



CHAPTER 6



CHAPTER - 6

CONCLUSION AND RECOMMENDATIONS

This chapter has two sections. In section one, we give the mathematical conclusions of each of the five chapters of our thesis. In section two, we give the conclusions and recommendations drawn both from the study of the mathematical models and from the discussions, analysis of various types of questionnaire administered to the URCS, the set of teaching community, and also the ones drawn from the expert opinions and educationists.

6.1 GIST OF EACH CHAPTER

This section has five subsections and each subsection carries the work done in each of the five chapters.

6.1.1 The chapter on preliminaries gives the basic concepts to make this thesis a self explanatory one.

6.1.2 In chapter one, based on the pilot survey, we used the FCMs model to study the problem. This study paved the way for the elaborate questionnaire; not only that, our study showed clearly that for the performance of the students, the teachers play a powerful and very essential role. So we took interviews / discussions with teachers and used the FRMs model to study the problem. We, based on the study, carried out in this chapter and from the elaborate questionnaire, constructed new fuzzy models using supermatrices and fuzzy linguistic attributes.

6.1.3 In chapter two, new fuzzy models SFCMs, SFRMs, DSFRMs and FLCMs are constructed.

6.1.4 In chapter three, we used the super fuzzy models to study the problem. The innovative work, in this chapter, is the introduction of a new type of short but objective questionnaire. The filled in questionnaire was used as the experts' opinion for the DSFRMs model. The advantages of this model are that no one plays the role of an expert. The students, (URCS) who are the ones for which the study is carried out, play the role of expert and the related super dynamical system is constructed using the answers of all these questionnaires. They are explained in this chapter.

6.1.5 In chapter four, we use the new Fuzzy Linguistic Cognitive Maps models (FLCMs model) and the new Fuzzy Linguistic Relational Maps model (FLRMs model) to analyse the URCS problems. The main advantage of using this model is that we do not threshold the resultant vector at each stage which completely gives the exact result and not arbitrarily made up result; further we go beyond the 'ON' and 'OFF' to get the resultants as linguistic terms.

6.1.6 In chapter five, the comparisons of the hidden patterns are carried out, using the newly constructed SFCRMs model. Also we compare the hidden patterns given by the FCMs, FRMs with those of the LFCMs and LFRMs respectively.

6.2 INSIGHTS

The second section of this chapter consists of insights in terms of key issues and key challenges, and finally and most importantly all recommendations made to all the stakeholders of students community (URCS) namely parents, teaching fraternity, managements and the governments. All these were collated from interview schedule and questionnaire administered to the Underprivileged Rural College Students studying in city colleges, teaching community, academic experts' opinion, and literatures.

6.2.1 Key issues

The key issues and problems faced by URCS have been classified under various headings – psychological, economic, cultural, social, academic and other - for better and comprehensive understanding of the realities related to URCS.

6.2.1.1 Psychological

- Feeling inferior and not being able to realize their actual potentials are the major drawback of these students. As a result, they experience pain and anguish, not only in academic performances but also more crucially, in relating themselves with others. In fact, multiple factors cause this ‘depression’ in rural-bred students and they are lack of good communication skills, shyness and their perception that dressing up like a city dude alone will win them respect and recognition, etc.
- Fear of relating to others mainly due to poverty, caste and inferiority complex is yet another psychological issue.
- Unfamiliar institution, its ambience and compulsion to use English language as a tool of campus communication at times overpower them. Consequently, relating themselves with certain posh students, boastful and frightful teachers, and unempathetic and uncompassionate officials becomes a challenge.
- As an end-result, the fear and insecurity complexes engulf them stifling their over-all development as ‘dignified humans’ in any given society.
- Even motivational tips sometimes by the teachers work negatively, as they serve as ‘holier-than-thou’ attitude. Sometimes, offering any number of advice only creates adverse effects on the URCS, particularly when teachers indulge in it in public and classroom.

6.2.1.2 *Economic*

- Poverty, as an economic factor, impinges the life style of URCS; vast majority of URCS, carried away by the modern consumerist culture coupled with the peer group pressures on spending money, has direct and indignant impact on the URCS and their mindset, which reflects in their studies and performance, mostly negatively and seldom positively.
- The new bound freedom in the city mostly leads them to near personal, academic and emotional disaster due to lack of proper personal attention and guidance. In addition, the problem of spending money on ‘what’ and ‘how’ arises.
- Financial status is yet another major deterrent to their higher education.
- URCS struggle to manage with certain delicate expenditure on snacks, films, etc.
- They get almost nil-attention like even periodical visits from their parents, as the parents themselves are bogged down by illiteracy and worries, related to every day livelihood issues and financial crunches.

6.2.1.3 *Cultural*

- Very little moral support is rendered to URCS especially in the process of realizing their potentials, as they are culturally alienated and often subtly humiliated and even ostracized.
- Some initially have culture shock. They ape the city culture namely ‘socialising’ accompanied with drinking, smoking and time wasting. Later, when they return to their roots, they have an intense conflict between the original self and the falsely developed self. Sometimes, a handful of URCS get trapped into certain addict practices due to the falsified notion of life that is far away from their family and social realities.

6.2.1.4 Social

- Anti-social elements such as drug peddlers often misuse them and slowly drag them in to unacceptable behaviours.
- The academic institutions are not social equalizers. In other words, students are not equal in any campus and the atmosphere is not conducive either.
- Complex nature of campus reality poses a challenge and they struggle to overcome the hurdles in such atmosphere. Subsequently, it affects their academic performance.
- Groupism, based on caste, religion, region and community, drags these innocent students, into the vortex of non-performance. Affiliation to groups affects their studies. It is these groups which, they wrongly perceive, decide to an extent their destiny.
- Untold Caste discriminations and physical separations often relegate them towards under-utilizing of their latent talents and potentials, eventually and 'sub-consciously' leading the URCS to low self-image and self-esteem.
- Lack of role models in terms of values, quality education and accomplishments among the staff and students poses confusion and contradictions in life style.
- Social adaptability is strained at times, when they encounter too much of urban and cosmopolitan life style.
- Poverty stricken life forces some of them to become 'bread winners', leaving in them very little stamina, ability and agility to concentrate on studies.

6.2.1.5 Academic

- Medium of instruction, being English in most of the colleges, proves to be a major challenge to URCS as they come with a little language proficiency. Hence, their grasp of subject knowledge is little.
- Intelligence is not a problem with them. The problem lies in the conventional, grammar-based method of English language acquisition.
- As the basics of Tamil and English languages are not sufficiently imparted to them in schools, speaking and writing effectively all through their life especially in colleges becomes a hurdle. A handful of URCS, however, pick up language skill due to hard work and personal initiatives.
- Most of them are sent to colleges totally unprepared to face academic challenges on the campuses, because of lack of infrastructure facilities like even classrooms, etc., lack of well oriented, academically well trained and skillful teachers and sometimes insufficient number of teachers and lack of teaching and learning equipment in schools. The same is opined by the report of the Annual Status of Education Report, 2011. [2]
- The difficult nature of the subject develops a defeatist mind-set in them. Subsequently, they become passive and inactive.
- Inadequate teaching even at higher educational institutions itself is another obstacle. Moreover, teachers talk time is more than students talk time. Lack of judicious combination of talk time by both teachers and students further alienates URCS and pushes them into culture of silence.
- Moreover, educational patterns / syllabus are more theory laden than testing and developing the skills of the students.

- Eventually, most of them mug up the lessons and reproduce in examinations without realizing the importance of the concepts.
- As they do not have sound knowledge of the subject, added with lack of communication skills, they struggle to get placed.
- Sometimes, over-emphasizing career orientation, job, placement, etc. will in fact mar the personality of URCS. Campuses are not industries, manufacturing job-ready products particularly towards URCS.
- Peer pressure, to perform better academically, is strongly felt.
- Therefore, they feel the need of a support system in terms of explanation for fundamental concepts, friendly atmosphere, learning enhancing atmosphere etc.
- Certain kinds of assessment / evaluation methods such as viva-voce, oral tests, etc. are scary for these students and are frequently used against some incompetent and insecure students to victimize them. Even written mode demands proficiency in English which they lack.
- It is an irony that teachers who have come from similar backgrounds themselves turn out to be very insensitive to URCS.

6.2.1.6 Other

- Over dependence on marks proves detrimental to the career of URCS. They are gifted with skills and certain talents that are not recognized too. Their talents in sports, games, fine arts and other performing arts, etc. should be developed and the same to be projected for placement.
- They are often caught between the nature and the nurture. Yet they seldom forget their roots.
- They feel very much the rural-urban divide.

6.2.2 Key Challenges

6.2.2.1 Apart from the above conclusions, certain challenges have been identified in the process of our study. They are mainly due to the pivotal transitions designing their destiny in colleges in which URCS need to adapt themselves:

- 'all-Thamizh' medium to 'theoretically' all-English medium instruction. (Majority of URCS could academically excel if the medium of instruction is Tamil)
- rural to urban cultural milieu and its culture
- 'poor' to outwardly 'wealthy' ambience
- 'lower' caste to a 'caste-concealed' campus environment
- 'controlled teenage' to 'unbound adolescence' / adulthood and unregulated freedom

6.2.2.2 In addition, the predominant factors that exert significant influence over them include:

- peer pressure
- media
- urban life-style, glamour
- sexual urge / instinct
- academic / parental demands

6.2.2.3 Eventually, they have to combat the dominant emotions such as

- inferiority feeling
- self-diffidence
- vulnerability
- fear of getting exposed
- fear of failure

- feeling of relative deprivation
- self-pity
- anger
- excitement, awe, etc.

6.2.2.4 These emotions are further responsible for certain behavioral patterns such as:

- withdrawal, eventually becoming a drop-out
- excessive pretention / showing off
- going wayward, astray, reactionary
- picking up determination and doing hard work to prove and excel in something
- being focused on studies and cut off from social interactions

6.2.3 Recommendations

A close analysis and dispassionate reflection on the problems and challenges, faced by them, would result in the following recommendations to the stakeholders and the study group itself. These suggestions themselves are given as those pertaining to the general and those related to the specific groups.

6.2.3.1 In general

- a) Higher education is usually meant for those who are interested in higher studies but pathetically this is not the situation in India for it is considered only for employment. This tendency suffocates the research orientation of our country leading to almost nil contribution in the field of discoveries. This calls for investment proper interest and motivation, time and energy and avoid running after only ‘dream jobs’.
- b) Students may also take a break after +2 studies and have work experience and earn money. Both the money earned and experience

gained would give them financial stability to an extent and responsibility for pursuing higher studies in an effective manner.

- c) There must be checks and balances on the mushrooming growth of so-called 'under or ill qualified' and irresponsible professional colleges so that URCS who prefer higher education in Arts and Science colleges, may feel confident about their education as well as their career options.
- d) Owing to the lack of knowledge in basic sciences, India's edge over other countries in science and technology has declined. Hence, attention has to be paid to enhancement of basic scientific knowledge through Arts and Science colleges, where most of these students may land on and benefit.
- e) Education up to undergraduate level has to be made free. It is to an extent true but the other costs such as accommodation, food, transportation, books, etc are expensive.
- f) In addition to scholarships given to deserving students, Governments have to cater to the needs of URCS in terms of hostel accommodation, stationery, etc. To be specific, Government should support the aided and the private institutions with sufficient grant to put up hostel facilities on the premises, exclusively for UCRS and first generation students.
- g) The URCS should be encouraged to take up part time jobs. The respective colleges/institutions, where URCS study, take efforts to create sufficient scope and to provide URCS part time employment opportunities either within or elsewhere after the college hours.

6.2.3.2 *To URCS*

- a) Basic science courses definitely help students to do applied research in Mathematics, Physical Sciences and Life Sciences and experiences in such researches will get them placed.

- b) Basic sciences and Humanities give them not simply a particular specialized skill but multiple skills and all-round formation as well that help these students become more humane and fit for the ever-changing society.
- c) Some of the URCS students, who are at financially disadvantaged position, need to be told and encouraged to get out of the engineering mode mindset and get into courses offered in Arts and Science colleges as they are more viable and affordable.
- d) They must realize that their primary focus is academic and overall human and personality development. Petty and trivial politics at any level should be set aside.
- e) They need to spell out the methods of learning that help them learn effectively, creatively and skillfully too.
- f) They should emulate the culture of effective teamwork and collaborative learning, as these methods enable them to learn faster and interiorize the subject knowledge.
- g) They should pick up the study skills and techniques, and using these aids, they should consolidate their understanding of basic concepts and principles of any subject matter.
- h) They should also do a little thinking and a soul searching to cope with the multiple campus realities especially the academic climate.
- i) Students on their part should develop self-esteem and start respecting themselves for what they are, their place of origins, parents and stop comparing themselves with that of the affluent urban students.
- j) They have to realize the importance of perseverance, hard work, discipline, time management and regularity.
- k) URCS should not fear to work hard in studies and other activities- be it part time employment or cultural events, etc. only to realize that busy

schedule will go to help in building the power of one's mind and eventually towards a better personality.

- l) Let URCS push forward to be noticed and seize any new opportunity thrown open to them and earnest efforts to prove their mettle. Such initiatives would further enable them to dispel fears and develop self-esteem.
- m) They need to have a positive outlook of life and understand it objectively in concrete life, and to understand that there is no short cut to success.
- n) They should own their actions. In other words, they should be responsible for their performance.
- o) They should perform in all walks of academic life, be it academics, cultural, sports and co/extracurricular activities which would provide them opportunities to pick up necessary skills to perform in real life situation later.
- p) They need to have learning buddies and accept mentors and further keep in touch with them to ensure regular progress in academic and psycho-socio-emotional development.
- q) Experienced and senior students should shoulder the responsibility of mentoring the junior students and offer Orientation programmes and community building exercises in order to make the fresher's feel at home.
- r) The brighter students should be motivated and conscientized to reach out to the URCS and to assist them in a friendly manner, avoiding any form of condescending attitude.

6.2.3.3 To Parents of URCS

- a) Parents should be advised to encourage their wards to learn the subjects of their choice especially after +2.

- b) Keeping abreast of what happens to their wards is an important step. Being uneducated may not be acceptable as an excuse. They should constantly watch over and guide them.
- c) Parents should feel that their duty lies not only in paying the fees but also spend quality time periodically with their sons and daughters. Conscious efforts are necessary for this noble cause. This will enormously enable the parents to follow their wards meticulously, to understand them better and to assist the teaching community and the management in forming the URCS. If need be, either management or government ensure, or partially support the parents of very poor students with the travel allowances.
- d) Such efforts will help all the stakeholders to understand the legitimate needs and requirements of URCS. It holds good for all students; the URCS will be uniquely helped and supported. Lest, many URCS land up in small and even big difficulties, and some may drop out and some may get into anti-social elements, etc.
- e) Any drastic change in the behaviour of their wards should be seriously viewed. Listening to them empathetically and sharing is an inevitable step in maintaining their actual self.
- f) Parents' spending sufficient time with URCS is a must. Their wards may be encouraged to share their feelings about the institutions and the quality of education offered by them.
- g) A word of caution from parents' experiences will help them with the teething problems.
- h) Periodical visits to their wards in campuses of their respective colleges will prove to be beneficial, however costly and inconvenient, they may be. Besides the visits, they have to take steps to meet their wards mentors, managements, staff in general, etc. will yield the desired effects on URCS and also good results.

6.2.3.4 To Teaching Community

- a) Teachers are not mere teachers. They have to be role models and remain source of inspiration as the young growing adolescent minds in general and, in particular, the URCS desperately seek and look for such leaders and personalities in a given society, more so in the educational campuses.
- b) Teachers have to develop a pedagogy that will suit and benefit the URCS; besides this, a special training should be conducted for the teaching community so that they are well equipped to understand and handle the students entering the campuses just after schools.
- c) It is the responsibility of teachers to ensure the understanding of the subjects as URCS struggle to grapple with concepts expressed in a foreign language. Simplification, explication, illustration and application should be the hallmarks of their teaching.
- d) They need to address the issue of subject comprehension by adopting information and communications technology in the classroom. Teachers' challenge is to make his lessons interactive and interesting. Further, innovative teaching methodologies such as project based learning, collaborative learning and in situation learning should be introduced.
- e) Teachers should impart on values of life other than the subjects and motivational in nature. They will surely be inspired to emulate such role models.
- f) They should create conducive atmosphere so as to enable them learn effectively. Special attention is to be paid to the academically weaker students. Individual attention is not an exaggeration.

- g) The academic community, especially the language teachers have to device innovative, rural-friendly, tech-based methods for teaching-learning English language.
- h) Just like an appropriate method teaching, an appropriate method of testing or a combo of methods is to be administered to these students so that their actual potentials are realized. Besides this, the integrity of teachers is a must in this process. Teaching does not imply lecturing alone but to make the subjects more interesting; and to this end, the teacher has to be alert, lively, innovative and knowledgeable, for, only such persons could do justice.
- i) In this regard, we are painfully aware of the fact that the teachers too suffer from very poor communication skills, and hence this phenomenon needs to be addressed properly.
- j) Remedial course is another support system to be rendered to them. It should be planned effectively and seriously monitored.
- k) Mentoring by teachers will greatly help them to come out of initial hiccups and sustain them to complete the course in a stipulated time. Mentoring should not become a synonym of advising. Hence, teachers should desist advising and instead, should learn to 'accompany'.
- l) Teachers should play the role of facilitators. They, by any chance, should not give an impression that their way of dealing with URCS is detracting their merit.
- m) A pat on the back will do miracles. Genuine guidance will work wonders.
- n) The teaching community needs to be conscientized and trained to be sensitive towards the problems, faced by these students.

- o) Another important duty of the teachers is to create awareness of the respective groups as a well-knit one, irrespective of caste, creed and religion.
- p) In the absence of parents, it is the responsibility of the teachers to guide, direct and mould them and, consequently, foster their growth.

6.2.3.5 *To Managements (Private and State sponsored)*

- a) Managements should play a proactive role in moulding these students. They have to evolve strategies to take care of the welfare, special needs and progress of these students from the stage of admission to the last stage of course completion, ensuring them that they are accompanied at every stage.
- b) The management has to provide an atmosphere where URCS can feel 'proud' to be poor in order to avoid complexes, and made to feel at home.
- c) The management should take extra effort in recruiting and appointing good and quality teachers in general; more so, when it comes to teaching URCS. This apart, preferably the more experienced, qualitatively better and senior professors should be invited to handle the URCS particularly in the initial stages of their studies.
- d) The responsibility of the institutions is not simply to give the deserving students admission but also to devise a follow up programmes. Performance of URCS should be periodically monitored and necessary scaffolding should be furnished.
- e) Members of the managements are required to listen actively to the genuine issues of URCS and to help them solve their problems.

- f) An orientation of life coping skills is to be given to them so that they cope with the reality and perform well in academic work. It should be an on-going and a continuous process.
- g) An orientation of study skills is to be planned and offered intensely at the beginning of the course. In practice, it should closely be monitored. No compromise is permissible, whatsoever the hurdles are underway.
- h) Application oriented learning methods such as field visits, research projects and exposure programmes may encourage these students to involve themselves in the learning process.
- i) A strong support system is to be provided. In other words, institutions should have a methodical and pragmatic counseling and mentoring system, managed by the dedicated, staff members. Perhaps one to one accompaniment is not an exaggeration.
- j) Career counseling is to be strengthened.
- k) An initiative to give them exposure to different ways of living, studying and communicating should be taken. Managements are expected to provide them with a platform to 'socialize' meaningfully among the peer and it would certainly help them in relating themselves to others and learning collaboratively.
- l) Managements should ensure the participation of the URCS community in programmes organized at department and college levels and it would enable them develop their self-esteem, soft skills and other leadership qualities.
- m) In addition, they should offer orientation sessions for URCS to boost their self-esteem, to help them understand that they are on a par with other students. These sessions also empower other naive students to handle peer pressure.

- n) In order to claim as the institutions of excellence, such institutions need to ensure the success of URCS also. Successes will, however small, lead to the realization of actual and potential self of these students.
- o) Financial assistance to deserving students like fee concession and mess concession has to be planned and implemented effectively without any loopholes.
- p) The cause of education is noble and divine. Hence, no education centres, either private or government or quasi-government should go after money making efforts, and shudder to think that institutions are not business centres and profiteering entities.

6.2.3.6 To Governments (State and Central)

- a) Appointing professional and experienced counselors in colleges is a must; it is a definite step in boosting the bruised morale of these students and enabling the URCS to cope with the academic climate.
- b) It is the responsibility of both central and state governments to make education, if not completely free for the URCS, atleast make it accessible by providing them with hostel facilities, scholarship, etc. in good educational institutions of national importance.
- c) Government must appoint a committee to study and evaluate sincerely from the perspective of URCS, and subject to scrutiny the present education system, be it autonomous or semester or any other, and make sure that the system is URCS-friendly in nature and empowering in its contents and methodologies to help the URCS to scale high in their performances and excel on par with the rest of the student community.
- d) Hassle free educational loans would take them to greater heights of academic performance.

- e) Governments should give equitable importance to all levels of higher education by striking a balance between professional courses and liberal education (Arts and Science colleges).
- f) Even after sixty years of independence, there are very few and handful first generation learners on the campuses and hence, time is ripe that the governments ensure quality and affordable higher education to URCS.
- g) Setting up of quality higher education institutions in the rural areas will reduce the problems of these students related to displacement and to a large extent, migration to city colleges will be minimized. Efforts of this sort will pave the way for clean and better urban developments.
- h) Governments have the responsibility to create a conducive and URCS-friendly atmosphere, when introduction of modern techniques or digitalization of classrooms is done. In no way, they should alienate URCS from the learning processes.
- i) Infrastructure facilities for these students to pursue their higher education especially research should be made available without involving financial implication and throw open its high-tech science laboratories to school and college students hailing from rural areas to help “URCS pursue their scientific research interests”. (Dec 19, 2009, The Times of India)
- j) Ensuring placement for such students will go a long way, for the ultimate aim of most of the URCS is to learn, earn and stand on their own, besides reaching out to their parents, close kith and kin.
- k) Towards this end, Government should establish and provide good arts and science colleges which give good job opportunities/placements on par with engineering and medical colleges.

- l) Education be imparted in such a manner that will empower the URCS towards 'self-employment' schemes or small scale entrepreneurial skills for the simple reason the Government/private parties cannot provide employments for all the educated in the nation. Such efforts will yield in the longer run good results in the overall development and growth of the country.
- m) At the event of discovering any educational institutions to be purely 'money-minting' centres, and if it is proved beyond any doubt, then, the respective government should not hesitate to close down such institutions; towards this end, a law should be enacted and implemented scrupulously.

6.2.3.7 To Academicians and Educationists

- a) It is the duty of the academicians and educationists to lobby with the governments and other private managements to increase its budget allocation for higher education especially for the welfare of the URCS.
- b) They should realize their indomitable commitment to URCS and an advisory role in guiding the functioning of governments towards higher education so that the benefits reach the target group, and monitor the trends to put an end to any forms of corrupt practices.
- c) The goal of 12th UGC plan to set up one university for every district should be taken up seriously and expedited so that more and more URCS will get access to higher education in the rural atmosphere so that they need not face cultural shocks and other problems related to urban culture.
- d) Need based, relevant and application-oriented curriculum should be devised and implemented in colleges, and other centres of higher learning.

- e) Curriculum should be framed keeping the industry and market needs under consideration, so that the employment needs of rural students are addressed.
- f) More number of additional skill development and leadership programmes should be incorporated in the curriculum. It will enable greatly the disadvantaged URCS to be confident of some job or other, after the course completion.
- g) Lessons based on life-coping skills (Personality Development, Motivation, Time Management, Self Esteem etc.) or an exclusive course on soft skills should also be incorporated in curriculum and offered effectively at the plus two levels to begin with, and if need be, at the tertiary levels too.
- h) Academicians should devise a curriculum or introduce a specialized Degree programme, giving significant weightage to co/extracurricular activities like sports and games, fine arts and other such activities in which URCS and general students can normally excel.
- i) Academicians should rightfully utilize the funds allocated to their departments in enabling the research mindset of the students especially the marginalized.
- j) It is imperative for serious educationists and academicians to conduct specific studies on issues and problems related to URCS, and do periodically serious research in order to come up with creative, contextual and pro-active models and modules, policies and programmes to meet the needs and requirements of URCS which will, in turn, provide scope and space for the URCS to mitigate and if

possible, to alleviate totally the woes and miseries that come in their ways of overall growth and development.

- k) Finally, politicians should not have upper hand in educational policies. It must be in the hands of really talented, compassionate, committed and creative academicians of high integrity who have an unflinching love, and pay due importance to the rural development of our country.

6.3 FUTURE SCOPE OF THE WORK

These newly built mathematical models in this thesis were used for the Underprivileged Rural College Students (URCS) studying in Chennai city colleges. The entire study was purely on 'URCS – centric'.

1. The same model could be extended to the other stakeholders in our study, namely:
 - i. Teachers' centered issues and problems
 - ii. Management centered issues and problems
 - iii. Government centered issues and problems
 - iv. Academicians and Educationists issues centered
2. This model could be easily applied with the special focus on Underprivileged Rural Women Students or in general Rural Women Students studying in city colleges, giving due importance to 'gender' perspectives and approaches.
3. As mentioned in the thesis, the model could be used and study can be carried out on the URCS students studying in Chennai city colleges with the total focus on those who stay only in HOSTELS,(either government or private)concentrating on the hostel culture, hostel managements, hostel facilities, hostel students' politics, etc.

4. This model also can be, with the judicious modifications and alterations, applied to the SLUM students who do their studies in the city colleges.
5. With slight and appropriate modifications of this model, we can subject the Rural School Children Studying in town or city schools, either private or government.