discrimination and put these groups at par with others. Article 46 focuses on the very basic tool of empowering the members of scheduled castes and Scheduled Tribes through education and economic rights “The state shall promote with special care the education and economic interests of the scheduled castes and scheduled tribes and shall protect them from special injustice and all forms of social exploitation (Article 46).

Based on an index headed by RBI governor Raghuram Rajan Kerala has been established as one of the most relatively developed states in the country. The panel has developed the multi-dimensional index of backwardness based on monthly per capita consumption expenditure, education, health, poverty rate, female literacy, percentage of Scheduled Caste – Scheduled Tribe population, urbanazitation rate and financial inclusion (The Times of India, September 27, 2013, P1). This also gives an indication about the important role of education and literacy in the development of the weaker sections. The report destined that the life conditions of SC/ST in Kerala population is developed compared to other states.

Education is a tool for their liberation from caste system and means for economic uplift in the society. In a society like India, where disparities and differences on all possible parameters are significant, education can contribute in bridging this gap. Expansion and democratization of the education system was sought, the two primary egalitarian goals of which were the universalisation of elementary education and the educational “uplifment” of disadvantaged groups (Ahemmed, 2012). The educational incentives, special constitutional and political provisions, reservations and special development programmes for SC/ST communities led to geographical, occupational and social mobility.

Government of India established educational and economic schemes for the empowerment of the lower classes. The attitude of society towards untouchability is also diminished in recent days due to the development of science and technology. The physical and socio-cultural environment of the contemporary societies and life style of the people were changed tremendously. People become more and more selfish. Ever increasing needs and aspiration, competition, pressures of meeting deadlines and uncertainty of future and weakened social support system have made the life of majority of people highly stressful in modern societies.

Stress is a factor which resists the better outcomes of any field. Stress includes all human beings irrespective of their gender, age, category, religion, level of education, occupation, income etc. Towards its march to knowledge migration, the academic world is also under multi dimensional pressures. Education cannot be separate from the world of stress. Now a days students face so many problems related to their life. Academic stress is one of the major troubles among children.

School is an environment where students spent much of their life time. Therefore stressful school environment have been linked with students’ psychological, behavioral, and academic problems. School is a miniature society (Dewey, 1907). The members from all classes studied together with in the small society. Stressful academic environment effects the social relation both within the institution and outside which affects the person’s life in terms of commitment to achieving the goals (Fairborothes, 2003). SC/ST category students are the childrens from the most backward class and school provides an opportunity to interact well with other social classes. When they feel difficulty in achieving social intimacy, stress will be the resultant.

Students in secondary school are in the stage of their developmental pattern. Adolescents, one of the categories to face the distress is maximum. Psychologists have defined adolescence as a period of ‘stress and strain’. Role conflict is the major stressor among adolescents. Adolescence is the period of rapid changes in terms of physical, emotional and social aspects of life. One of the major and serious problems of adolescents is of aggression which forces them to do destructive things like, taking drugs, homicidal and suicidal tendencies. The source such acts is emotional disturbance, lack of good interpersonal relationship, unhappy, relationship with parents, family and school. (Sharma, 2011). Physical changes in an adolescent are closely related with emotional, mental and social developments (Chaube, 1983). In this period, physical and mental development will occur at the maximum level. It creates an emotional imbalance in them and that naturally leads to stress. People are more vulnerable to stress during period of major change. In addition to this academic work also create stressful events in their life.

Stress has become an important topic in academic circles. Now a day, academic performance is considered as an important event in students’ life. Therefore, parents suppressed their natural needs and pushed them for gain academic achievements. That creates stressful situations in their academic life. Academic stress is common among adolescents. It’s physical and psychological effects are more serious in nature. Sometimes, it may leads to the usage of drugs and alcohol. The feeling of loneliness also leads to this. (Mathrubhumi, 2013). To overcome these problems, parents and teachers should change their attitude towards students. Students need proper care and love from their parents and teachers for the development of future citizens. It is important for the institution to maintain well balanced academic conducive for better learning, with the focus on the students’ personal needs, because academic stress affects on learning and student well-being. It is vital to the society that students should learn and acquire the necessary knowledge and life skills that will in turn make them contribute positively to the development of the general economy of any nation.

**NEED AND SIGNIFICANCE OF THE STUDY**

Man-making education aims at an adjusted, balanced, integrated, developed human being who could be the abode of love, peace and contentment, to amalgamate into the external world. The aim of globalised education is not “merely to make parents or citizens…. but ultimately to make human beings who will live life to the fullest…” (The Hindu, 2011). Every child, in this sense, is a knot in the process of building the world community. Every child, regardless of socio-familial variables, must take education as challenge to be successfully undertaken for his own development. The kind of eustress thus developed could be reflected in the increased capacity to learn with a sense of healthy competition. On the other hand, of education is taken as a burden, the stressed mind will be at a loss. In our quest for turning our children into successful superhuman, we taunt them and also deny them the joys of life, especially of childhood.

In spite of the proclamations of the Universal Declaration of Human Rights, it is doubtful whether all enjoy equality – especially our children belonging to the Scheduled Caste and Scheduled Tribe section of the Indian society. Studies have brought to light an adequate appreciation of the needs of such groups, the problems associated with their schooling and family and the failure to communicate such problems to the so called authorities. Moreover, those at the adolescent age have their own added personal problems which add oil to the fire. A few studies argue that the findings of Jaayaprakash (1991) and Bhat (1992) that lack of creativity and logical reasoning among SC/ST students is a reason for increased stress throughout their educational process. The other side of the coin is the question whether such abilities could be nurtured if we ‘will’. The optimistic Government has taken keen attention for the development of the backward classes. Government offered certain provisions such as reservation, scholarships and stipend for their educational progress. Even though such programmes are implemented the benefits of such schemes are not reached in to the peoples lived in rural areas. Time has reached to examine effect of such programmes.

Fortunately, due to Universalisation of Education and the incentive given by the Government to the SC/ST community, the dropout rate of students has decreased in in India. The Raguram Rajan report (2013), reported that Kerala is the most relatively developed state in the country. It surely reflects due to the progress of SC/ST community. But the investigator being a teacher, from her personal talks with the students, could identify some problems related to discrimination from society and schools, family problems, lack of provision for Higher education, compulsion of the family to do job after the school life etc, torturing the students coming from SC/ST category. Informal sharing of experiences with senior teachers has many times paved the way for the investigator to think about the lot of such categories who have pushed to the back benches forever in every classroom. This ‘deprived’ group experiences stress and they tend to withdraw from involvement in studies. Financial and human efforts will be a waste if such a situation prevails in the classroom. Therefore, the Investigator decided to conduct a study on the stress experienced by SC/ST category students. The study was to compare the Academic stress among General and SC/ST category students at secondary school level.

**STATEMENT OF THE PROBLEM**

The present study is entitled as “COMPARISON OF ACADEMIC STRESS AMONG GENERAL AND SCHEDULED CASTE/SCHEDULED TRIBE CATEGORY STUDENTS AT SECONDARY SCHOOL LEVEL OF KERALA”. It was aimed to compare the academic stress of SC/ST and Non- SC/ST category students at High school level in the districts Palakkad, Kozhikode and Wayanad. It was also intended to study the extent of academic stressor among General and SC/ST category students. The extent was found on the basis of five components viz., School stressor, exam stressor, familial stressor, interpersonal stressor and personal stressor.

**DEFINITION OF KEY TERMS**

The key terms in the statement of the problem are explained so as to get the definitions.

**Academic stress**

**“**Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual.”-Wilks (2008). It is a physical, mental, or emotional reaction resulting from an individual’s response to tensions, conflicts, and pressures which arise from the academic life.

**Scheduled Castes and Scheduled Tribe students**

Scheduled castes (SCs) and scheduled tribes (STs) are two groups of historically-disadvantaged people recognized in the constitution of India. Scheduled Caste and Scheduled Tribe students are the students come from this lower class for education in

school.

**General students**

For comparing the academic stress of General and SC/ST category students, the investigator considered students from Non-Scheduled castes and Tribes as General students.

**Secondary school level**

Secondary school level means the students from the age level of 13-15 studying in classes from VIII th standard to X th standard.

**VARIABLE OF THE STUDY**

#### The variable selected for the present study was Academic stress.

#### OBJECTIVES

##### The objectives of the study were

i. To compare the Academic stress of General and SC/ST category students at secondary school level of Kerala.

ii. To compare the Academic stress of General category students at secondary school level for the sub sample based on

a) Gender

b) Locale

c) Type of management.

iii. To compare the Academic stress of SC/ST category students at secondary school level for the sub sample based on

a) Gender

b) Locale

c) Type of management.

iv. To find out the extent of Academic stressors among General and SC/ST category students at secondary school level.

v. To compare the extent of Academic stressors between General and SC/ST category students at secondary school level.

vi. To find out whether Category, Gender and Locale have main and interaction effect on Academic stress of secondary school students.

vii. To find out whether Category, Locale and Type of management have main and interaction effect on Academic stress of secondary school students.

**HYPOTHESES**

The present study is designed to test the hypothesis were

i. There exists significant difference in the mean scores of Academic stress between General and SC/ST category students at secondary school level for the total sample.

ii. There exists significant difference in the mean scores of Academic stress of General category students between the relevant sub samples based on

a) Gender

b) Locale

c) Type of management.

ii. There exists significant difference in the mean scores of Academic stress of SC/ST category students between the relevant sub samples based on

a) Gender

b) Locale

c) Type of management.

iii. There exists significant difference in the main and interaction effect of Category, Gender and Locale on Academic stress of secondary school students.

iv. There exists significant difference in the main and interaction effect of Category, Locale and Type of management.

**METHODOLOGY**

Research methodology includes of population, selection of sample, preparation of tools, collection of data and how data will be analysed. Here the method of research also included.

The purpose of the study was to compare the Academic stress of General and SC/ST category students at secondary school level. Survey method was used for the present study. The procedure that the investigator adopted for the collection of data was the administration of Academic stress scale among secondary school students in Palakkad, Kozhikode, and Wayanad districts. For data collection, the investigator prepared the tool with the help of her supervising teacher. Then it was administered on the secondary school students to collect adequate data.

**Tools used for data collection**

A tool is the main means of collecting quantitative primary data. The investigator used Academic stress scale, which was constructed on the basis of five components school stressor, exam stressor, familial stressor, interpersonal stressor and personal stressor. In final draft scale 60 items were included. Each of them have three responses Agree, Undecided and Disagree.

**Sample selection**

The investigator conducted the study on a sample of 635 secondary school students in Palakkad, Kozhikode and Wayanad districts. Stratified sampling method was used for data collection. The strata considered during the sample selection are Gender, Locale and Type of Management.

**Data collection procedure**

It is an important step in the research process. The investigator collected data from different high schools in three districts Palakkad, Kozhikode and Wayanad. A schedule for administration of the scale was prepared in advance and the data collection was done according to that. The investigator went to the schools and collect data from the students after necessary information to fill up the data. After that scoring were done and applying statistical techniques.

**Statistical techniques used in analyzing data**

The following statistical techniques were used in analyzing data.

1. Preliminary analysis-Mean Median, Mode, Standard Deviation, Skewness and Kurtosis
2. Test of significance of difference between means for different categories-‘t’ test for large independent sample.
3. Percentage Analysis
4. Analysis of variance- ANOVA

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study was an attempt to compare the Academic stress of General and SC/ST category students. It also compared the Academic stress of boys and girls, rural and urban, Government and Aided school students. Academic stress scale was used for this purpose. The sample was selected from three districts Palakkad, Kozhikode and Wayanad. The sample consisted of 635 students. Out of these 219 students were SC/ST and 416 students from General category.

Academic stress is considered as serious topic in the present scenario. It may disrupt the students’ welfare. Studies revealed that Academic stress is a crucial one in academic circle. It can disrupt performance, a certain amount is probably necessary for optimal performance in a task. But in the extreme level it apparently induces a psychological state requiring clinical intervention. It disrupts both psychological and physiological state. The problem is very confused and complicated because the overwhelming of the adaptive capacities may result in a definite illness on the one hand or these may be a character distortion, or even there may be a reduction in achievement of the adolescent.

The study about Academic stress is more useful for teachers, parents and educators. Thus, the result of the study may be supportive to teachers, to make teaching effective. Similarly it may help the parents to take serious actions for avoiding the severe Academic stress of their child. It will help in providing better home and school environment with care and love for the personal development of the child. It may also help the educationist in curriculum construction to reduce overload in academic subjects.

This study also tries to understand the academic problems of SC/ST students. These students constitute the society, which are socially, economically and educationally disadvantaged. Therefore, the result will helps to improve the present academic conditions of SC/ST students.

Even though the present study was conducted with maximum possible attention and specificity, certain limitations which could hardly be avoided crept in to this study. The limitations are

1. The sample for the study was selected from three districts which have a representative nature of Kerala state. If the sample is selected from all over the state, the representativeness could have improved. Limitations of time, economy and other limitations were the main obstacles in selecting such a wider sample.
2. The investigator considered only Gender, Locale and Type of management as sub samples. Some of the other variables such as SES, Family size, Birth order, Father’s occupation etc could not be included in the study due to practical reasons.
3. The study was not considered all the type of management of institution as sub sample. It considered only Government and Aided schools due to lack of enough concentration of SC/ST population in private schools.
4. The ST sample taken for the study was fewer compared to SC category students due to the shortage of time.

However, it is hoped that the findings of this study would be useful for teachers, parents and educators. The results would be largely tentative and should be used as a starting point for more adequate extensive studies of this sort.

**ORGANISATION OF THE REPORT**

The report has been presented in five chapters.

**Chapter I** of the report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of the key terms, objectives, hypotheses, methodology, scope and limitations of the study.

**Chapter II** contains brief theoretical overview of the variable and SC/ST category students, studies related to the variable and academic problems of SC/ST category and discussion of review of related studies.

**Chapter III** deals with methodology of the study in detail consisting of the variable of the study, tool used for data collection, data collection procedure and statistical techniques used for the analysis of data.

**Chapter IV** presents statistical analysis of data and discussion of results based on the objectives.

**Chapter V** gives a summary of the study, tenability of hypotheses, major findings, conclusions, educational implications of the study and some suggestions for further research.

**REVIEW OF RELATED LITERATURE**

**“I not only use all the brains that I have, but all that I can borrow.”**

**-Woodrow Wilson**

The literature review is a written document that presents a logically argued case founded on a comprehensive understanding of the current state of knowledge about a topic of study. This case establishes a convincing thesis to answer the study’s question (Lawrence & Brendat, 2005). It is an integral part of the research process which makes a valuable contribution to almost every operational step. The review of literature helps the researcher to locate and formulate feasible and useful problem and to get a better insight into the area under investigation.

The present study was aimed to compare the Academic stress of General and SC/ST category students at secondary level of Kerala. The review is presented under the headings

1. THEORETICAL FRAMEWORK REGARDING ACADEMIC STRESS
2. STUDIES RELATED TO ACADEMIC STRESS
3. STATUS OF SCHEDULED CASTES AND SCHEDULED TRIBES IN INDIA
4. STUDIES RELATED TO THE ACADEMIC PROBLEMS OF SCHEDULED CASTES AND SCHEDULED TRIBES
5. DISCUSSION

**THEORETICAL FRAMEWORK REGARDING ACADEMIC STRESS**

**Concept of stress**

The etymological meaning of the word ‘stress’ has been originated from the Latin word ‘stringere’ which means ‘to draw light’. The term was used to refer to hardship, strain, adversity or affliction. Various terms have been synonymously used with stress, viz., anxiety, frustration, conflict, pressure, strain etc. Physical science uses the term stress, strain, pressure, elasticity to describe an effect on material. The credit for adoption of the term ‘stress’ as a psychological concept is attributed to Hans Selye (1936). He defined stress as “non-specific responses of the body to any demand made upon it” (1956). Ram Chandra Rao (1983) has highlighted the origin of stress in ancient Indian thought. He has referred to three types of stress which ‘Samkya’ speaks of viz, ‘Adhyatmik’(personal), ‘Adhibhoutik’(situational) and ‘Adhidavik’(environmental).

The term ‘stress’ is used for describing a situation in which a person feels in conflict with and threatened beyond his capacity and expresses his emotional and physiological reactions to such situations (Prakash, 2007). While researcher defines stress as the adverse reaction people to excessive pressure or other types of demands placed on them (Campbell, 2006). Stress is the process that occurs in response to situation or events that disrupt or threaten one’s physical or psychological functioning (Jadhav & Patnkar, 2013). There are many obstacles and barriers, both personal and environmental, that many interfere in peaceful living of the individual. An analysis of these definitions makes stress as a reaction or response to a particular life situation that disrupt the person’s normal mental state.

Stress is mainly classified into three types. Neustress, distress and eustress (Schafer, 2008). Neustress is neutral, neither particularly helpful nor harmful. But when arousal is too high or too low, distress ensues. Long- term distress is damaging to one’s emotional and physical well-being. Unfortunately, the costs of distress do not stop with the individual. Negative energy ripples outwards affecting others. Excessive distress is extremely costly to individuals, families, employers, schools, and the entire nation. The final one is eustress or positive stress: loosely defined as good stress. Eustress helps to feel fulfilled, excited, challenged, and ultimately satisfied. According to lewis(1994), “stress is not just an event but more importantly one’s perception of and association to the event”. The perception of an individual defined the type of stress.

**Stressors**

A stressor is an environmental stimulus that acts injuriously on an organism physically or psychologically, usually producing anxiety, tension and especially physiological arousal(Prakash,2007). Adjustive demands or challenges may arise as a result of a number of different types of stressors such as physical, psychological, and cultural types of stressors.

**Types of stress**

Psychological stress may be categorized broadly in terms of frustration, conflict, change and pressure. Coleman and Hammen identify five basic sources of frustration are delay, lack of resources, losses, failure and meaningless. It arises when one’s need not being met. Conflict is a painful condition or state of an individual. It can be described in terms of the interactions between an individual and his environment. In terms of two opposite tendencies, approach and avoidance, there can be three basic types of conflict. Approach- approach conflicts, avoidance- avoidance conflict and approach- avoidance conflict. Change is a noticeable alternation in one’s living circumstances that require readjustment. Some life changes may be quite challengeable and others may be quite benign. Stress may stem not only from frustration, conflict and change but also from pressure to achieve particular goals or to behave in a particular way.

**Different approaches of stress**

Psychologists of different perception have given variety of meaning to the term ‘stress’. According to stimulus oriented approach, stress is regarded as an external force which is perceived as threatening. Some view threat itself an stress. According to Selye(1956), any external event or internal drive which threatens to upset the organic equilibrium is stress. The response-oriented approach describes how stress is related to, and how people function under stress. The way it is presumably experienced is inferred from response made to it. The biologically oriented approach to stress is also response oriented, i.e, it view the reaction of an organism as attempts to come to terms with the environment. But the psycho-dynamic approach considers events (both external and internal) which pose a threat to the integrity of the organism leading to the disorganization of personality as stress. It may be included by inter personal (external) or intra psychic (between own impulses and ego) factors resulting in anxiety.

**Theories of stress**

There are several theories of stress are put forwarded to explain the concept stress in detail. Some of them are Selye’s general adaptation syndrome, the stressful life event model, person-Environment fit theory and transactional stress theory. Selye(1976) defined stress as ‘a state manifested by a syndrome which consists of all the non specifically induced changes in a biologic stem’. According to Selye, non specifically caused changes constitutes the stereotypical, i.e, specific, response pattern of systematic stress. This stereotypical response pattern called the General Adaptation Syndrome (GAS). Selye conceptualized alarm, resistance, and collapse in terms of a GAS. The alarm stage is the body’s initial response to stressors. If the stress is prolonged, the stage of resistance emerges. The third stage of collapse is characterized by loss of resistance to the stressor, and exhaustion, collapse and even death can occur.

The stressful life events model posits that a stress reaction occurs whenever an individual experience something that requires an adaptive response or coping behaviour. Holmes and Rahe (1967) agreed that life events can have physical effects. The stress producing event can be positive or negative and involve any aspect of the individual’s life, including family and occupation. Life events are proposed to vary in their ability cause stress. The effects of these events are proposed to be additive, and overall size of the effect determines the amount of work that the person must do to cope. Rahe and his associates (1971) proposed a process by which life stress might occur, and they identified changes along the pathway between an initial stress and ultimate physical illness.

The person-environment fit theory was developed by French and his associates (1982). They studied about how the social world would affect an individual’s socialadjustment and physical mental health. This theory is oriented especially toward stress at work. The central proposition of the theory is that the resources and demands of the work environment may or may not fit the needs, goals and abilities of the employee, when work demands do not fit person’s abilities and needs, the individual will show signs of strain that will eventually lead to illness.

The founder of transactional stress theory, Lazarus, views a person who is experiencing stress as an active responder to the taxing environment. That is, a transaction occurs when the stressor and the person mutually influence each other. Lazarus and Folkman (1984) defined stress as “a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being”.

**Symptoms of stress**

Different symptoms of stress are physical, emotional, behavioural, reactional and cognitive responsese

**Table 1. Symptoms of stress**

|  |  |
| --- | --- |
| **Name of Symptoms** | **Symptoms** |
| **Physical symptoms** | Headaches, fast heart beat, hot and flushed face, eating disorder, fatigue, immune system suppression, and cold hands or feet. |
| **Emotional symptoms** | Frustration, angriness, feeling out of control, sadness, nervous and anxiety, depression, memory problems, lack of concentration, phobias and substance abuse. |
| **Behavioural symptoms** | Trouble falling asleep, biting nails, crying easily, feeling like crying, and loss of appetite |
| **Reactional symptoms** | Increased arguments, isolation from social activities, conflict with co-workers, frequent job changes, domestic or work place violence, over reaction |
| **Cognitive symptoms** | Being anxious about going to school, worrying about a lot of things, having hard times keeping worried thought of mind, low aptitude and achievement testing scores. |

**Effects of stress**

Stress may affect the physiological, psychological and behavioural functioning of a person. When faced with stress, the physiological effects are the body releases a number of hormones, notably cortisol and adrenaline raise blood pressure and cholesterol levels and suppress immune system, putting oft-stressed people at greater risk for everything from colds to cancer to heart disease (Jaffe-Gill et.al, 2007). The major effect of stress is to affect the psychological state of a person. Empirical evidence reveals that the inability to adapt to stress is associated with the onset of depression and anxiety (McConnell, 1977). It affects the rational judgment, concentration and memory on a more obvious level, stress diminishes the quality of life by reducing feelings of pleasure, and accomplishment, and relationships are often threatened. Behavioural effects include changes productivity, absence and turnover as well as changes in eating habits, increased smoking or consumption of alcohol, rapid speech and sleep disorders.

**Meaning of Academic stress**

From the above discussions it can clear that stress is a common event, but the excessive amount of stress prevents the better outcomes. Stress includes all human beings, irrespective of their gender, age, religion, caste, level of education, occupation, income etc. It includes all fields such as Business, Education, Housing, Manufacturing etc. Stress in the field of education means that the stress experienced by teachers, students and others related to this discipline. Now a day, Academic stress is considered as a severe problem faced by students.

Academic stress is a mental distress with respect to some apprehended frustration associated with academic failure, apprehension of such failure or even an awareness of the possibility of such failure (Gupta & Khan, 1987). In the context of school, Academic stress means a pervasive sense of urgency to clean all these things which are related to or prescribed by the school (Shah, 1988). Academic stress is determined by student’s perceptions of their academic performance or achievement. It is the product of a combination of academic related demands that exceed the adaptive resources available to an individual (Wilks, 2008). It is a concern that must not be taken for granted because it adversely affects the overall adjustment of students (Hussain & Kumar et.al, 2008).

Thus, Academic stress is a physical, mental, or emotional reaction resulting from an individual’s response to tensions, conflicts, and pressures which arise from persons’ academic life. It is mainly arises from school environment. Studies revealed that exams are the more frequent stressor in school students.

**Components of Academic stress**

The literature review was helpful to the investigator for analyzing the components of Academic stress. After that the investigator decided to take five major components of Academic stress. They are school stressor, exam stressor, familial stressor, interpersonal stressor and personal stressor.

**i. School stressor**

School work itself is a large stressor. It includes excessive school work, subject difficulty, school related projects, concerns about report cards, time demand, public performance, teaching methodology, pressure from teachers, classroom sitting, inadequate classroom facilities, lack of teachers’ support, irrational rules of discipline, and classmates laughing at incorrect answers.

**ii. Exam stressor**

It is a psychological stress among students can vary from mild to severe. It is a stressful situation and sometimes students may be unable to perform at a level matching their potential. One of the main exam stressor is text anxiety. Fear of failure, fear about grades, continuous exams and test preparation are the other dimensions of exam stressor.

**iii. Familial stressor**

Family environment and parental attitude have great influence on students’ academic performance. Family type, educational and occupational status of father and mother, income of the family and facilities available in home settings are affect students’ academic stability.

**iv. Interpersonal stressor**

Stress from relationship is one of the most common forms of stress. Interpersonal stress in academic life originated from interaction with other people such as teachers, classmates and parents. Treatment by teachers, lack of support, cooperation among students, interaction with teacher, avoidance from friends and affectionate are considered as the subcomponents of interpersonal stressor.

**v. Personal stressor**

Personal stressor is defined as something that cause stress to a person. Personal stressors mean any physical or emotional demand that is either positive or negative that can further contribute to stress. Personal stressors that experienced from academic environment are self expectation, personal inadequacy, illness and health problems, lack of concentration, over emphasis on weakness rather than strengths and self imposed duties.

**STUDIES RELATED TO ACADEMIC STRESS**

Pfeiffer (2001) conducted a literature review about academic and environmental stress among undergraduate and college students. The study revealed some of the differences and similarities between graduate and undergraduate students in their academic and environmental stress. It seemed to be supportive that graduate students have more stress in their lives while completing school than undergraduates. Graduate students seem to have more life changes that are occurring while they are in schools.

Saraladevi and Devaraj (2001) examined the influence of examination stress on cholesterol levels of X, XII, M.Sc and vocational group students. 25 students were selected randomly from X, XII, M.sc and vocational group for the study. Examination stress questionnaire developed by the investigator was administered to measure the examination stress of the sample. The objective of the study was to inter relate examination stress with cholesterol levels of students. Results showed that examination stress influence cholesterol levels of students.

Saraladevi and Devaraj (2001) also studied the gender difference in examination stress and manifest anxiety of class X, XII, M.Sc and vocational students (25 boys and 25 girls) were selected randomly for the study. The objectives of the study were to relate anxiety with examination stress of boys and girls and to find out the differences of examination stress of boys and girls. Findings showed that examination stress and anxiety were related to each other. Girls were having more examination stress and anxiety compared to boys.

Womble (2001) investigated the impact of stress factors on college students academic performance. Twenty five undergraduate students at the University of North Carolina at Charolotte were taken as sample. Perceived stress scale was the major instrument used for data collection. The study was aimed to find the correlation between students perceived stress with GPA (Grade Point Average). The results showed that the stress of surveyed students were under was not significantly correlated with the students’ GPA.

Kadapatti and Khadi (2004) conducted a study on Academic stress and management among Pre- University students. The sample consisted of 360 male and female students studying in Pre University colleges’ (PUC) first and second year drawn from four co-educational colleges in Dharward city. Stress event test by Bhagwatar (2000) and coping strategies inventory developed by investigator were used. The objective of the study was to study the level of Academic stress among PUC first and second year. The result revealed that second year PUC students and male students have significantly had higher Academic stress than first year’s and female students irrespective of all faculties.

Misra and Castillo (2004) compared Academic stressors and reactions to stressors between American and International students using Gadzella’s life stress inventory. The study consisted of American & international students at two public Midwestern Universities. Participants consisted of 249 American students and 143 international students. The main objective of the study was to compare the Academic stress of American and International students. The result reported that international students had lower Academic stress and fewer reactions to stressors than their American counterparts in that study. The findings emphasized the need to recognize cultural difference in stress management.

Zajacova , Lynch and Espenshade (2005) investigated about the joint effects of academic self efficacy and stress on the academic performance of nontraditional, largely immigrant and minority college freshmen at a large urban commuter institution. Scales of measurement are developed to measure the level of academic self-efficacy and perceived stress. The main objective of the study was to find the relationship between academic self-efficacy and stress. The result suggested that academic self-efficacy is a more robust and consistent predictor than stress of academic success.

Ang and Huan (2006) investigated about the relationship between Academic stress, depression, and suicidal ideation in 1,108 Asian adolescents from a secondary school in Singapore. Academic expectations stress inventory was designed to measure Academic stress arising from self expectations of parents and teachers. Result indicated that depression significantly accounted for the relationship between Academic stress and suicidal ideation in adolescents.

Mathew (2006) studied about parental disciplinary practices on Academic stress and mental health among adolescent children. The sample consisted of 55 boys and 55 girls of the age of 12 to 15 from Kottayam educational district. One goal of the study was to examine the influences of gender on Academic stress. The result obtained suggested that girls experienced more Academic stress than boys.

Kumar (2007) conducted a study on Neuro linguistic programming, academic life satisfaction and Academic stress of B.Ed trainees. The sample consisted of 500 B.Ed trainees of Malappuram and Kozhikode districts. Student Academic stress inventory was the tool used for the study. The main objective of the study was to study whether significant difference exists in Academic stress between male-female, rural-urban, and Aided-Unaided B.Ed trainees. The study revealed that there was no significant difference between the male-female B.Ed trainees in Academic stress. Rural B.Ed trainees suffer more stress than urban B.Ed trainees and there was significant difference between Aided and Unaided B.Ed trainees on Academic stress.

Nijboer (2007) conducted a literature study about child hood stress: stressors, coping, and factors. Thesis research focused on children in group 7and 8. The study indented to identify common child hood stressors, the ways children cope with stress, and what factors make children vulnerable to these stressors. The results reported many childhood stressors, which can be divided into seven different categories on micro, meso and macro levels. On the macro level, academic/school stressors and economic stressors can be defined. On the meso level, interpersonal stressors and media play an important role. Physical, psychological and developments stressors are defined on the macro level.

Nisha (2007) conducted a study on perceived comfort of classroom climate and Academic stress of higher secondary school students in Malabar. The study was conducted on a sample of 1170 higher secondary schools of Malabar area. Perceived comfort of classroom climate inventory and Academic stress inventory were used as tools for the study. The main objective of the study was to find out if there exists any significant relationship between perceived comfort of classroom climate and Academic stress of higher secondary school students. The result suggested that there exists moderate relationship perceived comfort of classroom climate and Academic stress of secondary school students.

Pramod (2007) studied about Academic stress, coping strategies and self-comparison of B.Ed trainees. The sample consisted of 500 B.Ed trainees of Malappuram and Kozhikode districts were selected through proportionate stratified random sampling. Students Academic stress inventory (SASI) was used as a tool for the study. one of the objectives of the study was to compare the mean scores of Academic stress between male-female., Aided-Unaided., and rural-urban sample. The results revealed that there was no significance in the mean scores of male-female and Aided- Unaided sub samples. But locality has significant affect on the Academic stress of the teacher trainees.

Smith and Renk (2007) examined potential predictors of the academic related stress experienced by college students. Ninety-three undergraduate students enrolled in psychology course at a large southeastern university completed a series of self-report questionnaires that measured the variables under study. Results suggested that anxiety, problem-focused coping, and support from significant others may serve as potentially important predictors of the academic-related stress experienced by college students.

Dedeyn (2008) compared the Academic stress of Australian and international students. It looks at the differences between the levels of Academic stress in Australian and international students living in an international dorm in Melbourne, Australia. 85 students from 21 countries were surveyed using Gadzella’s Student-Life Stress Inventory. The results indicated that overall there was no significant difference between the amount of Academic stress experienced by Australian students and the amount of Academic stress experienced by international students.

Hussain, Kumar and Husain (2008) examined the level of Academic stress and overall adjustment among public and Government high school students of Delhi and also saw the relationship between Academic stress and adjustment. For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from Public and the remaining 50were taken from Government schools. Sinha and Sinha scale was user for measuring the magnitude of Academic stress. Results indicated that magnitude of Academic stress was significantly higher among the Public school students where as Government school students were significantly better in terms of their adjustment level.

Prathapan (2008) conducted a study on perceived parental support and Academic stress of higher secondary school students in Kerala. It was carried out on a representative sample of 819 higher secondary school students of Thrissur, Palakkad and Eranamkulam districts. The investigator used Academic stress inventory to collect data about Academic stress. The major objective of the study were to find out the level of Academic stress of higher secondary school students in the sub sample based on gender , and type of management. The result revealed that the level of Academic stress was medium for the higher secondary school students in the sub samples based on gender, faculty and type of management of schools.

Wilks (2008) examined the relationship between Academic stress and perceived resilience among social work students, and to identify social support as a protective factor of residence on this relationship. The sample consisted of 314 social work students from three accredited schools in the Southern United states. The one objective of the study was to find the extent of Academic stress among social work students. The results revealed that the sample reported moderate levels of Academic stress.

Agolla & Ongory (2009) assessed the Academic stress among undergraduate students. The participants were drawn from undergraduate students of the University of Botswana. A total of 320 students participated in that study. Data was collected through self-administered questionnaire. The study investigated the stressors, symptoms and effects that are likely to be experienced by the undergraduate students in higher institutions. It was found that academic work load, inadequate resources, low motivation, poor performance in academic, continuous poor performance in academic, overcrowded lecture halls, and uncertainty of getting job after graduating from the university lead to stress among students.

Shahanas (2009) compared the Academic stress of secondary school students following state and C.B.S.E curriculum. The study was carried out on 600 high school students in Kozhikode district based on both state and C.B.S.E curriculum. Stratified random sampling method, Academic stress inventory are used for the study. An objective of the study was to compare the mean scores of Academic stress of secondary school students following state and C.B.S.E curriculum for the total sample and sub sample based on gender and locale. The study revealed that academic that there was no significant difference between the state and C.B.S.E curriculum secondary students in the sub sample based on gender and locale.

Abdulkader (2010) examined the effect of life style factors on Academic stress of higher secondary school students. The study was carried out on 520 students of class plus one from higher secondary schools of Malappuram, Thrissur and Kozhikode districts of Kerala state. Academic stress inventory and life style inventories are used as tools for the study. An objective of the study were to find out whether there was any significant difference in the mean scores of Academic stress of higher secondary school students for total sample and sub samples based on locale, gender and type of management. The findings of the study were that Academic stress of higher secondary school students significantly influenced by the locale, gender and type of management.

Inam, Shireen, Haide and Haleem (2011) studied about the perception of academic examination stress and its effects on serum leptin, cortisol, appetite and performance. The study was designed to monitor the relationship of self reported perceived levels of examination stress on serum levels of cortisol and leptin in female students going to appear in university examination. Fifty-six female undergraduate students participated in the study. Examination stress, appetite levels were assessed by a questionnaire and blood samples were collected one hour before appearing in the examination. Performance was

evaluated from the marks obtained in that particular examination. Results showed that Serum cortisol levels increased with an increase in the intensity of perceived examination stress. Serum leptin levels increased only in the group under moderate stress while increases in mild and severe stress group were not significant. Mild to moderate stress enhanced performance but severe stress decreased it.

Savitha (2011) conducted a study on motivational beliefs and Academic stress of higher secondary school students in Kozhikode and Malappuram districts. The study was conducted on a sample of 600 higher secondary school students studying in various higher secondary schools of Kozhikode and Malappuram districts. Motivational beliefs scale and Academic stress inventory are the tools used for data collection. An aim of the study was to find out there exists any significance difference in their Academic stress based on gender and locale of school. Results showed that Academic stress of male was higher than that of female students. The rural and urban students differ in Academic stress.

Sharma, Wavare, Deshpande, Nigam and Chandorkar (2011) studied about Academic stress and its effects on vital parameters in final year medical students at SAIMS medical college, Indore, Madhya Pradesh. There were 71 students out of which 68 participated in the study. The study was carried out to assess stress and its effect on vital parameters during academic examination in final year medical students. It was observed that academic examination for medical students are stressful and produce changes in vital parameters which may affect their academic performance. Girls had more stress as compared to boys. Academics and examination are the most powerful stressors in medical students.

Yasin and Dzulkifli (2011) were examined the difference in depression, anxiety, and stress between low and high achieving students. 120 undergraduate students of the international Islamic University Malasia were involved in this study. The depression anxiety stress scale was used to measure the depression, anxiety and stress among students, the findings of the study revealed that there was significant difference in depression, anxiety, and stress between low and high achieving students.

Backovic, Zivojinovic and Maksimovic (2012) studied about the gender difference in Academic stress and burnout among medical students in final years of education. That cross sectional study comprised all students of the fifth and sixth year at the school of medicine in Belgrade during 2010-2011. In that study the authors assessed the Academic stress influences in female and male medical students. Results found that female students assessed their physical health status and general stress level as worse compared to males. Exams were described as high stressor is about 50% of all examined students. Exam related stressor was significantly more frequent in female students.

Basuri (2012) identified the difference in perceptions of Academic stress and reactions to stressors based on gender among first year University students in Nigeria. Student Academic Stress Scale was the instrument used to collect data from 2520 first year students. The research result showed that male and female respondents differ significantly in their perceptions of frustrations, financials, conflicts and self-expectation stressors but did not significantly differ in their perceptions of pressures and changes-related stressors.

Kadapatti and Vijayalakshmi (2012) conducted a study on Academic stress students about stressors of Academic stress. The sample consisted of 360 Pre -University students of both boys and girls drawn from four co-educational colleges of Dharward city. The study was conducted to know the stressors of Academic stress among Pre -University students. The results showed that high aspiration, poor study habits, more study problems, change in medium of instruction and low economic conditions are the factors responsible for to Academic stress and become stressors for to Academic stress.

Qaisy and Thawabieh (2012) assessed the stress among University students. The sample consisted of 471 students from Tafila Technical University. The study used items questionnaire to gather information regarding the levels of stress. The study aimed to assess the levels of stress experienced by University students. The results indicated that the students experienced a moderate level of stress.

Vijayalekshmi and Susan (2012) investigated the effect of stress on academic success among higher secondary school students. In that study, descriptive survey method was employed. 125 students from different higher secondary schools in Kollam district selected on the basis of stratified random sampling technique. An objective of the study was to compare the Academic stress of sub samples based on gender and locale. Comparison of gender groups show that males experienced higher level of stress than females. Comparison of locale groups show that rural groups experienced more stress when compared to their urban counterparts.

Singh (2013) conducted a study of examination stress in post graduate students of Himachel Pradesh University. The sample of the study was 80 male and female students of HP University. It was conducted through survey method. Examination stress scale and interview were applied to collect data. The major objectives of the study were to know the examination stress of post graduate students and compare their examination stress on the basis of gender and locale. The study revealed that most of the students have near about average examination stress. There was no significant difference in the examination stress in male-female students and rural-urban students.

**SCHEDULED CASTES AND SCHEDULED TRIBES**

Scheduled Castes and Scheduled Tribes have been identified as the two most backward groups of Indian society. They are popularly known as untouchables. They are the most disadvantaged group of population in our country and sit at the bottom of the caste hierarchy. In the traditional Hindu society, they were debarred from drawing water from public wells, tanks and even rivers. They were disallowed to enter a common place, prohibited temple entry and denied educational facilities. Though untouchability has been legally abolished, the caste prejudices are still practiced and the sufferings still continue.

The Scheduled castes constitute around 16.2% (census of India, 2011) of the Indian population. They are scattered all over the country. The untouchables call themselves Dalit, meaning depressed. Until the late 1980s they were called Harijan, meaning children of God. This title was given to them by Mahatma Gandhi who wanted the society to accept untouchables within them.

According to the 2011 Census, the Scheduled Tribes constituted 8.2 percent of the total population. The term ‘tribe’ has not been defined in the Constitution of India. Under its provisions, the President specifies from time to time, various tribes in the states and the union territories as scheduled tribes. (Shah & Patel, 1985). They are spread over the entire country but are mostly concentrated in central, eastern and north-eastern India. They lived in mountains, hills and jungles and did not like to communicate and share their culture with outer community. Therefore, they are still considered as undeveloped.

**Constitutional provisions of Scheduled Castes and Scheduled Tribes**

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all.

FRATERNITY assuring the dignity of the individual and integrity of the Nation;

(Preamble of Indian Constitution)

Every constitution has its own philosophy. Indian constitution enshrined the concept of equality. That means equality before law irrespective of religion, caste, creed, race and gender. But in a plural society such as India the state generally faces demands from various caste, tribal religious and gender groups for social justice (Ghosh, 1997). In India, Scheduled Castes and Scheduled Tribes are the most backward classes. “Disparity between the disadvantaged groups viz., women, Scheduled Castes, Scheduled Tribes and other backward classes are still continuing in our country” (Gandhe, 1999).SCs/STs had been denied all kinds of social and economic endowments. Therefore, the Constitution of India has made privations for the social, cultural, educational and economic uplift of SCs and STs.

Recognising the relative backwardness of SCs in the society, the Constitution of India guarantees equality before the law (Article 14) and enjoins the State to make special provisions for advancement of socially and educationally backward classes (Article15(4). It also empowers the State to make provisions for reservation in appointment or posts in favour of SCs/STs (Article 16(4). The Constitution of India also states categorically that untouchability is abolished and its practice in any form is forbidden. Further, the State is required to promote with special care the educational and economic interests of weaker sections in particular the exploitation of SCs (Article 46). Reservation of seats in democratic institutions (Article 330) and in services (Article 335) is another measure of positive discrimination. It also empowers the State to appoint a commission to investigate into the conditions of socially and educationally backward classes (Article 340) and to specify the castes to be deemed as SCs (Article 341, Planning commission, 2006).

Kerala is a state in which the Scheduled Castes and scheduled tribe population was 9.8 and 1.1 percent respectively. Compared to other states, the development of backward caste is better in Kerala. Literacy and education plays a significant role in this progress. Kerala is the high literate state in India. This improvement is also reflecting in the life situations of Scheduled Caste Scheduled Tribe. In spite of all these progress their level of education is still considerably below than that of Non- Scheduled Caste and Non-Scheduled Tribe students.

**Educational schemes for SC/ST**

“One of the important social objectives of education is to equalize opportunities enabling the backward and underprivileged classes and individuals to use education as an instrument for the improvement of their condition. Every society that values social justice and is so anxious to improve the lot of talent must ensure equality of opportunity to all sections of the society”(Kothari Commission Report, 1964-66).

Education is an instrument in awakening in a person, the cultural values, preparing for a better, practical training and helping person to learn and adjust to the surrounding social and natural environment. For the underprivileged section of the society, who was subjected to deprivation of various forms over centuries, education seems to be the most important tool of empowerment. So the central and state governments have implemented programmes for the uplift of these sections that are economically, socially, educationally backward.

Ministry of tribal affairs offered top class for ST students, up gradation of merits of ST students, vocational training centers in tribal areas national overseas scholarship for ST students etc. The scheduled caste development department of Kerala works for the uplift of the Scheduled castes. Some of the educational programmes implemented are reservation in colleges, pre-metric hostel facility, pre- examination coaching centers etc. It is also to be noted that the Government has been keen in up-dating and revising the financial assistance and other schemes for the marginalized based on socio-cultural fluctuations. The order passed by the Ministry of tribal affairs to the to the Tribal development Department is an example (Appendix VI)

**STUDIES RELATED TO THE ACADEMIC PROBLEMS OF SCHEDULED CASTES AND SCHEDULED TRIBES**

Naidu (2000) investigated about the problems of dropout children and future perspective. The objective of the study was to find out the demographic variation among the dropout children in tribal area in South India. Descriptive survey method as well as qualitative and quantitative research was adopted for the study. The sample was taken 652 dropout children from 41 villages in Tamilnadu Kerala and Karnadaka. The findings showed that economic necessity and parent’s compulsion, absence of mid-day meals schemes, improper provision of uniforms and textbooks lead to large scale dropouts in all the states.

Maheswari (2000) conducted a comparative study of Scheduled Caste, Scheduled Tribe and non- backward boys on personality pattern, adjustment level, achievement, motivation and academic achievement. The sample was 600 male students belonging to class IX in Hindi medium Government senior secondary school in Jaipur district. The main objective was to compare the Scheduled Caste, Scheduled Tribe and non-backward boys on personality pattern, adjustment level, achievement, motivation and academic achievement. The results revealed that there was no significant difference between ST and non-backward boys and between SC and ST boys on level of academic achievement.

Thulasi and Deepak(2005) studied about the factors influencing the educational achievements of the SC and General caste students of Cuttak municipality corporation, Orrissa. The study had the objective to find out the reasons varying educational achievements between SC students and students from General category and to identify various socio-economic barriers to educational development among SC students and students from general category. The study was conducted in some pockets of Cuttak Municipality Corporation. The sample consisted of 250 SC and 250 General students. Data were collected through interview, observation and case study methods. The results showed that factors like motivation, teaching care and shaping the ambition of students had decisive influence on the academic achievement of the students. Parental support and socio-economic back ground also influence it.

Ghosh (2011) conducted a case study in Kolkatta and Medinipur about the problems of education of Scheduled Castes and Scheduled Tribes. The study highlighted the place of residence of SC/ST, patterns of houses, occupation of guardians, depending ratio in the families of SC/ST are the constrains faced by SC/ST communities and it asked for urgent attention of the planners and policy makers to eradicate the constrains of the students of SC/ST.

Mahanand (2011) developed strategies to cope with academic disparities. The aim of the paper was to study the academic conditions of students who come from deprived background and from the rural areas to join universities at the M.A level and suggest strategies to cope with academic challenges faced by them. A micro level analysis of students needs was carried out to study the areas in which students needed real attention. A diagnostic test was conducted among the target group of students to know their entry level in the beginning of the semester. The materials were trailed with them. The class duration was two hour and mostly task based. The results revealed that the materials developed were quite effective. There was a significant improvement in the target areas. The target group of students were not segregated from other students but were toughed along with other classmates.

Raju (2012) investigated on the adjustment of Scheduled Caste Scheduled Tribe secondary students. The study consisted of 280 SC and ST students with 140 each group. The students were taken from the some selected secondary schools of Vizianagaram district of Andrapradesh. The adopted version of Moony’s Problem checklist was used in the study to identify the intensity of problems faced by SCs and STs. The results were revealed that the dimensions like Gender, Caste and Parental occupation have shown difference on adjustment but father’s or mother’s education has no influence on adjustment of SC and ST students. Among SC and ST students, ST students facing more number of adjustment problems than SC students.

Devi (2012) intended to find out the problems faced by primary school students belonging to socioeconomically weaker section of Indian society. The objective was to study the academic, personal, school related, and teacher’s related problems of primary school belonging to socio-economically disadvantaged family background. Sample of the study consisted of 200 students of six Government schools of Jhajjar district of Haryana, India. The study interpreted that other children develop fear in their mind regarding school and teachers. Children belong to the socio economically disadvantaged group are afraid of corporal punishment given by teachers. Lack of facilities in school, non-availability of books of stories and frequent corporal punishment given to children were the problem of socioeconomically weaker students.

Saini(2013) sought to find out the effect of home environment , school environment and study habits on academic achievements of scheduled caste students. The descriptive survey method was used in the investigation. The sample consisted of 600 Scheduled Caste students. Among them 350 were boys and 250 were girls from 30 schools of three districts viz, Jind, Jhajjar and Rohtak. Home environment inventory, school environment inventory and study habit inventory were used for the study. The findings of the study revealed that there was no significant relationship between the study habit and academic achievement. Home environment had significant effect on academic achievement but school environment does not play a significant role in academic achievement.

**2.5 DISSCUSSION**

The review of literature gave a wide perspective of the present study entitled on comparison of Academic stress among SC/ST and general category students at secondary school level. While reviewing the related literature, the investigator found that a number studies have been conducted in the area of Academic stress.

The review also helped the investigator to reach in detailed about the concept of Academic stress and factors influencing Academic stress. Agolla, Ongory (2009) Kadapatti and Vijayalakshmi(2012) found that academic work load, inadequate resources, low motivation, poor performance in academic, continuous poor performance in academic, overcrowded lecture halls, and uncertainty of getting job after graduating from the university, high aspiration, poor study habits, more study problems, change in medium of instruction and low economic conditions are the factors responsible for to Academic stress. Nijboer (2007) divided childhood stressors into seven different categories on micro, meso and macro levels. On the macro level, academic/school stressors and economic stressors can be defined. On the meso level, interpersonal stressors and media play an important role. Physical, psychological and developments stressors are defined on the macro level. Abdulkader (2010), Savitha (2011), Vijayalekshmi and Susan (2012) investigated the effect of Academic stress on gender and locale. Results showed that Academic stress of male was higher than that of female students. The rural and urban students differ in Academic stress. Studies of Saraladevi, Devaraj(2001) Deshpande, Nigam, Chandorkar, Inam, Shireen, Haide ,Haleem(2011) Backovic, Zivojinovic and Maksimovic (2012) revealed that Exam related stressor was significantly more frequent in female students.

From the available studies of Academic stress, it was found that most of the studies were conducted on the sample of students from primary to higher level. Minimum number of studies was focused at secondary school level. Similarly, the investigator also searched to find out any study related to the Academic stress of Scheduled Caste Scheduled Tribe students. But most of the studies were focused on the educational problems such as dropout, socio economic status, academic disparities, adjustment levels etc. After that the investigator understand that there was no study conducted about the Academic stress of SC/ST. Therefore, the investigator was curious to know whether there that exists any difference in Academic stress of SC/ST and general category. The investigator hoped that the findings of the study would be helpful for teachers, parents and educationists to get a picture of secondary school students’ Academic stress and helps to treat all category students in same manner without any discrimination. The study may also be an assessment of the numerous programmes and policies of the Government targeting the SC/ST students at school level.

# METHODOLOGY

**“Methods and means can’t be separated from the ultimate aim.”**

**-Emma Goldman**

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. Overarching, macro level frame works that offer the principles of reasoning associated with particular paradigmatic assumptions that legitimate various schools of research. Methodologies provide both the strategies and grounding for the conduct of a study (Leary, 2011). In a research report, research methodology part is the portion that deals with the presentation of all the methods implemented to gather data and how the actual research work has been conducted by the investigator.

The present study was intended to compare the Academic stress of General and SC/ST category students among secondary level of Kerala. The design of the study was described under the following major sections.

i. VARIABLE

II. OBJECTIVES

III. HYPOTHESES

IV. TOOLS USED FOR THE STUDY

V. SELECTION OF SAMPLE

VI. DATA COLLECTION PROCEDURE

VII. SCORING AND CONSOLIDATION OF DATA

VIII. STATISTICAL TECHNIQUES USED FOR ANALYSIS.

**VARIABLE**

#### The variable selected for the present study was Academic stress. OBJECTIVES

##### The objectives of the study were

i. To compare the Academic stress of General and SC/ST category students at secondary school level of Kerala.

ii. To compare the Academic stress of General category students at secondary school level for the sub-sample based on

a) Gender

b) Locale

c) Type of management.

iii. To compare the Academic stress of SC/ST category students at secondary school level for the sub sample based on

a) Gender

b) Locale

c) Type of management.

iv. To find out the extent of Academic stressors among General and SC/ST category students at secondary school level.

v. To compare the extent of Academic stressors between General and SC/ST category students at secondary school level.

vi. To find out whether Category, Gender and Locale have main and interaction effect on Academic stress of secondary school students.

vii. To find out whether Category, Locale and Type of management have main and interaction effect on Academic stress of secondary school students.

**HYPOTHESES**

The present study is designed to test the hypothesis were

i. There exists significant difference in the mean scores of Academic stress between General and SC/ST category students at secondary school level for the total sample.

ii. There exists significant difference in the mean scores of Academic stress of General category students between the relevant sub samples based on

a) Gender

b) Locale

c) Type of management.

iii. There exists significant difference in the mean scores of Academic stress of SC/ST category students between the relevant sub samples based on

a) Gender

b) Locale

c) Type of management.

iv. There exists significant difference in the main and interaction effect of Category, Gender and Locale on Academic stress of secondary school students.

v. There exists significant difference in the main and interaction effect of Category, Locale and Type of management.

**TOOLS USED FOR DATA COLLECTION**

In every research work, it is essential to collect factual material or data unknown or untapped so far. The instruments that are employed as means for collecting data are called tools. The selection of suitable instruments or tools is of vital importance for successful research. Data gathering tools facilitate original research investigations and observations leading to useful and valuable results.

For comparing the Academic stress of General and SC/ST category students among secondary school level, the tool Academic Stress Scale was constructed.

**Academic Stress Scale**

Academic Stress Scale was prepared and standardized by the investigator with the support and assistance of her supervising teacher.

Academic stress is the product of a combination of academic-related demands that exceed the adaptive resources available to an individual (Wilks, 2008). It is a physical, mental, or emotional reaction resulting from an individual’s response to tensions, conflicts, and pressures which arise from the academic life. The four principal types of stress are Frustration, Conflict, Pressure and Change. Coleman and Hammen identify five basic sources of frustration are delay, lack of resources, losses, failure and meaningless. It arises when one’s need not being met. Conflict is a painful condition or state of an individual. It can be described in terms of the interactions between an individual and his environment. In terms of two opposite tendencies, approach and avoidance, there can be three basic types of conflict. Approach- approach conflicts, avoidance- avoidance conflict and approach- avoidance conflict. Change is a noticeable alternation in one’s living circumstances that require readjustment. Some life changes may be quite challengeable and others may be quite benign. Stress may stem not only from frustration, conflict and change but also from pressure to achieve particular goals or to behave in a particular way. The necessity or urgency of matters demanding immediate attention and needing to be accomplished rapidly and/or accurately.

**Theories of stress**

There are several theories of stress are put forwarded to explain the concept stress in detail. Some of them are Selye’s General adaptation syndrome, The stressful life event model, Person-Environment fit theory and Transactional stress theory. Selye(1976) defines stress as ‘a state manifested by a syndrome which consists of all the non specifically induced changes in a biologic stem’. According to Selye, non specifically caused changes constitutes the stereotypical, ie, specific, response pattern of systematic stress. This stereotypical response pattern called the General Adaptation Syndrome (GAS). Selye conceptualized alarm, resistance, and collapse in terms of a GAS. The alarm stage is the body’s initial response to stressors. If the stress is prolonged, the stage of resistance emerges. The third stage of collapse is characterized by loss of resistance to the stressor, and exhaustion, collapse and even death can occur.

The stressful life events model posits that a stress reaction occurs whenever an individual experience something that requires an adaptive response or coping behaviour. Holmes and Rahe (1967) agreed that life events can have physical effects. The stress producing event can be positive or negative and involve any aspect of the individual’s life, including family and occupation. Life events are proposed to vary in their ability cause stress. The effects of these events are proposed to be additive, and overall size of the effect determines the amount of work that the person must do to cope. Rahe and his associates (1971) proposed a process by which life stress might occur, and they identified changes along the pathway between an initial stress and ultimate physical illness.

The person-environment fit theory was developed by French and his associates (1982). They studied about how the social world would affect an individual’s social adjustment and physical mental health. This theory is oriented especially toward stress at work. The central proposition of the theory is that the resources and demands of the work environment may or may not fit the needs, goals and abilities of the employee, when work demands do not fit person’s abilities and needs, the individual will show signs of strain that will eventually lead to illness.

The founder of transactional stress theory, Lazarus, views a person who is experiencing stress as an active responder to the taxing environment. That is, a transaction occurs when the stressor and the person mutually influence each other. Lazarus and Folkman (1984) defined stress as “a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being”.

**Components of Academic stress**

The investigator identified five components viz., school stressor, exam

stressor, familial stressor, interpersonal stressor and personal stressor as the core

components of Academic stress. Table 2 shows the components and its causes of Academic stress

**Table 2. Components of Academic stress**

|  |  |
| --- | --- |
| Stressors  (major division) | Causes of stress  (minor division) |
| School stressor | Excessive school work, subject difficulty, school related projects, inadequate teaching methodology, time demand, public performance, concerns about report cards, pressure from teachers, classroom sitting, inadequate classroom facilities, lack of teachers support, irrational rules of discipline and classmates laughing at incorrect answers |
| Exam stressor | Test anxiety, fear of failure, fear about grades, continuous exams and test preparation |
| Familial stressor | Workload in home, over expectation of parents, lack of parental support, lack of study facilities in home, too much parental interest, parents view about learning styles, level of education of the family, financial limitations, negligence from parents, pressure from parents, comparison about achievements and home environment |
| Interpersonal stressor | Treatment by teachers, lack of support from others, cooperation among students, interaction with teacher, avoidance from friends and affectionate |
| Personal stressor | Personal inadequacy, self expectation, lack of concentration, illness and health problems, overemphasis on weakness rather than strengths and self imposed duties |

**Planning of the scale**

Planning was the first step in the construction of Academic Stress Scale. Before constructing the items of Academic Stress Scale, the investigator had used a number of previous studies in India and abroad. The review of literature was helpful to find out the stresses faced by students in their academic life in varied contexts. The investigator also collected information on Kerala SC/ST students and their academic problems problems. Compared to other states in India, it has been reported that the educational and social status of scheduled castes and scheduled tribes in Kerala is better. But the condition of their life is not so comfortable as compared to other castes. The objective of the study being a comparison of the Academic stress experienced by the General and SC/ST the areas and contributing factors of Academic stress in these two contexts were considered. All these searches related to the problem gave a clear picture idea about Academic stress and its major components.

**Preparation**

After thorough analysis of literature the investigator prepared the items of Academic Stress Scale based up on the components that is school stressor, exam stressor, familial stressor, interpersonal stressor and personal stressor. The investigator compared the Academic Stress Scale with available tools related to Academic stress in journals and dissertations. Discussion with students, teachers and educationist was helpful for structuring the items correctly. Expert suggestion was also used for the modification of the scale.

The draft scale consists of 68 statements and for each item three responses are given viz; ‘Agree’, ‘Undecided’, and ‘Disagree’. Among these 59 items were positive and 9 items were negative.

Illustration of items based on the components.

1. School stressor

Eg: I get confused when projects are given without proper instructions.

1. Exam stressor

Eg: When more than one examination is conducted, I feel confused on which subject to study.

1. Familial stressor

Eg: I feel disappointed when my parents call me for other works when I am sitting down for studies.

1. interpersonal stressor

Eg: Lack of co-operation among my classmates troubles me.

1. personal stressor

Eg: when teacher insist that we do activities alone, I feel worried.

**Scoring procedure**

The three point scale consist both positive and negative statements. Each of them has three responses Agree, Undecided, and Disagree. A score of 3, 2, and 1 was given to the above responses. For negative items was done in the reverse order.

A copy of the tool Academic Stress Scale (Malayalam and English version) is given in appendices II and III respectively.

**Pilot test**

A pilot test is a method that is used to test the design and/or methods and/or instruments before carrying out the research. It involves conducting an initial test of data collection instruments and process to spot and eradicate errors. It is concerned with examining the limit and identifying all the poor items.

After the scale has been prepared in accordance with a plan, a small sample has been selected for the pilot study. 20 from both categories were taken for the test. They were allowed to ask any doubts while responding to the test. By carefully studying the response sheets and also from their doubt, the investigator was able to rectify the errors, ambiguity of the items and also the difficulties faced by students in understanding the meaning of certain items. The average time taken by the students was fixed on the time needed to finish the test, that is, 45minutes. Then the test was ready for try out and printed to booklet form along with necessary instruction.

**Try out of preliminary scale**

“The procedure used to judge the quality of an item in called item-analysis”. -Lamark

The purpose of tryout of the scale is to select the item for the final scale by empirically testing the item characteristically. The success of a measuring instrument depends on two factors. First, how successfully a tool measures the prescribed objectives, and second, can each item in the scale discriminate between higher and lower score achievers or not. Item analysis is an extremely important step, and no tool can be completed without this process. According to Guilford, before the final form of the scale is constructed, the method of item analysis must be applied.

**Item analysis**

The preliminary scale was administered to a sample of 370 secondary school students selected by stratified sampling techniques giving due representation of gender, locale and Type of management. The 370 response sheet where scored and the total score for each student was calculated. After that that sheets were arranged in the descending order based up on their total score. The highest and lowest 27 % (100 sheets) of the scoring sheets were separated.

The mean and standard deviation of the scores obtained for each item for the upper and lower group were calculated separately. The critical ratios/ t-values were calculated for each item using the formula.



X1 = Mean of the upper group

X2 = Mean of the lower group

1= Standard deviation of the upper group

2= Standard deviation of the lower group

N1= Sample size of the upper group

N2= Sample size of the lower group

The critical ratios obtained for each item were given in the   
Appendix 1.

**Item selection**

Items with critical ratio greater than 2.58, the tabled value of‘t’ at 0.01 level of significance selected for the final scale. Thus from the total 68 items, 60 items are selected for the final scale, in which 8 items were rejected. In which 7 items were negative and 1 item was positive.

A copy of the final version of the tool Academic Stress Scale (both Malayalam and English version) is appended as appendices IV and V respectively. Component wise distribution of items in the final scale is given as Table III.

**Table 3. Component wise distribution of items in Academic Stress Scale**

|  |  |  |
| --- | --- | --- |
| **Sl No.** | **Stressor** | **Item number** |
| 1 | School stressor | 1,7,12,25,26,31,33,34,35,41,42,44,47,56,57,58,59,60,63. |
| 2 | Exam stressor | 4,5,6,9,13,17,19,49,53,54,67,68. |
| 3 | Familial stressor | 2,8,14,15,21,22,24,37,38,39,51,52,65,66. |
| 4 | Inter personal stressor | 11,28,29,30,32,40,46,64. |
| 5 | personal stressor | 3,18,27,43,45,50,62. |

**Reliability**

**“**Reliability means consistency of scores obtained by same individual when re-examined with the test on different sets of equivalent items or under other variable examining conditions.” – Anastasi(1968)

Any tool can be useful only when it is reliable, and it should be able to measure only that attribute or characteristic for which it has been constructed. The chief basis of asserting reliability is correlation. Various methods are used to find out reliability coefficient. Here the investigator used test-retest method for this purpose. For this purpose the investigator administered the final draft Academic Stress Scale to 30 students, after three weeks who attended the test before. The reliability coefficient is 0.74. It indicates that the tool constructed is reliable. That means the scores obtained by the group are repeated the next time also.

**Validity**

**“**The validity of a test or of any measuring instrument depends upon the fidelity with which it measures what it purports to measure.” –Garrett(1959)

A scale possesses validity when it actually measures what it claims to measure (William & Hatt, 2006 ). The validity of the Academic Stress Scale was ensured by using face validity or content validity. Content validity is also called face validity in which an expert provides subjective judgment to assess the appropriateness of the construct ( Deepak & Neena, 2011). To ensure face validity, the investigator consulted experts and discussed about the components of Academic stress during the development of Academic Stress Scale and sought the approval of items. Thus, the face validity or content validity was ensured for the scale.

**SELECTION OF SAMPLE**

Sampling can be defined as the process or technique of selecting a suitable sample, representative of the population from which it is in taken, for the purpose of determining parameter or characteristics of the whole population (Singh, 2007).

The population for the present study consisted of General and SC/ST category secondary students from Kerala state. The population is finite, but very huge, so the investigator decided to take a representative sample of the population which will provide generalisability.

Selection of sample is an important step in a research process. Sample is a subset of the population. It comprises only same elements of the population (Deepak & Neena, 2011). To meet the representativeness in sample selection, the investigator decided to select sample based on major aspects namely, sample size, sampling technique and factors to be represented in sampling.

**Sample size**

For the present study the investigator selected sample from the secondary school students in Palakkad, Kozhikode and Wayanad Districts. The sample constitutes 635 secondary school students from 15 schools. The investigator selected 219 SC/ST and 416 General category students for the study. Details of the school selected for data collection given as Appendix VII

**Sampling technique**

The sample selected using stratified sampling technique. In this technique, the population was stratified into a number of non-overlapping subpopulations or strata and sample items were selected from each stratum. The technique was used to ensure proper representation of the sample and to avoid bias. To draw sample, the investigator considered different strata, in the population based on Gender (boys/girls), Locale (rural/urban), and type of management (Government/Aided).

**Gender**

Investigation of the experience and perception of stress based gender is a fascinating undertaking because findings of studies conducted regarding stress with references to gender are somewhat conflicting. Studies indicated that gender plays an important role. Therefore, the investigator decided to give due weightage to male and female students.

**Locale**

It is noted that the location of the school influence the students performance to a considerable extent. It also influences student’s character, mentality and approach. Compared to General students, the SC/ST population in urban area is low.

**Type of management**

The existing schools in Kerala fall in to four broad categories viz, schools run by State Government, school run by Central Government, schools run with the help of Government aid by private agencies (Aided) and school run by private agencies with approval of either state or central Government (Unaided). For the present study the investigator collected data from Government and Aided schools. The breakup of the final sample gives in Table 4.

**Table 4. Breakup of the final sample**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Locale** | | **Type of management** | | **Gender** | | **Total** |
| General (416) | Rural | 256 | Govt. | 150 | Boys | 84 | 635 |
| Girls | 66 |
| Aided | 106 | Boys | 56 |
| Girls | 50 |
| Urban | 160 | Govt. | 89 | Boys | 49 |
| Girls | 33 |
| Aided | 78 | Boys | 47 |
| Girls | 31 |
| SC/ST  219 | Rural | 135 | Govt. | 78 | Boys | 31 |
| Girls | 47 |
| Aided | 57 | Boys | 27 |
| Girls | 30 |
| Urban | 84 | Govt. | 35 | Boys | 20 |
| Girls | 15 |
| Aided | 49 | Boys | 35 |
| Girls | 14 |

**DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION**

To carry outa research, the researcher must gather data to test the hypotheses or answer the research question the most important part of any research process is to collect the data relevant to research objectives.

After deciding the sample, the investigator approached the heads of the selected schools seeking permission to administer the tool. A schedule for administration of the scale was prepared in advance and the data collection was done according to that.

**Administration of the tool**

While administering the tool, the investigator informs students about the purpose and procedure of responding. In that process, the investigator informed the students to fill up the personal and school related data correctly. After that the investigator read out each question and necessary clarification of doubts was done whenever students required it. The response sheets were collected back when all the students completed the process of responding to each tool.

**Scoring and consolidation of data**

The response sheets were scored according to the scoring procedure and were consolidated and tabulated for further statistical analysis. The final Academic Stress Scale contains 60 statements. Each question has 3 alternative responses, viz, Agree, Undecided and Disagree. Scoring was done as follows. A score of 3, 2, 1 was given for the responses. Agree, undecided and disagree for a positive item and scoring was done in the reverse order for negative items. While scoring, incomplete response sheets were rejected and the final sample size was reduced from 652 to 635.

**STATISTICAL TECHNIQUES USED FOR ANALYSIS**

The statistical techniques used for analyzing the data are related to the objectives of the study. The scores obtained from 635 students were subjected to statistical treatment. The various statistical techniques used for analyzing data are given below.

**Preliminary Analysis**

To know the nature of distribution of variable on the two categories of sample, the important descriptive analysis such as mean median, mode standard deviation, Skewness and kurtosis are also calculated.

**Test of significance of difference between means for different groups**

The statistical techniques of difference between means for two groups were done to compare and find out there exists any significance difference between them. To compare the mean scores of two groups was done by using the formula.



X1 = Mean of the first group

X2 = Mean of the second group

1= Standard deviation of the first group

2= Standard deviation of the second group

N1= Sample size of the first group

N2= Sample size of the second group

**Percentage analysis**

This was done to find out which component of Academic stress was highly contributed to the total Academic stress. it gives the extent of Academic stressors for the total sample and for the samples based on category.

**Analysis of variance (3- way ANOVA)**

ANOVA or analysis of variance is used to compare the means of more than two populations. ANOVA analysis uses the F-statistic, which tests if the groups, formed by one independent variable or a combination of independent variables, are significantly different. The larger the calculated F- ratio, the greater is the difference between groups as compared to within group differences. An F- ratio equal or less than the table value indicates that there is no significant difference between groups.

**ANALYSIS AND NTERPRETATION**

**“All meanings, we know, depend on the key of interpretation**

**-George eliot**

Analysis is the process of gathering, organizing, analyzing and interpreting numerical data and is one of the basic phases of research process, which helps the investigator test the hypothesis formulated and arrives at conclusions. The main purpose of the study was to compare the Academic stress among General and SC/ST category students at secondary school level. The collected data were analyzed statistically and the results have been presented and discussed in this chapter with reference to the objectives of the study.

#### OBJECTIVES

##### The objectives of the study were

i. To compare the Academic stress of General and SC/ST category students at secondary school level of Kerala.

ii. To compare the Academic stress of General category students at secondary school level for the subsample based on

a) Gender

b) Locale

c) Type of management.

iii. To compare the Academic stress of SC/ST category students at secondary school level for the sub-sample based on

a) Gender

b) Locale

c) Type of management.

iv. To find out the extent of Academic stressors among General and SC/ST category students at secondary school level.

v. To compare the extent of Academic stressors between General and SC/ST category students at secondary school level.

vi. To find out whether Category, Gender and Locale have main and interaction effect on Academic stress of secondary school students.

vii. To find out whether Category, Locale and Type of management have main and interaction effect on Academic stress of secondary school students.

**HYPOTHESES**

The present study is designed to test the hypothesis were

i. There exists significant difference in the mean scores of Academic stress between General and SC/ST category students at secondary school level for the total sample.

ii. There exists significant difference in the mean scores of Academic stress of General category students between the relevant sub samples based on

a) Gender

b) Locale

c) Type of management.

iii. There exists significant difference in the mean scores of Academic stress of SC/ST category students between the relevant sub samples based on

a) Gender

b) Locale

c) Type of management.

iv. There exists significant difference in the main and interaction effect of Category, Gender and Locale on Academic stress of secondary school students.

v. There exists significant difference in the main and interaction effect of Category, Locale and Type of management.

**PRELIMINARY ANALYSIS**

Before starting up with statistical analysis, the investigator studied the nature of distribution of the variable in the study by estimating the statistical constants like mean, median, mode, standard deviation, skewness and kurtosis for the samples based on General and SC/ST category students at secondary school level. The details of the preliminary analysis for Academic stress are presented in Table 5.

**Table *5.* Preliminary analysis of the test scores of Academic stress for the samples based on General and SC/ST category students**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Category** | **Sample** | **Mean** | **Median** | **Mode** | **Standard deviation** | **Skewness** | **kurtosis** |
| Academic stress | General  SC/ST | 416  219 | 129.27  130.55 | 132.00  132.00 | 140.00  148.00 | 17.81  17.39 | -0.352  -0.306 | .002  -0.463 |

Table 5 reveals that the value of mean, median and mode for the variable Academic stress on sample General category students are 129.27, 132.00 and140.00 respectively. There exists a slight difference in the values of mean, median and mode. Standard deviation is 17.81, which means that the scattering of the individual scores from the means is 17.81. The value of skewness is -0.352, which shows that the distribution is negatively skewed. The value of kurtosis is 0.002, which suggest that the distribution is slightly plattykurtic.

For SC/ST category, the measures of central tendency are 130.55, 132.00, 148.00. They are approximately equal. Standard deviation is 17.39. The obtained value of skewness is -0.306, which indicates that the distribution is negatively skewed. The value of kurtosis is -0.463 that is the curve is slightly leptokurtic.

The data indicates that the distribution of scores is approximately equal for the two samples General and SC/ST category students. it shows that the variable can be considered as normally distributed.

**COMPARISON OF MEANSCORES OF ACADEMIC STRESS BETWEEN GENERAL AND SC/ST CATEGORY STUDENTS AT SECONDARY SCHOOL LEVEL**

The main objective of the study was to compare the Academic stress among General and SC/ST category students at secondary school level. The mean scores of Academic stress between General and SC/ST category students were compared using the test of significance between mean scores of large independent samples. The values of mean, standard deviation and‘t’ value obtained for test of significance difference between means of Academic stress for General and SC/ST category students are given in Table 6.

**Table 6**. **Data and results of‘t’ test of significance difference in Academic stress between General and SC/ST category students at secondary school level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Category** | **N** | **Mean** | **S.D** | **‘t’ value** | **Level of significance** |
| Academic stress | General  SC/ST | 415  219 | 129.30  130.55 | 17.82  17.39 | 0.848 | N.S (No Significance) |

Table 6 reveals that the values of mean scores of Academic stress obtained for General and SC/ST category students are 129.30 and 130.55 respectively. The‘t’ value obtained for the comparison of mean scores of Academic stress of General and SC/ST category students is found to be 0.848, which is less than 1.96, the tabled value required for significance at 0.05 level. This shows that there is no significance difference between General and SC/ST category students in their Academic stress.

**COMPARISON OF MEAN SCORES OF ACADEMIC STRESS OF GENERAL CATEGORY STUDENTS BETWEEN RELEVANT SUB SAMPLES BASED ON GENDER, LOCALE AND TYPE OF MANAGEMENT**

**i. Comparison of mean scores of Academic stress between General category Boys and Girls.**

Test of significance of difference between mean scores of Academic stress is done to find out whether the mean difference between boys and girls for the General category students. The values obtained after the analysis is shown in Table 7.

**Table 7. Data and results of‘t’ test of significance in Academic stress between General category rural and urban students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Gender** | **N** | **Mean** | **S.D** | **‘t’ value** | **Level of significance** |
| Gender | Boys  Girls | 236  180 | 130.23  128.01 | 17.96  17.57 | 1.264 | N.S |

Table 7 shows that mean scores of Academic stress for General category boys and girls are 130.23 and 128.01 respectively. The standard deviations are 17.96 and 17.57 respectively. The calculated‘t’ value is 1.264. The table value of‘t’ at 0.05 significant level is 1.96. Since the obtained‘t’ value is less than the table value, the mean difference in Academic stress between General category boys and girls is not significant at 0.05 level.

**ii. Comparison of mean scores of Academic stress between General category rural and urban students**

For this the samples from General category were divided into two according to the locality of the school; rural and urban. The test of significance of difference is used to compare the mean scores of Academic stress between General category rural and urban students. Result of the analysis shown in Table 8.

T**able 8. Data and results of‘t’ test of significance in Academic stress between General category rural and urban students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Locale** | **N** | **Mean** | **S.D** | **‘t’ value** | **Level of significance** |
| Gender | Rural  Urban | 256  160 | 129.66  128.66 | 18.07  17.43 | 0.553 | N.S |

Table 8 shows that the mean scores of Academic stress between General category rural and urban students are 129.66 and 128.66 respectively. The standard deviations obtained are 18.07 and 17.43 respectively and the calculated‘t’ value is 0.553. The table value of‘t’ at 0.05 level of significance is 1.96. Since the calculated‘t’ value is less than the table value, it can be inferred that the mean difference in Academic stress between General category rural and urban students is statistically not significant at 0.05 level.

**iii. Comparison of mean scores of Academic stress between General category Government and Aided school students**

For this the sample from General category students were divided in to two according to the Type of management of the school; Government and Aided. The Academic stress of General category students from Govt and Aided schools is compared and the‘t’ value obtained is given in Table 9.

**Table 9. Data and results of‘t’ test of significance of difference in Academic stress between General category Govt and Aided secondary school students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Type of management** | **N** | **Mean** | **S.D** | **‘t’ value** | **Level of significance** |
| General | Govt  Aided | 232  184 | 130.08  128.25 | 18.02  17.53 | 1.039 | N.S |

From the Table 9 it is found that the mean scores of Academic stress between General category Govt and Aided school students were 130.08 and 128.25 respectively. The calculated‘t’ value is 1.039. The table value of‘t’ at 0.05 significant level is 1.96. Since the calculated‘t’ value is less than the table value, it can be inferred that there is no significant difference in Academic stress between General category Govt and Aided school students.

**COMPARISON OF MEAN SCORES OF ACADEMIC STRESS OF SC/ST CATEGORY STUDENTS BETWEEN RELEVANT SUB SAMPLES BASED ON GENDER, LOCALE AND TYPE OF MANAGEMENT**

**i. Comparison of mean scores of Academic stress between SC/ST category boys and Girls**

Test of significance of difference between mean scores of Academic stress is done to find out whether the mean difference between boys and girls for the SC/ST category students. The values obtained after the analysis is shown in Table 10.

**Table 10. Data and results of ‘t’ test of significance of difference in Academic stress between SC/ST category boys and Girls**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Gender** | **N** | **Mean** | **S.D** | **‘t’ value** | **Level of significance** |
| SC/ST | Boys  Girls | 113  106 | 123.46  131.70 | 19.65  14.59 | -0.952 | N.S |

Table 10 shows that the mean scores of Academic stress for SC/ST category boys and Girls are 129.46 and 131.70 respectively. The standard deviations are 19.65 and 14.59 respectively. The calculated‘t’ value is -0.952. The table value of‘t’ at 0.05 significant level is 1.96. Since the obtained‘t’ value is less the table value, the mean difference in Academic stress between SC/ST category boys and girls is not significant at 0.05 level.

**ii. Comparison of mean scores of Academic stress between SC/ST category rural and urban students**

For this the samples from SC/ST category were divided into two according to the locality of the school; rural and urban. The test of significance of difference is used to compare the mean scores of Academic stress of between SC/ST category rural and urban students. Result of the analysis shown in Table 11.

**Table 11. Data and results of of ‘t’ test of significance of difference in Academic stress between SC/ST category rural and urban students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Locale** | **N** | **Mean** | **S.D** | **‘t’ value** | **Level of significance** |
| SC/ST | Rural  Urban | 135  84 | 133.03  126.55 | 17.03  17.30 | 2.72 | S (Significant) |

Table 11 shows that the mean scores of Academic stress between SC/ST category rural and urban students are 133.03 and 126.55 respectively. The standard deviations are 17.03 and 17.30 respectively. The calculated‘t’ value is 2.72. The table value of‘t’ at 0.01 significant level is 2.56. Since the obtained‘t’ value is greater than the table value, the mean difference in Academic stress between SC/ST category students from rural and urban students is significant at 0.01 level.

**iii. Comparison of mean scores of Academic stress between SC/ST category Government and Aided school students**

For this the sample from SC/ST category students were divided in to two according to the Type of management of the school; Government and Aided. The Academic stress of General category students from Govt and Aided schools is compared and the‘t’ value obtained is given in Table 9.

**Table 12. Data and results of ‘t’ test of significance of difference in Academic stress between SC/ST category Government and Aided school students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Type of Management** | **N** | **Mean** | **S.D** | **‘t’ value** | **Level of significance** |
| SC/ST | Govt  Aided | 113  106 | 133.89  126.99 | 17.45  16.67 | 2.98 | YES |

Table 12 Shows that the mean scores of Academic stress between SC/ST category Govt and Aided school students are 133.89 and 126.99 respectively. The standard deviations are 133.89 and 126.99 respectively. The calculated‘t’ value is 2.98 and the table value of‘t’ at 0.01 significant level is 2.56. Since the obtained‘t’ value is greater than the table value, the mean difference in Academic stress between SC/ST category Govt and Aided school students is significant at 0.01 level.

**EXTENT OF ACADEMIC STRESSORS AMONG GENERAL AND SC/ST CATEGORY STUDENTS AT SECONDARY SCHOOL LEVEL**

The investigator determined that school stressor, exam stressor, familial stressor, interpersonal stressor and personal stressor are the components of Academic stress. One of the objectives of the study was to find out the extent of Academic stressors among General and SC/ST category students at secondary school level. For this, the investigator found the percentage of contribution of each component to the variable Academic stress. The percentages obtained are compared with each component. The extent of Academic stressor is given in Table 13.

**Table13. Extent of Academic stressors among General and SC//ST category students**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Academic stressors** | **School stressor** | **Exam stressor** | **Familial stressor** | **Interpersonal stressor** | **Personal stressor** |
| Percentage of contribution | 27369  36195  75.62% | 18422  22860  85.59% | 16685  26670  62.56% | 9942  15240  65.26% | 10342  13335  77.56% |

Table 13 Indicates that the component examination stressor contributes 85.59% total Academic stress. Secondly personal stressor is recognized as a major Academic stressor among secondary school students. Other components such as school stressor, interpersonal stressor and familial stressor contribute 75.62%, 65.26% and 62.56% respectively.

**COMPARISON OF EXTENT OF ACADEMIC STRESSORS BETWEEN GENERAL AND SC/ST CATEGORY STUDENTS**

The investigator compared the extent of Academic stressors between General and SC/ST category students. For this the investigator found the percentage of contribution of each component to the total Academic stress for the categories General and SC/ST category. Results are shown in Table 14.

**Table 14**. **Comparison of extent of Academic stressors between General and SC/ST category students**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **School stressor** | **Exam stressor** | **Familial stressor** | **Interpersonal stressor** | **Personal stressor** |
| General | 17864  23713  75.34% | 121101  14976  80.8% | 10791  17472  61.76% | 6502  9984  65.12% | 6882  8736  78.77% |
| SC/ST | 9505  12483  76.14% | 6321  7884  80.18% | 5894  9072  64.97% | 3440  5256  65.44% | 3460  4599  75.23% |

The results show that examination stressor contribute more than other components. General category students have experienced 80.8% examination stressor. SC/ST category students have almost equal examination stressor (80.18%). The second most contributing stressor is personal stressor. General category students are disturbed by personal stressor (78.77%) higher than SC/ST category students (75.23%). Stress experienced from school environment is almost same to both categories. That means, General category students have school stress 75.34% and for SC/ST category it is76.14%. The influence of Inter personal stressor is also similar to both categories (General category-65.12% and SC/ST category-65.44%). The results revealed that SC/ST category students have high stress from family (64.97%) than General students (61.76%) in their academic life.

**THREE WAY ANOVA (2x2x2) FACTORIAL DESIGN**

The analysis and discussion of results with regard to 3-way ANOVA technique are described in this section.

**i. Main and interaction effect of Category, Gender and Locale on Academic stress (2x2x2 factorial design)**

One of the objectives of the study was to find out whether category, Gender and Locale have any main and interaction effects on Academic stress of secondary school students. For this 3 way ANOVA with 2x2x2 factorial design was done for 635 samples. The details regarding ANOVA are shown in Table 15

**Table 15. Main and interaction effects of Category, Gender and Locale on Academic stress**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Source of variation** | **Sum of squares** | **Degrees of freedom** | **Mean squares** | **F-value** |
| Category  Gender  Locale  Category x Gender  Category x Locale  Gender x locale  Category x Gender x Locale  Error  Total | 96.160  8.786  1510.625  265.871  931.826  368.639  58.083  194142.97  10882299 | 1  1  1  1  1  1  1    627  635 | 96.160  8.786  1510.625  265.871  931.826  368.639  58.083  309.638 | 0.311  0.028  4.879\*  0.859  3.009  1.191  0.188 |

\*Mark indicates significance at 0.05 level

From the Table15 it is found that the F-value for the main effect of Category on Academic stress is 0.311, which is less than the table value of F (3.86) for (1,627) degrees of freedom at 0.05 level of significance. This indicates that the main effect of category on Academic stress is not significant at 0.05 level.

The F-value for the main effect of Gender on Academic stress is 0.028, which is less than the table value of F (3.86) for (1,627) degrees of freedom at 0.05 level of significance. Hence it can be concluded that the main effect of Gender on Academic stress is not significant at 0.05 level.

But in the case of Locale, the F-value for the main effect of Locale on Academic stress is 4.879, which is greater than the table value of F(3.86) for (1,627) degrees of freedom at 0.05 level of significance. From this it can be interpreted that the main effect of Locale on Academic stress is not significant at 0.05 level.

The above results show that the variable Academic stress vary significantly for Locale and does not significantly vary for the sub sample Gender and category. That is there exists significant difference in Academic stress between rural and urban students.

In the case of interaction effect on Category and Gender, the F-value obtained is 0.859. This value is less than the table value of F (3.86) for (1,627) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Category and Gender on Academic stress is not significant at 0.05 level.

When the 2-way interaction of Category and Locale on Academic stress is considered the F- value obtained is 3.009, which is less than the table value of F (3.86) for (1, 627) degrees of freedom at 0.05 level of significance. This implies that the interaction effect of Category and Locale on Academic stress is not significant at 0.05 level.

The interaction effect on Gender and locale, the F-value obtained is 1..191. This value is less than the table value of F (3.86) for (1,627) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Gender and locale on Academic stress is not significant at 0.05 level.

The F- value obtained for the interaction effect of Category, Gender and Locale on Academic stress is 0.188. Which is much lower than the table value of (3.86) for (1, 627) degrees of freedom at 0.05 level of significance. This shows that the interaction effect of Category, Gender and Locale on Academic stress is not significant at 0.05 level.

The above results of interaction effects shows that the Academic stress of secondary school students does not vary significantly between relevant sub samples formed based on Category, Gender and Locale. When the 3- way interaction of Category, Gender and Locale was considered, the Academic stress of secondary school students does not vary significantly between relevant sub samples formed based on category, gender and locale.

**ii. Main and interaction effect of Category, Locale and Type of management on Academic stress (2x2x2 factorial design)**

The investigator aimed to find out the main and interaction effect of Category, Locale and Type of management on Academic stress, for this 3 way interaction analysis was carried out. The details regarding ANOVA are shown in the Table 16.

**Table 16. Main and interaction effects of Category, Locale and Type of management on Academic stress**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of variation | Sum of squares | Degrees of freedom | Mean squares | F-value |
| Category  Locale  Type of management  Category x Locale  Category x Type of management  Locale x Type of management  Category x Locale x Type of management  Error  Total | 30.297  1368.711  1489.890  796.831  457.094  803.002  193.413  192193.006  10882299 | 1  1  1  1  1  1  1  627  635 | 30.297  1368.711  1489.890  796.831  457.094  803.002  193.413  306.528 | 0.099  4.465\*  4.861\*  2.600  1.491  2.620  0.631 |

\*Mark indicates significance at 0.05 level

The Table 16 Clears that the F- value for main effect of Category on Academic stress is 0.099. But the Table value of F is 3.86 for (1, 627) degrees of freedom at 0.05 level of significance. Therefore, the main effect of Category on Academic stress is not significant at 0.05 level.

But in the case of main effect of Locale and Type of management the F- values are 4.465 and 4.861 respectively. Which are higher than the table value (3.86) for (1, 627) at 0.05 level of significance. So the main effect of locality and type of management is significant at 0.05 level.

Analysis showed that the variable Academic stress vary significantly for Locale and Type of management. But it does not significantly vary for Category. That is there exists a significant difference in the Academic stress of rural and urban students and Government and Aided students.

When the two-way interaction effect of Category and Locale on Academic stress is considered, the ‘F’- value obtained is 2.600, which is less than the table F- value (3.86) and (1, 637) degrees of freedom at 0.05 level of significance. That means the interaction effect of Category and Locale on Academic stress is not significant.

In the case of interaction effect of Category and Type of management on Academic stress, the F- value is 1.491. This value is less than the table value of F (3.86) for (1, 635) degrees freedom at 0.05 level of significance. Therefore, the interaction effect of Category and Type of management on Academic stress is not significant.

Similarly for the interaction effect of locale and Type of management on Academic stress, the obtained value of F – is 2.620. Which is also less than the table value of F (3.86) for (1, 635) degrees of freedom at 0.05 level of significance. So the interaction effect of Locale and Type of management is not significant on Academic stress.

But for the 3-way interaction of Category, Locale and Type of management on Academic stress , the calculated F – value (0.631) is also less than table value (3.86) for (1, 635) degrees of freedom at 0.05 significant level. It indicates that the interaction effect of Category, Locale and Type of management was not significant on Academic stress at 0.05 level.

From the above analysis of the interaction effect of Category, Locale and Type of management shows that there is no significant interaction effect on Academic stress between relevant sub samples.

**SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS**

This chapter provides a retrospective view of the study, major findings, conclusions, educational implications and suggestions for further research in this area of study.

**RESTATEMENT OF THE PROBLEM**

The present study is entitled “COMPARISON OF ACADEMIC STRESS AMONG GENERAL AND SC/ST CATEGORY STUDENTS AT SECONDARY SCHOOL LEVEL.”

**VARIABLE**

The investigator selected Academic stress as a variable to conduct the study, comparison of Academic stress among General and SC/ST category students at secondary level.

**OBJECTIVES**

##### The objectives of the study were

i. To compare the Academic stress of General and SC/ST category students at secondary school level of Kerala.

ii. To compare the Academic stress of General category students at secondary school level for the sub samples based on

a) Gender

b) Locale

c) Type of management.

iii. To compare the Academic stress of SC/ST category students at secondary school level for the sub samples based on

a) Gender

b) Locale

c) Type of management.

iv. To find out the extent of Academic stressors among General and SC/ST category students at secondary school level.

v. To compare the extent of Academic stressors between General and SC/ST category students at secondary school level.

vi. To find out whether Category, Gender and Locale have main and interaction effect on Academic stress of secondary school students.

vii. To find out whether Category, Locale and Type of management have main and interaction effect on Academic stress of secondary school students.

**METHODOLOGY**

The study was conducted on a sample of 635 high school students from 15 secondary schools of various districts in Kerala. The sample selection was done using stratified sampling technique giving due representation of factors like Category and variables of Gender and Locale and Type of management. Survey method was adopted to collect data.

**Tool used**

The investigator used Academic stress Scale, which consisted 60 questions and 3 responses agree, undecided and disagree. It was prepared with the help of supervising teacher and administered in the relevant sample to collect adequate data.

**Statistical techniques used for the analysis of data**

The data collected were analysed by the statistical techniques

1. Preliminary statistics
2. Test of significance of means for large independent sample
3. Percentage analysis
4. ANOVA

**TENABILITY OF HYPOTHESIS**

**Hypothesis I** stated that there exists significant difference in the mean scores of Academic stress between General and SC/ST category students at secondary school level for the total sample. The result of comparison of the mean scores of Academic stress between General and SC/ST category students does not show significant difference. Hence hypothesis I is rejected.

**Hypothesis II** stated that there exists significant difference in the mean scores of Academic stress of General category school students between the relevant sub samples based on a) Gender, b) Locale and c) Type of management. The first part of the hypothesis II(a)stated that there exists significant difference in the mean scores of Academic stress of General category students between the relevant sub sample based on Gender. But the result of comparison of mean scores of Academic stress of boys and girls does not show significant difference. Hence Hypothesis I (a) is rejected in the case of gender. Hypothesis II (b) stated that there exists significant difference in mean scores of Academic stress of General category students between the relevant sub samples based on Locale. The result of comparison of mean scores of rural students and urban students in Academic stress indicates that there exists no significant difference in Academic stress (‘t’ = 0.553). Hence Hypothesis II (b) is rejected. Hypothesis II (c) stated that there exists significant difference in mean scores of Academic stress of General category students between the relevant sub samples based on Type of management. The result of comparison of mean scores of General category Government and Aided students in Academic stress indicate that there exists no significant difference in Academic stress (‘t’ = 1.039) between them. Hence Hypothesis III(c) is rejected.

**Hypothesis III** stated thatthere exists significant difference in the mean scores of Academic stress of SC/ST category school students between the relevant sub samples based on a) Gender, b) Locale and c) Type of management. Hypothesis III (a) states that there exists significant difference in the mean scores of Academic stress of SC/ST category students between relevant sub sample based on Gender. The results of comparison of the mean scores of boys and girls in Academic stress indicates that there is no significant difference in Academic stress (‘t’= 0.952) between them. Therefore Hypothesis III (a) is rejected with respect to boys and girls of SC/ST category students.

Hypothesis III (b) stated that there exists significant difference in the mean scores of Academic stress of SC/ST category school students between relevant sub sample based on Locale. The results of comparison of mean scores of rural students and urban students in Academic stress indicate that there exist significant difference in Academic stress (‘t’ = 2.72) between them. Hence Hypothesis III (b) is accepted. Hypothesis III (c) states that there exists significant difference in the mean scores of Academic stress of SC/ST category school students between the relevant sub samples based on Type of Management of School. The result of comparison of mean scores of Government and Aided SC/ST category students in Academic stress indicate that there exists significant difference in Academic stress(‘t’ = 2.98) between them. Hence Hypothesis III (c) is accepted.

**Hypotheses IV and V** stated that Category, Gender and Locale and Category, Locale and Type of management have significant main and interaction effect on Academic stress of Secondary School Students. The findings revealed that the main effect of Category and Gender on Academic stress is not significant and that of Locale and Type of management have significant main effect on Academic stress of Secondary School Students. The 2- way interaction effect on Category and Gender, Category and Locale, Gender and Locale, Category and type of management and Locality and type of management on Academic stress is not significant. The 3-way interaction effect of Category, Gender, and locale on Academic stress is not Significant. Similarly, the 3-way interaction effect of Category, locale and Type of Management of School on Academic stress is not significant. Therefore the hypotheses IV and V are partially accepted.

**MAJOR FINDINGS**

The major findings obtained after analysis of the collected data are

1) There exists no significant difference in the mean scores of Academic stress between General and SC/ST category students at 0.05 level(‘t’ value =0.848)

2) The comparison of Academic stress of General category students based on sub samples Gender, Locale and Type of management showed that there exists no significant difference in the mean scores of Academic stress between General category boys and girls students at 0.05 level (‘t’ value =1.264), there exists no significant difference in the mean scores of Academic stress between General category rural and urban school students at 0.05 level (‘t’ value =0.553) and there exists no significant difference in the mean scores of Academic stress between General category Government and Aided school students at 0.05 level (‘t’ value =1.039)

3) The comparison of Academic stress of SC/ST category students at secondary level for the sub sample based on Gender, Locale and Type of management revealed that there exists no significant difference in the mean scores of Academic stress between SC/ST category boys and girls students at 0.05 level (‘t’ value =0.952), there exists significant difference in the mean scores of Academic stress between SC/ST category rural and urban school students at 0.05 level (‘t’ value =2.72) and there exists significant difference in the mean scores of Academic stress between SC/ST category Government and Aided school students at 0.05 level (‘t’ value =2.98)

4) The main and interaction effect of Category, Gender and Locale on Academic stress indicated that Category has no significant main effect on Academic stress of secondary school students (F = 0.311, P>0.05) for (1, 627) degrees of freedom, Gender has no significant main effect on Academic stress of secondary school students (F = 0.028, P>0.05) for (1, 627) degrees of freedom, Locale has significant main effect on Academic stress of secondary school students (F = 0.311, P<0.05) for (1, 627) degrees of freedom, the interaction effect of Category and Gender on Academic stress of secondary school students is not significant (F = 0.859, P>0.05) for (1, 627) degrees of freedom, the interaction effect of Category and locale on Academic stress of Secondary school students is not significant (F=3.009, P> 0.05) for (1, 627) degrees of freedom, the interaction effect of Gender and locale on Academic stress of secondary school students is not significant (F=1.191, t P> 0.05) for (1, 627) degrees of freedom and the interaction effect of category, Gender and Locale on Academic stress of secondary school students is not significant (F= 0.188, P>0.05) for (1, 627) degrees of freedom.

5) The main and interaction effect of Category, Locale and Type of management suggested that Category has no significant main effect on Academic stress of secondary school students(F=0.099, P>0.05) for (1, 627) degrees of freedom, Locale has significant main effect on Academic stress of secondary school students (F=4.465, P<0.05) for (1, 627) degrees of freedom , type of management has significant main effect on Academic stress of secondary school students (F= 4.861, P< 0.05) for (1, 627) degrees of freedom, the interaction effect of caste and Type of management on Academic stress of Secondary school students is not significant (F=1.491, P>0.05) for (1, 627) degrees of freedom, the interaction effect of locale and Type of management on Academic stress of Secondary school students is not significant (F=2.620, P>0.05) for (1, 627) degrees of freedom and The interaction effect of Category, locale and Type of management on Academic stress of Secondary school students is not significant (F=0.63, P>0.05) for (1, 627) degrees of freedom.

6) The extent of Examination stressor, Personal stressor, School stressor, Interpersonal stressor and familial stressor among General and SC/ST category students is 85.59%,77.56%,65.265% and 62.56%.

7) Comparison of the Extent of Academic stressors between General and SC/ST category students at secondary level showed that the extent of examination stressor on General category students is 80.8% and on SC/ST category students is 80.18%, the extent of Personal stressor on General category students is 78.77% and on SC/ST category is 75.23%, the extent of school stressor on General category students is 75.34% and on SC/ST category students is 76.13%, the extent of interpersonal stressor on General category students is 65.12% and on SC/ST category is 65.44% and the extent of familial stressor on General category students is 61.76% and on SC/ST category is 64.97%

**CONCLUSION**

After the analysis and interpretation, the investigator reached the conclusions of the study. This study compared the Academic stress experienced by General and SC/ST category students at secondary school level. The findings of the present study indicated that there is no significant difference in Academic stress between General and SC/ST category students. It revealed that category based on caste does not affect the Academic stress. This could be explained by the fact that, the perception of an individual to a stressful situation is more important than their caste, age, gender etc. and that the marginalized sections of the society those who were educationally and economic backward, have started coming out of their shells and they enjoy the benefits of the various schemes targeted on them.

From the findings, the results clearly show that Academic stress of boys and girls from General category students does not show significant difference. Therefore, Gender does not influence the Academic stress of secondary school students. Persons should faced stress from their own life circles due to the actions of our own and others. Gender has no effect on this. Few studies showed that Gender has an effect on Academic stress. But the investigator found that, in the case of secondary school students, boys and girls have almost equal academic stress. Parents consider their students without any discrimination and it may be an indication that we are reaching the goal of gender equality in the field of education at least. Results of this study also suggested that Locality and Type of Management of school have no effect on Academic stress experienced of General category students. That means, the General category students studying in rural and urban areas have almost equal academic stress. Similarly, the General category students of Government and Aided schools do not show significance difference. This may be because Government provides facilities to all schools without any discrimination on the basis of locality and Type of management. General category students properly used the benefits.

The analysis of the comparison of Academic stress between SC/ST category students based on Gender indicated that boys and girls have almost equal academic stress. That is, gender has no effect on Academic stress of SC/ST category students. The policy makers and teachers could be proud of such a result since it is a great achievement to bring the girls from SC/ST categories at par with their counterparts. But the findings of the present study revealed that there are differences in Academic stress between SC/ST category rural and urban students. Rural students reported high Academic stress than SC/ST students from urban schools. It gives an insight about the urgent measures to assess the improvements of SC/ST community living in rural areas. Educational incentives and other privileges led to considerable educational advance among SC/ST category. It is also led to geographical and social mobility. Most of them mobilized from rural to urban areas. But the peoples lived in rural areas are still at the bottom of the society due to the lack of awareness and proper education. Their life situations are not developed as compared to urban counterparts. This indicates the need to take special attention on rural areas where the SC/ST category highly concentrated. Govt should implement new schemes and ensure that the benefits of such programmes reached into the hand of suitable ones. Similarly the students in urban areas do not feel any pressures on academic matter especially related to socio-familial variables. This is not true in the case of students from rural areas. As revealed by other studies, they have a fear about caste discrimination and family have an influence in imparting this fear. The proper attention and care on educational development programmes in rural areas is the only way to overcome it. The result also marked that SC/ST category students belonging to Government schools have high Academic stress than Aided schools. This gives a clue about the differences in Government and Aided schools. Overcrowded classrooms, Leakage problems during rainy seasons, no availability of benches and other facilities are some characteristics of Government schools. Additional to this non-commitment of teachers is also a problem in imparting Academic stress.

It also found that main effect of category and gender; it is not significant. But locale and type of management have significant effect on Academic stress. Locale and Type of Management of school shows an interaction effect on the Academic stress of school students. But the interaction effect of category and gender, category and locale, Gender and Locale, Category and type of management and locality and type of management on Academic stress is not significant. Similarly, the interaction effects of category, gender and locale and category, locale and type of management on Academic stress also have no effect.

The present study provides an empirical perspective on the many factors that are too related to school students’ functioning during their academic career. The study also found that, exam stress contributes a great extent on Academic stress. That is, students have test anxiety, fear of failure and fear about grades. Continuous exam and test preparation are the contributing stressors. The findings revealed that personal stresses are the second most stressor experienced by students. Students from both categories are worried due to their health problems and illness. Additional to this personal inadequacy of students have considerably contribute to personal stressor. This leads to the need for guidance and counseling programme to improve their mental capacities to overcome the stress. The third component that contributes to Academic stress is school stressor. That means, excessive school work, school related projects, inadequate teaching methodology and classroom facilities etc develop stress on stress on students. The interpersonal relationship between the students has significant effect on Academic stress. This suggested that students give due importants to their teachers and associates. Due to the feel of negligence and lack of support from others they are under stress. Family atmosphere of the students also influence the Academic stress. Familial stressor had least contribution to Academic stress. But it is not negligible it also have significant contribution.

The comparison on the basis of Academic stressors and category suggested that General and SC/ST category students have experienced almost equal extend of stresses from exam, school and from interpersonal relationship. SC/ST students have more stress from their family in the way of completing their Academic life. Because, their family atmosphere cannot be equated with General category students’ may be due to lack of money or illiteracy of the parents.

But in the case of personal stressor, General students have experienced more stress than SC/ST category students. It indicated that, the personal life of SC/ST category give sufficient mental strength to avoid their stress in life. But General category students have no such balance. They are always worried about their inadequacies. So programmes should be conducted to improve their mental capacity.

**EDUCATIONAL IMPLICATIONS**

The study was intended to compare the Academic stress of General and SC/ST category students at secondary school level. After the analysis of data, the investigator found that there was no significant difference in the Academic stress of SC/ST category secondary school students. Study related to Academic stress of secondary school students is not a new area of research for the field of education. Although a lot of research has been conducted on the educational problems of SC/ST, but the investigator do not find any study targeting on Academic stress of SC/ST students and the comparison with General students on the basis of Academic stress. Central Government and State Government have put forward many educational and economic schemes for the uplift of the minorities. But the studies indicating their current status and position in the society like Kerala are few. Therefore, it was necessary to if there is any significant difference between General and SC/ST category students at secondary level. The findings of such research can give new direction to the programmes introduced for the empowerment of SC/ST communities and to establish a new field of examination system which could really help in reducing the Academic stress.

Academic stress of students is a common matter, but the excessive amount of stress is not only dammed the individual but also the society. Students are the future leaders of tomorrow and anything that interferes with their well being should be denying the society also. This indicated that the students need psychological, social and academic counseling in order to decrease the students stress. So they can achieve better and could develop life skill. They have to involve students with different activities to reduce the gaps between them; also they have to provide students with a suitable teaching and learning methods in order to reduce their academic stress. Examination is the most contributing stressor among students. It suggested that the evaluation system should be changed to reduce the stress. It could help educators, counselors and psychologists to design and develop proper intervention programmes to reduce Academic stress.

Academic stress of General and SC/ST category is almost equal. That indicated that the mentality of society towards cast discrimination is comparatively diminished by the efforts of Government and well –wishers of society. It gives a motivation for the implementation of education schemes for the growth of SC/ST category to high status.

Measures should be taken to reduce the Academic stress of rural SC/ST category students. Counseling and awareness programmes in rural schools will be helpful to achieving this goal. It also suggested that improving the facilities of rural schools. Arrange in service programmes to teachers in rural schools for reducing their students academic stress. Teachers should make awareness in SC/ST students to use their scholarships and schemes in proper way. Additional to this awareness programmes should be conducted on Government schools to reduce the academic stress of SC/ST students.

The significant conclusions that SC/ST students do not differ significantly from the general category implies the successful realization of the targets set by the Central and state Governments. As part of the study, the investigator went through various Government orders of Department of Minority of tribal affairs and Department of SC/ST in Kerala and it was seen that based on the social realities and developments in various fields from time to time, benefits reach the SC/ST student groups also. A stress free atmosphere will provide strength to both the minds and the body and the so called marginalized section of the society could be at par with the nation’s strength.

**SUGGESTIONS FOR FURTHEIR RESEARCH**

The suggestion put forwarded by the investigator are

1. Investigation in the present study can be extended to higher secondary and college students.
2. A study can be conducted to compare the Academic stress of low and high achievers.
3. A study can be conducted to find out the Academic stress of ST students.
4. The study can be conducted to find out the relationship of Academic stress and classroom climate, parental support, achievement etc.
5. A study can be conducted to compare the Academic stress of National and International students at Higher Education Level.
6. Investigation about Academic stress and Coping strategies among secondary school students.
7. A longitudinal study to assess the Educational progress of SC/ST category.

**SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS**

This chapter provides a retrospective view of the study, major findings, conclusions, educational implications and suggestions for further research in this area of study.

**RESTATEMENT OF THE PROBLEM**

The present study is entitled “COMPARISON OF ACADEMIC STRESS AMONG GENERAL AND SC/ST CATEGORY STUDENTS AT SECONDARY SCHOOL LEVEL.”

**VARIABLE**

The investigator selected Academic stress as a variable to conduct the study, comparison of Academic stress among General and SC/ST category students at secondary level.

**OBJECTIVES**

##### The objectives of the study were

i. To compare the Academic stress of General and SC/ST category students at secondary school level of Kerala.

ii. To compare the Academic stress of General category students at secondary school level for the sub samples based on

a) Gender

b) Locale

c) Type of management.

iii. To compare the Academic stress of SC/ST category students at secondary school level for the sub samples based on

a) Gender

b) Locale

c) Type of management.

iv. To find out the extent of Academic stressors among General and SC/ST category students at secondary school level.

v. To compare the extent of Academic stressors between General and SC/ST category students at secondary school level.

vi. To find out whether Category, Gender and Locale have main and interaction effect on Academic stress of secondary school students.

vii. To find out whether Category, Locale and Type of management have main and interaction effect on Academic stress of secondary school students.

**METHODOLOGY**

The study was conducted on a sample of 635 high school students from 15 secondary schools of various districts in Kerala. The sample selection was done using stratified sampling technique giving due representation of factors like Category and variables of Gender and Locale and Type of management. Survey method was adopted to collect data.

**Tool used**

The investigator used Academic stress Scale, which consisted 60 questions and 3 responses agree, undecided and disagree. It was prepared with the help of supervising teacher and administered in the relevant sample to collect adequate data.

**Statistical techniques used for the analysis of data**

The data collected were analysed by the statistical techniques

1. Preliminary statistics
2. Test of significance of means for large independent sample
3. Percentage analysis
4. ANOVA

**TENABILITY OF HYPOTHESIS**

**Hypothesis I** stated that there exists significant difference in the mean scores of Academic stress between General and SC/ST category students at secondary school level for the total sample. The result of comparison of the mean scores of Academic stress between General and SC/ST category students does not show significant difference. Hence hypothesis I is rejected.

**Hypothesis II** stated that there exists significant difference in the mean scores of Academic stress of General category school students between the relevant sub samples based on a) Gender, b) Locale and c) Type of management. The first part of the hypothesis II(a)stated that there exists significant difference in the mean scores of Academic stress of General category students between the relevant sub sample based on Gender. But the result of comparison of mean scores of Academic stress of boys and girls does not show significant difference. Hence Hypothesis I (a) is rejected in the case of gender. Hypothesis II (b) stated that there exists significant difference in mean scores of Academic stress of General category students between the relevant sub samples based on Locale. The result of comparison of mean scores of rural students and urban students in Academic stress indicates that there exists no significant difference in Academic stress (‘t’ = 0.553). Hence Hypothesis II (b) is rejected. Hypothesis II (c) stated that there exists significant difference in mean scores of Academic stress of General category students between the relevant sub samples based on Type of management. The result of comparison of mean scores of General category Government and Aided students in Academic stress indicate that there exists no significant difference in Academic stress (‘t’ = 1.039) between them. Hence Hypothesis III(c) is rejected.

**Hypothesis III** stated thatthere exists significant difference in the mean scores of Academic stress of SC/ST category school students between the relevant sub samples based on a) Gender, b) Locale and c) Type of management. Hypothesis III (a) states that there exists significant difference in the mean scores of Academic stress of SC/ST category students between relevant sub sample based on Gender. The results of comparison of the mean scores of boys and girls in Academic stress indicates that there is no significant difference in Academic stress (‘t’= 0.952) between them. Therefore Hypothesis III (a) is rejected with respect to boys and girls of SC/ST category students.

Hypothesis III (b) stated that there exists significant difference in the mean scores of Academic stress of SC/ST category school students between relevant sub sample based on Locale. The results of comparison of mean scores of rural students and urban students in Academic stress indicate that there exist significant difference in Academic stress (‘t’ = 2.72) between them. Hence Hypothesis III (b) is accepted. Hypothesis III (c) states that there exists significant difference in the mean scores of Academic stress of SC/ST category school students between the relevant sub samples based on Type of Management of School. The result of comparison of mean scores of Government and Aided SC/ST category students in Academic stress indicate that there exists significant difference in Academic stress(‘t’ = 2.98) between them. Hence Hypothesis III (c) is accepted.

**Hypotheses IV and V** stated that Category, Gender and Locale and Category, Locale and Type of management have significant main and interaction effect on Academic stress of Secondary School Students. The findings revealed that the main effect of Category and Gender on Academic stress is not significant and that of Locale and Type of management have significant main effect on Academic stress of Secondary School Students. The 2- way interaction effect on Category and Gender, Category and Locale, Gender and Locale, Category and type of management and Locality and type of management on Academic stress is not significant. The 3-way interaction effect of Category, Gender, and locale on Academic stress is not Significant. Similarly, the 3-way interaction effect of Category, locale and Type of Management of School on Academic stress is not significant. Therefore the hypotheses IV and V are partially accepted.

**MAJOR FINDINGS**

The major findings obtained after analysis of the collected data are

1) There exists no significant difference in the mean scores of Academic stress between General and SC/ST category students at 0.05 level(‘t’ value =0.848)

2) The comparison of Academic stress of General category students based on sub samples Gender, Locale and Type of management showed that there exists no significant difference in the mean scores of Academic stress between General category boys and girls students at 0.05 level (‘t’ value =1.264), there exists no significant difference in the mean scores of Academic stress between General category rural and urban school students at 0.05 level (‘t’ value =0.553) and there exists no significant difference in the mean scores of Academic stress between General category Government and Aided school students at 0.05 level (‘t’ value =1.039)

3) The comparison of Academic stress of SC/ST category students at secondary level for the sub sample based on Gender, Locale and Type of management revealed that there exists no significant difference in the mean scores of Academic stress between SC/ST category boys and girls students at 0.05 level (‘t’ value =0.952), there exists significant difference in the mean scores of Academic stress between SC/ST category rural and urban school students at 0.05 level (‘t’ value =2.72) and there exists significant difference in the mean scores of Academic stress between SC/ST category Government and Aided school students at 0.05 level (‘t’ value =2.98)

4) The main and interaction effect of Category, Gender and Locale on Academic stress indicated that Category has no significant main effect on Academic stress of secondary school students (F = 0.311, P>0.05) for (1, 627) degrees of freedom, Gender has no significant main effect on Academic stress of secondary school students (F = 0.028, P>0.05) for (1, 627) degrees of freedom, Locale has significant main effect on Academic stress of secondary school students (F = 0.311, P<0.05) for (1, 627) degrees of freedom, the interaction effect of Category and Gender on Academic stress of secondary school students is not significant (F = 0.859, P>0.05) for (1, 627) degrees of freedom, the interaction effect of Category and locale on Academic stress of Secondary school students is not significant (F=3.009, P> 0.05) for (1, 627) degrees of freedom, the interaction effect of Gender and locale on Academic stress of secondary school students is not significant (F=1.191, t P> 0.05) for (1, 627) degrees of freedom and the interaction effect of category, Gender and Locale on Academic stress of secondary school students is not significant (F= 0.188, P>0.05) for (1, 627) degrees of freedom.

5) The main and interaction effect of Category, Locale and Type of management suggested that Category has no significant main effect on Academic stress of secondary school students(F=0.099, P>0.05) for (1, 627) degrees of freedom, Locale has significant main effect on Academic stress of secondary school students (F=4.465, P<0.05) for (1, 627) degrees of freedom , type of management has significant main effect on Academic stress of secondary school students (F= 4.861, P< 0.05) for (1, 627) degrees of freedom, the interaction effect of caste and Type of management on Academic stress of Secondary school students is not significant (F=1.491, P>0.05) for (1, 627) degrees of freedom, the interaction effect of locale and Type of management on Academic stress of Secondary school students is not significant (F=2.620, P>0.05) for (1, 627) degrees of freedom and The interaction effect of Category, locale and Type of management on Academic stress of Secondary school students is not significant (F=0.63, P>0.05) for (1, 627) degrees of freedom.

6) The extent of Examination stressor, Personal stressor, School stressor, Interpersonal stressor and familial stressor among General and SC/ST category students is 85.59%,77.56%,65.265% and 62.56%.

7) Comparison of the Extent of Academic stressors between General and SC/ST category students at secondary level showed that the extent of examination stressor on General category students is 80.8% and on SC/ST category students is 80.18%, the extent of Personal stressor on General category students is 78.77% and on SC/ST category is 75.23%, the extent of school stressor on General category students is 75.34% and on SC/ST category students is 76.13%, the extent of interpersonal stressor on General category students is 65.12% and on SC/ST category is 65.44% and the extent of familial stressor on General category students is 61.76% and on SC/ST category is 64.97%

**CONCLUSION**

After the analysis and interpretation, the investigator reached the conclusions of the study. This study compared the Academic stress experienced by General and SC/ST category students at secondary school level. The findings of the present study indicated that there is no significant difference in Academic stress between General and SC/ST category students. It revealed that category based on caste does not affect the Academic stress. This could be explained by the fact that, the perception of an individual to a stressful situation is more important than their caste, age, gender etc. and that the marginalized sections of the society those who were educationally and economic backward, have started coming out of their shells and they enjoy the benefits of the various schemes targeted on them.

From the findings, the results clearly show that Academic stress of boys and girls from General category students does not show significant difference. Therefore, Gender does not influence the Academic stress of secondary school students. Persons should faced stress from their own life circles due to the actions of our own and others. Gender has no effect on this. Few studies showed that Gender has an effect on Academic stress. But the investigator found that, in the case of secondary school students, boys and girls have almost equal academic stress. Parents consider their students without any discrimination and it may be an indication that we are reaching the goal of gender equality in the field of education at least. Results of this study also suggested that Locality and Type of Management of school have no effect on Academic stress experienced of General category students. That means, the General category students studying in rural and urban areas have almost equal academic stress. Similarly, the General category students of Government and Aided schools do not show significance difference. This may be because Government provides facilities to all schools without any discrimination on the basis of locality and Type of management. General category students properly used the benefits.

The analysis of the comparison of Academic stress between SC/ST category students based on Gender indicated that boys and girls have almost equal academic stress. That is, gender has no effect on Academic stress of SC/ST category students. The policy makers and teachers could be proud of such a result since it is a great achievement to bring the girls from SC/ST categories at par with their counterparts. But the findings of the present study revealed that there are differences in Academic stress between SC/ST category rural and urban students. Rural students reported high Academic stress than SC/ST students from urban schools. It gives an insight about the urgent measures to assess the improvements of SC/ST community living in rural areas. Educational incentives and other privileges led to considerable educational advance among SC/ST category. It is also led to geographical and social mobility. Most of them mobilized from rural to urban areas. But the peoples lived in rural areas are still at the bottom of the society due to the lack of awareness and proper education. Their life situations are not developed as compared to urban counterparts. This indicates the need to take special attention on rural areas where the SC/ST category highly concentrated. Govt should implement new schemes and ensure that the benefits of such programmes reached into the hand of suitable ones. Similarly the students in urban areas do not feel any pressures on academic matter especially related to socio-familial variables. This is not true in the case of students from rural areas. As revealed by other studies, they have a fear about caste discrimination and family have an influence in imparting this fear. The proper attention and care on educational development programmes in rural areas is the only way to overcome it. The result also marked that SC/ST category students belonging to Government schools have high Academic stress than Aided schools. This gives a clue about the differences in Government and Aided schools. Overcrowded classrooms, Leakage problems during rainy seasons, no availability of benches and other facilities are some characteristics of Government schools. Additional to this non-commitment of teachers is also a problem in imparting Academic stress.

It also found that main effect of category and gender; it is not significant. But locale and type of management have significant effect on Academic stress. Locale and Type of Management of school shows an interaction effect on the Academic stress of school students. But the interaction effect of category and gender, category and locale, Gender and Locale, Category and type of management and locality and type of management on Academic stress is not significant. Similarly, the interaction effects of category, gender and locale and category, locale and type of management on Academic stress also have no effect.

The present study provides an empirical perspective on the many factors that are too related to school students’ functioning during their academic career. The study also found that, exam stress contributes a great extent on Academic stress. That is, students have test anxiety, fear of failure and fear about grades. Continuous exam and test preparation are the contributing stressors. The findings revealed that personal stresses are the second most stressor experienced by students. Students from both categories are worried due to their health problems and illness. Additional to this personal inadequacy of students have considerably contribute to personal stressor. This leads to the need for guidance and counseling programme to improve their mental capacities to overcome the stress. The third component that contributes to Academic stress is school stressor. That means, excessive school work, school related projects, inadequate teaching methodology and classroom facilities etc develop stress on stress on students. The interpersonal relationship between the students has significant effect on Academic stress. This suggested that students give due importants to their teachers and associates. Due to the feel of negligence and lack of support from others they are under stress. Family atmosphere of the students also influence the Academic stress. Familial stressor had least contribution to Academic stress. But it is not negligible it also have significant contribution.

The comparison on the basis of Academic stressors and category suggested that General and SC/ST category students have experienced almost equal extend of stresses from exam, school and from interpersonal relationship. SC/ST students have more stress from their family in the way of completing their Academic life. Because, their family atmosphere cannot be equated with General category students’ may be due to lack of money or illiteracy of the parents.

But in the case of personal stressor, General students have experienced more stress than SC/ST category students. It indicated that, the personal life of SC/ST category give sufficient mental strength to avoid their stress in life. But General category students have no such balance. They are always worried about their inadequacies. So programmes should be conducted to improve their mental capacity.

**EDUCATIONAL IMPLICATIONS**

The study was intended to compare the Academic stress of General and SC/ST category students at secondary school level. After the analysis of data, the investigator found that there was no significant difference in the Academic stress of SC/ST category secondary school students. Study related to Academic stress of secondary school students is not a new area of research for the field of education. Although a lot of research has been conducted on the educational problems of SC/ST, but the investigator do not find any study targeting on Academic stress of SC/ST students and the comparison with General students on the basis of Academic stress. Central Government and State Government have put forward many educational and economic schemes for the uplift of the minorities. But the studies indicating their current status and position in the society like Kerala are few. Therefore, it was necessary to if there is any significant difference between General and SC/ST category students at secondary level. The findings of such research can give new direction to the programmes introduced for the empowerment of SC/ST communities and to establish a new field of examination system which could really help in reducing the Academic stress.

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The suggestion put forwarded by the investigator are

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**Appendix-I**

**Critical ratio   
(t-value) with means and square of   
Standard deviations of the scores of each item for the two groups**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **X1** | **X2** | **** | **** | **‘t’ value** |
| 1 | 2.75 | 2.43 | 0.641 | 0.856 | 2.9918 |
| 2 | 1.61 | 1.2 | 0.764 | 0.492 | 4.5108 |
| 3 | 2.48 | 1.85 | 0.745 | 0.869 | 5.5039 |
| 4 | 2.77 | 2.31 | 0.584 | 0.896 | 4.3037 |
| 5 | 2.73 | 2.10 | 0.617 | 0.916 | 5.7054 |
| 6 | 1.93 | 1.59 | 0.914 | 0.842 | 2.8964 |
| 7 | 2.56 | 1.55 | 0.743 | 0.809 | 9.1972 |
| 8 | 2.34 | 1.64 | 0.794 | 0.811 | 6.1687 |
| 9 | 2.74 | 2.43 | 0.613 | 0.868 | 2.9178 |
| 10 | 2.25 | 1.93 | 0.891 | 0.924 | **2.4919\*** |
| 11 | 2.27 | 1.72 | 0.802 | 0.805 | 4.8394 |
| 12 | 2.15 | 1.38 | 0.903 | 0.708 | 6.7115 |
| 13 | 2.74 | 2.19 | 0.597 | 0.929 | 4.9826 |
| 14 | 2.00 | 1.39 | 0.852 | 0.709 | 5.4997 |
| 15 | 1.75 | 1.31 | 0.809 | 0.631 | 4.2900 |
| 16 | 1.54 | 1.3 | 0.796 | 0.628 | **2.3663\*** |
| 17 | 2.44 | 1.61 | 0.769 | 0.827 | 7.3446 |
| 18 | 2.48 | 1.87 | 0.772 | 0.939 | 5.0185 |
| 19 | 2.93 | 2.42 | 0.326 | 0.855 | 5.5743 |
| 20 | 2.91 | 2.73 | 0.350 | 0.633 | **2.4860\*** |
| 21 | 1.97 | 1.25 | 0.809 | 0.539 | 7.4024 |
| 22 | 2.08 | 1.6 | 0.860 | 0.816 | 4.0456 |
| 23 | 1.87 | 1.67 | 0.884 | 0.852 | **2.1981\*** |
| 24 | 2.53 | 1.75 | 0.809 | 0.914 | 6.3868 |
| 25 | 2.85 | 2.38 | 0.479 | 0.838 | 4.8673 |
| 26 | 2.55 | 1.9 | 0.744 | 0.859 | 5.7220 |
| 27 | 2.62 | 1.57 | 0.678 | 0.782 | 10.144 |
| 28 | 2.01 | 1.37 | 0.893 | 0.706 | 5.6219 |
| 29 | 2.23 | 1.49 | 0.863 | 0.772 | 6.3917 |
| 30 | 2.07 | 1.41 | 0.891 | 0.712 | 5.7885 |
| 31 | 2.63 | 1.81 | 0.661 | 0.918 | 7.2484 |
| 32 | 2.57 | 1.73 | 0.728 | 0.874 | 7.3811 |
| 33 | 2.74 | 1.7 | 0.597 | 0.859 | 9.9462 |
| 34 | 2.42 | 1.46 | 0.781 | 0.758 | 8.8232 |
| 35 | 2.75 | 2.17 | 0.592 | 0.888 | 5.4322 |
| 36 | 2.1 | 1.79 | 0.870 | 0.891 | **2.4889\*** |
| 37 | 2.64 | 1.74 | 0.718 | 0.906 | 7.7859 |
| 38 | 2.47 | 1.44 | 3.093 | 0.756 | 3.2351 |
| 39 | 2.41 | 1.45 | 0.842 | 0.770 | 8.4119 |
| 40 | 2.13 | 1.27 | 0.812 | 0.566 | 8.6873 |
| 41 | 2.69 | 1.8 | 0.662 | 0.943 | 7.7255 |
| 42 | 2.54 | 1.86 | 0.731 | 0.921 | 5.7830 |
| 43 | 2.67 | 1.38 | 0.620 | 0.722 | 13.555 |
| 44 | 2.81 | 2.39 | 0.526 | 0.886 | 4.0747 |
| 45 | 2.74 | 1.94 | 0.562 | 0.919 | 7.4265 |
| 46 | 2.64 | 1.71 | 0.689 | 0.856 | 8.4602 |
| 47 | 2.70 | 2.14 | 0.595 | 0.932 | 5.0646 |
| 48 | 2.26 | 2.06 | 0.906 | 0.962 | **1.5134\*** |
| 49 | 2.72 | 2.04 | 0.552 | 0.931 | 6.2819 |
| 50 | 2.93 | 2.54 | 0.256 | 0.809 | 4.5939 |
| 51 | 2.25 | 1.47 | 0.833 | 0.784 | 6.8157 |
| 52 | 2.27 | 1.47 | 0.851 | 0.771 | 6.9647 |
| 53 | 2.83 | 2.31 | 0.514 | 0.861 | 5.1869 |
| 54 | 2.79 | 2.18 | 0.518 | 0.947 | 5.6512 |
| 55 | 1.87 | 1.60 | 0.890 | 0.861 | **2.2132\*** |
| 56 | 2.59 | 1.83 | 0.683 | 0.899 | 6.7287 |
| 57 | 2.66 | 1.94 | 0.655 | 0.930 | 6.3301 |
| 58 | 2.54 | 1.45 | 0.758 | 0.744 | 10.266 |
| 59 | 2.14 | 1.52 | 0.899 | 0.784 | 5.1952 |
| 60 | 2.37 | 1.57 | 0.861 | 0.844 | 6.6374 |
| 61 | 1.91 | 1.66 | 0.922 | 0.890 | **1.9506\*** |
| 62 | 2.42 | 1.45 | 0.781 | 0.770 | 8.8433 |
| 63 | 2.69 | 1.96 | 0.662 | 0.931 | 6.3893 |
| 64 | 2.59 | 1.75 | 0.712 | 0.903 | 7.3039 |
| 65 | 2.77 | 2.02 | 0.548 | 2.020 | 6.8216 |
| 66 | 1.99 | 1.37 | 0.893 | 0.734 | 5.3633 |
| 67 | 2.66 | 1.73 | 0.639 | 0.886 | 8.5130 |
| 68 | 2.81 | 2.13 | 0.545 | 0.928 | 6.3175 |

\*indicates the items which are rejected.

**FAROOK TRAINING COLLEGE, CALICUT**

**ACADEMIC STRESS SCALE (DRAFT)**

**Dr: M.Jesa Usha. K**

Associate Professor M.Ed Student

Farook Training College Farook Training College

**hy-àn-]-cam-b hn-h-c§Ä**

t]-cv : …………………………………………… hbÊv :………….

B¬/s]¬ a-Xw : ln-µp /ap-Énw /{In-kv-Xy³

Pm-Xn : ]-«n-I-Pm-Xn/]-«n-I-hÀ-¤w/ a-äp-hn-`mKw Ip-Spw-\_w: A-Wp-Ip-Spw-\_w/Iq-«p-Ip-Spw\_w

]n-Xm-hn-sâ hn-Zym-`ymk tbmKy-X : ……….……... am-Xm-hn-sâ hn-Zym-`ymk tbmKy-X : ………..…

]n-Xm-hn-sâ tPmen : …………………………… am-Xm-hn-sâ tPm-en :…………………...………

**hn-Zym-e-b kw-\_-Ôam-b hn-h-c§Ä**

hn-Zym-e-b-¯n-sâ t]cv : ………………………………………………………..¢mkv :……….

hn-Zyme-bw Øn-Xn-sN-¿p-¶ Øew : {Km-aw/\Kcw

hn-Zym-e-b-¯n-sâ X-cw : K-h:/F-bvU-Uv/A¬-F-bvUUv

**\nÀ-t±-i§Ä**

\n-§-fp-sS ]T-\-kw-\_-Ôam-b {]-bm-k-§Ä F-s´Ãm-am-sW-¶v Xn-cn-¨-dn-bp-¶-Xn-\p-Å am-\-I-am-WnXv. Xm-sg sIm-Sp-¯n-cn-¡p-¶ {]-kv-Xm-h-\-IÄ-¡v tbm-Pn-¡p-¶p/A-`n-{]m-b-anÃ/hn-tbm-Pn-¡p-¶p F-¶n-§s\ aq-¶v {]-Xn-I-c-W-§Ä ho-Xw X-¶n-cn-¡p¶p. Hmtcm {]-kv-Xm-h-\bpw {i-²n-¨v hm-bn-¨-Xn-\v ti-jw A-h \n§-sf kw-\_-Ôn-¨n-S-t¯m-fw F-{X-am{Xw i-cn-bm-sW-¶v Xo-cp-am-\n-¡p-I. \n-§-fp-sS {]-Xn-I-c-W-¯n-\v t\sc Sn-Iv amÀ¡v (C:\Documents and Settings\user\Desktop\000.jpg) tc-J-s¸-Sp-¯pI. Hmtcm {]-kv-Xm-h-\-bv¡pw H-cp {]-Xn-Ic-Ww am-{X-ta A-S-bm-f-s¸-Sp-¯mhq. FÃm {]-kv-Xm-h-\-IÄ¡pw {]-Xn-Ic-Ww tc-J-s¸-Sp-¯m³ {]-tXy-Iw {i-²n-¡Ww. \n-§Ä \Â-Ip-¶ hn-h-c-§Ä K-th-j-Wm-h-iy-¯n-\v am{Xw D-]-tbm-Kn-¡p-¶Xpw Xn-I-¨pw c-l-ky-am-bn kq-£n-¡p-¶-Xp-am-bn-cn-¡pw.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| {I-a \-¼À | {]-kv-Xm-h\ | tbm-Pn-¡p-¶p | A-`n-{]m-b-anÃ | hn-tbm-Pn-¡p¶p |
| 1 | tlmwhÀ¡v Iq-Sp-X-ep-Å-t¸mÄ A-Xm-Xv Zn-hk-s¯ ]mT-`m-K-§Ä ]Tn-¨p XoÀ-¡m-\m-hm-sX \_p-²n-ap-«m-dp-­v |  |  |  |
| 2 | ho-«n-se ]-Wn-IÄ sIm-­v tlmwhÀ¡pIÄ ]qÀ-¯n-bm-¡m³ km-[n-¡m¯-Xv F-s¶ A-e-«m-dp­v. |  |  |  |
| 3 | h-f-sc-¡q-Sp-XÂ hn-j-b-§Ä ]Tn-¡m-\pÅ-Xv `m-c-am-bn tXm-¶m-dp­v. |  |  |  |
| 4 | H-¶nÂ-¡q-Sp-XÂ ]-co-£- \-S-¯p-t¼mÄ G-Xv \ÃXp-t]m-se ]Tn¡-Ww F-t¶mÀ-¯v B-i-b-¡pg-¸w D-­m-Im-dp-­v. |  |  |  |
| 5 | amÀ-¡v Ip-d-ªmÂ c-£n-Xm-¡Ä tZ-jy-s¸-Sp-sa-¶ t]-Sn-sIm-­v ]-co-£m-k-ab-¯v F-\n-¡v ]-cn-{`-aw tXm-¶m-dp­v. |  |  |  |
| 6 | ]co-£ I-gn-ªmÂ D-¯-c-sa-gp-Xm-sX-t]m-b tNm-Zy§-sf Ip-dn-t¨mÀ-¯p-Å \ncm-i A-Sp-¯ ]-co-£-bv-¡p-Å F-sâ X-¿m-sd-Sp-¸n-s\ \_m-[n-¡m-dnÃ. |  |  |  |
| 7 | t{]m-{K-Êv dn-t¸mÀ-«v c-£n-Xm¡-sf Im-Wn-¡m³ F-\n-¡v `-b-am-Wv. |  |  |  |
| 8 | c-£n-Xm-¡Ä-¡v ]T-\-¯n-ep-Å Aan-X D-Xv-¡WvT F-¶nÂ am-\kn-I k-½À-±w D-­m-¡mdp­v. |  |  |  |
| 9 | ]-co-£-bv-¡v amÀ-¡v Ip-d-bptam F-¶v Nn-´n-¨v A-kz-Ø-X D-­m-Im-dp­v. |  |  |  |
| 10 | {]-Xo-£-bv-s¡m-¯v ]T-\-¯nÂ D-b-cm³ I-gn-bm-dn-sÃ-¦nepw Rm-\-tXmÀ-¯v B-Ip-e-s¸-Sm-dnÃ. |  |  |  |
| 11 | A[ym-]-IÀ- Fs¶ {i²n¡p¶nÃ F¶v ImWp-t¼mÄ \ncmi tXm¶m-dp­v |  |  |  |
| 12 | Ip-d-ª amÀ-¡v e`n-¡p¶ hnjbw ]Tn-¸n-¡p¶ A[ym-]-I-tcmSv tZjyw tXm¶m-dp­v. |  |  |  |
| 13 | hfsc \Ã-Xp-t]mse X¿m-dm-b-cp-¶mepw ]-co-£-m Znh-k-§-fnÂ tXmÂ-¡ptam F-¶ B-i¦ tXm-¶m-dp­v. |  |  |  |
| 14 | kz-Ø-am-bn ]Tn-¡m-\n-cn-¡p-t¼mÄ c-£n-Xm-¡Ä a-äv tPm-en-IÄ sN-¿m-\m-bn \nÀ-\_-Ôn-¡m-dpÅ-Xv F-¶nÂ \ncm-i D-­m-¡m-dp­v. |  |  |  |
| 15 | ho«nÂ sa-¨-s¸-« ]T-\-ku-Icyw CÃm-sX Rm³ hn-j-an-¡m-dp­v. |  |  |  |
| 16 | ]Xn-hmbn Rm³ sN¿m-dpÅ ho«nse tPmen-IÄ ]co-£m-k-a-b¯v amXm-]n-Xm-¡Ä sN¿m-dp-­v. |  |  |  |
| 17 | ]-co-£m-k-a-b-§-fnÂ {]-tXy-In¨pw X-e-thZ-\, h-b-dp-thZ-\, hn-i-¸nÃm-bv-a, D-d-¡-¡pd-hv F-¶o A-kz-Ø-X-IÄ aq-ew hn-j-an-¡m-dp­v. |  |  |  |
| 18 | C-S-bv-¡n-S-bv-¡v A-kp-J-§Ä h-cp¶-Xv F-sâ ]T\-s¯ {]-Xn-Iq-e-am-bn \_m-[n-¡m-dp­v. |  |  |  |
| 19 | ]-co-£-I-fnÂ Ht¶m c-t­m amÀ-¡n-\v tXmÂ-t¡-­n h-cp-t¼mÄ A-Xn-bm-b \ncmi tXm-¶m-dp­v. |  |  |  |
| 20 | F-fp-¸-ap-Å ]-co-£-IÄ A-kp-Jw aq-ew F-gp-Xm-\m-Im-sX h-cp-t¼mÄ hnj-aw tXm-¶m-dp­v. |  |  |  |
| 21 | cm{Xn hf-sc ssh-Inbpw c-£n-Xm-¡Ä ]Tn-¡m³ \nÀ-\_-Ôn-¡p¶-Xv F-sâ B-tcm-Ky-s¯ \_m-[n-¡m-dp­v. |  |  |  |
| 22 | c-£n-Xm-¡Ä D-d-s¡-hm-bn-¨v ]Tn-¡m³ \nÀ-\_-Ôn-¡p¶-Xv F-sâ ]T-\ co-Xn-bv¡v XS-Êw kr-ãn-¡p¶p. |  |  |  |
| 23 | ]T-\-¯n-\v th-­ ku-I-cy-§Ä ho-«nÂ Ip-d-hm-sW-¶ Nn-´ F-s¶ A-e-«m-dnÃ. |  |  |  |
| 24 | \_p-²n-ap-«p-Å s{]m-P-Îp-IÄ hnh-cw \Â-In k-lm-bn-¡m³ B-cp-an-sÃ-¶ Nn-´ F-s¶ hn-j-an-¸n-¡m-dp­v. |  |  |  |
| 25 | sN¿m³ {]bm-k-apÅ s{]m-P-Îp-IÄ e-`n-¡p-t¼mÄ \_p-²n-ap-«v tXm-¶m-dp-­v. |  |  |  |
| 26 | ho-«n-se Xn-c-¡p-IÄ-¡n-S-bnÂ A-ssk³-saâv Ir-Xy-k-ab-¯v sh-¡m-\m-h¯-Xv F-s¶ hn-j-an-¸n-¡m-dp­v. |  |  |  |
| 27 | F-sâ I-gn-hpI-sf t{]m-Õm-ln-¸n-¡m-sX ]T-\-¯n-ep-Å Ip-d-hp-IÄ Nq-­n-¡m-Wn-¨v im-kn-¡p-t¼mÄ Rm³ am-\kn-I ]n-cn-ap-dp-¡w A-\p-`-hn-¡m-dp­v. |  |  |  |
| 28 | F\n¡v kvIqfnÂ Fs´-¦nepw {]-iv-\-§-fp-­m-bmÂ F\n¡v Iq«mbn Bcpw CÃ F¶Xv Fs¶ hnj-an-¸n-¡m-dp-­v. |  |  |  |
| 29 | ¢m-kn-se Ip-«n-IÄ X-½nÂ ]-c-kv-]-c k-l-I-c-W-anÃm¯-Xv F-s¶ \_p-²n-ap-«n-¡m-dp­v. |  |  |  |
| 30 | A-[ym]-I-tcm-Sv bm-sXm-cp a-Snbpw Iq-Sm-sX kw-i-b-§Ä tNm-Zn-¡m-dp-­v. |  |  |  |
| 31 | ]T-\-{]-hÀ-¯-\-§Ä A-h-X-cn-¸n-¡p-¶ ka-bw F-\n-¡v am-\kn-I k-½À-±w D-­m-Im-dp­v. |  |  |  |
| 32 | {Kq-¸v {]-hÀ-¯-\-§-fnÂ F-sâ B-i-b-§Ä A-h-K-Wn-¡-s¸-Sp-t¼mÄ hnj-aw tXm-¶m-dp-­v. |  |  |  |
| 33 | ]T-\-{]-hÀ-¯-\-§-fp-sS ap-t¶m-Sn-bm-bn \Â-Ip-¶ \nÀ-t±-i-§Ä a-\-Ên-em-¡m³ I-gn-bm-sX hn-j-an-¡m-dp-­v. |  |  |  |
| 34 | A-[ym-]-IÀ I-fn-¡m³-t]mepw ka-bw \Â-Im-sX ]T-\-{]-hÀ-¯-\-§Ä sN-¿m³ \nÀ-\_-Ôn-¡p-¶-Xn-\mÂ ]T-\w F-\n-¡v `m-c-am-bn tXm-¶m-dp­v. |  |  |  |
| 35 | A-[ym-]-IÀ A-ssk³-saâv, s{]m-P-Îv-kv F-¶n-h-bv-¡v Ip-d-ª Zn-h-k-§Ä \Â-Ip¶-Xv am-\kn-I k-½À-±w kr-ãn-¡m-dp­v. |  |  |  |
| 36 | A-[ym]-I-tcm-Sv ho-«n-se {]bm-k-§Ä Xpd-¶v ]-d-bm³ km-[n-¡m¯-Xv F-\n-s¡m-cp {]-iv-\-tabÃ. |  |  |  |
| 37 | ]T-\-km-a-{Kn-IÄ Ir-Xy-k-ab-¯v e-`n-¡m¯-Xv F-¶nÂ B-i-¦ D-f-hm-¡m-dp­v. |  |  |  |
| 38 | ]T-\ \n-e-hm-c-s¯-¡p-dn-¨-dn-bm³ c-£n-Xm-¡Ä {i-an-¡m¯-Xv F-¶nÂ hnj-aw kr-ãn-¡m-dp­v. |  |  |  |
| 39 | am-Xm-]n-Xm-¡Ä-¡v hn-Zym-`ym-kw Ip-d-hm-b-Xn-\mÂ ]T-\-¯nÂ k-lm-bn-¡m³ I-gn-bnÃ F-¶ Nn-´ F-s¶ A-e-«m-dp­v. |  |  |  |
| 40 | a-äpIp-«n-IÄ A-h-K-Wn-¡p-¶-Xn-\mÂ ¢m-knÂ h-cm³ tXm-¶m-dnÃ. |  |  |  |
| 41 | ¢m-knÂ F¶pw C-cn-¡p-¶ Øm\-¯v \n¶pw am-dn C-cn-t¡-­ km-l-N-cy-¯nÂ-F-\n¡v {]bmkw tXm¶m-dp-­v. |  |  |  |
| 42 | a-g-¡me-¯v ¢m-kv ap-dn-IÄ tNmÀ-s¶m-en-¡p¶-Xv ]T-\ {]-hÀ-¯-\-§Ä-¡v XS-Êw kr-ãn-¡m-dp­v. |  |  |  |
| 43 | A-[ym-]-IÀ {]-hÀ-¯-\-§Ä kz-´-am-bn sN-¿m³ \nÀ-\_-Ôn-¡p¶-Xv F-s¶ A-e-«m-dp-­v. |  |  |  |
| 44 | Ir-Xy-a-m-b \nÀ-t±-i-§Ä \Â-Im-sX s{]m-P-Îv-kv X-cp-t¼mÄ B-i¦ tXm-¶m-dp­v. |  |  |  |
| 45 | \Ã co-Xn-bnÂ A-ssk³-saâpw s{]m-PÎpw sN-bv-Xp XoÀ-¡m-\m-{K-ln-¨mepw km-[n-¡m-sX h-cp-¶-Xv F-sâ I-gn-hn-ep-Å hn-izm-kw Ip-d-bv-¡p¶p. |  |  |  |
| 46 | s{]mP-Îv sN-¿m³ a-äp Ip-«n-IÄ A-[ym-]I-sc k-ao-]n-¡p-¶Xp-t]m-se F-\n-¡v I-gn-bm-¯-XnÂ hnj-aw tXm-¶m-dp­v. |  |  |  |
| 47 | A-[ym-]-IÀ tNm-Zyw tNm-Zn-¡p-t¼mÄ D-Xv-I-WvT-aq-ew D¯-cw A-dn-ªm-epw Rm³ ]-X-dm-dp­v. |  |  |  |
| 48 | D-¯-c-¡-S-em-kv A-[ym-]-IÀ hn-e-bn-cp-¯n-\Â-Ip-¶ k-ab-¯v F-sâ amÀ-¡n-s\- Ip-dn-¨v Rm³ B-i-¦-s¸-Sm-dnÃ. |  |  |  |
| 49 | Xp-S-sc-Xp-S-sc-bp-Å ]-co-£-IÄ Imc-Ww hn-ti-jm-h-k-c-§-fnÂ \n¶pw am-dn \nÂ-t¡-­n h-cp-t¼mÄ hnj-aw tXm-¶m-dp­v. |  |  |  |
| 50 | im-cocn-Iam-b \_p-²n-ap-«p-IÄ sIm-­v kvIqfnÂ t]mIm-Xn-cp-¶mÂ B Zn-h-k-§-fn-se ]mT-`m-K-§Ä a-\-Ên-em-¡n-sb-Sp-¡m³ hn-j-an-¡m-dp­v. |  |  |  |
| 51 | H-cp-]m-Sv hn-j-b-§Ä ]Tn-¡m-\p-Å-Xp-sIm-­v hn-t\m-Z-§Ä-s¡m¶pw ]-s¦-Sp-¡m³ am-Xm-]n-Xm-¡Ä k-½-Xn-¡m-¯-Xn-\mÂ F-\n-¡v ]T-\-¯nÂ XmÂ-]-cy-¡p-d-hp­v. |  |  |  |
| 52 | c-£n-Xm-¡Ä k-Zm-k-a-bhpw ]Tn-¡m³ \nÀ-\_-Ôn-¡p-¶-Xn-\mÂ ]T-\-t¯m-Sv hnc-kX tXm-¶m-dp­v. |  |  |  |
| 53 | ]co-£m-lm-fn-en-cn-¡p-t¼mÄ ]Tn¨ Imcy-§Ä s]s«¶v HmÀ½-h-cm-Xn-cn-¡p-¶-þ Xn-\mÂ ]co£ Fgp-Xp-¶-Xn-s\-¡p-dn¨v Btem-Nn-¡pt¼mÄ Bi¦ tXm¶m-dp-­v. |  |  |  |
| 54 | \-¶m-bn X-¿m-sd-Sp-¯mepw ]-co£-sb `-b-t¯m-sS-bm-Wv k-ao-]n-¡m-dp-Å-Xv. |  |  |  |
| 55 | A-Xym-h-iy-L-«-§-fnÂ A-[ym-]-I-cp-sS k-lm-bw e-`n-¡p-¶-Xn-\v hnj-aw t\-cn-Sm-dnÃ. |  |  |  |
| 56 | hn-c-kam-b A-[ym-]-\ co-Xn Imc-Ww ¢m-kn-Â F\n¡v \_p-²n-ap-«p-Å hn-j-b-§Ä ]Tn-¸n-¡p-t¼mÄ {i-²n-¡m³ I-gn-bm-dnÃ. |  |  |  |
| 57 | ¢m-knÂ t\-cw ssh-In-sb-¯n-bmÂ F-´m-Wv Imc-Ww F-¶v t]mepw A-t\z-jn-¡m-sX A-[ym-]-IÀ in-£n-¡p-t¼mÄ am-\kn-I hnj-aw tXm-¶m-dp­v. |  |  |  |
| 58 | in-£m \-S-]-Sn-IÄ I-Sp-¯-Xm-b-Xn-\mÂ kv-Iq-fn-te-¡v t]m-Ip-¶ Nn-´ X-s¶ `bw D-f-hm-¡p-¶-XmWv. |  |  |  |
| 59 | ¢m-kv ap-dn-bnÂ A-Xym-h-iyw sh-fn-¨w e-`n-¡m¯-Xv ]T\-s¯ \_m-[n-¡p¶p. |  |  |  |
| 60 | ku-I-cy-{]-Z-am-bn C-cn-¡m³ t]mepw Ø-e-anÃm-¯ A-h-Ø F-\n-¡v ¢m-knÂ {i-²n-¡m³ \_p-²n-ap-«p-­m-¡m-dp­v. |  |  |  |
| 61 | A-[ym-]IÀ ]Tn-¸n-¡p¶-Xv a-\-Ên-em-bn-sÃ-¦nepw Rm³ kz-bw ]Tn-¨v amÀ-¡v t\-Sp-¶-Xn-\mÂ {]-bm-kw tXm-¶m-dnÃ. |  |  |  |
| 62 | ¢m-knÂ ap-gp-h³ k-a-bhpw {i-²n-¨n-cn-¡p-¶-Xn-s\-¡p-dn-¨v B-tem-Nn-¡p-t¼mÄ ]-cn-{`-aw tXm-¶m-dp­v. |  |  |  |
| 63 | sXäm-b D¯-cw ]-d-ªmÂ Iq-«p-ImÀ ]-cn-l-kn-¨v Nn-cn-¡p¶-Xv F-s¶ A-e-«m-dp­v. |  |  |  |
| 64 | a-äp-Ip-«n-IÄ kv-t\-l-anÃm-sX s]-cp-am-dp¶-Xv F-s¶ am-\-kn-I-am-bn X-fÀ-¯m-dp­v. |  |  |  |
| 65 | c-£n-Xm-¡Ä F-sâ ]T-\-\n-e-hmc-s¯ a-äp-Ip-«n-I-fp-am-bn Xm-c-Xayw sN-bv-Xv kw-km-cn-¡p¶-Xv F-\n-¡v hnj-aw D-­m-¡m-dp­v. |  |  |  |
| 66 | ho-«n-se {]-Xn-Iq-eam-b A-´-co-£-¯n-en-cp-¶v ]Tn-¡m³ I-gn-bm-sX Rm³ \_p-²n-ap-«m-dp-­v. |  |  |  |
| 67 | ]-co-£-sb-¡p-dn-t¨mÀ-¡p-t¼mÄ kzbw Btem-Nn¨v D¯-c-w F-gp-tX­ coXn-bn-epÅ tNmZy-§Ä D­m-Ip-sa¶ Nn´ Fs¶ hÃmsX Ae-«m-dp-­v. |  |  |  |
| 68 | ]mT-§Ä ]n-¶o-Sv ]Tn-¡m-sa¶vv I-cp-Xn am-än-sh-¡p-¶-Xn-\mÂ ]-co-£-bp-sS X-te-Znh-kw B-{K-ln-¨Xp-t]m-se ]Tn-¨p-XoÀ-¡m-\m-hm-sX hn-j-an-¡m-dp­v. |  |  |  |

**Appendix-III**

**FAROOK TRAINING COLLEGE, CALICUT**

**ACADEMIC STRESS SCALE(DRAFT)**

## Dr.M. Jesa. Usha. K

Associate professor M Ed student

**Personal Information**

Name :………………………………........... Age : ………………….

Male/Female Religion: Hindu/Muslim/Christian

Caste :Scheduled caste/Scheduled tribe/Other Family: Nuclear family/ Joint family

Educational Qualification of father:…………….

Educational Qualification of mother:……………

Occupational of Father……..Occupation of mother:……

**School related Information**

Name of the school:…………………..class:…………………..

Locality of the school: Rural/Urban:…………Type of Management:…

**Instructions:**

This is a tool to recognize your learning difficulties. For each statements given below, three response-Agree/Undecided/Disagree- have been given. After careful reading of each statement, decide how much they affect you and put a tick (C:\Documents and Settings\user\Desktop\000.jpg) mark against your response. For each statement only one response should be given. You should make sure that you have given response to all the statements. The information attained from you will be used only for research purposes and its contents will be kept secretly.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Sl*  *.No* | *Statement* | *Agree* | *Undecided* | *Disagree* |
| 1 | I find it difficult to study the daily portions when given a lot of homework. |  |  |  |
| 2 | It worries me a lot when I cannot complete my home work due to household duties. |  |  |  |
| 3 | I find it a burden to study a lot of subjects |  |  |  |
| 4 | When more than one examination is conducted, I feel confused on which subject to study. |  |  |  |
| 5 | I have a feeling of anxiety during the examination time that parents will become angry if I get low marks. |  |  |  |
| 6 | The disappointment of not answering certain questions in the previous exam does not affect my preparations for the next one. |  |  |  |
| 7 | I feel terrified in showing my report cards to parents. |  |  |  |
| 8 | The anxiety that parents take in my studies causes mental pressure in me. |  |  |  |
| 9 | I feel agitated thinking that I will get less marks in the exams. |  |  |  |
| 10 | Even though I cannot attain high standards in my studies. I do not grieve over it. |  |  |  |
| 11 | I feel disappointed when I see that teachers are not giving due importance to me. |  |  |  |
| 12 | I feel hatred towards those teachers in whose subject I score less marks. |  |  |  |
| 13 | I feel that I will fail in the examination even though I have prepared sufficiently. |  |  |  |
| 14 | I feel disappointed when my parents call me for other works when I am sitting down for studies |  |  |  |
| 15 | I feel sad that I have not got a proper study facilities at home. |  |  |  |
| 16 | The daily works that I do in my house are done by my parents during the time of my examination |  |  |  |
| 17 | I feel certain uneasiness like headache, stomach ache, lack of hunger and sleep during the time of exam. |  |  |  |
| 18 | Frequent diseases affect my studies. |  |  |  |
| 19 | I feel highly disappointed when I fail in exam for one or two marks. |  |  |  |
| 20 | I feel sad when I am not able to write easy exams due to sickness. |  |  |  |
| 21 | Insistence of my parents to study late night affects my health. |  |  |  |
| 22 | My learning style is affected when my parents force me to read aloud for them. |  |  |  |
| 23 | That I have less facility at my home for studies doesn’t affect me. |  |  |  |
| 24 | I feel worried to do difficult projects due to the thought that there is no one to help me. |  |  |  |
| 25 | I feel troubled when I get difficult projects |  |  |  |
| 26 | I feel worried when I am not able to keep my projects on time due to household works. |  |  |  |
| 27 | Instead of encouraging my abilities, when I am scolded for my deficiencies, I feel depressed |  |  |  |
| 28 | That there is no one to help me when I have any problem at school worries me a lot. |  |  |  |
| 29 | Lack of co operation among my classmates troubles me. |  |  |  |
| 30 | I ask doubts to my teachers without any hesitation. |  |  |  |
| 31 | I feel mental pressure at the time of presenting learning activities. |  |  |  |
| 32 | When my ideas are ignored during group activities, I feel sad |  |  |  |
| 33 | I have difficulty in understanding the instructions given by teachers before the activities. |  |  |  |
| 34 | Study becomes a burden to me when teachers make me do activities without giving any leisure. |  |  |  |
| 35 | When teachers give less time for submitting assignments and projects, it creates mental pressure in me. |  |  |  |
| 36 | That I cannot discuss my family problems with my teachers does not bother me. |  |  |  |
| 37 | I feel anxious when I do not get the study materials on time. |  |  |  |
| 38 | I feel sad that my parents do not show any interest in my studies. |  |  |  |
| 39 | It worries me a lot when I think that my parents cannot help me in studies because they have not got much education. |  |  |  |
| 40 | I don’t feel like going to class because other students avoid me. |  |  |  |
| 41 | I feel troubles when I have to shift my seat from my usual one. |  |  |  |
| 42 | Leakage of classrooms during rainy seasons disturbs my learning activities. |  |  |  |
| 43 | When teachers insist that we do activities alone, I feel worried |  |  |  |
| 44 | I get confused when projects are given without proper instructions. |  |  |  |
| 45 | The fact that in spite of much effort, I could not finish my projects and assignments well, make me lose confidence in myself. |  |  |  |
| 46 | I feel sad that I am not able to approach teachers for help with the projects like other students. |  |  |  |
| 47 | When asked by teachers, I hesitate to give answers of those questions known to me because of fear. |  |  |  |
| 48 | I don’t feel bad about my mark when teachers evaluating my answer sheets. |  |  |  |
| 49 | I feel sad when I am not able to attend family functions because of continuous examinations. |  |  |  |
| 50 | When I am not able to attend classes due to any diseases I have difficulty in understanding the missed portions |  |  |  |
| 51 | Due to the overload of the subjects to study, when my parents do not allow me to take vacations, I lose my interest in studies. |  |  |  |
| 52 | When my parents force me to study, I feel disgusted |  |  |  |
| 53 | As I am not able to quickly recapture the learned things in the examination hall, I feel anxious about writing the exam. |  |  |  |
| 54 | Even if I have prepared well, I face examination with fear. |  |  |  |
| 55 | I have no difficulty in getting help from teachers in urgent situations. |  |  |  |
| 56 | Because of monotonous teaching methods, when difficult subjects are taught, I am not able to concentrate. |  |  |  |
| 57 | The tendency of the teachers to punish students without even asking the reason for their late coming causes mental pressure. |  |  |  |
| 58 | Strict punishment measures create a fear in the mind while thinking of going to school |  |  |  |
| 59 | Lack of sufficient light in class room affects the studies. |  |  |  |
| 60 | Lack of comfortable seating arrangement decreases my concentration in the class |  |  |  |
| 61 | Though I can’t follow a word of what the teacher teaches, it does not bother me as I am able to study alone. |  |  |  |
| 62 | I feel terrified when I think about concentrating completely in a class. |  |  |  |
| 63 | It creates tension in me when my friends mock me for giving wrong answers. |  |  |  |
| 64 | I feel depressed when other students do not behave lovingly towards me. |  |  |  |
| 65 | When my parents compare my learning abilities with those of others, I feel sad. |  |  |  |
| 66 | I feel difficulty in studying in the unfavourable atmosphere of my home. |  |  |  |
| 67 | The thought that I have to answer thought type questions thinking myself during the examination, I feel worried. |  |  |  |
| 68 | My habit of keeping my work aside studies un necessary worries on the previous day of examination. |  |  |  |

**Appendix-IV**

**FAROOK TRAINING COLLEGE, CALICUT**

**ACADEMIC STRESS SCALE (FINAL)**

**Dr: M.Jesa Usha. K**

Associate Professor M.Ed Student

Farook Training College Farook Training College

**hy-àn-]-cam-b hn-h-c§Ä**

t]-cv : …………………………………………… hbÊv :………….

B¬/s]¬ a-Xw : ln-µp /ap-Énw /{In-kv-Xy³

Pm-Xn : ]-«n-I-Pm-Xn/]-«n-I-hÀ-¤w/ a-äp-hn-`mKw Ip-Spw-\_w: A-Wp-Ip-Spw-\_w/Iq-«p-Ip-Spw\_w

]n-Xm-hn-sâ hn-Zym-`ymk tbmKy-X : ……….……... am-Xm-hn-sâ hn-Zym-`ymk tbmKy-X : ………..…

]n-Xm-hn-sâ tPmen : …………………………… am-Xm-hn-sâ tPm-en :…………………..………

**hn-Zym-e-b kw-\_-Ôam-b hn-h-c§Ä**

hn-Zym-e-b-¯n-sâ t]cv : ………………………………………………………..¢mkv :……….

hn-Zyme-bw Øn-Xn-sN-¿p-¶ Øew : {Km-aw/\Kcw

hn-Zym-e-b-¯n-sâ X-cw : K-h:/F-bvU-Uv/A¬-F-bvUUv

**\nÀ-t±-i§Ä**

\n-§-fp-sS ]T-\-kw-\_-Ôam-b {]-bm-k-§Ä F-s´Ãm-am-sW-¶v Xn-cn-¨-dn-bp-¶-Xn-\p-Å am-\-I-am-WnXv. Xm-sg sIm-Sp-¯n-cn-¡p-¶ {]-kv-Xm-h-\-IÄ-¡v tbm-Pn-¡p-¶p/A-`n-{]m-b-anÃ/hn-tbm-Pn-¡p-¶p F-¶n-§s\ aq-¶v {]-Xn-I-c-W-§Ä ho-Xw X-¶n-cn-¡p¶p. Hmtcm {]-kv-Xm-h-\bpw {i-²n-¨v hm-bn-¨-Xn-\v ti-jw A-h \n§-sf kw-\_-Ôn-¨n-S-t¯m-fw F-{X-am{Xw i-cn-bm-sW-¶v Xo-cp-am-\n-¡p-I. \n-§-fp-sS {]-Xn-I-c-W-¯n-\v t\sc Sn-Iv amÀ¡v (C:\Documents and Settings\user\Desktop\000.jpg) tc-J-s¸-Sp-¯pI. Hmtcm {]-kv-Xm-h-\-bv¡pw H-cp {]-Xn-Ic-Ww am-{X-ta A-S-bm-f-s¸-Sp-¯mhq. FÃm {]-kv-Xm-h-\-IÄ¡pw {]-Xn-Ic-Ww tc-J-s¸-Sp-¯m³ {]-tXy-Iw {i-²n-¡Ww. \n-§Ä \Â-Ip-¶ hn-h-c-§Ä K-th-j-Wm-h-iy-¯n-\v am{Xw D-]-tbm-Kn-¡p-¶Xpw Xn-I-¨pw c-l-ky-am-bn kq-£n-¡p-¶-Xp-am-bn-cn-¡pw.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| {I-a \-¼À | {]-kv-Xm-h\ | tbm-Pn-¡p-¶p | A-`n-{]m-b-anÃ | hn-tbm-Pn-¡p¶p |
| 1 | tlmwhÀ¡v Iq-Sp-X-ep-Å-t¸mÄ A-Xm-Xv Zn-hk-s¯ ]mT-`m-K-§Ä ]Tn-¨p XoÀ-¡m-\m-hm-sX \_p-²n-ap-«m-dp-­v |  |  |  |
| 2 | ho-«n-se ]-Wn-IÄ sIm-­v tlmwhÀ¡pIÄ ]qÀ-¯n-bm-¡m³ km-[n-¡m¯-Xv F-s¶ A-e-«m-dp­v. |  |  |  |
| 3 | h-f-sc-¡q-Sp-XÂ hn-j-b-§Ä ]Tn-¡m-\pÅ-Xv `m-c-am-bn tXm-¶m-dp­v. |  |  |  |
| 4 | H-¶nÂ-¡q-Sp-XÂ ]-co-£- \-S-¯p-t¼mÄ G-Xv \ÃXp-t]m-se ]Tn¡-Ww F-t¶mÀ-¯v B-i-b-¡pg-¸w D-­m-Im-dp-­v. |  |  |  |
| 5 | amÀ-¡v Ip-d-ªmÂ c-£n-Xm-¡Ä tZ-jy-s¸-Sp-sa-¶ t]-Sn-sIm-­v ]-co-£m-k-ab-¯v F-\n-¡v ]-cn-{`-aw tXm-¶m-dp­v. |  |  |  |
| 6 | ]co-£ I-gn-ªmÂ D-¯-c-sa-gp-Xm-sX-t]m-b tNm-Zy§-sf Ip-dn-t¨mÀ-¯p-Å \ncm-i A-Sp-¯ ]-co-£-bv-¡p-Å F-sâ X-¿m-sd-Sp-¸n-s\ \_m-[n-¡m-dnÃ. |  |  |  |
| 7 | t{]m-{K-Êv dn-t¸mÀ-«v c-£n-Xm¡-sf Im-Wn-¡m³ F-\n-¡v `-b-am-Wv. |  |  |  |
| 8 | c-£n-Xm-¡Ä-¡v ]T-\-¯n-ep-Å Aan-X D-Xv-¡WvT F-¶nÂ am-\kn-I k-½À-±w D-­m-¡mdp­v. |  |  |  |
| 9 | ]-co-£-bv-¡v amÀ-¡v Ip-d-bptam F-¶v Nn-´n-¨v A-kz-Ø-X D-­m-Im-dp­v. |  |  |  |
| 10 | A[ym-]-IÀ- Fs¶ {i²n¡p¶nÃ F¶v ImWp-t¼mÄ \ncmi tXm¶m-dp­v |  |  |  |
| 11 | Ip-d-ª amÀ-¡v e`n-¡p¶ hnjbw ]Tn-¸n-¡p¶ A[ym-]-I-tcmSv tZjyw tXm¶m-dp­v. |  |  |  |
| 12 | hfsc \Ã-Xp-t]mse X¿m-dm-b-cp-¶mepw ]-co-£-m Znh-k-§-fnÂ tXmÂ-¡ptam F-¶ B-i¦ tXm-¶m-dp­v. |  |  |  |
| 13 | kz-Ø-am-bn ]Tn-¡m-\n-cn-¡p-t¼mÄ c-£n-Xm-¡Ä a-äv tPm-en-IÄ sN-¿m-\m-bn \nÀ-\_-Ôn-¡m-dpÅ-Xv F-¶nÂ \ncm-i D-­m-¡m-dp­v. |  |  |  |
| 14 | ho«nÂ sa-¨-s¸-« ]T-\-ku-Icyw CÃm-sX Rm³ hn-j-an-¡m-dp­v. |  |  |  |
| 15 | ]-co-£m-k-a-b-§-fnÂ {]-tXy-In¨pw X-e-thZ-\, h-b-dp-thZ-\, hn-i-¸nÃm-bv-a, D-d-¡-¡pd-hv F-¶o A-kz-Ø-X-IÄ aq-ew hn-j-an-¡m-dp­v. |  |  |  |
| 16 | C-S-bv-¡n-S-bv-¡v A-kp-J-§Ä h-cp¶-Xv F-sâ ]T\-s¯ {]-Xn-Iq-e-am-bn \_m-[n-¡m-dp­v. |  |  |  |
| 17 | ]-co-£-I-fnÂ Ht¶m c-t­m amÀ-¡n-\v tXmÂ-t¡-­n h-cp-t¼mÄ A-Xn-bm-b \ncmi tXm-¶m-dp­v. |  |  |  |
| 18 | cm{Xn hf-sc ssh-Inbpw c-£n-Xm-¡Ä ]Tn-¡m³ \nÀ-\_-Ôn-¡p¶-Xv F-sâ B-tcm-Ky-s¯ \_m-[n-¡m-dp­v. |  |  |  |
| 19 | c-£n-Xm-¡Ä D-d-s¡-hm-bn-¨v ]Tn-¡m³ \nÀ-\_-Ôn-¡p¶-Xv F-sâ ]T-\ co-Xn-bv¡v XS-Êw kr-ãn-¡p¶p. |  |  |  |
| 20 | \_p-²n-ap-«p-Å s{]m-P-Îp-IÄ hnh-cw \Â-In k-lm-bn-¡m³ B-cp-an-sÃ-¶ Nn-´ F-s¶ hn-j-an-¸n-¡m-dp­v. |  |  |  |
| 21 | sN¿m³ {]bm-k-apÅ s{]m-P-Îp-IÄ e-`n-¡p-t¼mÄ \_p-²n-ap-«v tXm-¶m-dp-­v. |  |  |  |
| 22 | ho-«n-se Xn-c-¡p-IÄ-¡n-S-bnÂ A-ssk³-saâv Ir-Xy-k-ab-¯v sh-¡m-\m-h¯-Xv F-s¶ hn-j-an-¸n-¡m-dp­v. |  |  |  |
| 23 | F-sâ I-gn-hpI-sf t{]m-Õm-ln-¸n-¡m-sX ]T-\-¯n-ep-Å Ip-d-hp-IÄ Nq-­n-¡m-Wn-¨v im-kn-¡p-t¼mÄ Rm³ am-\kn-I ]n-cn-ap-dp-¡w A-\p-`-hn-¡m-dp­v. |  |  |  |
| 24 | F\n¡v kvIqfnÂ Fs´-¦nepw {]-iv-\-§-fp-­m-bmÂ F\n¡v Iq«mbn Bcpw CÃ F¶Xv Fs¶ hnj-an-¸n-¡m-dp-­v. |  |  |  |
| 25 | ¢m-kn-se Ip-«n-IÄ X-½nÂ ]-c-kv-]-c k-l-I-c-W-anÃm¯-Xv F-s¶ \_p-²n-ap-«n-¡m-dp­v. |  |  |  |
| 26 | A-[ym]-I-tcm-Sv bm-sXm-cp a-Snbpw Iq-Sm-sX kw-i-b-§Ä tNm-Zn-¡m-dp-­v. |  |  |  |
| 27 | ]T-\-{]-hÀ-¯-\-§Ä A-h-X-cn-¸n-¡p-¶ ka-bw F-\n-¡v am-\kn-I k-½À-±w D-­m-Im-dp­v. |  |  |  |
| 28 | {Kq-¸v {]-hÀ-¯-\-§-fnÂ F-sâ B-i-b-§Ä A-h-K-Wn-¡-s¸-Sp-t¼mÄ hnj-aw tXm-¶m-dp-­v. |  |  |  |
| 29 | ]T-\-{]-hÀ-¯-\-§-fp-sS ap-t¶m-Sn-bm-bn \Â-Ip-¶ \nÀ-t±-i-§Ä a-\-Ên-em-¡m³ I-gn-bm-sX hn-j-an-¡m-dp-­v. |  |  |  |
| 30 | A-[ym-]-IÀ I-fn-¡m³-t]mepw ka-bw \Â-Im-sX ]T-\-{]-hÀ-¯-\-§Ä sN-¿m³ \nÀ-\_-Ôn-¡p-¶-Xn-\mÂ ]T-\w F-\n-¡v `m-c-am-bn tXm-¶m-dp­v. |  |  |  |
| 31 | A-[ym-]-IÀ A-ssk³-saâv, s{]m-P-Îv-kv F-¶n-h-bv-¡v Ip-d-ª Zn-h-k-§Ä \Â-Ip¶-Xv am-\kn-I k-½À-±w kr-ãn-¡m-dp­v. |  |  |  |
| 32 | ]T-\-km-a-{Kn-IÄ Ir-Xy-k-ab-¯v e-`n-¡m¯-Xv F-¶nÂ B-i-¦ D-f-hm-¡m-dp­v. |  |  |  |
| 33 | ]T-\ \n-e-hm-c-s¯-¡p-dn-¨-dn-bm³ c-£n-Xm-¡Ä {i-an-¡m¯-Xv F-¶nÂ hnj-aw kr-ãn-¡m-dp­v. |  |  |  |
| 34 | am-Xm-]n-Xm-¡Ä-¡v hn-Zym-`ym-kw Ip-d-hm-b-Xn-\mÂ ]T-\-¯nÂ k-lm-bn-¡m³ I-gn-bnÃ F-¶ Nn-´ F-s¶ A-e-«m-dp­v. |  |  |  |
| 35 | a-äpIp-«n-IÄ A-h-K-Wn-¡p-¶-Xn-\mÂ ¢m-knÂ h-cm³ tXm-¶m-dnÃ. |  |  |  |
| 36 | ¢m-knÂ F¶pw C-cn-¡p-¶ Øm\-¯v \n¶pw am-dn C-cn-t¡-­ km-l-N-cy-¯nÂ-F-\n¡v {]bmkw tXm¶m-dp-­v. |  |  |  |
| 37 | a-g-¡me-¯v ¢m-kv ap-dn-IÄ tNmÀ-s¶m-en-¡p¶-Xv ]T-\ {]-hÀ-¯-\-§Ä-¡v XS-Êw kr-ãn-¡m-dp­v. |  |  |  |
| 38 | A-[ym-]-IÀ {]-hÀ-¯-\-§Ä kz-´-am-bn sN-¿m³ \nÀ-\_-Ôn-¡p¶-Xv F-s¶ A-e-«m-dp-­v. |  |  |  |
| 39 | Ir-Xy-a-m-b \nÀ-t±-i-§Ä \Â-Im-sX s{]m-P-Îv-kv X-cp-t¼mÄ B-i¦ tXm-¶m-dp­v. |  |  |  |
| 40 | \Ã co-Xn-bnÂ A-ssk³-saâpw s{]m-PÎpw sN-bv-Xp XoÀ-¡m-\m-{K-ln-¨mepw km-[n-¡m-sX h-cp-¶-Xv F-sâ I-gn-hn-ep-Å hn-izm-kw Ip-d-bv-¡p¶p. |  |  |  |
| 41 | s{]mP-Îv sN-¿m³ a-äp Ip-«n-IÄ A-[ym-]I-sc k-ao-]n-¡p-¶Xp-t]m-se F-\n-¡v I-gn-bm-¯-XnÂ hnj-aw tXm-¶m-dp­v. |  |  |  |
| 42 | A-[ym-]-IÀ tNm-Zyw tNm-Zn-¡p-t¼mÄ D-Xv-I-WvT-aq-ew D¯-cw A-dn-ªm-epw Rm³ ]-X-dm-dp­v. |  |  |  |
| 43 | Xp-S-sc-Xp-S-sc-bp-Å ]-co-£-IÄ Imc-Ww hn-ti-jm-h-k-c-§-fnÂ \n¶pw am-dn \nÂ-t¡-­n h-cp-t¼mÄ hnj-aw tXm-¶m-dp­v. |  |  |  |
| 44 | im-cocn-Iam-b \_p-²n-ap-«p-IÄ sIm-­v kvIqfnÂ t]mIm-Xn-cp-¶mÂ B Zn-h-k-§-fn-se ]mT-`m-K-§Ä a-\-Ên-em-¡n-sb-Sp-¡m³ hn-j-an-¡m-dp­v. |  |  |  |
| 45 | H-cp-]m-Sv hn-j-b-§Ä ]Tn-¡m-\p-Å-Xp-sIm-­v hn-t\m-Z-§Ä-s¡m¶pw ]-s¦-Sp-¡m³ am-Xm-]n-Xm-¡Ä k-½-Xn-¡m-¯-Xn-\mÂ F-\n-¡v ]T-\-¯nÂ XmÂ-]-cy-¡p-d-hp­v. |  |  |  |
| 46 | c-£n-Xm-¡Ä k-Zm-k-a-bhpw ]Tn-¡m³ \nÀ-\_-Ôn-¡p-¶-Xn-\mÂ ]T-\-t¯m-Sv hnc-kX tXm-¶m-dp­v. |  |  |  |
| 47 | ]co-£m-lm-fn-en-cn-¡p-t¼mÄ ]Tn¨ Imcy-§Ä s]s«¶v HmÀ½-h-cm-Xn-cn-¡p-¶-þ Xn-\mÂ ]co£ Fgp-Xp-¶-Xn-s\-¡p-dn¨v Btem-Nn-¡pt¼mÄ Bi¦ tXm¶m-dp-­v. |  |  |  |
| 48 | \-¶m-bn X-¿m-sd-Sp-¯mepw ]-co£-sb `-b-t¯m-sS-bm-Wv k-ao-]n-¡m-dp-Å-Xv. |  |  |  |
| 49 | hn-c-kam-b A-[ym-]-\ co-Xn Imc-Ww ¢m-kn-Â F\n¡v \_p-²n-ap-«p-Å hn-j-b-§Ä ]Tn-¸n-¡p-t¼mÄ {i-²n-¡m³ I-gn-bm-dnÃ. |  |  |  |
| 50 | ¢m-knÂ t\-cw ssh-In-sb-¯n-bmÂ F-´m-Wv Imc-Ww F-¶v t]mepw A-t\z-jn-¡m-sX A-[ym-]-IÀ in-£n-¡p-t¼mÄ am-\kn-I hnj-aw tXm-¶m-dp­v. |  |  |  |
| 51 | in-£m \-S-]-Sn-IÄ I-Sp-¯-Xm-b-Xn-\mÂ kv-Iq-fn-te-¡v t]m-Ip-¶ Nn-´ X-s¶ `bw D-f-hm-¡p-¶-XmWv. |  |  |  |
| 52 | ¢m-kv ap-dn-bnÂ A-Xym-h-iyw sh-fn-¨w e-`n-¡m¯-Xv ]T\-s¯ \_m-[n-¡p¶p. |  |  |  |
| 53 | ku-I-cy-{]-Z-am-bn C-cn-¡m³ t]mepw Ø-e-anÃm-¯ A-h-Ø F-\n-¡v ¢m-knÂ {i-²n-¡m³ \_p-²n-ap-«p-­m-¡m-dp­v. |  |  |  |
| 54 | ¢m-knÂ ap-gp-h³ k-a-bhpw {i-²n-¨n-cn-¡p-¶-Xn-s\-¡p-dn-¨v B-tem-Nn-¡p-t¼mÄ ]-cn-{`-aw tXm-¶m-dp­v. |  |  |  |
| 55 | sXäm-b D¯-cw ]-d-ªmÂ Iq-«p-ImÀ ]-cn-l-kn-¨v Nn-cn-¡p¶-Xv F-s¶ A-e-«m-dp­v. |  |  |  |
| 56 | a-äp-Ip-«n-IÄ kv-t\-l-anÃm-sX s]-cp-am-dp¶-Xv F-s¶ am-\-kn-I-am-bn X-fÀ-¯m-dp­v. |  |  |  |
| 57 | c-£n-Xm-¡Ä F-sâ ]T-\-\n-e-hmc-s¯ a-äp-Ip-«n-I-fp-am-bn Xm-c-Xayw sN-bv-Xv kw-km-cn-¡p¶-Xv F-\n-¡v hnj-aw D-­m-¡m-dp­v. |  |  |  |
| 58 | ho-«n-se {]-Xn-Iq-eam-b A-´-co-£-¯n-en-cp-¶v ]Tn-¡m³ I-gn-bm-sX Rm³ \_p-²n-ap-«m-dp-­v. |  |  |  |
| 59 | ]-co-£-sb-¡p-dn-t¨mÀ-¡p-t¼mÄ kzbw Btem-Nn¨v D¯-c-w F-gp-tX­ coXn-bn-epÅ tNmZy-§Ä D­m-Ip-sa¶ Nn´ Fs¶ hÃmsX Ae-«m-dp-­v. |  |  |  |
| 60 | ]mT-§Ä ]n-¶o-Sv ]Tn-¡m-sa¶vv I-cp-Xn am-än-sh-¡p-¶-Xn-\mÂ ]-co-£-bp-sS X-te-Znh-kw B-{K-ln-¨Xp-t]m-se ]Tn-¨p-XoÀ-¡m-\m-hm-sX hn-j-an-¡m-dp­v. |  |  |  |

**Appendix-V**

**FAROOK TRAINING COLLEGE, CALICUT**

**ACADEMIC STRESS SCALE(FINAL)**

## Dr.M. Jesa. Usha. K

Associate professor M Ed student

**Personal Information**

Name :………………………………........... Age : ………………….

Male/Female Religion: Hindu/Muslim/Christian

Caste :Scheduled caste/Scheduled tribe/Other Family: Nuclear family/ Joint family

Educational Qualification of father:…………….

Educational Qualification of mother:……………

Occupational of Father……..Occupation of mother:……

**School related Information**

Name of the school:…………………....... class:…………………..

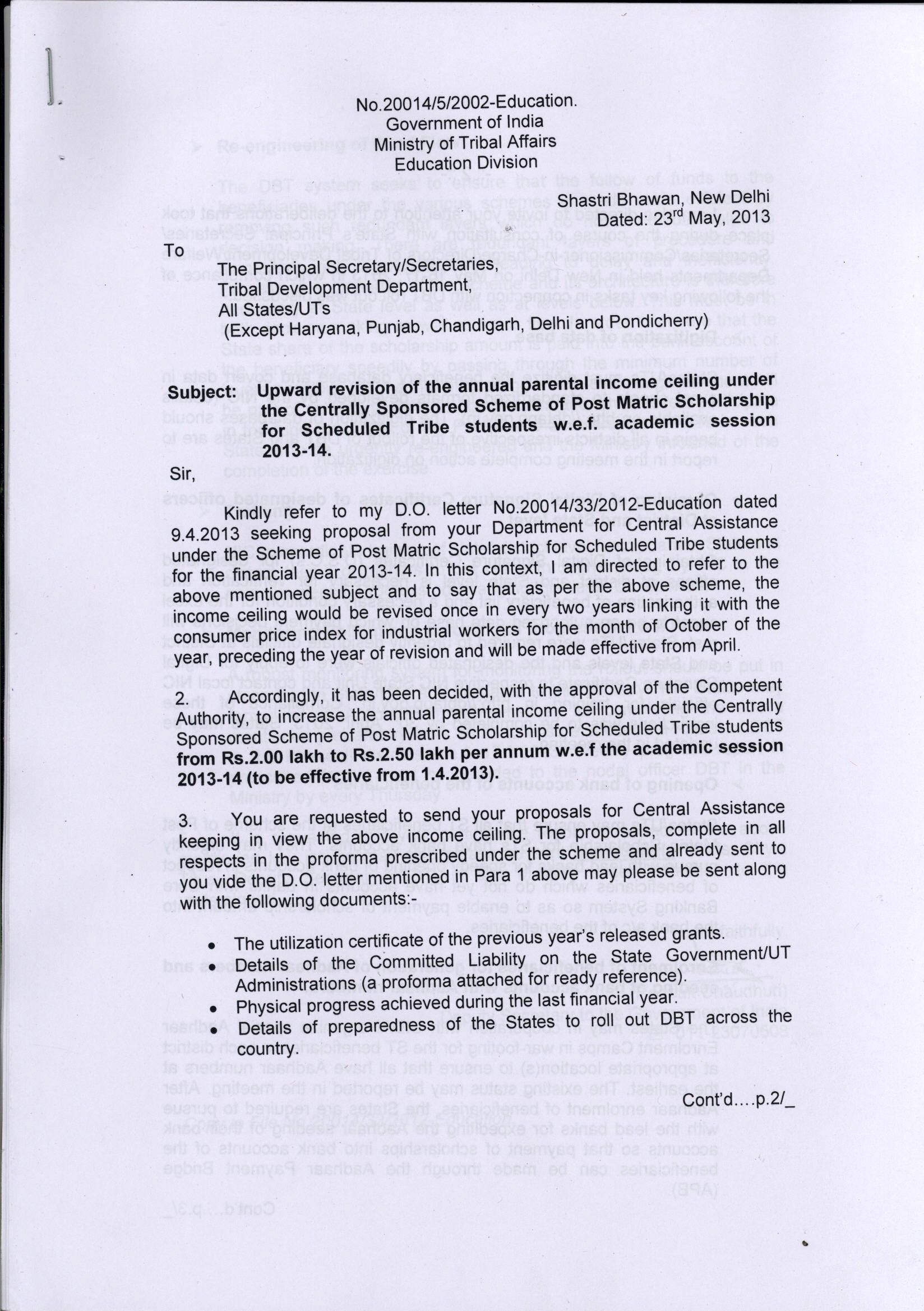
Locality of the school: Rural/Urban

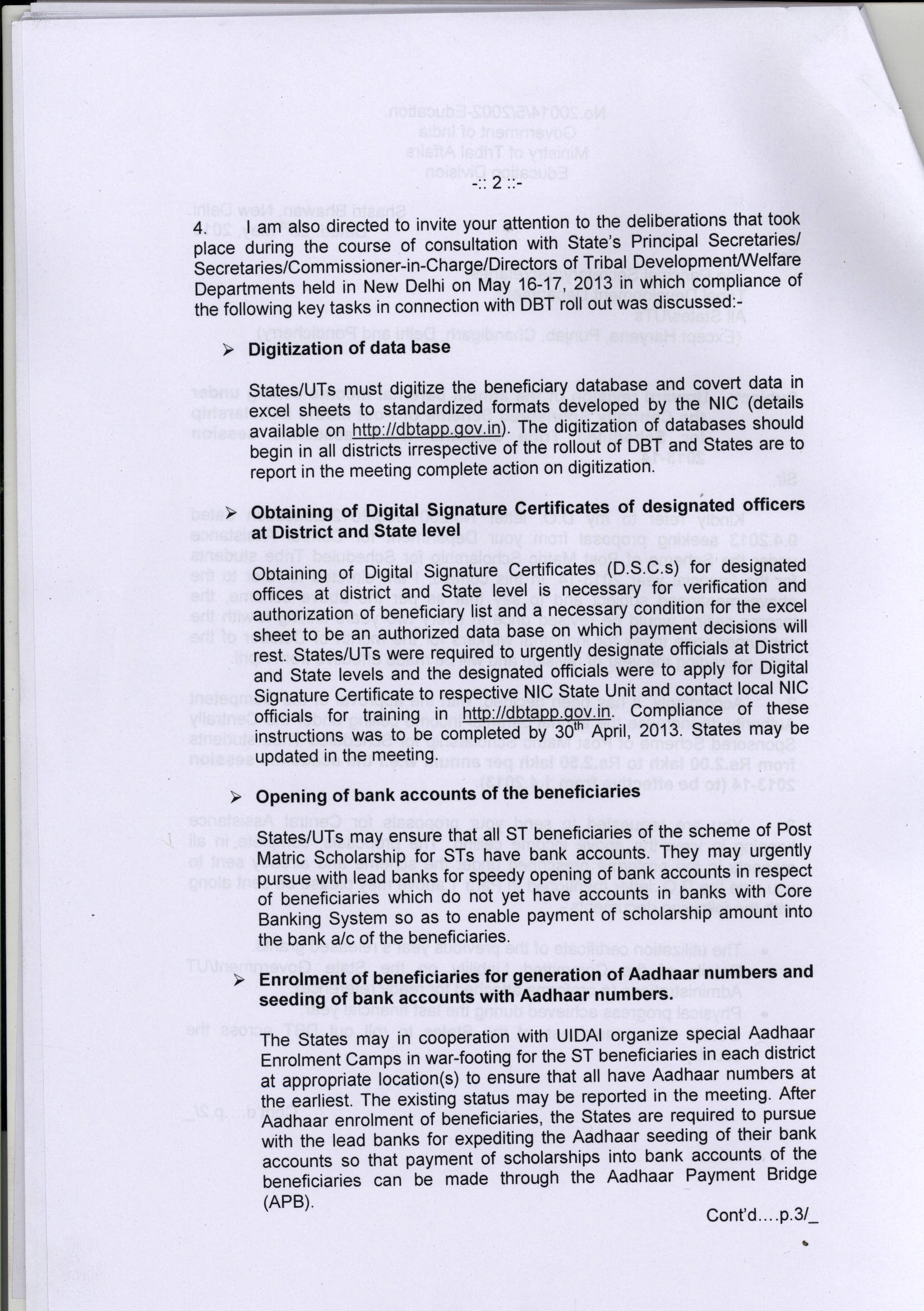
Type of Management: Govt/ Aided/Unaided

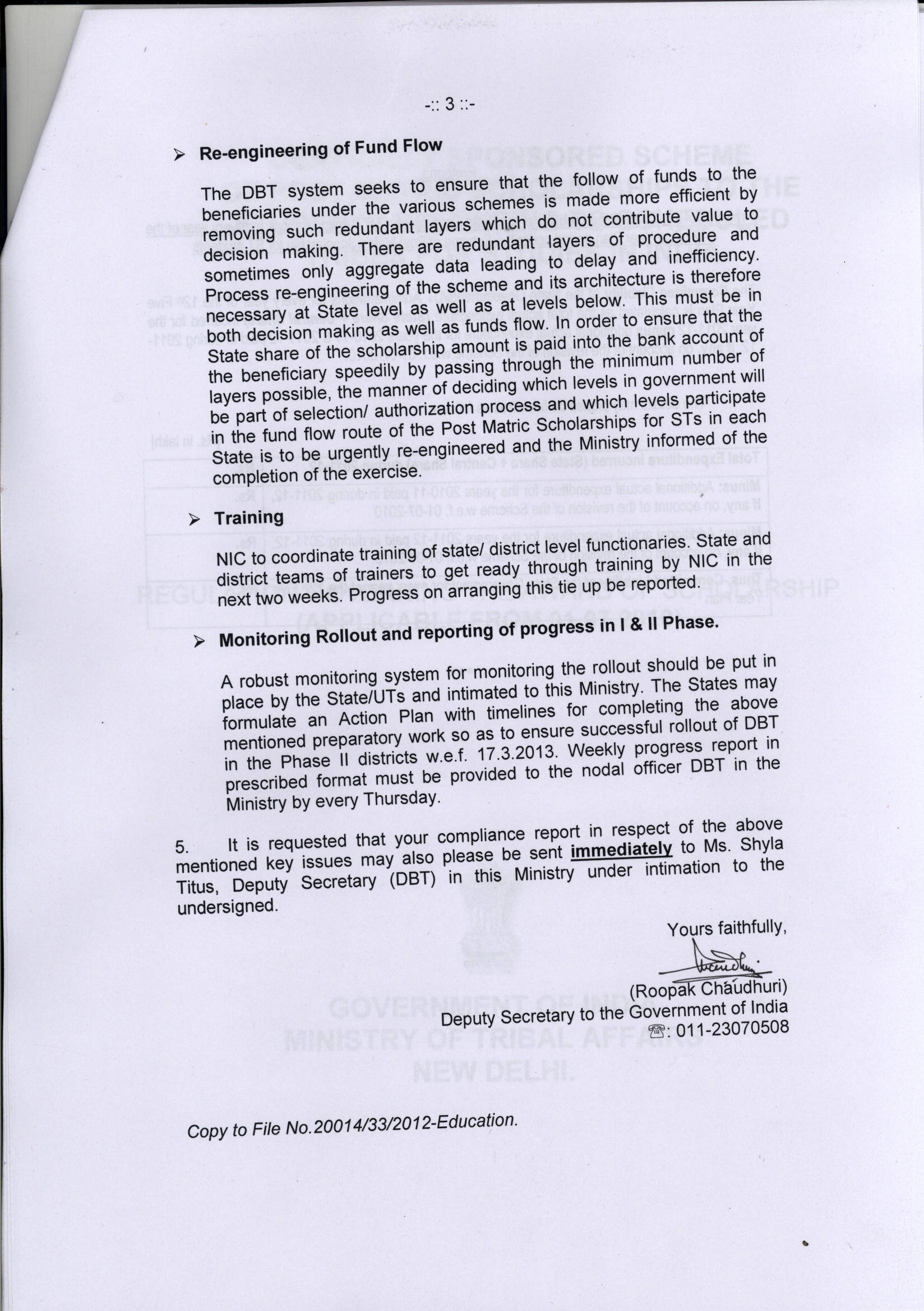
**Instructions:**

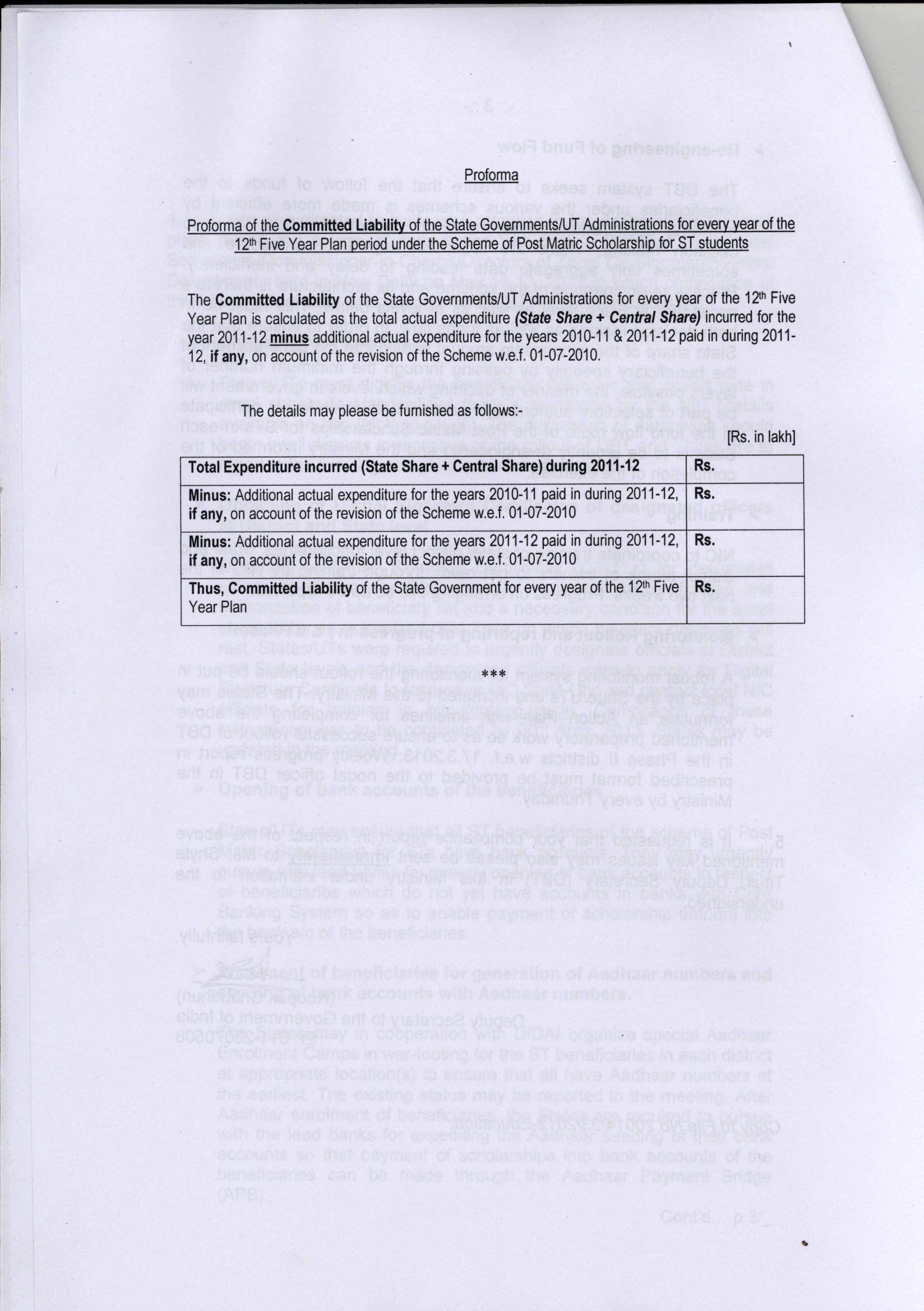
This is a tool to recognize your learning difficulties. For each statements given below, three response-Agree/Undecided/Disagree- have been given. After careful reading of each statement, decide how much they affect you and put a tick (C:\Documents and Settings\user\Desktop\000.jpg) mark against your response. For each statement only one response should be given. You should make sure that you have given response to all the statements. The information attained from you will be used only for research purposes and its contents will be kept secretly.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Sl*  *No* | *Statement* | *Agree* | *Undecided* | *Disagree* |
| 1 | I find it difficult to study the daily portions when given a lot of homework. |  |  |  |
| 2 | It worries me a lot when I cannot complete my home work due to household duties. |  |  |  |
| 3 | I find it a burden to study a lot of subjects |  |  |  |
| 4 | When more than one examination is conducted, I feel confused on which subject to study. |  |  |  |
| 5 | I have a feeling of anxiety during the examination time that parents will become angry if I get low marks. |  |  |  |
| 6 | The disappointment of not answering certain questions in the previous exam does not affect my preparations for the next one. |  |  |  |
| 7 | I feel terrified in showing my report cards to parents. |  |  |  |
| 8 | The anxiety that parents take in my studies causes mental pressure in me. |  |  |  |
| 9 | I feel agitated thinking that I will get less marks in the exams. |  |  |  |
| 10 | I feel disappointed when I see that teachers are not giving due importance to me. |  |  |  |
| 11 | I feel hatred towards those teachers in whose subject I score less marks. |  |  |  |
| 12 | I feel that I will fail in the examination even though I have prepared sufficiently. |  |  |  |
| 13 | I feel disappointed when my parents call me for other works when I am sitting down for studies |  |  |  |
| 14 | I feel sad that I have not got a paper study facilities at home. |  |  |  |
| 15 | I feel certain uneasiness like headache, stomach ache, lack of hunger and sleep during the time of exam. |  |  |  |
| 16 | Frequent diseases affect my studies. |  |  |  |
| 17 | I feel highly disappointed when I fail in exam for one or two marks. |  |  |  |
| 18 | Insistence of my parents to study late night affects my health. |  |  |  |
| 19 | My learning style is affected when my parents force me to read aloud and study. |  |  |  |
| 20 | I feel worried to do difficult projects due to the thought that there is no one to help me. |  |  |  |
| 21 | I feel troubled when I get difficult projects |  |  |  |
| 22 | I feel worried when I am not able to keep my projects on time due to household works. |  |  |  |
| 23 | Instead of encouraging my abilities, when I am scolded for my deficiencies, I feel depressed |  |  |  |
| 24 | That there is no one to help me when I have any problem at school worries me a lot. |  |  |  |
| 25 | Lack of co operation among my classmates troubles me. |  |  |  |
| 26 | I ask doubts to y teachers without any hesitation |  |  |  |
| 27 | I feel mental pressure at the time of presenting learning activities/projects |  |  |  |
| 28 | When my ideas are ignored during group activities, I feel sad |  |  |  |
| 29 | I have difficulty in understanding the instructions given by teachers before the activities. |  |  |  |
| 30 | Studies become a burden to me when teachers make in to do activities without giving any leisure |  |  |  |
| 31 | When teachers give less time for submitting assignments and projects, it creates mental pressure in me. |  |  |  |
| 32 | I feel anxious when I do not get the study materials on time. |  |  |  |
| 33 | I feel sad that my parents are not interested to seek the standard of my studies. |  |  |  |
| 34 | It worries me a lot when I think that my parents cannot help me in studies because they have not got much education themselves |  |  |  |
| 35 | I don’t feel like going to class because other students are avoiding me. |  |  |  |
| 36 | I feel troubles when I have to shift my place from my usual one. |  |  |  |
| 37 | Leakage of classrooms during rainy seasons disturbs our learning activities. |  |  |  |
| 38 | When teachers insist that we do activities alone, I feel worried |  |  |  |
| 39 | I get confused when projects are given without proper instructions. |  |  |  |
| 40 | My confidence decreases when in spite of hoping to compete my projects and assignment on time, I am not able to do so. |  |  |  |
| 41 | I feel sad that I am not able to approach teachers for help with the projects like other students. |  |  |  |
| 42 | When asked by teachers, I hesitate to give answers of those questions known to me because of fear. |  |  |  |
| 43 | I feel sad when I am not able to attend family functions because of continuous examinations. |  |  |  |
| 44 | When I am not able to attend classes due to any diseases I have difficulty in understanding the missed portions |  |  |  |
| 45 | Due to the overload of the subjects to study, when my parents do not allow me to take vacations, I lose my interest in studies. |  |  |  |
| 46 | When my parents force me to study, I feel disgusted |  |  |  |
| 47 | As I am not able to quickly recapture the learned things in the examination hall, I feel conflict about writing the exam. |  |  |  |
| 48 | Even though I have prepared well, I face examination with fear. |  |  |  |
| 49 | Because of monotonous teaching methods, when difficult subjects are taught, I am not able to concentrate. |  |  |  |
| 50 | The tendency of the teachers to punish students without even asking the reason for their late coming causes mental depression. |  |  |  |
| 51 | Strict punishment measures create a fear in the mind while thinking of going to school |  |  |  |
| 52 | Lack of sufficient light in class room affects the studies. |  |  |  |
| 53 | Lack of proper seating arrangement decreases my concentration in the class |  |  |  |
| 54 | I feel terrified when I think about concentrating completely in a class. |  |  |  |
| 55 | It creates tension in me when my friends mock me for giving wrong answers. |  |  |  |
| 56 | I feel depressed when other students do not behave lovingly towards me. |  |  |  |
| 57 | When my parents compare my learning abilities with that of others, I feel sad. |  |  |  |
| 58 | I feel difficulty in studying in the unfavourable atmosphere of my home. |  |  |  |
| 59 | The thought that I have to answer some questions thinking myself during the examination, I feel worried. |  |  |  |
| 60 | My habit of keeping studies for the next day causes un necessary worries on the previous day of examination. |  |  |  |









**CENTRALLY SPONSORED SCHEME**

**OF POST MATRIC SCHOLARSHIPS TO THE**

**STUDENTS BELONGING TO SCHEDULED**

**TRIBES FOR STUDIES IN INDIA**

REGULATION GOVERNING THE AWARD OF SCHOLARSHIP

**(APPLICABLE FROM 01.07.2010)**



**GOVERNMENT OF INDIA**

**MINISTRY OF TRIBAL AFFAIRS NEW DELHI.**

**GOVERNMENT OF INDIA**

**MINISTRY OF TRIBAL AFFAIRS**

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# SCHEME OF POST MATRIC SCHOLARSHIPS TO THE STUDENTS

**BELONGING TO SCHEDULED TRIBES FOR STUDIES IN INDIA**

REGULATION GOVERNING THE AWARD OF SCHOLARSHIP

(APPLICABLE FROM 01-07-2010)

## I. OBJECT

The objective of the scheme is to provide financial assistance to the Scheduled Tribe students studying at post matriculation or post-secondary stage to enable them to complete their education.

## II. SCOPE

These scholarships are available for studies in India only and are awarded by the Government of the State/Union Territory Administration to which the applicant actually belongs i.e. where permanently settled.

## III. CONDITIONS OF ELIGIBILITY

1. The scholarships are open to nationals of India.
2. These scholarships will be given for the study of all recognised postmatriculation for post-secondary courses pursued in recognised institutions with the following exceptions :

“Scholarships are not awarded for training courses like Aircraft Maintenance Engineer’s Courses and Private Pilot Licence courses, courses at Training – Ship Dufferin (Now Rajendra), courses of training at the Military College, Dehradun and courses at pre-examination training centres of all India and State levels.”

1. Only those candidates who belong to Scheduled Tribes so specified in relation to the State/Union Territory to which the applicant actually belongs (i.e. permanently settled) and who have passed the Matriculation or Higher Secondary or any higher examination of a recognized University or Board of Secondary Education, will be eligible.
2. Candidates who after passing one stage of education are studying in the same stage of education in a different subject e.g. I.Sc after I.A. or B.Com after B.A. or M.A. in other subject will not be eligible.
3. Students who, after having completed their educational career in one professional line, wish to study for another profession e.g. LLB after B.T./B.Ed. will not be eligible. From the academic year 1980-81, however, studies in two professional courses are allowed.
4. Students studying in Class XI of Higher Secondary Schools which have a continues school course of 12th class will not be eligible. However, in cases where the X class examination of such courses is treated as equivalent to Matriculation and students after passing tenth class can join other courses, such students will be treated as post-matric students and will be eligible for the award of scholarships.
5. Students pursuing post-graduate courses in medicine will be eligible if they are not allowed to practice during the period of their course.
6. Students who after failing or passing the under graduate/post-graduate examinations in Arts/Science/Commerce join any recognised professional or technical certificate/diploma/degree courses will be awarded scholarships if otherwise eligible. No subsequent failure will be condoned except courses in *Group ‘I’*, and no further change in the course will be allowed.
7. Students who pursue their studies through correspondence courses are also eligible. The term correspondence includes distant and continuing education.
8. Employed students who take leave without pay for the entire duration of the course and study as full time students will be eligible for scholarships.

From the academic year 1980-81, employed students whose income combined with the income of their parents/guardians does not exceed the maximum prescribed income ceiling are made eligible to post-matric scholarships to the extent of reimbursement of all compulsorily payable non-refundable fees.

1. All children of the same parents/guardians will be entitled to receive benefits of the scheme.
2. A scholarship holder under this scheme will not hold any other scholarship/stipend. If awarded any other scholarship/stipend, the student can exercise his/her option for either of the two scholarships/stipends, whichever is more beneficial to him/her and should inform the awarding authority through the Head of the Institution about the option made. No scholarship will be paid to the students under this scheme from the date he/she accepts another scholarship/stipend. The student can however, accept free lodging or a grant or adhoc monetary help from the State Government or any other source for the purchase of books, equipment or for meeting the expenses on board and lodging in addition to the scholarship amount paid under this scheme.
3. Students who have already received coaching in any of the pre-examination training centres with financial assistance from the Government will not be eligible.

**NOTE 1** : Since it is clearly mentioned under the item III (condition of eligibility) of these regulations that the scholarship will be given for the study of all recognised post-matriculation or post-secondary courses pursued in recognised institutions, the list of courses grouped *(I to IV)* is, thus, only illustrative and not exhaustive. The State Governments/Union Territory Administrations are, thus, themselves competent to decide the appropriate grouping of courses at their level as advised vide Ministry of SJ & E’s letter No.11017/13/88-Sch.Cell, dated 3.8.1989.

## IV. MEANS TEST

Scholarships will be paid to the students whose parents/guardians’ income from all sources does not exceed ***Rs. 2,50,000/- (Rs. two lakh fifty thousand only)* per annum**. **(w.e.f. 1st April, 2013).**

**NOTE 1:** So long as either of the parents (or husband in the case of married unemployed girl student) is alive, only income of the parents/husband, as the case may be, from all sources has to be taken into account and of no other member even though they may be earning. In the form of income declaration, income is to be declared on this basis. Only in the case where both the parents (or husband in the case of married but unemployed girl student) have died, the income of the guardian who is supporting the student in his/her studies has to be taken. Such students whose parents’ income is affected due to unfortunate death of one of earning parents and resultantly comes within the income ceiling prescribed under the scheme, shall become eligible for scholarship, subject to their fulfilling other conditions of eligibility, from the month in which such sad incidence takes place. Applications for scholarships from such students can be considered even after lapse of last date of receipt of applications, on compassionate grounds.

**NOTE 2:** House rent allowance received by the parents of a student shall be exempted from the computation of ‘income’ if the same has been permitted to be exempted for purpose of Income-tax.

**NOTE 3:** Income certificate is required to be taken once only i.e. at the time of admission to courses which are continuing for more than one year.

**NOTE 4:** The revised income ceilings account for Consumer Price Index for Industrial workers ***upto October, 2012****.* Income Ceiling would be revised once in every two years linking it with Consumer Price Index for Industrial Workers *for the month of October of the year, preceding the year of revision and will be made effective from April.*

## V. VALUE OF SCHOLARSHIP

The value of scholarship includes maintenance allowance, provision for students with disabilities, reimbursement of compulsory non-refundable fees, Study Tour Charges, thesis typing/printing charges and book allowance for students pursuing correspondence courses, for complete duration of the course.

The details are given below:-

**(i) Maintenance Allowance:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Courses** | **Rate of Maintenance Allowance (in Rupees per month)** | |
| **Hostellers** | **Day Scholars** |
| **Group I** | 1. Degree and Post Graduate level courses including M. Phil., Ph.D. and Post Doctoral research in Medicine (Allopathic, Indian and other recognized systems of medicines), Engineering, Technology, Planning, Architecture, Design, Fashion Technology,   Agriculture, Veterinary & Allied Sciences,  Management, Business Finance /Administration, Computer Science/  Applications.   1. Commercial Pilot License (including helicopter pilot and multiengine rating) course. 2. Post Graduate Diploma courses in various branches of management & medicine. 3. C.A./I.C.W.A./C.S./I.C.F.A. etc. 4. M. Phil., Ph.D. and Post Doctoral   Programmes (D. Litt., D.Sc. etc.) :–   * 1. In existing Group II courses   2. In existing Group III courses (vi) L.L.M. | **1200** | **550** |
| **Group II** | 1. Graduate/ Post Graduate courses leading to Degree, Diploma, Certificate in areas like Pharmacy (B Pharma), Nursing (B Nursing), LLB, BFS, other para-medical branches like rehabilitation, diagnostics etc., Mass Communication, Hotel Management & Catering, Travel/Tourism/Hospitality Management, Interior Decoration, Nutrition & Dietetics, Commercial Art, Financial Services (e.g. Banking, Insurance, Taxation etc.) for which entrance qualification is minimum Sr. Secondary (10+2). 2. Post Graduate courses not covered under Group-I e.g. M.A./M.Sc./M.Com./ M. Ed./M. Pharma etc. | **820** | **530** |
| **Group III** | All other courses leading to a graduate degree not covered under Group I & II e.g.  BA/B Sc/B Com etc. | **570** | **300** |
| **Group IV** | All post-matriculation level non-degree courses for which entrance qualification is High School (Class X), e.g. senior secondary certificate (class XI and XII); both general and vocational stream, ITI courses, 3 year diploma courses in Polytechnics, etc. | **380** | **230** |

**NOTE 1:** **Commercial Pilot License Course (CPL):** *CPL course is covered under Group ‘I’. The number of awards for CPL will be 10 per annum. The selection of 10 ST students for CPL course will be made through Directorate General of Civil Aviation (DGCA).* *Applications for CPL course will be invited through advertisement. Interested ST students may apply for selection for grant of scholarship for pursuing CPL course.*  Selected candidates shall be provided a maintenance allowance at rates applicable to *Group ‘I’* courses i.e. ***Rs.1200/-* per month** for hostelers and ***Rs.550/-*  per month** for day scholars. In addition all compulsory fees, including flight charges are to be provided as fee.

**NOTE 2 :** M.Phil and Ph.D courses are post-graduation courses. Scholarship to such students may be paid at the rates of maintenance allowance for Group *‘I’* or *‘II’* depending on the course under these groups.

**NOTE 3 :** Normally the term ‘Hostel’ is applicable to a common residential building and a common mess for the students run under the supervision of the educational institution authorities. In case the college authorities are unable to provide accommodation in the college Hostel, an approved place of residence can also be treated as Hostel for the purpose of this scheme. The place will be approved by the Head of the Institution after due inspection and keeping in view the rules and regulations laid down by the University, if any. In such case, a certificate to the effect that the student is residing in an approved place of residence as he is unable to get accommodation in the college hostel should be furnished by the Head of Institution.

It is further clarified that such deemed hostels should consist of such accommodation as is hired at least by a group of 5 (five) students living together, usually with common mess arrangements.

**NOTE 4.** Scholars who are entitled to free board and/or lodging will be paid maintenance charge at 1/3rd of the rate for Hostellers

**(ii)** **Additional Provision for ST students with disabilities** (A) Reader Allowance for blind Scholars

Level of Course Reader Allowance (Rs. Per month)

***Group I, II* 240**

***Group III* 200**

***Group IV* 160**

1. Provision of transport allowance upto **Rs.160/- per month** for disabled students, if such student does not reside in the hostel, which is within the premises of educational institution. The disability as per the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act,1995 is defined as blindness, low-vision, leprosy-cured, hearing impairment, locomotor disability, mental retardation and mental illness.
2. Escort Allowance of **Rs.160/- per month** for severally handicapped day scholar students with low extremity disability.
3. Special Pay of **Rs.160/- per month** is admissible to any employee of the hostel willing to extend help to a severely orthopaedically handicapped student residing in hostel of an educational institution, who may need the assistance of a helper.
4. Allowance of **Rs. 240/- per month** towards extra coaching to mentally retarded and mentally ill students.

The provisions in (B) to (D) will also apply to leprosy -cured students.

Note 1: The disabled students belonging to Scheduled Tribes covered under the Scheme can also get such additional benefits from other Schemes, which are not covered under the scheme.

Note 2: The disability as defined under the said Act has to be certified by competent medical authority of the State Govt./UT Administration.

1. **Fees**

Scholars will be paid enrolment/registration, tuition, games, Union, Library, Magazine, Medical Examination and such other fees compulsorily payable by the scholar to the institution or University/Board. Refundable deposit like caution money, security deposit will, however, be excluded.

**NOTE:** Compulsory non-refundable fee charged by recognized institutions against free and paid seats of recognized courses can be fully reimbursed as per the fee structure approved by the competent State/Central Government authority. However, while sanctioning scholarship against paid seat, State Governments would make the income verification compulsory.

1. **Study Tours**

Study tour charges upto a maximum of ***Rs.1600/-* per annum**, limited to the actual expenditure incurred by the student on transportation charges etc. will be paid to the scholars studying professional and technical courses, provided that the head of the institution certifies that the study tour is essential for the scholar for completion of his/her course of study.

1. **Thesis Typing/Printing Charges**

Thesis typing/printing charges upto a maximum of ***Rs.1600/-*** will be paid to research scholars on the recommendation of the Head of the Institution.

1. **Correspondence courses including distance and continuing education**

The students pursuing such courses are also eligible for an annual allowance of ***Rs.1200/-*** for essential/prescribed books, besides reimbursement of course fees.

## VI. SELECTION OF CANDIDATES

1. All the eligible Scheduled Tribes candidates will be given scholarships subject to the application of Means Test prescribed in these Regulations.
2. Candidates belonging to one State but studying in other State will be awarded scholarships by the State to which they belong and will submit their applications to the competent authorities in that State. In the matter of exemption from fees or other concessions also they will be treated as if they were studying in their own State.

## VII. DURATION AND RENEWAL OF AWARDS

1. The award once made will be tenable from the stage at which it is given to the completion of course subject to good conduct and regularity in attendance. It will be renewed from year to year provided that within a course which is continuous for a number of years, the scholar secures promotion to the next higher class irrespective of the fact whether such examinations are conducted by a University or the Institution.
2. If a Scheduled Tribe scholar pursuing *Group I* course fails in the examination for the first time, the award may be renewed. For second and subsequent

failure in any class, the student shall bear his/her own expenses until he/she secures promotion to the next higher class.

1. If a scholar is unable to appear in the annual examination owing to illness and/or on account of any other unforeseeable event, the award may be renewed for the next academic year on submission of medical certificate and/or other required sufficient proof to the satisfaction of the Head of the Institution and his/her certifying that the scholar would have passed had he/she appeared in the examination.
2. If according to the Regulations of a University/Institution, a student is promoted to the next higher class even though he/she may not have actually passed in lower class and is required to take examination of the junior class again after sometime, he/she will be entitled to scholarship for the class to which he/she is promoted if the student is otherwise eligible for scholarship.

**VIII. PAYMENT**

1. Maintenance allowance is payable from 1st April or from the month of admission, whichever is later, to the month in which the examinations are completed, at the end of the academic year (including maintenance allowance during holidays), provided that if the scholar secures admission after the 20th day of a month, the amount will be paid from the month following the month of admission.
2. In case of renewal of scholarship awarded in the previous years, maintenance allowance will be paid from the month following the month upto which scholarship was paid in the previous year, if the course of study is continuous.
3. The Government of the State/Union Territory Administration, to which the student belongs, in accordance with the procedure laid down by them in this regard, will pay the scholarship money to the selected students.
4. Scholarship will not be paid for the period of internship/housemanship in the M.B.B.S. course or for a practical training in other course if the student is in receipt of some remuneration during the internship period or some allowance/stipend during the practical training in other course.

## IX. OTHER CONDITIONS FOR THE AWARD

1. The scholarship is dependent on the satisfactory progress and conduct of the scholars. If it is reported by the Head of the Institution at any time that a scholar has by reasons of his/her own act of default failed to make satisfactory progress or has been guilty of misconduct such as resorting to or participating in strikes, irregularity in attendance without the permission of the authorities concerned etc., the authority sanctioning the scholarship may either cancel the scholarship or stop or withhold further payment for such period as it may think fit.
2. If a student is found to have obtained a scholarship by false statements, his/her scholarship will be cancelled forthwith and the amount of the scholarship paid will be recovered, at the discretion of the concerned State Government. The student concerned will be blacklisted and debarred for scholarship in any scheme forever.
3. A scholarship awarded may be cancelled if the scholar changes the subject of the course of study for which the scholarship was originally awarded or changes the Institution of study, without prior approval of the State Government. The Head of the Institution shall report such cases to them and stop payment of the scholarship money. The amount already paid may also be recovered at the discretion of the State Government.
4. A scholar is liable to refund the scholarship amount at the discretion of the State Government, if during the course of the year, the studies for which the scholarship has been awarded, is discontinued by him/her.
5. The regulations can be changed at anytime at the discretion of the Government of India.

## X. ANNOUNCEMENT OF THE SCHEME

All the State Governments will announce in May-June, the details of the scheme and invite applications by issuing an advertisement in the leading newspapers of the State and through other media outfits. All requests for application forms and other particulars should be addressed to the Government of State/Union Territory Administration to which the scholars actually belong. The applicant should submit the completed application to the prescribed authority before the last date prescribed for receipt of applications.

## XI. PROCEDURE FOR APPLYING

1. An application for scholarship should comprise:
   1. One copy of the application for scholarship in the prescribed form (separate application forms as have been prescribed for ‘fresh’ and renewal scholarship by concerned States/UTs).
   2. One copy of the passport size photograph with signatures of the student thereon (for fresh scholarship).
   3. One attested copy of certificates, diploma, degree etc. in respect of all examinations passed.
   4. A certificate (in original) of Caste duly signed by **an authorised** **Revenue Officer** not below the rank of Tahsildar.
   5. An income declaration by the self-employed parents/guardians, stating definite income from all sources by way of an affidavit on nonjudicial stamp paper. Employed parents/guardians are required to obtain income certificate from their employer and for any additional income from other sources, they would furnish declaration by way of an affidavit on non-judicial stamp paper.
   6. A receipt in acknowledgement of the scholarship in the previous year on the form attached to the application only duly counter-signed by the Head of the Institution concerned, if the applicant was in receipt of a scholarship under this scheme in the preceding year.
2. Application complete in all respects shall be submitted to the Head of the Institution, being attended or last attended by the candidates and shall be addressed to an officer specified for this purpose by the Government of State/Union Territory to which the student belongs, in accordance with the instructions issued by them from time to time.

## XII. FUNDING PATTERN OF THE SCHEME

The Scheme is implemented by the State Governments and Union Territory Administrations, which receive 100% central assistance from Government of India, over and above their respective Committed Liability. The level of Committed Liability of respective State Governments/Union Territory Administrations for a year is equivalent to the level of actual expenditure incurred by them under the Scheme during the terminal year of the last Five Year Plan Period and is required to be borne by them for which they are required to make required provision in their own budget. The North Eastern States have, however, been exempted from making their own budgetary provisions towards Committee Liability from Ninth Plan Period (1997-2002) onwards and the entire expenditure under the Scheme in respect of them will be borne by Government of India.

**NOTE : Additional Committed Liability on account of the revision of the Scheme w.e.f. 01-07-2010 shall be passed on to State Governments/U.T. Administrations at the end of the XII Five - Year Plan period (w.e.f. 01-04-2017), and not after the XI Plan period.**

*All the State Governments and Union Territory Administrations implementing the Scheme will:-*

1. *furnish data of beneficiaries and expenditure under the scheme, to Government of India, regularly in the Quarterly Reports prescribed for this purpose.* ***Financial assistance given under the Scheme shall not be utilized for any other purpose.***
2. *designation Grievance Redressal Officers (GROs) at the State and District levels to redress students’ scholarship-related grievances.*

# XIII. BOOK BANK FOR SCHEDULED TRIBE STUDENTS

## OBJECT

The object behind the Scheme is to establish Book Banks in each Medical

(including Indian systems of Medicine and Homeopathy), Engineering, Agriculture, Veterinary, Polytechnics, Law Course, Charted Accountancy, MBA and Bio-Sciences to Scheduled Tribe students who can not afford expensive education but for adequate state support. The inability of these students to buy costly text books, results in large number of failures and drop outs which retards the upliftment of Scheduled Tribes.

## SCOPE

These ‘Book Banks’ are to be set up in all the Medical, Engineering, Agriculture, Law and Veterinary Degree Colleges and Institutes imparting Chartered Accountancy, MBA and alike Management Courses and Polytechnics where Scheduled Tribe students receiving Post Matric Scholarship under the Centrally Sponsored Scheme of Post Matric Scholarship to Scheduled Tribes for studies in India belonging to the parent state or from other state, are studying. Purchase of books for these ‘Book Banks’ will be restricted to the prescribed text books for the entire courses for recognized Medical, Engineering, Agriculture, Veterinary, Law Courses, Chartered Accountancy, MBA, Bio-Sciences and Polytechnic courses being pursued by ST students therein. The set of text books will be purchased for 2 such ST students at various stages except in respect of Post-graduate courses and Chartered Accountancy where it will be one set for each student. However, the ratio of sets and students will have to be adjusted to the total number of sets that could be procured within the total resources allocated to the State concerned. The State Government may constitute an expert group consisting of members from selected colleges of different regions to decide the adequate number of text books in a set (not reference books) required for each course. Thereafter estimate may be worked out keeping in view the price of cheap Indian editions. The State Government may constitute a set within the total cost of text books. The life period of one set of books has been fixed at 3 years.

## XIV. COURSE-WISE PATTERN OF ASSISTANCE

Central assistance to States/UTs for setting up of Book Banks is limited to the following ceiling or actual cost of a set, whichever is less:-

## I. Degree Courses Cost of one set

(1 set for 2 students)

|  |  |  |
| --- | --- | --- |
| 1. | Medical | Rs. 7,500/- |
| 2 | Engineering | Rs. 7,500/- |
| 3. | Veterinary | Rs. 5,000/- |
| 4. | Agriculture | Rs. 4,500/- |
| 5. | Polytechnic | Rs. 2,400/- |

## II. Post-Graduate Course

|  |  |
| --- | --- |
| (A). Post Graduate courses in Medical, Engineering, Agriculture and Veterinary courses and such other technical/alike courses as are approved by the  Universities/Institutes of higher learning. | Rs. 5,000/-  1 set per student |
| (B). Law courses, L.L.B. (3 years and 5 years) L.L.M. (2 years) | Rs. 5,000/-  1 set per student |
| (C). Chartered Accountancy (inter-mediate and final) | Rs. 5,000/-  1 set per student |
| (D). M.B.A. (2 years) and similar courses | Rs. 5,000/-  1 set per student |
| (E). Bio-Science | Rs. 5,000/-  1 set per student |

**Note:** The said sets of books will also include Braille Books, Talking Books, Cassettes for the visually Handicapped students.

The essential books purchased, limiting the amount to the ceilings indicated above are to be supplied to the ST students in instalments, depending on the course, semester structure etc.

The life span of one set of books has been fixed at 3 years so as to ensure that Book Banks beneficiaries have access to the latest books/editions. At the end of 3 years these books may be kept in the library of the concerned institution for loan to other ST students until such time as the books remain relevant and serviceable. Thereafter the books may be disposed off by the institution in the same manner as the books in the library subject to the guidelines, if any, of the State Government/UT Administration in this regard. Purchase of text books for these Book Banks is restricted to the prescribed text books for the entire course referred to above.

## XV. PREFERENCE TO GIRL STUDENT AND HANDICAPPED STUDENTS

While selecting students for ‘Book Bank’ Scheme the State/UT should set a target to be implemented, wherever possible, that at least 30% of the beneficiaries are girl ST students and at least 3% disabled ST students.

## XVI. FINANCIAL ASSISTANCE

Central assistance for the setting up of ‘Book Banks’ will be given for the purchase of prescribed text books for Medical, Engineering, Agriculture, Veterinary and Polytechnic courses and Post-Graduate courses in Medical, Engineering, Agriculture, Veterinary courses and such other technical/alike courses as are approved by the Universities/Institutions of higher learning, Law Courses, Chartered Accountancy (Inter-mediate and final), MBA and Bio-Sciences limited to the amount as indicated above or actual cost of a set, whichever is less.

For storage of books and contingencies etc., the cost of steel almirah for storing books of each ‘Book Banks’ including contingencies like transportation etc. the following expenses are admissible.

1. Rs. 2000/- or actual cost whichever is less.
2. 5% of the grant may be earmarked for expenses on binding, stitching etc.

## XVII. PLACEMENT OF FUNDS AND ADMINISTRATION OF THE SCHEME

The total expenditure on the scheme of ‘Book Banks’ will be shared between the Central and the State Government on matching grant basis (50:50) (100% central assistance to the UT Administration). State Govt. may consider making the Heads of the Institutions responsible for the running of the Scheme and place funds at their disposal.

## XVIII. SUBMISSION OF DATA

The State Governments UT Administrations will inform the Government of India about the amount allotted college-wise specifying the number of sets to be purchased for that college and the number of beneficiaries.

## XIX. UTILIZATION OF FUNDS

Financial assistance given under the Scheme shall not be utilized for any other purpose. If the college concerned fails to utilize the grant for the purpose for which it is given, the amount shall be refunded to the Central Government. The State Government/UT Administration should furnish statement of Expenditure and

Utilization Certificates.

## XX . DISTRIBUTION OF BOOKS TO STUDENTS

The following rules shall govern the distribution of books to the students:

1. Each ST student will be provided with an identity card for this purpose.
2. Each ST student will be required to submit the requisition for borrowing books from the Book Bank in a form to be provided for this purpose.
3. Books will be suitably distributed among the ST students keeping in view the norm that one set is meant for 2 students for the entire course, except in respect of Post-Graduate courses and other courses as stated in para XIV (I) & XIV (II) above.
4. The books should be returned to the Book Bank at the end of each term. The Principal of the College/Institution will make every effort to ensure that those students who complete their course or those who drop out in the middle, return the books belonging to the Book Bank.
5. It is the responsibility of the student concerned to maintain the books supplied to them from the Book Bank, in good condition.
6. Any case of loss or damage to the books would attract penalty. In case of serious damage or loss of books, the student concerned will have to bear the cost of the book.

**….x….**

**REFERENCES :**

|  |  |  |
| --- | --- | --- |
| **Sl.**  **No.** | **Para number of Regulations** | **No. and date of letter of Ministry of SJ&E.** |
| 1 | III(v) | No.11917/37/79/SC&BCD-III dated 20-6-1980 |
| 2 | III(x) | No.11017/23/-80-SC&BCD-III dated 21-6-1980 |
| 3 | III(xi),III((xii) | No.11017/4/97-SCD-V dated 10-7-1998 |
| 4 | IV Note 1 | No.11017/2/94-Sch.Cell dated 29-12-1995 |
| 5 | IV Note 2 | No.11017/1/92-Sch.Cell dated 14-2-1996 |
| 6 | IV Note 3 | No.11017/10/94-Sch.Cell dated 22-7-1994 |
| 7 | IV Note 4 | No.11017/8/97-Sch.Cell dated 3-4-1998 |
| 8 | V Group ‘A’ (I) | No.11017/1/93-Sch.Cell dated 7-4-1995 |
| 9 | V(I) Note 1 | 1. No.11017/2/91-Sch.Cell dated 24-7-1992 & 2. No.11017/9/91-Sch.Cell dated 1-2-1994 |
| 10 | V(I) Note 2 | No.11017/2/92-Sch.Cell dated 8-4-1994 |
| 11 | V(I) Note 3 | No.11017/11/93-Sch.Cell dated 31-3-1995 |
| 12 | XI | No.11017/4/97-SCD-V dated 10-7-1998 |
|  | **Ministry of Tribal Affairs’ Circular** | |
| 13 | V (i),(ii),(iv)(v), (vi)  IV, XIII | No. 20014/10/2000-TDA (Vol. III) dated 19-2-2004. |
| 14 | V (iii) | No. 20014/10/2000-TDA (Vol. IV) dated 29-5-2006 |
| 15 | V (i) Note 1. | No. 20014/4/2006-Education dated 9-8-2006 |
| 16 | IV | No. 20014/5/2002-Scheme/Education dated 3-7-2007 |
| 17 | V (iii) | No. 20014/10/2000-Education (Vol. IV) dated 5-7-2007 |
| 18 | V (iii) | No.19012/85/2006-Education dated 28-9-2007 |
| 19 | V (iii) | No.19012/85/2006-Education dated 27-11-2007 |
| 20 | XII | No. 20014/1/2007-Education dated 19-12-2007 |
| 21 | V (iii) | No.19012/85/2006-Education dated 04-03-2008 |
| 22. | IV | No. 20014/5/2002-Scheme/Education dated 4-6-2010 |
| 23 | IV | No. 20014/5/2002-Scheme/Education dated 23-5-2013 |

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**LIST OF SCHOOLS**

1. Mezhathur GHSS, Palakka.d
2. Pattambi GHSS, Palakkad.
3. Vadanamkurissi GHSS, Palakkad.
4. Pattambi GHSS, Palakkad.
5. Vattenad GHSS, Palakkad.
6. Trithala GHSS, Palakkad.
7. Parudur GHSS, palakkad.
8. Vaniyamkulam TRKHSS, Palakkad.
9. Ottapalam East GHSS, Palakkad.
10. Shornur GHSS, Palakkad.
11. Shornur SN Trust HS, Palakkad.
12. Shornur KVRHS, Palakkad.
13. Kattikulam GHSS, Wayanad.
14. Meenchantha GHSS, Kozhikode.
15. Ramakrishna Mission HS, Palakkad.