CHAPTER-VI
SUMMARY AND CONCLUSION

6.1. INTRODUCTION

India has one of the oldest civilizations with a kaleidoscopic variety and rich cultural heritage. In the pre-independence era, the unplanned economy of India did not work in a socially desirable manner or in a manner that was conducive to economic welfare in general. It was based on self interest at the cost of social interest. There was lopsided economic development. Agriculture was in a depressed state. Industries have not been diversified and developed. The social atmosphere was conservative and rigid and did not encourage development. At the time of independence, India was economically and socially backward.

Indian economic society was characterized by mass poverty, low national income, low standard of living, inadequate utilization of natural, human and capital resources, widespread unemployment, under – employment and disguised unemployment, lopsided development of industries and industrial stagnation, depressed agriculture, backward state of technology, lack of development in transport and communications, inadequate irrigation facilities and power shortages, absence of organized banking in the rural sector, lack of bold entrepreneurship and absence of innovation, low levels of technical skill and knowledge, low rate of saving and capital formation, market imperfections and overall low volume of trade and transaction. All these factors were responsible for the extreme backwardness of industry and agriculture in pre-independent India.

In the wake of independence, it was widely accepted that planned economy was essential and inevitable for social and economic development. It was expected that appropriate planning along could help in scaling down disparities in income and wealth and safeguard the interest of vulnerable section of the society.
6.2. THE PRESENT STUDY

Most of the Adi-Dravidar Welfare schools are located in rural areas of Tamil Nadu. Students face varieties of difficulties to get their higher secondary education and to meet their demands in their home and school environment. These difficulties problems are presented in this study. Not only that their related problems also develop few Environmental, Economical, Familial, social and school problems too.

By considering the above problems of adolescent higher secondary students in Adi-Dravidar Welfare schools, the investigator decided to conduct the present research study in order to find out at what extend students face problems related to the fields of Environmental, Economical, Familial, social and school and how their problems affect their studies at higher secondary level in Adi-Dravidar Welfare schools located in rural area of Tamil Nadu are discussed in the present study.

6.3. A BRIEF SUMMARY OF REVIEW OF RELATED LITERATURE

The review of related literature has revealed certain facts. First of all, it is known that the area has been extensively examined by the researchers belonging to social science. The problems encountered by the SC\ST adolescent students in pursuing Higher Secondary education in Adi-Dravidar Welfare Schools elaborately researched by the investigator. It is pointed out that considerable research efforts are being shown by researchers on this area, analyzing the different aspects of SC\ST students pursuing Higher Secondary education, its effects and problems. The area still attracts the attention of researchers. But it is pointed out that the research attempts in this area of study are sporadic in nature. As education has become one of the vital aspects of human society and it has not properly reached the downtrodden students of Tamil Nadu specially SC\ST adolescents, perhaps, it might not have attracted the attention of researchers in recent times too. This may be one of the reasons for the inadequacy of research studies in this vital area of interest.
The quoted research studies belong to educational problems of SC\ST adolescents the adolescents also approach the problem from environmental, economical, familial and social perspectives. It is pointed out that the problem has not been viewed from educational perspective. Notably, the effects of parental supports, teachers and governmental facilities on the learners have not been properly examined by the researchers in India. This is evidenced by the review of related literature. In this context the present study is novel, significant and most relevant to education and SC\ST student society.

All research studies reviewed, reveal the fact that economic conditions of SC\ST students have negative effects. It is also known from the review that the SC\ST students are more affected than other ethnic groups. Research studies also point out how alcoholic parent’s behaviour affects the education of the SC\ST students. The psycho-social problems of SC\ST students have also been extensively analyzed by the researchers. It is pointed out that such studies in Indian soil are lacking. The present study may fulfill the gap. The review of related literature points out the methodological issues involved in conducting research studies in this area of study. Almost all social science research scholars employ survey as a method to study the problem. Further, questionnaires were extensively used to collect data from respondents. On the other hand, the experts in the educational field conducted different studies to find out the psychological, environmental, economical, familial and social effects of discriminations with regard inequality in educational system. In the present study, survey method was considered as an appropriate method to conduct the present study. Questionnaire were the major tools considered for collecting data from the respondents.

6.4. OBJECTIVES OF THE STUDY

(1) To identify the problems of SC/ST higher secondary student’s studying in Adi-Dravidar Welfare schools located in rural areas of Tamil Nadu.
(2) To find out the extent of intensity of problems of SC/ST higher secondary students in Adi-Dravidar Welfare schools.

(3) To find out the significant difference if any between different groups of demographic variables such as Sex, Students Education, Parental Education, Parental Occupation, Parental Income, nature of family in problems of SC/ST students in Adi-Dravidar Welfare schools.

(4) To identify the association if any between the Sex, Students Education, Parental Education, Parental Occupation, Parental Income, Nature of Family and various dimension of the problems of SC/ST students in Adi-Dravidar Welfare schools.

(5) To offer recommendation and solution to solve the problems of SC/ST higher secondary students in Adi-Dravidar Welfare schools located on rural areas of Tamil Nadu state.

6.5. HYPOTHESES OF THE STUDY

The following hypotheses were formulated to give proper direction to the present study.

(1) There are many numbers of problems faced by the adolescent SC/ST higher secondary students of Adi-Dravidar Welfare schools in various dimensions.

(2) The responses of adolescent students in different problems varies in environmental, economical, familial, social and scholastic dimensions.

(3) The adolescent SC/ST students problems are at higher secondary education level are at high level.

(4) There exist significant difference between different groups of students with respect to their biographical variables such as sex, students education, parental education, parental occupation, parental income, nature of family in facing various problems in getting higher secondary education at Adi-Dravidar Welfare schools.
There is significant association between sex, students education, parental education, parental occupation, parental income, nature of family and problems of SC/ST adolescent students in various dimension such as environmental, economical, familial, social and schools.

6.6. RESEARCH PROCESS

Stage – I

In this stage, the investigator visited few schools and identify the Adi-Dravidar Welfare Adolescent students problems.

Stage – II

In the second stage, the investigator classified the problems in various Dimensions such as environmental, economical, familial, social and scholastic aspects.

Stage – III

In the third stage, the investigator preferred a suitable research method to study the intensity of the problems of adolescent SC/ST Higher secondary students studying in Adi-Dravidar Welfare schools located in rural areas of Tamil Nadu.

Stage – IV

In the fourth stage, the investigator developed a research tool by seeking information from teacher and parents of rural areas. The investigator also consulted few experts to select valid items through judgmental analysis for the present study.

Stage – V

In the fifth stage, the investigator used item analysis to select valid items through empirical analysis for the present study. The investigator also used few reliability methods such as split half method and rational equivalence method (KR 20) to select reliable items and few validity measures such as content validity, face
utility and intrinsic validity are preferred to establish reliability and validity for the research tool which is used in the present study.

**Stage – VI**

The investigator identified few rural based Adi-Dravidar Welfare schools based on the students backwardness, poor economic status and undeveloped SC/ST areas to collect data. The investigator also selected only one Adi-Dravidar Welfare school in each district and collected samples in a distributive way.

**Stage – VII**

In this stage, the investigator identified SC/ST adolescent, Higher secondary students as Target population. Because, higher secondary stage which is deciding their future studies and status. Therefore, the investigator gives much attention towards higher secondary students in collecting response from them.

**Stage – VIII**

This stage reveal the process of collecting data from the respondents. While collecting data, few measures have been taken into consideration for controlling response errors and errors in random selection in order to get adequate data and to get absolute satisfaction on the part of the investigator in sample collection.

**Stage – IX**

In this stage, the investigator has taken few measures to collect objective data.

**Stage – X**

In this stage, the investigator used appropriate statistical techniques Such as percentage analysis test of significance and chi-square test for analysis and interpretation the data.
Stage – XI

In the last stage, findings are summarized by the investigator and presented.

6.7. TITLE OF THE PRESENT STUDY

The précised title in the present research study is given below:

Problems encountered by the SC/ST adolescent students in pursuing higher secondary education in Adi-Dravidar Welfare Schools located in rural areas of Tamil Nadu state.

6.8. OPERATIONAL DEFINITION OF THE KEY TERMS

PROBLEMS

It is an obstacle (or) state of difficulties that are faced by SC/ST higher secondary students studying in Adi-Dravidar Welfare Schools.

ENCOUNTERED

It is an unpleasant experience experienced by SC/ST higher secondary students in unfavorable environment of Adi-Dravidar Welfare schools.

SC/ST ADOLESCENT STUDENTS

It is a specific downtrodden communal groups of young persons who are developing into an adult and pursuing their higher secondary education in Adi-Dravidar Welfare Schools of rural areas in Tamil Nadu.

HIGHER SECONDARY EDUCATION

It is a level of education comes after secondary education but before tertiary education.

ADI-DRAVIDAR WELFARE SCHOOL

It is a special school run by Tamil Nadu government for the welfare and to give education for the specific downtrodden communal groups of scheduled caste and scheduled tribes.
RURAL AREA

The areas located in the panchayat limits are called rural areas.

6.9. NEED FOR THE STUDY

In the present world, problems commonly appear everywhere. But these problems make downtrodden people to suffer a lot, particularly the children belong to the downtrodden groups like SC/ST struggle a lot from the childhood stage.

Their sufferings make them enter struggle for existence. In this context, this kind of research study is needed to estimate the intensity of the problems of SC/ST students at higher secondary level.

Particularly when SC/ST students come up in studies, they face numerous problems in getting education in schools and higher education institutions and these problems lead them to have inferiority complex and other social and psychological problems. In order to avoid these problems, the study is needed one in the present context.

The present study is a needed one to help SC/ST students to enhance their level of awareness on getting, pursuing education at tertiary level.

By conducting this kind of research study, SC/ST students may reveal their problems, necessities and there by their needs and necessities may be fulfilled.

In this study, the importance is given to various problems related to different dimensions. After getting response from the SC/ST students, the severe problems related to environment, economical. Familial, social and school can be easily traced out and the same can be rectified and therefore, the present research study is a needed one in the present context.
The study may identify the educational problems and psychological problems of SC/ST students. By knowing their problems, Educationist, Psychologist may make an attempt to develop their educational status and the solution for the above problems may kindle the student’s interest in learning and thereby they can improve their knowledge.

In school environment, most of the downtrodden students like SC/ST are given chance to expose their talents and skills. Even if they want to express their talent, they will not be allowed by others. In this context, this kind of study may give suggestions to educationist and school management people to change their attitude and have benevolence to allow downtrodden children to performance their abilities like other children.

6.10. SIGNIFICANCE OF THE STUDY

The present study on problems encountered by the SC/ST adolescent students in pursuing higher secondary education in Adi-Dravidar Welfare schools located in rural areas of Tamil Nadu state is considered as an important study, because it identifies SC/ST students educational status, environmental problems, economical problems, familial problems, social problems and problems in the school environmental and thereby students struggle can be traced out by the investigator for offering fruitful suggestions to solve them.

The study also identifies the reasons for SC/ST student’s dropout in the present situation at the same time, the study may help to identify the possible progressive activities to develop the downtrodden community of SC/ST students.

Further, the study may help educationist, social workers and social reformers to create awareness on the part of the students to enhance their community development by availing the facilities that are offered by the government and other private organizations.
In educational point of view, educationist can play their effective role by identifying the needed technique to give effective and useful education to promote SC/ST students educational status.

In the process of curriculum construction, the need based curriculum may be framed for downtrodden communities and thereby they can make use of the education in their own practical life.

6.11. SCOPE OF THE STUDY

The study intends to find the problems of SC/ST students in Adi-Dravidar Welfare schools and to rectify the same in future.

By identifying their difficulties, proper guidance may be given in future to improve the educational status of SC/ST students.

The future communal and social problems related downtrodden groups may be solved. As far as the teachers teaching activities are concerned, the SC/ST student’s expectation in teaching and learning process may be more favorable and those expectations may be fulfilled by teachers inside the school premises.

This sort of study may eradicate the total illogical activities and ignorance of SC/ST students in their studies and social related activities.

Students those who have likeness to attain the high level education may be fulfilled by conducting this kind of study and at the same time the future problems may also be solved.

Student’s talents and their hidden skills studies may be exposed outside and thereby they perform their talents without any hesitation.
The study may being out some change in using modern methodology and simplify by the teachers activity. So that the learners can learn the concept, very effectively and effective learning performance may be performed by teachers and thereby teachers may give multi-media effect to the students in teaching and learning process.

6.12. CONTRIBUTION OF THE STUDY

The findings of the present study will contribute to the following directions:

(1) The outcome of the present study may help and increase the overall effectiveness and efficiency of the educational organization of the Adi-Dravidar Welfare schools and at the same time, the student’s level of achievement may be enhanced by this study.

(2) The present study may highlight the problems of SC/ST students in various aspects like environment, economical, family, society and school.

(3) The present may give essential clues to the social reformers and educationist to solve the problems by preferring a suitable and innovative approach.

(4) This study may help to solve many future problems of the students and thereby the downtrodden communal problems and their intensity will not be increased.

6.13. RESEARCH APPROACH

There are several paradigms for identifying the problems and their reasons. Among the two paradigms rationalistic paradigms, is preferred, because it is a dominant one in studying the problems related to SC/ST students and their relevant practices and programmes. In the present study, the rationalistic approach which incorporates quantitative and hypotheses testing approach was preferred.
6.14. RESEARCH METHOD

The present study aims at identifying and understanding the problems of the SC/ST adolescent’s students. To study the present problems, the normative survey method was employed. Questionnaire is the major tool used to collect relevant data from the students of Adi-Dravidar Welfare schools located in rural areas of Tamil Nadu state. Among two major types of survey methods, the cross sectional survey method was selected to study the problems of SC/ST students.

6.15. RESEARCH TOOLS: QUESTIONNAIRES

In the present study, questionnaire was employed as tool to collect the data from the respondents. The questionnaire is the most effective tool in survey method. Questionnaires enable the researcher to collect both quantitative and qualitative information. It is constructed in an earliest way and less expensive for administration. The person administering the questionnaires has an opportunity to establish rapport, with SC/ST students to explain the meaning of items. It is possible to administer a large number of questionnaires among the respondents and it is fairly easy to tabulate and analyse the data. Because of these reasons, questionnaires were considered as appropriate tool for the present study.

6.16. QUESTIONNAIRES USED IN THE PRESENT STUDY

The questionnaire employed to collect relevant data from the respondents in the present study is given below. A questionnaire on identification of problems encountered by the SC/ST adolescent students in pursuing higher secondary education in Adi-Dravidar Welfare schools.

6.17. DESCRIPTION OF RESEARCH TOOL AND SCORING PROCEDURE

The research tool used in this study has 87 items and these items were classified in five dimensions. The first dimension is environmental related
problems in which six problems were selected. The second dimension is economic related problems in which eight problems were selected. The third dimension is family related school problems in which twenty six problems were selected. The fourth dimension is social dimension in which nineteen problems were selected. The last dimension of problems inside the school in which twenty eight problems were selected.

The intensity of the problems are measured by five point scale in which scaling points are given as not at all, very little extent, little extent, some extent, greater extent, and the score are given as 1,2,3,4,5.

6.18. POPULATION AND SAMPLE

The present study covers the learning SC/ST Adolescent Higher secondary students. Who are pursuing their studies at First year and Second year levels in the Adi-Dravidar Welfare schools located in Tamil Nadu state. The total samples selected for this study is 803 and these samples were selected from 18 rural Adi-Dravidar Welfare schools by means of purposive sampling technique.

6.19. VALIDATION OF RESEARCH TOOL

The investigator used two measures of validations. They are reliability and validity. To find out reliability, the investigator used two techniques. The first one is split half method and the second one is rational equivalence method. The reliability value of split half method is found to be 0.9649 and the reliability for rational equivalence method is formed to be 0.9664. In this method, kuder and Richard son formulae was used.

The second measure is validity. In validity, content validity, face validity and index validity measures were selected and used in this study.
6.20. DATA COLLECTION

The Data collection process was obtained by getting necessary permission from the authorities and data were collected. Before Administrating the research tool to the students, to the purpose of the study was explained to them and then the objective data were collected from the students. The investigator gave assurance to the students that the collected data will be kept in at most confidential and these data will be used for only research purpose. No time limits was given and attempt was made to Identify the threats to internal validity and appropriated meaning were taken to ensure objectivity also.

6.21. DATA ANALYSIS

The following statistical techniques were employed for the analyses and interpretation of the collected data.

1. Percentages.
2. Mean and standard deviation.
3. ’t’ test
4. Chi-square test.

6.22. DELIMITATION OF THE STUDY

1) This study is confined to the rural areas of Tamil Nadu.
2) The samples are collected in 18 rural Adi-Dravidar Welfare schools for the present study.
3) Only five dimensions are selected. They are environmental, economical, familial, social and school dimensions.
4) 803 samples were collected from First year and Second year Higher Secondary students studying in Adi-Dravidar Welfare schools of rural areas.
6.23. FINDINGS OF THE PRESENT STUDY

1. SC/ST students studying in Adi-Dravidar Welfare schools Face High intensity of problems (i.e. 72.12%) and particularly by the highest intensity of the problems of SC/ST students. Occur in school and social dimensions.

2. The extent of problems of SC/ST students in Environmental dimension is found to be 68.12%. Among various problems in environmental dimensions, the problems related to Noise Pollution, unhygienic environment and unfavourable environment are found to be at the highest level.

3. The overall percentage of SC/ST students in economic aspect is found to be 70.27%. Among various economic problems, the problem such as not fulfilling Basic Needs, Non availability of meals, not fulfilling Economic related scholastic needs, non availability of electricity for study and undertaking daily wages are the problems faced by SC/ST students at the highest level.

4. The overall percentage of problems of SC/ST students in familial dimension is found to be 70.18%. Among various problems of familial dimension, the problems such as going outside with parents in school days, coming to school from long distance, not getting chance to preference talent, not considering education as an investment, affected by parents due to drug addicting behaviour, not involving in students school work, not providing facilities to study at the time examination, un wanted parental attitudes, not knowing importance of Education, not showing care school in attendance and not spending sufficient number of times for education, occur at the highest level.

5. SC/ST Adolescent students have high intensity of over all the problems in social dimension which is found to be 74.30%. The social related problems such as other communal group student behave with us in an indifferent way, “Having discrepancy with other students, Not giving government
benefit regularly, clash between reserved and reserved community students, insecurity feeling because of communal clash, other community students express indifferent communal feelings on us, not getting good dress to wear like other students, neglecting the reserved community students and they humiliate themselves, there at reduced the educational interest, other community students humiliate us, are found to be at the highest intensity among the problems.

6. Adolescent students studying in Adi-Dravidar Welfare schools have high intensity of the overall problems (i.e. 77.72%) related to school. Among various school related problems of SC/ST students the higher level of problems occur in the aspects of facing other community, teachers give more marks to other community students, teachers viewing me superiority complex, teachers reprimand me in the name of community when I commit a simple mistake, teachers of High level community not coming near speak, teachers misbehave with me, teachers humiliating me in front of other students, allowing us to sit outside the class room due to lack of sheeting arrangement, not giving table and chair for reserved community students, canceling my admission based on the less mark attained in the test, Not showing attention in the examination and not giving chance to perform my talent.

7. In Adi-Dravidar Welfare Higher Secondary Schools of rural area, female students face higher intensity of the overall problems and its various dimensions (male 73.68% and female 83.68%).

8. SC/ST students studying in Adi-Dravidar Welfare schools at Higher Secondary Second year students face more problems when compare to SC/ST students of First year students (First year students 77.28% and Second year 80.47%).

9. SC/ST Adolescents students whose parents education is at tertiary level, Face highest level of problems in the dimension of school related problems,
whereas the lowest level of problems among Higher Secondary students occur in the parental educational category of secondary level.

10. In Adi-Dravidar Welfare school, SC/ST Higher Secondary students whose parents are in Government jobs have Higher Intensity of the problems in overall problems and its various dimensions (student belong to the parental occupation group of Government job is 79.14% and private job is 78.67%)

11. The SC/ST students whose parents who are in below poverty line, face more problems in overall and its various dimensions, the highest level of problems occur in the dimension of school related activities (82.2%).

12. SC/ST Adolescent students belong to planned family have high intensity of the problems in overall and various dimensions, the highest intensity of the problems of SC/ST higher secondary students belong to planned family is the dimension of school rated scholastic dimension.

13. Female students face more problems than male student in pursuing their higher secondary education particularly in Adi-Dravidar Welfare School located in rural areas of Tamil Nadu expect in the environmental dimension.

14. Student who are studying at Higher Secondary Second year face more problems more than the students studying at First year in Adi-Dravidar Welfare schools of rural areas in all dimensions except the problems related to economical, Familial and social dimensions.

15. In Adi-Dravidar Welfare School SC/ST Adolescent students belong to parental education groups at tertiary level face more problems when compare to illiterate, primary, secondary, higher secondary level in over all and dimension, such as, environmental, economical, familial, social and school.

16. SC/ST students whose parents are in government job face more problems than the students whose parents are in private job except in the dimensions of environmental, economical, familial, social and school problems.
17. The problems faced by students belong to parental income groups of above poverty line and below poverty line in pursuing their higher secondary education particularly in Adi-Dravidar welfare schools located in rural areas of Tamil Nadu are found to be same.

18. SC/ST students belong to planned family face more problems when compare to students of unplanned family in pursuing their higher secondary education in Adi-Dravidar Welfare schools. But the above finding is not found in the dimension of economical and familial problems.

19. There is no significant association between sex and Environmental, Economical, Familial, social, school problems of SC/ST Adolescent students in pursuing their education at higher secondary level in Adi-Dravidar Welfare schools.

20. There is significant association between level of student’s education such as First year and Second year level and environmental problems of SC/ST adolescent students in Adi-Dravidar Welfare School.

21. There is no significant association between level of student’s education such as First year and Second year level and economical, familial, social and school problems of SC/ST adolescent student in Adi-Dravidar Welfare School.

22. SC/ST students whose parent’s educational qualification and problems related to the dimensions of environmental, economical, familial, social and school are not having significant association at 5% level.

23. There is significant association between parent’s occupation and social problems of SC/ST Adolescent students in Adi-Dravidar Welfare schools.

24. There is no significant association between parent’s occupation such as private job and government job and environmental, economical, familial and school problems of SC/ST Adolescent students in pursuing their education at higher secondary level in Adi-Dravidar Welfare schools.
25. There is significant association between parent’s income and environmental problems of SC/ST Adolescent students in Adi-Dravidar Welfare schools.

26. There is no significant association between parent’s income and economical, familial, social and school problems of SC/ST Adolescent students in Adi-Dravidar Welfare schools.

27. There is no significant association between size of family and environmental, economical, familial, social and school problems of SC/ST Adolescent students in pursuing their education at Higher Secondary level in Adi-Dravidar Welfare schools.

6.24. SUGGESTIONS

1) Planned Family parents should encourage their children to go to school to achieve their life goals.

2) Planned family parents should give up their alcoholic habits and save the money. The amount spent for drugs may be used for their children’s education.

3) Parents should avoid using Filthy words to scold their children; instead they should use encouraging words to encourage their educational growth.

4) In order to solve the economical problems of the family, parents should not send children to daily wages. Instead they should send their children to school.

5) The quarrels of the parents will disturb the children’s education; therefore, parents should strictly avoid quarrelling in front of their children.

6) Children who are in below poverty line should get first priority in education.

7) Teachers should have relationship with SC/ST students with good heart and they should not hurt them with their speech.

8) Teachers should offer their valuable suggestions to SC/ST students to go for higher education in future.
9) Teachers should teach the lessons in such a way to make the SC/ST to easily understand the subject content.

10) In order to help SC/ST students, teachers should always enquire about the students’ attendance and their educational progress.

11) Teachers should create awareness among the below poverty and parents of planned family parents about the importance of education.

12) In front of upper caste students, teachers should not show discrimination to SC/ST students.

13) Though SC/ST students commit mistakes out of their ignorance, teachers should help them to realize their mistakes and encourage them to concentrate on their education.

14) Teachers should give first preference to SC/ST students’ education.

15) Upper caste students should associate with SC/ST students without caste discrimination. They should help SC/ST students when they have doubts in their studies.

16) The school management should give equal chance to SC/ST students to participate in sports and cultural programs.

17) The Government should provide all the privileges that help the education of the SC/ST students.

18) The Government employed SC/ST parents should not go for work outside of their residence; instead they should stay with their children and help their children to pursue their education.

19) SC/ST parents should also help their children to get education for their progress.

20) The SC/ST educated parents who are in government jobs should also monitor their children whether they study at home in the night.

21) The SC/ST educated parents who are in government jobs should spend more time with their children during examinations.
22) In planned and below poverty line family parents should not give more works to their children during the examinations time.

23) The SC/ST educated parents at least once in a month should go to school and enquire about the attendance and the progress of their children.

24) The Government should conduct awareness programs about education for the below poverty SC/ST Second year students.

25) The government should construct schools in a hygienic environment for the SC/ST female students.

26) The government should adequately provide all the educational facilities such as hostel, food, dress, tuition fees and free transport for the below poverty SC/ST second year students.

27) The government should conduct awareness programs to provide adequate awareness to pursue higher education particularly for below poverty and planned family SC/ST students.

28) The government should take special measure to remove the communal discrimination among the students.

29) The specially allotted scholarship for the education of the below poverty and planned family SC/ST students should be provided time.

30) The government should construct the government schools in SC/ST residential places.

31) The school Headmaster should monitor the communal clashes among students.

32) Teachers should not use the name of community among the below poverty and planned family SC/ST students.

33) Teacher should not assign their own works to SC/ST students during the examination hours.

34) Teacher should not show parochialism in valuing students answer sheets.
6.25. SCOPE FOR FURTHER RESEARCH

On the basis of the outcomes of the study, the following topics are suggested for further scope for the research in this area of study.

1) In this study, only a few community variables are selected. Comprehensive analyses may be done by incorporating more community variable.

2) In this study, only the students studying in Adi-Dravidar Welfare higher secondary schools are covered. There is a need to cover the learning at tertiary level. Therefore, a separate study may be conducted taking students at tertiary level as sample.

3) The impact of SC/ST adolescent student’s family may be investigated.

4) The role of the school in SC/ST Adolescent student’s problems may be studied.

6.26. CONCLUSION

The development stage of adolescent stage is considered as storm-stress period. In this stage students are having more stress and struggle a lot. Particularly students belong to the communal categories of SC/ST group’s face problems related to environmental, economical, familial, social and school in addition to other problems of adolescent stage. These problems actually make students to struggle for survival and they hinder their development also. In order to avoid these problems, the investigator made attempt to conduct the present study and offered fruitful suggestions in order to prevent them. The present study reveals that the SC/ST students in Adi-Dravidar Welfare schools face the highest intensity of the problems in the dimensions of social and school. However the overall intensity of the problem is found to be 72.12%. Which indicates that SC/ST students face more problems in almost all dimensions. Therefore, special attention must be given by parents and teachers in social and school related problems. At the same time, female students who are studying at Second year level and whose parental education is at tertiary level, SC/ST students whose parents are in
government job and belong to below poverty group and SC/ST students of planned family are facing more problems in all the dimensions. Therefore parents, teachers and government should so special attention on theses groups to solve their problems.

The present study also reveals that the student’s level of education students in parental occupation group and parental income group are considered as an associate factor of the problems of SC/ST students in Adi-Dravidar Welfare schools of Tamil Nadu. Based on these findings, the investigator offered appropriate recommendation and suggestions and revealed thrust areas related to the present research.