

**Impact of Socio-Economic Status on Cognitive Abilities among Rural and Urban
Scheduled Caste and Non-Scheduled Caste School Students**

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Abstract

The present study is an attempt to assess the impact of SES on the cognitive abilities on a sample of N= 480 school students of Himachal Pradesh. The results revealed that the SES significantly collision and impaired the cognitive abilities wherein the students belonging to SC lagged behind in cognitive performance as compare to their NSC students counterpart. Caste was observed as the most important indicator of SES that significantly exerted influence on the different measures of cognitive abilities and performance. Further, the rural students were also noticed poor in performance. Therefore, the academicians such as psychologists in general and policy makers in particular must consider this prime issue in future by delving in detail as to how Caste play important role in social exclusion, mental health problem and poor performance. Therefore, forming fruitful policies in general and strictly implementing on such policies definitely promote wellbeing and school performance of the students.

Keywords: Socio-economic status, Poverty, Cognitive abilities, Performance and Wellbeing