



Deprivation as a Determinant of Personality among Scheduled Castes College Students

Dr. Suneel Chaudhary

Associate Professor, Department of Psychology, K.G.K. (P.G.) College, Moradabad

Abstract

Deprivation denotes deficient environmental conditions and impoverished experiences along different dimensions. The Indian society is traditionally organized in terms of caste-categories. As in any traditional society a section of people in India are underprivileged and discriminated against by those who have enjoyed power for several centuries. The people belonging to this group may be regarded as subjects of deprivation. It is common knowledge how the Scheduled Castes (SC), suffer from times immemorial for no fault of theirs. The official and nonofficial efforts to accelerate the process of socio-economic transformation of the deprived sections have not been able to change the situation significantly. The deprived classes contribute a fairly high proportion of the population, and the constitutional provisions and facilities provided by the government are not enough for the upliftment of deprived classes. The present study was conducted on 80 Arts undergraduate students (40 highly deprived and 40 low deprived) of both gender, studying in different Colleges of Moradabad, Rampur, Bareilly and J.P. Nagar (Amroha) city, which are affiliated to Rohilkhand University. The sample was randomly screened out with the help of Prolonged Deprivation Scale (PDS). Cattell's Sixteen Personality Factor Questionnaire (16 PF) was administered on the subjects to examine their level of personality traits. Significant difference was found between low and highly deprived SC students on factor A, B, C, E, F, G, H, I, L, M, N Q1, Q2, and Q3. This implies that low deprived Scheduled Castes students are participating, more intelligent, emotionally stable, assertive, enthusiastic, moralistic, bold, sensitive, skeptical, imaginative, polished, liberal, resourceful and socially precise while highly deprived Scheduled Castes students are reserved, less intelligent, emotionally unstable, submissive, serious, expedient, shy, rough, trusting, practical, forthright, conservative, group-oriented and lax. Significant difference was not found between low and highly deprived SC students on factors 'O' and 'Q4'. The study revealed that the high and low deprived Scheduled Castes students are significantly different on most personality factors. It seems that varied deprivation level of Scheduled Castes students influenced the personality traits. Caste is linked with deprivation because of various aspects of the social structure. It may therefore be said that, birth in a particular caste was not accompanied by certain personality traits; rather it is cumulative experiential base, which makes healthy personality.

Key Words: Deprivation, Scheduled Castes, Personality

INTRODUCTION

Deprivation means certain deficiencies in the environment, which are not only there but are also experienced as such by the individual. It relates to certain features or aspects of the environment that are absent or inadequate in certain degree which causes an impact on the functioning of the individual. In psychological literature "deprivation" has been widely used as a hypothetical construct as well as an empirical variable to account for



a variety of procedures and conditions in controlled laboratory studies. The “Psychological Abstracts” index lists over two dozen types of deprivation, such as stimulus, cultural, egoistical, economic, social, political, linguistic, educational, material and environmental. Literally, deprivation denotes dispossession or loss of opportunities, privileges, etc., but in research practice it has been virtually synonymously used for “privation”, i.e., lack or insufficiency of the basic necessities for the survival of the individual. Thus, it is clear that the term “deprivation” has been used variously to denote deficient environmental conditions and impoverished experiences along different dimensions.

The Indian society is traditionally organized in terms of caste-categories. As in any traditional society a section of people in India are underprivileged and discriminated against by those who have enjoyed power for several centuries. The classes that have suffered are the low castes, including women. Therefore, the people belonging to this group may be regarded as subjects of deprivation. It is common knowledge how the scheduled castes, suffer from times immemorial for no fault of theirs. These problems have aggravated the situation over years and pushed the unfortunate “Scheduled Castes” (SC) to total subjugation and exploitation. One thing is certain that in a caste-ridden society like ours, social and economic status is the prerequisites for any individual to progress. These variables buttress each other in development of a caste. Any analysis of Indian society without taking caste into consideration is not complete. Almost all activities –economic, political, educational and socio-cultural revolve around the notion of caste.

“Scheduled Castes” (SC) is the expression standardized in the Constitution of India. But nowhere in the Constitution is the term ‘Scheduled Caste’ defined even though it is the lengthiest legal document of nations in contemporary world. According to C. Parvathamma (1974) “The terms ‘Scheduled Caste’ and ‘Scheduled Tribe’ are only legal fictions and constitutional myth”. This has actually led to confusion and with the result the Constitution is amended rather frequently. Article 341 of the constitution empowers the president of India to notify:

“The groups within castes, races or tribes or parts of groups within castes, races or tribes which shall for purposes of this Constitution be deemed to be scheduled castes in relation to that state.”

Despite the best intentions and diverse efforts by the Central and different State government equality of opportunity for the different segments of society is not attained. Owing to traditional vertical social structure and paucity of resources people belong to scheduled castes, represents sections which are enduringly deprived of economic sufficiency, cultural sophistication, and social advantages. They suffer from malnutrition, lack of provisions for elementary health and sanitation and educational facilities.

In studies conducted in natural settings “deprivation” has come to acquire a variety of connotations. It is used interchangeably with other terms such as cultural deprivation (Das, 1973; Riesman, 1962; Wight, Gloniger, & Kneene, 1970), social and cultural disadvantage (Havighurst 1964; Sinha, 1977), psychological deprivation (Langmeier,



1972), and social deprivation (Tulkin, 1972). All these terms refer to deficient environmental conditions, impoverished experiences and characteristic of the social disadvantaged sections, such as Scheduled Castes.

Most Indian researchers have treated deprivation as a global characterization of environmental impoverishment, without any specification of the constituent environment dimensions and magnitude of differences among them. Some efforts have been made to go beyond the categorical treatment of deprivation and view it in terms of proximal experiential variable. L.B. Tripathi and Misra's (1975) concept of prolonged deprivation is one such attempt. This concept refers to a broader spectrum of variable constituting the basis sources of experiences of the individual. It enumerates as many sources of deprivation as are possible to differentiate from the spectrum of life in a given society. It is perceived as a prolonged process relative to a defined socio-cultural setting. Socio-cultural life in any community can be conceived as a continuum, at one end of which are those whose physical, social and economic needs are gratified, leading to varied experiences in life, and at the other end are those whose physical, social, and psychological needs are not fulfilled, and they are unable to have varied experiences. Different groups are generally characterized by special vocations, life activities, religious practices, entertainment patterns, and family relationships, and are usually linked with varied opportunities and resources (Beteille, 1981). Consequently, members of such groups undergo specific type of experiences and at times lack in experiential width and depth. This shift in conceptualization had led to significant changes in the measurement of deprivation in real life conditions. Misra and Tripathi (1978) developed a Prolonged Deprivation Scale (PDS) to assess the life conditions and experiences of deprived persons.

The study of cognitive skills in the deprived groups has been an area of intense research. These researches (R.Rath, 1972; D.Sinha, 1977; L.B.Tripathi and Misra, 1975, 1976; Amar K. Singh, 1976; Misra, 1982; Misra and Tiwari, 1992) have covered a wide spectrum of cognitive processes including learning, memory, perceptual processes, language, intelligence, and creativity. These large-scale studies have revealed that living under deprived conditions interfered with cognitive development in significant ways. Also, the detrimental effects became accentuated with age.

Shaping of personality in its diverse manifestations has been systematically related to cultural characteristics, environmental factors, and the individual's experiences particularly during childhood by a number of theories. This gives rise to the expectation that the traits, needs, values and aspects of self would evince different patterns in deprived and non-deprived groups. In general available research suggests that deprivational conditions are correlated with a cluster of negative personality dispositions (Mohan and Nalwa, 1992; Gour, 1992; Reddy, 1992), negative self-esteem (J.N.Lal, 1987; P.Choudhary, 1990; A.N.V. Reddy, 1992), behavior styles, and patterns of social interaction. This is possibly because deprivation not only restricts one's choices, but also demands the development of effective coping skills and strategies for survival.



Prolonged deprivation appeared to predispose children to delinquency prone attitudinal orientation (Mohan & Nalwa, 1992). Gaur (1992) reported that Machiavellianism was positively related to SES. High deprived children were high on neuroticism, low on extraversion and high on introversion than non-deprived children (Mohan & Gill, 1988; Mohan & Verma, 1990). Also, deprivation was positively related to social maladjustment, immaturity, autism, alienation, and withdrawal. Some researchers (A. Kumar & Tripathi, 1986; Ashok K. Singh, 1983; N.K.M. Tripathi, 1983; D.K.M. Tripathi & Tripathi, 1984) observed that deprived young adults were more external and chance-oriented than their non-deprived counterparts. Deprivation was positively related to alienation and external control (A.N.V. Reddy, 1992). Antisocial and psychotic traits were more frequently seen in deprived groups (Helode & Kapai, 1986; P. Kumar & Mehta, 1983).

Misra (1982b) examined the consequences of prolonged deprivation on a number of cognitive processes including pictorial depth perception, time perception, perceptual identification, psychological differentiation, categorization, and verbal reasoning. The analysis of performance of high, medium, and low deprived groups revealed that the low deprived group was most competent followed by medium and high-deprived groups respectively.

The events of the post-independence such as social legislations industrialization and spread of educational facilities have certainly made financial and cultural activities partly independent of caste structure and upward social mobility seems to be steadily increasing. However, the official and nonofficial efforts to accelerate the process of socio-economic transformation of the deprived sections have not been able to change the situation significantly. The deprived classes contribute a fairly high proportion of the population, and the constitutional provisions and facilities provided by the government are not enough for the upliftment of deprived classes. Their socio-economic and cultural background in school and home are not supportive while their aspirations have increased. They suffer from different types of conflicts with the results that their personality gradually becomes quite different from each other and from other segments of the Indian society. Also, they suffer from feeling of inferiority, incompetence, insufficiency, alienation, helplessness and have difficulty in coping with demands of the educational system and overall environment.

Hypotheses:

The hypotheses were as follows:

1. There will be significant difference between high and low deprived SC students on sixteen personality factors.

This major hypothesis is broken up into sixteen independent sub-hypotheses each pertaining to one factor of 16 PF. These are as follows:



- 1.01. There will be significant difference between high and low deprived SC students on first personality factor.
- 1.02. There will be significant difference between high and low deprived SC students on second personality factor.
- 1.03. There will be significant difference between high and low deprived SC students on third personality factor.
- 1.04. There will be significant difference between high and low deprived SC students on fourth personality factor.
- 1.05. There will be significant difference between high and low deprived SC students on fifth personality factor.
- 1.06. There will be significant difference between high and low deprived SC students on sixth personality factor.
- 1.07. There will be significant difference between high and low deprived SC students on seventh personality factor.
- 1.08. There will be significant difference between high and low deprived SC students on eighth personality factor.
- 1.09. There will be significant difference between high and low deprived SC students on ninth personality factor.
- 1.10. There will be significant difference between high and low deprived SC students on tenth personality factor.
- 1.11. There will be significant difference between high and low deprived SC students on eleventh personality factor.
- 1.12. There will be significant difference between high and low deprived SC students on twelfth personality factor.
- 1.13. There will be significant difference between high and low deprived SC students on thirteenth personality factor.
- 1.14. There will be significant difference between high and low deprived SC students on fourteenth personality factor.
- 1.15. There will be significant difference between high and low deprived SC students on fifteenth personality factor.
- 1.16. There will be significant difference between high and low deprived SC students on sixteenth personality factor.

Method

The present study was conducted on 80 Arts undergraduate students (40 highly deprived and 40 low deprived) of both gender, studying in different institutions of Moradabad, Rampur, Bareilly and J.P. Nagar (Amroha) city, which are affiliated to Rohilkhand University. The sample was randomly screened out with the help of Prolonged Deprivation Scale.



The four colleges from which the sample was randomly drawn were Bareilly College, Bareilly, Government Raza (P.G.) College, Rampur, K.G.K. (P.G.) College, Moradabad, J.S. Hindu College, J.P. Nagar (Amroha). Factors like age, faculty of education and religion were likely to influence the personality. So they were kept as control variable and the following criteria were used for selecting the samples from four colleges.

Age : From 17-22 Years
Faculty : Arts
Educational Level : B.A. Ist year and B.A. Final Year.
Religion : Hindu.

Tools :

There are two tools that have been used to measure the variable involved in this study. These are:-

1. Sixteen Personality Factor Questionnaire (16 PF).
2. Prolonged Deprivation Scale (PDS).

1. Sixteen Personality Factor Questionnaire (16PF)

The Sixteen Personality Factor Questionnaire (16PF) is an objectively scorable test devised to give the most complete coverage of personality possible in a brief time. This test is originally developed by R.B. Cattell and his co-workers and adapted in India (in Hindi) by S.D. Kapoor.

The 16 PF is predicated on Cattell's factor analytic conception of personality. According to this model, surface traits the more obvious aspects of personality emerge from simple cluster analysis of test responses. In contrast, source traits- the stable constant, but less visible well springs of behaviour emerge only from specialized factor analysis of the surface traits. In a series of studies, Cattell determined that 16 personality factor or source traits are needed to explain the structure of test responses, hence the name for his instrument.

For the present study Indian adaptation of the form 'A' of 16 PF by S.D. Kapoor was used. This is a verbal test of personality in Hindi. It can be used individually or in groups. The test was designed for use with individuals aged 16 and above. The form contains 187 items with three forced choice options. The test is untimed and is usually completed in 45 to 65 minutes. With the help of these items, the 16 factors of personality like A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3, and Q4 are measured. The details of these factors are as follows:

1. **FACTOR – A: Cool Vs Warm:** The first factor of 16PF is factor 'A'. This is a factor related to the cool Vs warm characteristics of personality. If a person scores is low (uptosten 3) on this factor, then he is liable to be stiff, cool, skeptical, aloof



critical, obstructive and hard. On the contrary a person who scores high (Sten 8 and above) on this factor tends to be co-operative, attentive, soft hearted, easy going and emotionally expressive.

2. **FACTOR-B: Concrete thinking Vs Abstract thinking:** The second factor of personality is factor 'B'. This factor is related to the level of intelligence of a person. Those whose scores are low on this factor tend to be slow in grasping and learning new ideas and activities. On the contrary a person who scores high on this factor tends to be quick in grasping and learning new ideas. They are usually active and alert.
3. **FACTOR- C: Affected by feelings Vs Emotionally Stable:** The third factor of personality is factor 'C'. This factor is concerned with the feeling of a person. The person who scores low on this factor tends to be low in tolerance, neurotically fatigued, easily annoyed, active in dissatisfaction and having neurotic symptoms like phobia, sleep disturbances etc. On the contrary a person, who scores high on this factor, tends to be emotionally mature, stable, realistic, unruffled and able to maintain group morale.
4. **FACTOR- E: Submission Vs Dominant:** The fourth factor of personality is factor 'E'. This factor of personality is related to the acquired tendency of dominance and submissiveness. The person who scores low on this factor tends give way to others. On the contrary a person who scores high on this factor tends to be assertive, self assured, independent, hostile and authoritarian.
5. **FACTOR –F: Sober Vs Enthusiastic:** The fifth factor of personality is factor 'F'. This factor of personality is related to the degree of enthusiasm of a person. The person who scores low on this factor tends to be restrained, and introspective. On the other hand a person who scores high on this factor tends to be cheerful, active, talkative, frank, expressive and carefree.
6. **FACTOR-G: Expedient Vs Conscientious:** The sixth factor of personality is factor 'G'. This factor of personality is related to the character of moral development of a person. The person who scores low on this factor tends to be unsteady in purpose. On the contrary a person who scores high on this factor tends to be exacting in character, dominated by sense of duty, persevering, moralistic and hard working.
7. **FACTOR –H: Shy Vs Venturesome:** The seventh factor of personality is factor 'H'. This factor of personality is related to the degree of sociability of a person. The person who scores low on this factor tends to be shy, withdrawing, continuous and retiring. On the other hand a person who scores high on this factor is sociable, bold, spontaneous and abundant in emotional response.



8. **FACTOR –I: Tough minded Vs Tender Minded:** The eight factor of personality is factor ‘I’. This factor of personality is related to the level of tough mindedness of a person. The person who scores low on this factor tends to be practical, realistic, masculine, independent responsible and skeptical. On the other hand a person who scores high on this factor tends to be tender minded, day dreaming, artistic, fastidious and feminine.
9. **FACTOR –L: Trusting Vs Suspicious:** The ninth factor of personality is factor ‘L’. This factor is mainly related to the level of adaptability of a person. The person who scores low on this factor tends to be free of jealous tendencies, adaptable, cheerful, uncompetitive and concerned about other people and a good team worker. On the contrary a person who scores high on this factor tends to be mistrusting and doubtful.
10. **FACTOR –M: Practical Vs Imaginative:** The tenth factor of personality is factor ‘M’. This factor of personality basically related to the level of practicability of a person. A person who scores low on this factor tends to be anxious to do right things, attentive to practical matters. The high scores of this factor tends to be unconventional, unconcerned over every day matters, self motivated, imaginatively creative and concerned with essentials.
11. **FACTOR –N: Forthright Vs Shrewd:** The eleventh factor of personality is factor ‘N’. This factor is basically related to the level of shrewdness of a person. The person who scores, low on this factor tends to be unsophisticated, sentimental and simple. On the other hand a person who scores high on this factor tends to be polished, experienced, worldly and shrewd.
12. **FACTOR –O: Self Assured Vs Apprehensive:** The Twelfth factor of personality is factor ‘O’. This factor of personality is initially related to the level of confidence of a person. The person who scores low on this factor tends to be placid with unshakable nerve. He has a mature, unanxious confidence in himself and his capacity to deal with things. On the contrary a person who scores high on this factor tends to be depressed and moody. High Score on O factor is very common in clinical groups of all types.
13. **FACTOR –Q1: Conservative Vs Experimenting:** The thirteenth factor of personality is factor ‘Q1’. This factor of personality is directly related to the level of conservativeness of a person. The person who scores low on this factor is confident in what he has been taught to believe and accepts the ‘tried and true’. On the other hand a person who scores high on this factor tends to be interested in intellectual matters and had doubts on fundamental issues.
14. **FACTOR-Q2: Group dependent Vs Self Sufficient:** The fourteenth factor of personality is factor ‘Q2’. This is related to the level of dependency of a person. A person who scores low on this factor prefers to work and make decisions with people, likes and depend upon social approval and admiration. On the contrary, a person who



scores high on this factor is temperamentally independent accustomed to going his own, making decisions and taking action on his own.

- 15. FACTOR – Q3: Undisciplined Vs Controlled:** The fifteenth factor of personality is factor 'Q3'. This factor is directly related to the level of integration of a person. A person who scores low on this factor will not be bothered with control and regard for social demands. On the other hand a person who scores high on this factor tends to have strong control of his emotions.
- 16. FACTOR-Q4: Relaxed Vs Tense:** The sixteenth factor of personality is factor 'Q4'. This factor is directly related to the level of tension and frustration of a person. A person who scores low on this factor tends to be sedate, relaxed, composed and free from any type of frustration. On the other hand who scores high on this factor tends to be tense, excitable, restless, fruitful and impatient.

The split half reliabilities of the 16 factors are .54; correlations between the same scales for different forms of the test typically hover around .50; and test-retest coefficients for scales on the same form are .70 to .80 for same or next day administrations, but lower for longer intervals.

In terms of criterion related validity, some studies with the 16 PF demonstrate that the real world correlates of test results are theory-consistent (Cattell and Nesselroade, 1967).

2. Prolonged Deprivation Scale (PDS)

Prolonged Deprivation Scale is constructed by L.B. Tripathi and G. Misra (1975, 1978). This is an objective measure of deprivation, including life conditions and experiences. In order to specify the dimensions of deprivation, Tripathi and Misra concerned themselves with the experiential background of the individual. They considered it as a prolonged process relative to a defined social setting. It was argued that the socio-cultural life in any community can be conceived as a continuum, at one end of which lie those who have almost all physical social and economic needs gratified, leading to varied experiences in life, while at the other end lie those who are economically, socially, and psychologically most disabled in the fulfillment of their needs and thus unable to gain varied experiences. They contended that caste, distinct cultural and ethnic group are generally characterized by life activities, religious practices, entertainment patterns, family relationships, and are usually linked to economic opportunities and availability of resources. These experiential variations may be considered as direct determinants of the extent to which an individual comes to acquire competence.

The present scale can be used to measure the degree of deprivation in the experiential make up of an individual. The scale consists of 96 five-point scale item found to be significant in indicating the degree of prolonged deprivation. The items cover a wide



spectrum of the sources of deprivation and apparently specify its major important aspects. For administration of the scale no time limit is prescribed. It is helpful in determining the relative contributions made by various aspects of environments and experiences derived from them. It also provides a way to examine the interactive effects of environmental variables, inanimate as well as animate. It measured prolonged deprivation by two important factors, i.e. (1) Physico- economic and (2) experiential.

The average of the Inter-rater reliability correlation (based on Fisher's Z scores) was 91 and the index of reliability was .95, which clearly evidences high inter-rater reliability of the PDS. The correlation coefficient obtained from test-retest was .59 and index of reliability was .77. Internal consistency of the scale determined by Kuder-Richardson formula- .20 was found to be .92 which again provides evidence of a high degree of internal consistency of PDS.

The high test- retest reliability coefficients as well as high inter rater reliability coefficients indicate that PDS has sufficient intrinsic validity. In terms of predictive validity, some studies support the proposed relationship between deprivation and psychological processes (Tripathi and Misra, 1975, 1976). For determining construct validity scores on each of the fifteen dimensions were separately correlated with the total score on PDS and the results are found statistically significant at .01 level for all dimensions. This finding strongly supports the view that all the dimensions of prolonged deprivation are highly interrelated with each other.

Results and Discussion

The objective of the present study was to study the difference between high and low deprived SC students on sixteen personality factors. The main hypothesis "There will be significant difference between high and low deprived SC students on sixteen personality factors" was framed to find out the effect of level of deprivation (High/Low) on sixteen personality factors. Personality factors were measured in terms of Sixteen Personality Factor Questionnaire (16 PF). Hence, this hypothesis is split into sixteen-sub hypotheses related to 16 PF and each of them tested separately. The data were analyzed with the help of t test .The summary of the results obtained is presented in the following tables:



TABLE-1.1
Means, SD, and t-Values between Low and Highly Deprived SC Students on Sixteen Personality Factors (A-I)

VALUES	FACTORS							
	A	B	C	E	F	G	H	I
Mean L. Dep.	5.00	4.29	5.10	5.35	5.14	6.42	5.35	6.39
Mean H. Dep.	3.17	3.2	3.63	3.66	3.36	5.56	3.16	5.56
S.D. L. Dep.	1.70	1.05	1.06	1.22	1.32	1.16	1.68	1.13
S.D. H. Dep.	1.18	.845	.927	.711	.668	.971	.949	1.33
t-Value	4.80	4.35	5.62	6.48	6.50	3.06	6.15	2.53
Level of Significance	$p < 0.01$	$p < 0.05$						

L. Dep.= Low Deprived (N=40), H. Dep.= Highly Deprived (N=40)

TABLE-1.2

Means, SD, and t-Values between Low and Highly Deprived SC Students on Sixteen Personality Factors (L-Q4)

VALUES	FACTORS							
	L	M	N	O	Q1	Q2	Q3	Q4
Mean L. Dep.	5.10	6.35	5.64	6.57	4.75	4.92	5.50	6.28
Mean H. Dep.	3.80	5.33	4.86	6.66	3.73	3.56	4.93	6.53
S.D. L. Dep.	1.34	.989	1.52	1.03	1.32	1.24	1.07	1.35
S.D. H. Dep.	.996	1.24	1.40	1.18	1.01	1.07	1.01	1.10
t-Value	4.22	3.45	2.01	.325	3.29	4.47	2.06	.764
Level of Significance	$p < 0.01$	$p < 0.01$	$p < 0.05$	NS	$p < 0.01$	$p < 0.01$	$p < 0.05$	NS

L. Dep.= Low Deprived (N=40),

H. Dep.= Highly Deprived (N=40)

The above table 1.1 and 1.2 shows that t-values between low and highly deprived SC students are not significant on factors 'O' and 'Q4'. It is also apparent from the above tables that on factor A, B, C, E, F, G, H, L, M, Q1, Q2 values are significant at .01 level and on factor I, N and Q3 values are significant at .05 level of confidence.

The tables 1.1 and 1.2 clearly shows that t-values are not significant on factor O and Q4. Hence, the hypotheses pertaining to these factors namely, hypothesis no 1.12 and 1.16 were rejected and it is concluded that personality traits as indicated by these factors are not influenced by the varied deprivation level of SC students, It is also apparent from the table no 1.1 and 1.2 that on factors A, B, C, E, F, G, H, L, M, Q1 and Q2 t-values are significant at .01 level and on factors I, N and Q3 t values are significant at .05 level. So, the hypothesis pertaining to these factors namely, hypothesis no. 1.01, 1.02, 1.03, 1.04, 1.05, 1.06, 1.07, 1.08, 1.09, 1.10, 1.11, 1.13, 1.14, and 1.15 were accepted and it is concluded that the high and low deprived SC students are significantly different on these factors. It seems that on these factors varied deprivation level of SC students significantly influenced the personality traits.



On factor A, B, C, E, F, G, H, L, N, Q1, Q2 and Q3 low deprived SC students obtained higher score than highly deprived SC students. A higher score on these factors implies more favorable personality traits. The results indicate that low deprived SC students are participating, more intelligent, emotionally stable, assertive, enthusiastic, moralistic bold sensitive, skeptical, imaginative, polished liberal, resourceful and socially precise while highly deprived SC students are reserved, less intelligent emotionally unstable, submissive, serious, expedient, shy, rough, trusting, practical, forthright, conservative, group-oriented and lax. The results more or less support the earlier findings of Bhargava and Aurora (1981) and A.K. Singh (1981). Bhargava and Aurora found that highly deprived adolescents were more reserved, emotionally unstable, shy, depressive, conservative and frustrated. In contrast, the low deprived adolescents were participating, more intelligent emotionally stable, happy go lucky, venturesome, radical and relaxed.

Thus, on the basis of the above finding it may be concluded that birth in a particular caste was not accompanied by certain personality traits; rather it is cumulative experiential base, which makes healthy personality. As AmartyaSen (1982) emphasized, Lower Castes in India were traditionally in a disadvantageous positions in the overall socio economic structure and they have lived for long in perpetual poverty. Dahiwale (1991) argued, that caste continues to perpetuate socio-economic inequalities. Thus, various social groups suffer from intergenerational continuities of deprivation due to structural disadvantage. Caste is linked with deprivation because of various aspects of the social structure. However, in the existing social network, caste continues to operate as a powerful factor and is an effective variable in restricting the variety of life experiences and development of personality.

Looking from the applied point of view the findings of this study may have major implications for educational practice also. Due to negative personality traits and other constrains, the school and college achievement of deprived students is a serious problem. The low level of school and college achievement of these students seems to be joint function of their abilities, competencies, personality and home and school environment. Deprived students are more dependent, so the role of teacher expectancy is also very important in this regard. There is a need to develop curriculum, teacher training programmes, modification of school and college organization to compensate negative personality dispositions and others constrains of deprived students. For the deprived groups schools and colleges should function as a substitute for parents and families and through experiential enrichment strategies should provide a climate which help inculcating positive or favourable personality traits in deprived students.

The findings of the study have some implications for policy planning also. A large degree of variation in personality traits stems from the systemic disadvantage of the vulnerable groups. What is needed a change in the social structure. Policies should be tuned positive discrimination in favour of deprived groups. However, it is not easy to bring about the necessary change as socio-economic inequalities are advantageous to many.



Therefore, the values sustaining inequalities must be challenged. Inequalities should be bridged by establishing new institutional arrangement, making change in productions relations and equipping the deprived with production assets and skill. Planning intervention should be done in a manner that the deprived should feel empowered and experience that their behaviour and personality is productive and that they have control over their lives.

References

- Abraham, M., &Prasanna, K. C. (1986). Socio-Economic status of the family as a determinant of the mental health of secondary school pupils. *Manas*, 43-48.
- Acharya, S. (1988). Bombay's weaker section: A survey of their levels of living. *Indian Journal of Social Work*, 100-125.
- Agarwal, A., & Mishra, G. J., (1993). Communication and rural Development in Deprivational environment. *Indian Journal of Community Guidance Service*, 1-10.
- Agawal, A., &Tripathi, K. K., (1984). Influence of prolonged deprivation. Age and culture on the development of future orientation. *European Journal of social psychology*, 451-453.
- Agarwal, S., & Mishra, R. C. (1983). Disadvantages of caste and schooling and Development of category organization skill. *Psychologia*, 54-61.
- Alam, J., &Saeeduzzafar. (1991). Dependence proneness in relation to prolonged Deprivation. *Journal Of Personality And Clinical Studies*,49-53.
- Awasthi, B., &Janbandhu, D. S. (1988). Effect of socio-economic status and intellectual ability on self-identity disparity in adolescents. *Psycho-lingua*, 13, 1-6.
- Beck, T. C. (1995). *The experience of poverty*. London: Intermediate Technology Publications.
- Beckerman, W. (1992). Economic growth and environment: Whose growth? Whose environment? *World Development*, 20, 481-496.
- Bhargava, M., &Marwah, M. (1982). Academic performance as a function of prolonged deprivation. *Indian Educational Review*, 114-122.
- Bharsakla, S., & Srivastava, R. P. (1991). Self image as related to socio-economic status in scheduled caste and non-scheduled caste college students. *Indian Journal of Psychology*, 61-70.
- Bradshaw, J. (1990). *Child poverty and deprivation in the U. K.* London: National Children's Bureau.
- Bronfenbrenner, U. (1997). Towards an experimental ecology of human Development. *American Psychologist*, 513-531.
- Cattell,H. B. (1989). *The 16 PF: Personality in depth*. Champaign IL: I PAT.
- Chadha, J., &Sen, Anima. (1993). Mental ability and social maturity of the Children of ICDS and the children of non-ICDS. *Indian Journal of Community Guidance Service*, 10, 47-58.
- Chaube, N.P., Pandey, L. P., &Patni, R. (1985) *Deprivation and human Personality: Current theory and research*. Allahabad: Indian Academy Of social Sciences.
- Dalal, A. K. (1991). School performance of disadvantaged children: The Educational resource-fullness model. *Indian Journal of social work*, 313-323.
- Dalal, A. K., Misra.G. (2001). *New directions in Indian psychology*. (vol.I). Social psychology (262-295). New Delhi: Sage Publication.



- Das, J.P., &Khurana, A.K.S. (1988). *Caste and cognitive processes*. In S.H. Irvin &J.W.Berry (Eds.). Human abilities in cultural context Cambridge: Cambridge University Press.
- Dash, A.S., &Rath, S.(1985). Effect of cognitive stimulation on disadvantaged and non disadvantaged preschool children: An experimental study, *Journal of Psychological Researches*, 29, 121-129.
- Dhillon, P.k., & Acharya, s. (1987). Abstract reasoning and need achievement in relation to social class and sex. *Indian Psychological Review*, 9-16.
- Dixit, R.C., &Moorjani, J.D. (1983). The effect of socioeconomic deprivation upon the intelligence of the school going children. *Journal of Education and Psychology*, 214-219.
- Dubey, S.N. (1984). Characteristic need patterns of scheduled caste Indians. *Psychologia*, 27, 122-124.
- Dubey, S.N. (1987). Personality characteristics of the socio-culturally deprived class. *Perspectives in Psychological Researches*, 10, 51.
- Ganguli, M. (1989). Socio-economic status scholastic achievement. *Indian Educational Review*, 84-95.
- Guthey, R.K. (1981). Socio-cultural deprivation and adaptive behavior. *Child Psychiatry Quarterly*, 142-144.
- Havighurst, R.j. (1964). Who are the socially disadvantaged? *Journal of Negro Education*, 210-217.
- Jachuck. K. (1984).Level-I and level-II abilities of socially disadvantaged children: Effect of home environment and caste. *Indian Psychologist*, 42-48.
- Jain, U., & Mal, S. (1984).Effect of prolonged deprivation on attribution of causes of success and failure. *Journal of social Psychology* 143-149.
- Joseph, A. (1985). Educational Problems of socially disadvantaged children. *Journal of Indian Education*, 14-19.
- Kalia, A.K., &Mathur, S.S. (1985). Value preferences of adolescents studying in schools with different socio-economic environments. *Asian Journal of Psychology and Education*, 15, 1-6.
- Kumar, A., &Tripathi, A.K. (1986). Locus of control of disadvantaged adolescents. *Psychological Reports*, 933-934.
- Kumar, P., & Mehta, M. (1983). Socio-economic deprivation and differential personality development. *Asian Journal of Psychology and Education*, 11, 21-27.
- Lal, J.N. (1987). Social class differences in self-perception. *Perspective in Psychological Researches*, 30-36.
- Langmeier, J. (1972). *Personalities of deprived children*. In F.J. Monko (Ed.), *Determinations of behavioral development*. New York: Academic Press.
- Mal, S., & Jain, U. (1990). Effects of prolonged deprivation on learned helplessness. *Journal of social Psychology*, 191-197.
- Mishra, R.C., Sinha, D., & Berry, J.W. (1996). *Ecology, acculturation psychological adaptation: A study of Adivasi in Bihar*, New Delhi: Sage.
- Misra, G., &Tripathi, L.B. (1977b). *Manual of Prolonged Deprivation Scale*, Agra: National Psychology Corporation.
- Misra, G., &Tripathi, L.B. (1980). *Psychological Consequences of Prolonged Deprivation*. Agra: National Psychological Corporation.
- Misra, G. (1982). Motivational Structure and Prolonged Deprivation. *Indian Journal of social Work*, 11-18.



- Misra, G. (1990). *Psychology of Deprivation*. In G. Misra (Ed.). Applied Social Psychology in India, New Delhi : Sage
- Misra, G., & Tiwari, B. K. (1986). Environmental correlates of cognitive development. *Indian Journal of Applied Psychology*, 24, 41-52.
- Misra, G., & Tiwari, B.K. (1992). Psychological differentiation in Indian children: Role of ecology, quality of schooling and home environment. *Indian Educational Review*, 23-35.
- Misra, G., & Tripathi, L.B. (1977). The concept of prolonged deprivation and its measurement. *Indian Journal of Behaviour*, 48-60.
- Mohan, v., & Verma, S. (1990). Social deprivation, intelligence and personality Correlates. *Indian Journal of Community Guidance Service*, 25-36.
- Mukherjee, M., Chatterjee, S., & Gupta. R. (1991). Factors of prolonged deprivation, intelligence level and academic achievement. *Psychological Studies*, 20-24.
- Nagar, D. (1989). Socio-psychological problems and personality patterns of deprived children living in destitute homes of Rajasthan. *Indian Educational Review*, 91-94.
- Nunes, T. (1993). *The environment of the child*. The Hague: Bernard van Leer Foundation.
- Pandey J. (2004) Psychology in India Revisited (Volume3), *Applied social and organizational Psychology* (pp. 118-192). New Delhi: Sage.
- Rath, R., Dash, A.S., & Dash, U.N. (1979). *Cognitive abilities and school achievement of the socially disadvantaged children in primary schools*. Bombay: Allied.
- Reddy, N.Y.(1991). Psychological strategies for the educational development of socially disadvantaged groups. *Indian Educational Review*, 143-155.
- Sandeep, P., & Pushpa, M. (1981). Deprivation and Cognitive development in children. *Child Psychiatry Quarterly*, 47-54.
- Sen, Anima. (1992). *Mental Handicap among Rural Indian Children*. New Delhi: Sage.
- Sharma, R.G. (1984). The effects of social disadvantage on mental growth and mental health of children. *Indian Journal of Clinical Psychology*, 1-13.
- Sharma, V.P. (1993). Academic performance as a function of prolonged deprivation. *Journal of Psychological Researches*, 48-53.
- Shukla, A. (1985). Environmental deprivation and development of mnemonic competence in children. *Psychologia*, 150-156.
- Shukla, Sandhya, Misra, U., & Singh, T. (1994). Relative deprivation and reaction to frustration. *Journal of Personality and Clinical Studies*, 45-51.
- Singh, A.K., & Singh, M.K. (1990). Personality characteristics of socially. advantaged and socially disadvantaged children. *Indian Journal of Psychometry and Education*, 21, 81-86.
- Singh, R., & Nathawat, S.S. (1989). Effect of prolonged deprivation on attribution style. *Journal of Social Psychology*, 443-450.
- Singh, R.D. (1988). Deprivation, achievement and level of aspiration of high school students of science group. *Indian Educational Review*, 93-96.
- Singh, S., Kaur, H., & Dubey, R. (1986). Malnutrition and cognitive development among deprived and non-deprived children. *Indian Journal of Clinical Psychology*, 29-34.
- Sinha, D. (1985). Cognitive and motivational correlates of deprivation and their implications for the education of scheduled caste children. *Journal of Personality and Clinical Studies*, 1, 11-16.
- Sinha, D., Tripathi, R.C., & Misra, G. (Eds). (1982). *Deprivation: Its social roots and psychological consequences*. New Delhi: Concept.



- Sudhir, M.A. (1989). A Study of achievement motivation in relation to selected personality and socio-educational factors. *Journal of Educational Research and Extension*, 25, 198-205.
- Tripathi, L.B. (1982). Some methodological problems of deprivation studies. In D. Sinha, R.C. Tripathi, & G. Misra (Eds), *Deprivation: Its social roots and Psychological Consequences* (pp. 49-71). New Delhi: Concept.
- Tripathi, L.B., & Misra, G. (1975). Cognitive activities as a function of prolonged deprivation. *Psychological Studies*, 54-61.
- Tripathi, L.B., & Misra, G. (1976). Some cognitive processes as a function of prolonged deprivation. *Indian Journal of Psychology*, 129-143.
- Tripathi, N.K.M. (1983). Prolonged deprivation, approval, locus of control and dependence *Journal of Psychological Researches*, 157-161.
- Tripathi, R.C. (1988). Applied social psychology. In J. Pandey (Ed), *Psychology in India: The state-of-art, Vol.2, Basic and Applied Social Psychology*(pp. 95-158). New Delhi: Sage.
- Uplaonkar, A. (1992). Scheduled caste and social justice: A Karnataka case in point. *Indian Journal of Social Work*, 39-44.
- Venkatammal, P., & Rajamanickam, M. (1984). A study of prolonged deprivation among 10th standard students. *Indian Journal of Community Guidance Service*, 9, 35-50.
- Verma, B.P., & Sheikh, G.Q. (1992). Learning styles of advantaged and disadvantaged students. *Indian Journal of Psychometry and Education*, 61-68.